

NEAC Recommendations - 2/3/10

Committee	Seat (#)	Term	Name(s)
Faculty Affairs Committee	Lecturers	Spring '10	Kimber Quinney
Faculty Grants Committee**	CoAS-Hum/FA	09-11	Susie Lan Cassel
Faculty Grants Committee**	CoAS-M&S	Spring '10	Tejinder Neelon
General Education Committee	CoAS/Hum&FA*	09-11	---
General Education Committee	CoAS/SS	09/10	Marisol Clark-Ibanez
General Education Committee	CoBA	09/10	---
General Education Committee	CoE	09/10	---
Library & Academic Technology Cmte.	CoAS	Spring '10	Barry Saferstein
North Co. Higher Educ. Alliance	At large	Spring '10	Alicia Gonzalez

Curriculum for Consent Calendar
February 3, 2010

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	Rec'd AP	To UCC/ Senate	UCC Action/ Appr.
BIOL	401		Comparative Vertebrate Anatomy	C	Penny Perkins	7/23/08	9/11/08	12/7/09

Curriculum Reconciliation

College of Arts & Sciences

Program changes:

- Minor in Ethnic Studies – addition to electives
- Global Studies Major – Remove deleted course electives
- Global Studies Minor – Remove deleted course electives
- Liberal Studies: Border Studies Option – Changes to electives
- Literature & Writing Studies Major – addition to electives

Changes to courses:

- BIOL 476 Prerequisite change
- CHEM 105 Title change
- CHEM 105L Title change
- CHEM 251 Delete course
- COMM 200 Title & description change
- GEOG 320 Description change
- HIST 313 Title & description change
- HIST 363 Title & description change
- HIST 365 Title change
- HIST 389 Delete course
- HIST 398 Unit & course number change (HIST 398A,B,C)
- HIST 513 Grading mode change
- HIST 620 Prerequisite change
- ID 302 Delete course
- ID 406 Description change
- KINE 200 Enrollment restriction
- KINE 201 Enrollment restriction
- KINE 302 Title change

KINE 336	Restriction change
KINE 495	Description, prerequisite & grading mode change
KINE 499	Description & grading mode change
LING 201	Delete course
LING 303	Delete course
LING 361	Prerequisite change
LING 371B	Delete course
LTWR 318	Title & description change
LTWR 602	Enrollment requirement change
PSCI 336	Delete course
PSCI 355	Delete prerequisite
PSCI 358	Delete prerequisite
PSCI 363	Delete course
TA 310	Prerequisite change
TA 402	Prerequisite change
VSAR 304	Prerequisite change

School of Nursing

Changes to courses:

NURS 200	Change to Registration Conditions
NURS 201	Change to Registration Conditions
NURS 202	Change to Registration Conditions
NURS 210	Change to Registration Conditions
NURS 211	Change to Registration Conditions
NURS 212A	Change to Registration Conditions
NURS 212B	Change to Registration Conditions
NURS 220	Change to Registration Conditions
NURS 221	Change to Registration Conditions
NURS 222	Change to Registration Conditions
NURS 223	Change to Registration Conditions
NURS 230	Change to Registration Conditions
NURS 231	Change to Registration Conditions
NURS 232	Change to Registration Conditions
NURS 233	Change to Registration Conditions
NURS 260	Change to Registration Conditions
NURS 261	Change to Registration Conditions
NURS 300	Change to Registration Conditions
NURS 301	Change to Registration Conditions
NURS 302	Change to Registration Conditions

NURS 310 Change to Registration Conditions
NURS 311 Change to Registration Conditions
NURS 312 Change to Registration Conditions
NURS 314 Change to Registration Conditions
NURS 316A Change to Registration Conditions
NURS 316B Change to Registration Conditions
NURS 320 Change to Registration Conditions
NURS 321 Change to Registration Conditions
NURS 322 Change to Registration Conditions
NURS 323 Change to Registration Conditions
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NURS 370 Change to Registration Conditions
NURS 440 Change to Registration Conditions
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NURS 442 Change to Registration Conditions
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NURS 445 Change to Registration Conditions
NURS 447 Change to Registration Conditions
NURS 450 Change to Registration Conditions
NURS 451 Change to Registration Conditions
NURS 490 Change to Registration Conditions
NURS 491 Change to Registration Conditions
NURS 493 Change to Registration Conditions
NURS 495 Change to Registration Conditions

**Resolution Affirming the Importance of Shared Governance
in Program Discontinuance in the CSU**

1 Whereas, State of California legislation, academic history, and common sense recognize the
2 importance of shared governance; and

3
4 Whereas, Program discontinuance policies should have been established at the respective
5 campuses of the California State University (CSU) through the shared governance process;
6 and

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8 Whereas, There is great concern that some CSU campus administrations may be short-
9 circuiting their own program discontinuance policies in order to address budget
10 shortcomings; now, therefore, be it

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12 *Resolved*, That the California State University San Marcos (CSUSM) Academic Senate urge
13 campus administrations across the CSU to abide by their own established discontinuance
14 policies and the principles of shared governance that underlie these policies; and be it further

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16 *Resolved*, That the CSUSM Academic Senate distribute this resolution to the Chancellor of
17 the CSU, to the Presidents of the twenty-three campuses in the CSU, to the Chairs of the
18 CSU Senates, and to the Academic Senate of the California State University.

APC – IB vs. AP vs. CLEP (for 11/18/09)

~~APC decides the passing scores and number of units to be given (Table for AP and CLEP)~~

~~based on the College Board recommendations and Coded Memoranda,~~

~~GEC and departments with EMS will decide the course/GE articulation~~

External Examination	Determination of Units for Graduation Credit	Use in General Education	Articulation with CSUSM courses	Limit on Number of Units (per E.O. 1036)
Advanced Placement (AP)	Coded Memo AA-2009-11, College Board Recommendations, and unit-values of CSUSM courses already articulated with AP exams	Already done (by GEC in 2005-06)	Already done (APC with departments following up on work by GEC)	No limit
International Baccalaureate (IB)	Coded Memo AA-2009-11	Needs to be done by GEC	EMS to coordinate articulation process (as it would with a community college course)	No limit
College-Level Examination Program (CLEP)	Coded Memo AA-2009-11 and College Board Recommendations	Needs to be done by GEC	EMS to coordinate articulation process (as it would with a community college course)	Counts toward a 30-unit limit on all external examination credit (other than AP and IB)

APC – Advanced Placement Credit Policy (REVISION)

Background and Rationale:

The original Advanced Placement Credit policy of 1995 awarded a uniform 6 semester of units of university credit for every AP score of 3 or better, although American Council in Education (ACE) guidelines and Executive Order 365 recommend fewer units for some exams, and it did not provide guidance on the use of Advanced Placement credit in General Education; and

A revision developed by the Admissions Office and brought to the Academic Senate by the Academic Planning and Policy (APP) Committee in AY 2000-01 was returned to the Academic Senate for revision by the University administration; and

Several new Advanced Placement examinations have been developed since the last AP policy was approved; and

The increasing number of Advanced Placement examinations being submitted by incoming students for credit highlights the need for an up-to-date policy; and

The General Education Committee completed a comprehensive review of Advanced Placement in Fall 2006; and

In AY 2006-07 and in Fall 2007, the Academic Policy Committee has reviewed Advanced Placement syllabi, surveyed Advanced Placement practices at other CSU campuses and AP offerings at several local high schools, and consulted Chancellor's Office documents pertaining to Advanced Placement and the most recent ACE recommendations; and

Academic Senate endorsed the proposed Policy and Procedures governing Advanced Placement Credit. Before an administrative response was received, the Chancellor's Office released three coded memos in 2008 and 2009 requiring further minor changes to the policy in the awarding of credit. These changes are denoted below.

Definition	This policy governs the awarding of credit to students who have taken Advanced Placement examinations.
Authority	Executive Order 1036 ; Executive Order 665 (Determination of Competence in English and Mathematics); Chancellor's Office Memorandum of September 25, 1997 (Inclusion of Advanced Placement Examinations in General Education-Breadth Certification); Chancellor's Office Memorandum AA-2008-28, 2008-52, 2009-11(CSU Systemwide Credit for External Examinations)
Scope	The undergraduate curriculum of CSU San Marcos.

I. EXECUTIVE SUMMARY

California State University San Marcos awards graduation credit to students who have received a score of 3, 4, or 5 on a College Board Advanced Placement (AP) examination in accordance with CSU Executive Order [365-1036](#) (Systemwide Credit by Evaluation), and as described below.

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- When a student receives a score of 3, 4 or 5 on an AP examination¹, s/he
- Receives credit toward graduation which is recorded on the student’s transcript,
 - and, depending on the course, s/he may also
 - Satisfy certain requirements for a major or minor,
 - Satisfy prerequisite requirements for a more advanced course,
 - May be exempt from certain placement examinations, and
 - Satisfy certain General Education and other general graduation requirements.

When a student passes an AP exam (i.e., receives a score of 3, 4 or 5), s/he may not also receive graduation credit for taking a course articulated with the AP exam, or a course which is a prerequisite thereto.

II. GRADUATION CREDIT.

Students receive ~~either 3 or 6 units of~~ credit toward graduation as described in the table below. Generally, 3 units of credit are awarded for passing AP exams corresponding to courses described by College Board as the equivalent of one-semester college courses and 6 units of credit for passing AP exams corresponding to courses described by College Board as equivalent to year-long courses with reductions in awarded credit when students successfully pass overlapping AP exams with scores of 3 or higher.

AP Examination passed with a score of 3, 4, or 5	Units of Graduation Credit
Art History	6
Biology	6
Calculus AB	3-5 (but 0 if the Calculus BC exam is also passed)
Calculus BC	6 <u>9</u>
Chemistry	6
Chinese Language & Culture	6
Computer Science A	3 (but 0 if the Computer Science AB exam is also passed)
Computer Science AB	6
Economics: Macro	3
Economics: Micro	3
English Language and Composition	6
English Literature and Composition	6
Environmental Science	3 <u>4</u>
European History	6
French Language	6
French Literature	6
German Language	6
Government and Politics: Comparative	3
Government and Politics: United States	3
Human Geography	3
Italian Language & Culture	6

¹ For simplicity, the policy refers throughout to Advanced Placement *examinations*, but in Studio Art, students submit portfolios of completed work in place of sitting for an examination. The Studio Art portfolios are scored on the same scale as the examinations.

69	Japanese Language & Culture	6
70	Latin Literature	6
71	Latin: Vergil	6 3
72	Music Theory	6
73	Physics B	6-8 (but 3-4 if one Physics C exam is passed, and 0 if both Physics C exams are passed)
74	Physics C: Mechanics	3 4
75	Physics C: Electricity and Magnetism	3 4
76	Psychology	3
77	Spanish Language	6
78	Spanish Literature	6
79	Statistics	3
80	Studio Art – Drawing Portfolio	3
81	Studio Art – 2-D Design Portfolio	3
82	Studio Art – 3-D Design Portfolio	3
83	United States History	6
84	World History	6

III.

APPLICATION TOWARD SPECIFIC REQUIREMENTS

- A. Every AP exam will be articulated with CSUSM courses (to the extent possible) in a manner similar to articulation of courses taken at another institution for the purpose of satisfying the requirements for a major or minor. The College Board Course Descriptions will form the basis of these articulation “agreements.”
- B. The articulation agreements may differentiate between the different AP score levels and assign different course articulations to different scores.
- C. The course(s) articulated with a level of performance on an AP exam may have a different number of total units than the units of graduation credit as described in the preceding table.
 - 1. If more units are awarded for successful completion of an AP exam than for the articulated course, then the excess units are “free elective” units which can be applied to the minimum number (usually, 120) of units required for a bachelor’s degree.
 - 2. If fewer units are awarded for successful completion of an AP exam than for the articulated course, then the student need not make up the difference provided that s/he still meets the minimum unit requirements for a bachelor’s degree and for the number of units in the major exclusive of units used to meet General Education requirements.
- D. A student may not receive graduation credit for subsequently taking a course which is articulated with the AP credit that s/he has received, nor for a course which is a prerequisite to such a course.

IV. PLACEMENT EXAMINATION EXEMPTIONS

- A. Students receiving a score of 3, 4, or 5 on either the English Language and Composition or the English Literature and Composition AP examinations are exempt from the requirement of taking the CSU English Placement Test (EPT).

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121 | **B.** Students receiving a score of 3, 4, or 5 on either the Calculus AB, Calculus BC, or
122 | Statistics AP examinations are exempt from the requirement of taking the CSU Entry
123 | Level Mathematics (ELM) Examination.
124

125 V. USE IN GENERAL EDUCATION AND OTHER GENERAL GRADUATION
126 | REQUIREMENTS
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128 | The General Education Committee shall determine which General Education requirements – if
129 | any – are satisfied by sufficiently high scores on AP exams.
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131 | The General Education Committee shall determine which of the other specific graduation
132 | requirements over which it has jurisdiction (the U.S. History, Constitution and American Ideals
133 | Requirement, the Language Other Than English Requirement, the Computer Competency
134 | Requirement, and the Graduate Writing Assessment Requirement) – if any – are satisfied by
135 | sufficiently high scores on AP exams.
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137 **PROCEDURES**
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139 I. IMPLEMENTATION
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141 | If approved in the ~~2007-08~~2009-10 Academic Year,

- 142 | • Graduation credit will be awarded as in Section II of the Policy for all AP exams taken July 1,
143 | ~~2008-2010~~, or later;
- 144 | • AP credit for exams taken prior to July 1, ~~2008-2010~~, will be awarded as currently posted on
145 | the Undergraduate Advising Services website
146 | (http://www.csusm.edu/Academic_Advising/ap/index.htm); and
- 147 | • New course articulations take effect as they are received from academic departments by the
148 | campus Articulation Coordinator (See Section III of the policy).
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150 II. RECORDING OF CREDIT
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152 | Credit earned by examination will be identified as such on the student's permanent record. The
153 | name of the examination and the score earned will be included as well.
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155 **III. PUBLICATION IN UNIVERSITY NOTICES**
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157 | The Curriculum and Scheduling Office will publish in the General Catalog a comprehensive table
158 | of all Advanced Placement exams indicating

- 159 | • Units of credit awarded (as stipulated in the policy);
- 160 | • Any course articulations which have been approved;
- 161 | • Any placement examination requirements that are waived through AP exam scores;
- 162 | • Any General Education requirements satisfied through AP exam scores; and
- 163 | • Any other general graduation requirements satisfied through AP exam scores.

APC – International Baccalaureate Program Credit Policy (NEW)

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3	Definition	This policy governs the awarding of credit to students who have received diplomas
4		from the International Baccalaureate Program.
5	Authority	Executive Order 1036
6	Scope	The undergraduate curriculum of CSU San Marcos.
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I. BACKGROUND

The International Baccalaureate (IB) Program enables students, who have reached the university level of education outside the classroom and before matriculation, to demonstrate their knowledge and to earn baccalaureate credit.

CSU San Marcos recognizes the high scholastic quality of the International Baccalaureate (IB) program. High school students holding the IB diploma (not certificate) are eligible for admission and will receive 6 units of credit for each higher level examination passed with a minimum score of 4. Application of credit to a major or minor is determined through the campus articulation process in a manner similar to articulation of courses taken at another institution for the purpose of satisfying the requirements for a major or minor.

The International Baccalaureate curriculum is comprised of six subject groups:

1. Best language,
2. Second modern language,
3. Individuals and Societies,
4. Experimental Sciences,
5. Mathematics, and
6. Arts Electives.

IB Diploma Programme candidates are required to study six subjects: one subject each from groups one to five, and a sixth subject from group six or an elective. The electives include a second subject from groups one to four, further mathematics at a standard level, computer science, and a school-based syllabus approved by the IB school.

At least three and not more than four of the six subjects are taken at a higher level (HL), the others at a standard level (SL). Each subject is graded on a scale of 1 point (minimum) to 7 points (maximum).

When a student receives a passing score on an IB examination, s/he

- Receives credit toward graduation which is recorded on the student's transcript, and, depending on the course, s/he may also
- Satisfy certain requirements for a major or minor,
- Satisfy prerequisite requirements for a more advanced course, and
- Satisfy certain General Education and other general graduation requirements.

When a student passes an IB exam, s/he may not also receive graduation credit for taking a course articulated with the IB exam, or a course which is a prerequisite thereto.

49 II. GRADUATION CREDIT

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51 CSU San Marcos awards six units of credit for each International Baccalaureate Higher Level
52 subject examination passed with a score of 4 or better.

53

54 A student may not receive graduation credit for subsequently taking a course, which is
55 articulated with the IB credit that s/he has received, or for a course that is a prerequisite to such a
56 course.

57

58 IB credit may not be awarded when course credit has been granted at a level more advanced than
59 that represented by the examination.

60

61 III. USE IN SPECIFIC MAJOR REQUIREMENTS

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63 Every IB exam will be articulated with CSUSM courses (to the extent possible) in a manner
64 similar to articulation of courses taken at another institution for the purpose of satisfying the
65 requirements for a major or minor. The IB Diploma Programme Curriculum descriptions
66 (<http://www.ibo.org/diploma/curriculum/>) will form the basis of these articulation “agreements.”
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68 IV. USE IN GENERAL EDUCATION AND OTHER GENERAL GRADUATION
69 REQUIREMENTS

70

71 The General Education Committee shall determine which General Education requirements – if
72 any – are satisfied by sufficiently high scores on IB exams.

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74 The General Education Committee shall determine which of the other specific graduation
75 requirements over which it has jurisdiction (the U.S. History, Constitution and American Ideals
76 Requirement, the Language Other Than English Requirement, the Computer Competency
77 Requirement, and the Graduate Writing Assessment Requirement) – if any – are satisfied by
78 sufficiently high scores on IB exams.

79

80 **Procedures:**

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82 I. RECORDING OF CREDIT

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84 To receive credit, applicants who plan to enroll at CSUSM, should request a copy of their IB
85 transcript of grades be sent to the Office of Admissions for evaluation. IB examinations not
86 covered by the IB course articulation table will be reviewed on a case-by-case basis, via petition
87 to the Director of Registration and Records.

88

1 **APC: College-Level Examination Program Policy (NEW)**
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3 **Definition** This policy governs the awarding of credit to students who have taken
4 College Level Examination Program examinations.

5 **Authority** Executive Order 1036

6 **Scope** The undergraduate curriculum of CSU San Marcos.

7 **Policy:**

8 I. BACKGROUND

9 The College-Level Examination Program (CLEP), sponsored by The College Board, enables students, who
10 have reached the university level of education outside the classroom and before matriculation, to demonstrate
11 their knowledge and to earn baccalaureate credit.

12 There are five CLEP *General Examinations* for which credit is awarded: College Mathematics, Social Science
13 and History, English Composition, Natural Sciences, Humanities. These General Examinations provide a
14 comprehensive measure of undergraduate achievement in these basic areas of the liberal arts. Students who
15 successfully pass one or more of these examinations earn credit that applies to CSUSM's General Education
16 Program. The application of the credit is displayed on the Transfer Evaluation.

17 There are also currently 30 *Subject Examinations*. These differ from the *General Examinations* in that they are
18 more closely tied to course content and are intended to cover material that is typical of university courses in
19 these subjects. Before taking a Subject Examination, students should consult with the relevant department. If
20 the department approves, the students may earn credit for specific university courses by passing a Subject
21 Examination.

22 California State University San Marcos awards graduation credit to students who have received a passing score
23 on a CLEP examination in accordance with CSU Executive Order 1036 (Systemwide Admission Eligibility
24 and/or Baccalaureate Credit Awarded for External Examinations, Experiential Learning, and Instruction in
25 Non-Collegiate Settings) and follow-up Coded Memoranda – most recently AA-2009-11 (System-wide Credit
26 by Evaluation), and as described below.

27 When a student receives a passing score a CLEP examination, s/he

- 28 • Receives credit toward graduation which is recorded on the student's transcript,
29 and, depending on the course, s/he may also
- 30 • Satisfy certain requirements for a major or minor,
- 31 • Satisfy prerequisite requirements for a more advanced course, and
- 32 • Satisfy certain General Education and other general graduation requirements.

33 When a student passes a CLEP exam, s/he may not also receive graduation credit for taking a course
34 articulated with the CLEP exam, or a course which is a prerequisite thereto.

35 II. GRADUATION CREDIT

36 Students receive units of credit toward graduation as described in the table in Appendix A.

37 The total credit earned through CLEP examinations and all other external examinations (excluding Advanced
38 Placement and International Baccalaureate) that may be applied to a baccalaureate shall not exceed 30 units.

46 III. APPLICATION TOWARD SPECIFIC REQUIREMENTS

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48 Every CLEP exam will be articulated with CSUSM courses (to the extent possible) in a manner similar to
49 articulation of courses taken at another institution for the purpose of satisfying the requirements for a major or
50 minor. The College Board Course Descriptions
51 (<http://www.collegeboard.com/student/testing/clep/exams.html>) will form the basis of these articulation
52 “agreements.”

53
54 The articulation agreements may differentiate between the different CLEP score levels and assign different
55 course articulations to different scores. For example, an exam might have two cut-off scores with the lower one
56 corresponding to the first course of a two-course sequence and the higher corresponding to the entire sequence.

57
58 The course(s) articulated with a level of performance on a CLEP exam may have a different number of total
59 units than the units of graduation credit as described in the table in Appendix A.

- 60 • If more units are awarded for successful completion of a CLEP exam than for the articulated course,
61 then the excess units are “free elective” units which can be applied to the minimum number (usually,
62 120) of units required for a bachelor’s degree.
- 63 • If fewer units are awarded for successful completion of a CLEP exam than for the articulated course,
64 then the student need not make up the difference provided that s/he still meets the minimum unit
65 requirements for a bachelor’s degree and for the number of units in the major exclusive of units used
66 to meet General Education requirements.

67
68 A student may not receive graduation credit for subsequently taking a course which is articulated with the
69 CLEP credit that s/he has received, nor for a course which is a prerequisite to such a course.

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71 IV. USE IN GENERAL EDUCATION AND OTHER GENERAL GRADUATION REQUIREMENTS

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73 The General Education Committee shall determine which General Education requirements – if any – are
74 satisfied by sufficiently high scores on CLEP exams.

75
76 The General Education Committee shall determine which of the other specific graduation requirements over
77 which it has jurisdiction (the U.S. History, Constitution and American Ideals Requirement, the Language Other
78 Than English Requirement, the Computer Competency Requirement, and the Graduate Writing Assessment
79 Requirement) – if any – are satisfied by sufficiently high scores on CLEP exams.

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81 **Procedures:**

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83 I. IMPLEMENTATION

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85 If approved in the 2009-2010 Academic Year,

- 86 • Any student already evaluated for CLEP credit prior to approval of this policy will retain their
87 evaluated credit;
- 88 • Graduation credit will be awarded as in Section II of the Policy for all CLEP examinations taken July
89 1, 2010 or later; and
- 90 • New course articulations take effect as they are received from academic departments by the campus
91 Articulation Coordinator (See Section III of the Policy).

92
93 II. RECORDING OF CREDIT

94
95 A student who has taken CLEP examinations should request that scores be sent to the Office of Admissions.

96
97 Credit earned by examination will be identified as such on the student’s permanent record. The name of the
98 examination and the score earned will be included as well.

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Appendix A: CSUSM Credit Awarded for CLEP Examinations

Recommendations taken from American Council of Education and Coded Memorandum AA-2009-11
(System-wide Credit by Evaluation)

Examination	Passing Score	Credit Granted
BUSINESS		
Accounting, Principles of	50	6
Business Law, Introductory	50	3
Information Systems and Computer Applications	50	3
Marketing, Principles of	50	3
Management, Principles of	50	3
COMPOSITION AND LITERATURE		
American Literature	50	6
Analyzing and Interpreting Literature	50	6
Composition, Freshman College	50	6
English Composition with or without Essay	50	6
English Literature	50	6
Humanities	50	6
MODERN LANGUAGES		
French	50	6
	62	12
German	50	6
	63	12
Spanish	50	6
	66	12
SOCIAL SCIENCES AND HISTORY		
American Government	50	3
Educational Psychology, Introduction to	50	3
History of the United States I	50	3
# History of the United States II	50	3
Human Growth and Development	50	3
Macroeconomics, Principles of	50	3
Microeconomics, Principles of	50	3
Psychology, Introductory	50	3
Social Sciences and History	50	6
Sociology, Introductory	50	3
Western Civilization I	50	3
Western Civilization II	50	3
SCIENCE AND MATHEMATICS		
Algebra, College	50	3
Algebra – Trigonometry, College	50	3
Biology	50	6
Calculus	51	3
Chemistry	48	3
	50	6
Mathematics, College	50	6
Natural Sciences	50	6
Precalculus	50	3
Trigonometry	50	3

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1 **Background and Rationale (APC 10/19/09)**

- 2 ○ The Chancellor’s Office has asked each campus to have a policy on **excess-units seniors** (aka. Super Seniors) to better manage our enrollment.
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- 4 ○ There are currently 337 Active students (excluding Nursing) with over 135 total earned units
 - 5 ● 98 have NOT applied for graduation (37 in COBA and 61 in COAS)
 - 6 ● 239 (71 %) have already applied for graduation
- 7 ○ 135 was chosen as the cut off line because of the unit requirements in certain disciplines (e.g. COBA).
- 8 ○ It will be very time consuming to come up with the list of students for each category to treat them differently. This is going to be manual work. Information is not online. **Therefore, we have decided to**
- 9 **treat all students in the same manner until they come in for an advising session.**
- 10
- 11 ○ It may take many weeks to give an advising session to all students. If a hold is placed, these students will
- 12 have trouble registering on time. *Therefore, we have avoided placing a hold.*
- 13 ○ **There is no way in People Soft to force students to register for specific courses.**
- 14 ○ There may only be a very small number of students in the last table (i.e. have not applied for graduation
- 15 and have no excuses) (much less than 100).

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18 **APC – Excess-Units Seniors Policy**

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20 **Definition:** This policy defines the term **“excess-units seniors”**, outlines the

21 procedure for facilitating graduation of **such students**, and gives a

22 policy to prevent **“excess-units seniors.”**

23 **Scope:** All CSUSM undergraduate students

24 **Authority:** The President of the University

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26 **Policy**

27

28 **I. Excess-Units Seniors**

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30 The term **“excess-units senior”** will be used in this document to describe students who have more than

31 134 total earned units and not declared in a Nursing plan or the Liberal Studies Integrated Credential

32 Program. There are two different groups of **excess-units seniors**: the first group has already applied for

33 graduation, and the second group has not applied for graduation. For both groups, intrusive advising

34 shall be used to facilitate their graduation.

35

36 **II. Excess-Units Seniors Who Have Applied for Graduation**

37 If the student is already in the Graduation Review Process, advisors will determine if the student will be

38 able to graduate on time.

39 If the student has all the courses needed to graduate, the Registrar shall automatically graduate the
40 student immediately.

41 If it is determined that it will not be possible for the student to graduate as planned, the following
42 procedure shall be followed:

- 43 • If 2 or fewer classes are needed beyond the planned graduation date, the advisor shall review the
44 student's records for possible course substitution approvals from appropriate departments or
45 programs to graduate the student on time.
- 46 • If more than 2 classes are needed beyond the planned graduation date,
47
 - 48 1. The student shall be given the earliest priority registration date to facilitate enrollment in
49 outstanding course requirements.
 - 50 2. Student's expected graduation term shall be updated to keep the student in the graduation
51 review process.
 - 52 3. A special notation without a registration hold shall be placed on the student record, and an
53 email shall be sent urging the student to come in for an advising session.
 - 54 4. The list of outstanding course requirements determined through the graduation review
55 process shall be given to the student and a copy shall be kept in the student's file.
 - 56 5. The student shall be **told** to register for the needed courses to complete the degree as quickly
57 as possible.

58
59 **III. Excess-Units Seniors Who Have Not Applied for Graduation**

60 There are two different categories of students within this group of students who have not applied for
61 graduation. The students in Category A have **legitimate documented reasons** for not being able to apply
62 for graduation yet.

63 **Category A.**

Remedy

64 >= 135 units but with multiple majors	advising
65 >= 135 units but with a minor	advising
66 >= 135 units but changed majors	advising
67 >= 135 units but transfer units > 70	advising

68 For Category A students, the following procedure shall be followed:

69

- 70 1. A special notation (without a registration hold) shall be placed on the student record, and an
- 71 email shall be sent urging the student to come in for an advising session.
- 72 2. An advisor shall check the degree progress to make sure the student is on the right track for
- 73 graduation.
- 74 3. A graduation report document shall be created outlining necessary courses. This document shall
- 75 be given to the student and a copy shall be kept in the student's file.

76
77 The students in the following category do not have **legitimate documented reasons** for not applying for
78 graduation.

79 **Category B.**

Remedy

80	>=135 units and no documented reasons . Still need courses to graduate	advising
81	advising	
82	>=135 units and no documented reasons . No courses needed to graduate	advising +
83		graduation

84 For Category B students, the following procedure shall be followed:

- 85 1. A special notation shall be placed on the student record, and an email shall be sent urging the
- 86 student to come in for an advising session.
- 87 2. **Advisors will determine if there is a special reason for not applying for graduation.**
- 88 3. Advisors shall review the student's Degree Progress Report to determine exactly which classes
- 89 are needed for graduation. This report shall be provided to the student and a copy shall be kept
- 90 in the student's file.
- 91 4. The student shall be **told** to register for the needed courses to complete the degree **and any**
- 92 **possible goals** as quickly as possible.
- 93 5. **If the student has no special reason and** the student has enough units to apply for graduation, the
- 94 application shall be submitted automatically for the student.
- 95 6. **If the student has no special reason** and the student already has all the courses needed in **his/her**
- 96 **major to graduate**, the Registrar shall automatically graduate the student immediately.

97 **IV. Prevention of Excess-Units Seniors**

- 98 • **Students with more than 120 attempted units may not declare additional major(s) or minor(s)**
- 99 **unless they have already taken all the courses necessary for the additional major or minor.**
- 100 • **Students on academic probation desiring to declare a new major or minor may do so upon an**
- 101 **approval by a faculty advisor.**
- 102 • **Students with more than 120 attempted units may not change their majors unless the change of**
- 103 **major allows for a faster graduation.**

The Computer Competency Requirement (CCR) at CSUSM

Information for Senators regarding the policy change to eliminate the CCR as a graduation requirement

The GEC is bringing forth a motion to eliminate the CCR from the GE curriculum, effective immediately. Included is the following: 1. Current catalog language in regards to the CCR, 2. Proposed catalog language regarding technology use at CSUSM, 3. Rationale for eliminating the CCR, 4. Replacing the CCR, 5. A brief history of the CCR, 6. A copy of the CCR exam

1. Current catalog language

Delete the following from the CSUSM University Catalog, 2008-2010, Graduation Requirements, page 91:

Computer Competency Requirement (CCR)

The purpose of this requirement is to ensure that students are competent in the basics of computer use early in their studies. The "basics" comprise the following areas:

- browsing the internet and e-mail,
- basic word processing skills,
- basic spreadsheet skills, and
- virus detection and computer ethics.

The Computer Competency Requirement must be fulfilled in the first or second semester of attendance as a student at Cal State San Marcos. After the second semester, registering for any further classes at Cal State San Marcos will be restricted until the Computer Competency Requirement is fulfilled. Students fulfill the Computer Competency Requirement by passing the CCR exam. There is no cost for taking the exam, and study materials are available on-line. The CCR exam tests students' competencies in the four areas listed above. Students pass the CCR exam and fulfill the Computer Competency Requirement by achieving a passing score in each area. Students may take the CCR exam multiple times until all of the modules are passed. Students only need to retake the failed modules; once a module is passed, a student need not retake it. The CCR exam is offered throughout the year. The exam takes approximately two-to-three hours to complete. Exam schedules and meeting places will be posted on the CCR web site: www.csusm.edu/iits/CCR. Students who are certain that they cannot pass the CCR exam may register for CS 100. This 1 unit, CR/NC course will provide instruction for each of the modules on the CCR exam. Students who have already passed the CCR exam may not register and receive credit for CS 100. Effective with Fall 2009, students will no longer be able to use a course taken at another institution to satisfy the CCR. Any questions regarding the CCR should be directed to the Computer Competency Requirement Coordinator at (760) 750-4788.

2. Proposed catalog language

The language below would be placed under "Other Policies" section of "Academic Regulations and Catalog Rights" of University Catalog. ("Other Policies" includes policies on academic freedom, academic honesty, course syllabi, and student conduct.)

Technology Use at CSUSM

Students at Cal State San Marcos will be required by faculty to use a variety of technologies to deliver instruction and complete assignments. Such technologies include, but are not limited to: web-based technology, word-processing software, and learning management systems. Students are also expected to have a basic knowledge of safe and ethical computing.

Students who feel they need support in building their technology skills may register for CS 100. This course provides training in basic computing. The Student Technology Help Desk (STH) also provides support and training for students. Hours and types of assistance are detailed at: <http://www.csusm.edu/iits/support/studenthd/> Degree programs may also have specific technology skills requirements. Students are expected to inquire with faculty and/or advisors to determine what these requirements are and to seek out assistance if needed.

55 **3. Why eliminate the CCR?**

56 The CCR is under the purview of the GEC per Article 6.8.1 of *the Constitution and Bylaws of the*
57 *University Faculty and Academic Senate*. Particularly in the last several years, various problems
58 regarding not only the content of the exam but the administration of the CCR have been
59 addressed by the GEC. This past spring, a new set of problems were brought to the attention of
60 GEC. As conversations began in earnest about the CCR, there was virtually unanimous
61 agreement that the CCR was not doing what the faculty who had established the CCR in 1990
62 intended it to do: ensure that entering students had a level of technology fluency necessary to
63 succeed at CSUSM.

64
65 The current exam focuses on Microsoft Office software, and includes portions on using the
66 Internet and some multiple-choice questions on ethical issues in computing. Discussions in GEC
67 frequently brought up concern that this does not reflect the wide range of technologies that
68 students need to be conversant with. The exam is also very labor-intensive to administer and
69 grade. Work has begun to administer and grade the exam online, but as discussions continued
70 about the systematic problems regarding the exam, concern was expressed about the amount
71 of time and resources being placed on improving a fundamentally flawed exam. Further, a
72 consistent theme in conversations was that even once a student has passed the CCR, significant
73 gaps in their technology skills are still evident.

74
75 Creating a valid and reliable exam that captures the variety of technologies that CSUSM
76 students will need to use would be an enormous undertaking. Given the current budget
77 environment, it would be almost unseemly to add this to anyone's workload. Further, a single
78 exam is most likely not the best means to effectively assess students' technology skills.

79
80 The current budget environment is admittedly another reason for this proposal. The CCR
81 requires a significant amount of resources from a variety of units on campus. Students spend a
82 significant amount of time fulfilling this requirement. The cost of continuing this requirement
83 does not seem to worth the benefit (if any) to students' educational experience.

84
85 It is also worth noting that no other CSU campus has a single exam requirement for entering
86 students regarding technology skills. CSU-Monterey Bay does require students to select a
87 course that has a particular emphasis on information/technology, and a few campuses require
88 a tutorial/course/learning module for information literacy/competency. Information
89 literacy/competency is not the same as technology skills.

90
91 **4. What, if anything, should replace the CCR?**

92 Eliminating the CCR does not mean that students are now entering CSUSM with all the
93 technology skills they need. A very valid concern is that there would be no formal means of
94 assessing students' skills without the CCR and students from high schools with minimal
95 technology use would be especially affected.

96
97 GEC is asking that several actions be taken in order to ensure that entering students are aware
98 of the high expectations from faculty regarding technology skills. Academic Advising is willing
99 and able to dedicate a portion of orientation to discussing technology expectations at CSUSM.
100 Students will also be directed to take CS 100 or a similar course such as those available at

101 community colleges if they feel they need extensive training on basic computing. And lastly,
102 they will ensure that students are reminded about the Student Technology Help Desk, which
103 exists solely to support students' technology use at CSUSM. Language on all of these issues will
104 also be added to the student handbook that is distributed to students at orientation.
105 Instructors can also include a statement in their syllabi regarding technology expectations in
106 their course or field of study.

107
108 A particular area of concern is providing students with information on ethical and safe
109 computing. GEC will ask the Executive Committee to refer to the appropriate Senate committee
110 a review the existing Responsible Use Policy
111 (<http://www.csusm.edu/iits/security/program/rup.html>) and Academic Honesty Policy (p. 84,
112 2008-2010 General Catalog) to determine if further clarification to students regarding ethical
113 and safe computing needs to be drafted and communicated to students.

114

115 **5. A brief history of the CCR at CSUSM**

116 In order to provide a historical context to the CCR, below are the relevant excerpts from the
117 CSUSM General Catalogs as well as Senate resolutions passed in regards to the CCR.

118

119 From the (first) 1990-1991 General Catalog:

120

121 ***Computer Literacy***

122 Beginning with academic year 1991-92, all students must pass the CSU, San Marcos basic computer
123 competency examination the first semester of attendance. The examination will be "hands-on", and will
124 assess the following competencies:

- 125 • Knowledge of booting personal computer,
- 126 • Ability to recognize basic computer terminology such as: what constitutes a floppy disk, a hard disk, a
127 terminal, etc.
- 128 • Knowledge of how to set up, find, or edit a directory (or how to use the hierarchical file system on the
129 Macintosh personal computers)
- 130 • Ability to use at least three different computer applications such as:
131 a word processor (editing, moving text, spell-checking, etc)
132 a spreadsheet (create, edit and balance a checkbook)
133 a database (create an address file)
134 a statistical package
135 a graphics application
- 136 • Knowledge of computer ethics, especially regarding copyright issues

137

138 Students who are unable to complete all or parts of the examination will be referred to self-paced tutorials
139 and/or workshops on selected topics.

140

141 Upon completion of the examination, students will be certified for computer competency and will be
142 permitted to register for a second semester at the University.

143 The exact same statement also appeared in the 1992-1993 General Catalog.

144

145 Beginning with the 1992-1993 General Catalog, students were given one more semester to
146 meet this requirement and they were allowed to complete certain courses instead of passing
147 the examination. Additionally, this catalog section was now re-titled and the samples of basic
148 computer terminology were updated.

149

150

151 ***Computer Competency***

152 All students must fulfill the CSU, San Marcos basic computer competency examination by the end of the
153 second semester of attendance. Students will be required to demonstrate the following competencies:

- 154 • Knowledge of booting a personal computer,
155 • Ability to recognize basic computer terminology such as: RAM, byte, hard disk, etc.
156 • Knowledge of how to find, and access a directory (IBM PC) or a folder (Macintosh)
157 • Ability to use a word processor
158 • Ability to use at least three different computer applications such as:
159 a spreadsheet
160 a database
161 a statistical package
162 a graphics application
163 a desktop publishing application
164 • Knowledge of computer ethics, especially regarding copyright issues, information rights, and
165 computer viruses

166
167 Students may fulfill the requirement in several ways such as:

- 168 • Passing the CSU, San Marcos computer competency examination
169 • Obtaining a grade of C or better in one of the following CSU, San Marcos courses:
170 Business Administration 201
171 Computer Science 304
172 Psychology 300
173 Visual Arts 302
174 • Obtaining a grade of C or better in one of the many approved courses offered at local community
175 colleges, completed within two years of first enrollment at CSUSM.

176
177 Students who wish to prepare for the computer competency examination may take advantage of self-paced
178 tutorials and workshops offered at the University.

179
180 Upon completion of the examination, students will be certified for computer competency and will be
181 permitted to register for a third semester at the University.

182

183 With minor changes, this same wording was used through the 1996-1997 General Catalog. The
184 most significant changes had to do with the list of courses that could be taken to meet this
185 requirement:

- 186 • Business Administration 201 was removed in the 1993-1994 General Catalog
187 • MUSC 302 was added, and CS 304 become CS 301, in the 1994-1995 General Catalog
188 • CS 101 was added in the 1995-1996 General Catalog

189

190 This was revised substantially for the 1997-1998 General Catalog:

191

192 ***Computer Competency Requirement***

193 The Computer Competency Requirement (CCR) at CSU San Marcos is a requirement for all baccalaureate
194 students, irrespective of major. The requirement states that a student must demonstrate basic computer
195 competency in the following areas:

- 196 • an understanding of basic computer concepts,
197 • the ability to recognize basic computer terminology,
198 • an understanding of software ethics issues and concerns in today's society
199 • virus protection and prevention,
200 • the ability to use a word processing application, and
201 • ability to use two other computer applications.

202 The CCR should be cleared in the first or second semester of attendance at CSU San Marcos. After the second
203 semester, registering for any further classes at CSU San Marcos will be restricted until the CCR is fulfilled.

204

205

206 How can the Computer Competency Requirement be fulfilled?
207 • By earning a C or better in a course which meets CSU San Marcos' minimum computer literacy requirements
208 either at CSU San Marcos or at another institution of higher learning. Students are advised to consult with their
209 academic advisor or the CCR Coordinator at (760) 750-4788.

210
211 Currently the following courses at CSUSM meet this requirement. Please refer to the Class Schedule for days
212 and times of course offerings:

213	CS 101	MUSC 302
214	CS 111	PSYC 300
215	CS 301	VSAR 302

216 Please refer to the current CSU San Marcos Schedule for days and times of course offerings.

217 The following is a partial list of courses from other San Diego County educational institutions, which meet the
218 requirement:

219 Mesa, San Diego City, Miramar Community College: *CIS 110*

220 Palomar College: *CIS 105, 120*

221 MiraCosta Community College: *CIS 100*

222 Any off-campus course taken more than two years prior to the student's first semester of attendance at CSU San
223 Marcos will not be considered for CCR equivalency.

224
225 Questions about eligibility of a particular course for CCR equivalency should be referred to the Academic
226 Advisors and/or to the CCR Coordinator at (760) 750-4788.

227
228 • By passing the Computer Competency Requirement Exam at CSU San Marcos.

229
230 All materials covered in the Computer Competency Requirement exam are available at the Reserve Desk in the
231 CSU San Marcos Library. In addition to assist students in their preparation for the CCR exam, the University
232 offers a series of workshops each semester. These workshops are designed for the student who already has
233 considerable experience but needs to review basic computer concepts before taking the CCR exam. Workshop
234 schedules and registration forms as well as information about CCR exam scheduling are available in the
235 Instructional Computing Labs in Academic Hall.

236
237 Questions regarding the Computer Competency Requirement should be directed to the Academic Advisors
238 and/or to the CCR Coordinator at (760) 750-4788.

239
240 This version remained in effect (with some editorial changes) through the 2001-2002 General
241 Catalog. The two most significant changes between 1997-98 and 2001-02 were:

- 242 • In 1999-2000, this material was re-arranged so that the bullet about passing the CCR exam
243 was moved from third to first position on the list of ways to satisfy the CCR (as part of an
244 effort to encourage students to take the CCR exam).
- 245 • In 2000-01, the reference to workshops was removed.

246
247 The Academic Senate approved the following resolution changing the CCR policy in May 2001.
248 The policy change was approved by administration in on January 25, 2002 (the text presented
249 below is taken from Official Policies and Procedures website):

250
251 A resolution proposing updating of the University Computer Competency graduation requirement,
252 forwarded from the General Education Committee [GEC] of the Academic Senate, for first reading before
253 the Senate on April 11, 2001.

254
255 BACKGROUND

- 256 • the Founding Mission Statement of the California State University, San Marcos [CSUSM] included
257 "fundamental computer competence" in the "university's definition of the liberal arts and sciences in these
258 times," and promises to prepare students to "live cooperatively and competitively in a world of
259 ...technological change"
- 260 • the current Computer Competency Graduation Requirement [CCR] was set up to insure that students
261 become competent in the rudiments of computer use early in their studies at CSUSM

- 262 • a large majority of students fulfill the CCR by earning a C or better in designated courses (all currently
- 263 three-unit courses) rather than passing the computer competency exam
- 264 • there is currently no assessment of whether the students receiving a C or better in these courses actually
- 265 can demonstrate competency in the areas designated in the CCR
- 266 • many students arrive on campus already possessing basic computer competency and thus able to fulfill the
- 267 CCR by exam, but choose instead to take one of the designated three-unit courses, thus creating a
- 268 disproportionate demand for these courses
- 269 • the expectations of computer-competent graduates of CSUSM far exceed those expectations embodied in
- 270 the current CCR
- 271 • the expectations by the faculty and the surrounding community of computer-competent graduates will
- 272 vary depending on the program, department or college granting the degree

273

274 **BE IT RESOLVED THAT**

- 275 1. the CCR be revised to comprise two parts or levels: an entry-level Computer Basics Requirement, the
- 276 CBR, and a discipline-specific Computer Intensive Requirement, or CIR;
- 277 2. the skills comprising the CBR be designated as the basics of computer use, word processing, internet
- 278 browsing, email, and spreadsheets;
- 279 3. students must pass a computer basics competency exam which covers these competencies, within their
- 280 first semester of attendance at CSUSM, in order to fulfill the CBR;
- 281 4. the GEC work with interested faculty and IITS [Instructional and Informational Technology Services] to
- 282 develop this computer competency exam;
- 283 5. students failing to demonstrate sufficient competency on this exam be directed to complete non-credit
- 284 modules, which focus on the basic computer competencies, and to seek help from tutors in the Computer
- 285 Consulting Center;
- 286 6. the GEC work with interested faculty and IITS to develop learning modules covering each of the entry-
- 287 level computer competencies, and that these modules be made available to all prospective and enrolled
- 288 students;
- 289 7. the GEC explore the possibility of embedding this requirement in a self-paced one-unit Credit/No Credit
- 290 all-University course, in which students would be required to exercise the Credit by Challenge Examination
- 291 option;
- 292 8. all programs, departments and/or colleges specify the computer competency learning objectives which
- 293 will qualify their graduates as being computer competent in their respective fields, and further, specify how
- 294 CIR objectives would be met by students in each major;
- 295 9. the GEC will regularly review the CCRs to be sure they reflect changing technology and University
- 296 expectations.

297

298 The CBR (redubbed CCR as explained below) was implemented in AY 2002-03, and at the end of

299 that year the GEC brought the following resolution to the Senate (May 7, 2003):

300

301 **Background:**

302

303 In 2001, the Academic Senate, upon recommendations of the General Education Committee (GEC),

304 reformed the Computer Competency Requirement (CCR) to include two parts or levels: an entry-level

305 Computer Basics Requirement, the CBR (later renamed the CCR for ease of administrative

306 implementation) and a discipline-specific Computer Intensive Requirement, or CIR.

307

308 The first part of this new requirement was implemented in Fall, 2002 and is proceeding as planned,

309 although some minor adjustments may need to be made as the number of students grows. This new CCR is

310 in fact more comprehensive in coverage than the original CCR.

311

312 The second part of the requirement, the CIR, was designed to address the “expectations of computer-

313 competent graduates of CSUSM” which “far exceed those expectations embodied in the [original] CCR;”

314 expectations which “will vary depending on the program, department or college granting the degree.” In an

315 attempt to implement the CIR, the General Education Committee, in the Spring of 2002, solicited

316 information from programs, departments and colleges about how they intended to ensure that their

317 graduates had more advanced, discipline-specific computer skills. However, the 2002-2003 General

318 Education Committee determined that review of these proposals was outside of the jurisdiction of the GEC,

319 as they involved specific degree programs and not General Education.

320 While the GEC supports the goal of enhancing the computer skills of all graduates at all levels, it does not
321 believe that a named, University-wide requirement, administered by the GEC, is an appropriate instrument
322 for achieving this goal. Therefore, be it
323

324 **RESOLVED**, that the CIR established by resolution of the Senate in 2001 be abolished, and also be it
325

326 **RESOLVED**, that the Program Assessment Committee be instructed to specifically address, in its reviews
327 of degree programs, how students in these programs are aided in the acquisition of advanced computer
328 skills relevant to the degree programs under review.
329

330

331 This passed with a key amendment. Here are the official Senate minutes:

332

333 [GEC Chair] Hamill indicated that about two years ago the CCR (Computer Competency Requirement)
334 was split into a Computer Basics Requirement (which ultimately retained the CCR moniker) and a
335 Computer Intensive Requirement (for those majors requiring a more intensive computer education). The
336 new CCR was successfully implemented this year. Thus far, 1,558 exams have been given, and 759
337 students have passed (49% pass rate). The GEC believes that the current CCR is more comprehensive than
338 the original and sufficient for GE purposes.
339

340 This year, the GEC set about implementing the CIR and began by contacting those departments which had
341 indicated a need for a more intensive education for their students. It became apparent, however, that while
342 some departments have courses which meet this need, other do not and will need to develop proposals. The
343 GEC believes that it is not within their purview to review such proposals, which relate to specific degree
344 programs and not General Education. The committee therefore proposes abolishing the CIR.
345

346 Discussion included (1) whether the new CCR is more rigorous and more comprehensive than the old
347 CCR; (2) increasing demands for advanced computer skills; (3) using other avenues to establish a CIR. A
348 friendly amendment was offered to amend the resolution thusly: "RESOLVED, that the CIR established by
349 resolution of the Senate in 2001 be ~~abolished~~ suspended and referred back to the Executive Committee."
350

351 The CIR was never referred back to GEC from the Executive Committee.

352

353 After the 2001 GEC Resolution on the Computer Competency Requirement was approved, the
354 CCR section in the catalog was substantially revised for the 2002-2004 General Catalog.

355 ***Computer Competency Requirement (CCR)***

356 An updated Computer Competency Requirement takes effect in the Fall 2002 semester. Students who have
357 already satisfied the previous requirement are exempt from the new CCR, which applies to all other
358 baccalaureate students, irrespective of major. The purpose of this requirement is to ensure that students become
359 competent in the basics of computer use early in their studies. The "basics" comprise the following areas:

- 360 • essential computing concepts and skills,
- 361 • browsing the internet and e-mail,
- 362 • basic word processing skills,
- 363 • basic spreadsheet skills, and
- 364 • virus detection and computer ethics.

365 The Computer Competency Requirement must be fulfilled in the first or second semester of attendance as a
366 matriculated student at Cal State San Marcos. After the second semester, registering for any further classes at
367 Cal State San Marcos will be restricted until the Computer Competency Requirement is fulfilled.

368 Students are strongly encouraged to attempt to fulfill the Computer Competency Requirement by passing the
369 CCR exam. There is no cost for taking the exam, and study materials are available for purchase at the

370 bookstore. The CCR exam tests students' competencies in the five areas listed above. Students pass the CCR
371 exam and fulfill the Computer Competency Requirement by achieving a passing score in each area. Students
372 may take the CCR exam multiple times until all of the modules are passed. Students only need to retake the
373 failed modules; once a module is passed, a student need not retake it. The CCR exam is offered over many
374 weekends (Friday – Sunday) throughout the year. Seating is offered on a first-come, first-served basis with
375 multiple testing times on exam days. The exam takes approximately two hours to complete. Exam schedules
376 and meeting places will be posted in Academic Hall 202 and on the CCR web site
377 www.csusm.edu/computer_labs/ccr.htm.

378 Transfer students may also satisfy the CCR by earning a C or better in an approved course taken at another
379 institution prior to matriculation at Cal State San Marcos. A list of approved courses at other institutions can be
380 found on the CCR web site www.csusm.edu/computer_labs/ccr.htm. In particular, the following courses at San
381 Diego County colleges meet the requirement:

382 Mesa, San Diego City, Miramar Community College: CISC 181
383 Palomar College: CIS 105, 120
384 MiraCosta Community College: CIS 100

385 An off-campus course taken more than two years before the student's first semester of attendance at Cal State
386 San Marcos cannot be used to satisfy the CCR.

387 If a student doesn't pass the exam (either in part or in its entirety) and wants instruction on the modules, he/she
388 may sign up for CS 100. Students who are certain that they cannot pass the CCR exam may register for CS 100
389 before attempting the CCR exam. This 1 unit, CR/NC course will provide instruction for each of the modules
390 on the CCR exam. Students pass the course by passing the CCR exam.

391 Any questions regarding the CCR should be directed to the Computer Competency Requirement Coordinator at
392 (760) 750-4788.

393 This formulation has lasted until now with the following changes:

- 394 • In the next catalog (2004-06), the parts about courses taken elsewhere ("Transfer may also
395 satisfy....cannot be used to satisfy the CCR") were excised. This was part of a GEC plan to phase
396 in enforcement of the prohibition on using external courses to satisfy the requirement.
- 397 • In the 2006-08 General Catalog, the "essential skills and concepts" module was removed from
398 the CCR "basics." The paragraph on CS 100 was rewritten to allow students to take CS 100
399 without having already failed some of the module exams, and to make explicit that students
400 could not earn credit if they had already passed the CCR exam. It dropped the sentence,
401 "Students pass the course by passing the CCR exam," but did not promise that passing CS 100
402 meant that the CCR had been met.
- 403 • In the 2008-2010 General Catalog, a sentence making it explicit that, effective with Fall 2009,
404 students could not use a course taken elsewhere to satisfy the CCR was added to arrive at the
405 current catalog statement. The GEC had originally sought to have this take effect in Fall 2008,
406 but agreed to postpone implementation for one year because the other NCHCA institutions had
407 not been given adequate notice that this part of the 2001 CCR resolution was going to be
408 enforced.

409
410 Below are the four sections of the exam and what is included:
411

- 412 1. Word processing: formatting a Word document, correcting spelling and grammar, inserting a reference
- 413 2. Spreadsheet: create formulas and a chart
- 414 3. Internet: see attached
- 415 4. Ethics and virus: see attached

Name: Your Name

ID: 000 00 0000

Date: xxx xx, 2007

(Use any search engine you wish to locate the answers)

A) (30 pts) The United States Congress.**Pick a State – not California – name the state and answer the following**

- a) Who is the Governor of the state?
- b) Who is the Speaker of the House in that state?
- c) What political party is in the majority in the legislature of that state?

B) (20 pts) Pick a year.

- a) What was the best selling fiction book (title and author) of that year in the United States?
- b) What other books has that author written?
- c) What was the best selling non-fiction book (title and author) of that year in the United States?
- d) What other books has that author written?

C) (50 pts) Internet: General Information (one URL for this entire section is acceptable)

- 1) What is the general rule regarding the use of information that was downloaded from the Internet?
- 2) What does a “spider” program do?
- 3) What is a homepage? Give an example.
- 4) Why would you use different search engines?
- 5) Is the Internet maintained and administered by the federal government?
- 6) Which of the following will return the largest number of “hits” from a search?
 - a) “Tiger” or “Woods”
 - b) “Tiger Woods”
 - c) “Tiger” not “Woods”
- 7) Web documents are created in what language?
- 8) Which part of the URL <http://www.prenhall.com/grauer/win2000/index.html> identifies the *network* of the Web site (server)?
- 9) What is Wikipedia?
- 10) What is considered the “best” search engine?

12. You can protect yourself from Phishing by ?
- Not responding to requests for account updates
 - Not opening any attachments to email
 - Getting good anti-virus software and keeping it up to date
 - Never sharing information with untrustworthy sites
 - All of the other answers are correct
13. A computer virus is ?
- Something that gets into your computer
 - Executable code that takes over the processing of your computer
 - Like a human virus
 - Data with bugs in it
 - None of the other answers are correct
14. Computer viruses will ?
- Take over your computer's (the host) internal processor
 - Disconnect the computer from the Internet
 - Track your computer purchases on the Internet
 - Trick a person into giving out their personal information
 - All of the other answers are correct
15. To protect your computer from viruses you should ?
- Install a firewall
 - Beware of attachments to emails
 - Beware of using a computer that is not your own
 - Get virus protection software and keep it up dated
 - All of the other answers are correct
16. What are the possible consequences of violation of the software copyright laws ?
- Up to one year in jail
 - Fines of up to \$50,000
 - Students might face expulsion from the University
 - Referral to the software copyright owner for civil and criminal proceedings
 - All of the other answers are correct
17. When you buy software you ?
- Own the software to do with as you see fit
 - Own that software for as long as it runs and you can install it anywhere
 - Are entering into a license agreement with the copyright owner
 - Own the software and can loan it to your friends if you wish
 - None of the other answers are correct

SAC - Student Absence from Class for University Events and Religious Observances
Policy & Procedure
Approved by SAC—November 19, 2009

Definition: Provides a means for students to request reasonable accommodations from instructors for official university events and religious observances.

Authority: Academic Affairs

Scope: The Student Absence from Class for University Events and Religious Observances Policy applies to students who are (1) members of teams, organizations, or classes officially recognized by the university or (2) followers of organized religions. The policy provides a means for students to notify their instructors of potential conflicts between class dates and required events, and for instructors to convey to students and sponsoring organizations any concerns about the student's completion of course requirements.

Policy: CSUSM provides a fair opportunity for students to attend required courses in a manner that allows them to participate in the requirements of their sponsored activities and religious beliefs.

Procedures:

I. Absence for Official University Events and Activities:

A. Official university events and activities such as fine arts performances, forensics, and other academic competitions supported by the university require participation by students as official members of groups. Responsibilities shall be as follows:

1. Sponsoring Departments or Programs: A sponsor of an official university event or activity shall provide each student participant with a memorandum regarding specific absences from classes (see Appendix A). The memorandum shall be given to the student's instructors within the first week of classes. If scheduling changes occur, the sponsor shall provide the student with a revised memorandum to be given to instructors.
2. Student Participants: Within the first week of classes, a student who expects to be part of an official event shall notify the instructors of affected courses. At that time, the student shall request accommodation for any missed examinations or other assignments. If scheduling changes occur, the student shall immediately notify the instructors.
3. Instructors: When possible, the instructor shall reasonably accommodate the student's required absence from class. An instructor who believes that the anticipated absences would preclude successful completion of the course or would seriously affect the student's grade shall inform the student and the sponsor, in writing, by the end of the second week of classes.

II. Absence for Religious Observances:

A. By the end of the first week of classes, students should notify instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances. An instructor who

believes that the anticipated absences would preclude successful completion of the course or would seriously affect the student's grade shall inform the student and the department chair, in writing, by the end of the second week of classes.

Appendix A: Letter from [Sponsoring Team, Organization, Class] to Instructors of Student Participants

[date]

Dear Instructor:

The student delivering this letter to you is on the official roster listed below of [Name of Team, Organization, or Class]. Also included below is the university's official Student Absence from Class for University Events Policy. Please take a moment to familiarize yourself with the policy and discuss with the student what options s/he has to make up assignments or activities s/he might miss because of her/his involvement in this matter. Please refer to our schedule of competition/events included on the back. If scheduled competitions/events change, you will be notified as soon as possible.

If you believe that the anticipated absences would preclude successful completion of the course or would seriously affect the student's grade, please inform both the student and me by the end of the second week of classes. Email responses should be sent to [name]@csusm.edu and the student. Should you have any questions about the student's participation in our activities, please contact [name] at [email] or [extension].

Sincerely,

[Name of Faculty Sponsor]

[Name of Team/Organization/Class]

STUDENT'S NAME: _____

Official Roster for [Sponsoring Group], [semester, year]

- 1.
- 2.
- 3.
- 4.
- 5.
- 6. ...

Student Absence from Class for University Events Policy

[include Policy and Procedures section of Student Absence from Class for University Events Policy here]

Schedule of Events

[include scheduled events]

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**Resolution to Make
California State University San Marcos
a Smoke-Free Campus**

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Whereas, The Surgeon General has stated that tobacco use in any form presents a significant health hazard, and the United States Environmental Protection Agency and the California Environmental Protection Agency have determined that **there is no safe level for exposure to environmental tobacco smoke (ETS, aka second-hand smoke)**; and

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Whereas, ETS has been declared a toxic air contaminant and classified as a Class-A carcinogen by the State of California Air Resources Board; and

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Whereas, Executive Order 599, the California Code of Regulations Title 5, Division 5, Section 42356, and the CSU Board of Trustees in its meeting on September 17-18, 2002 all gave authority to each CSU campus to establish its own policies with regard to tobacco use; and

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Whereas, The current policy of restricting smoking to certain areas of campus actually requires already extraordinarily limited campus funds to be spent on signage, ash collection receptacles, enforcement, and leads to areas of campus that are, for all intents and purposes, inaccessible to those who wish not to be exposed to second-hand smoke; and

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Whereas, The California Maritime Academy (a CSU campus), Palomar Community College, Point Loma Nazarene University, Grossmont-Cuyamaca Community College, and San Diego Mesa College have all banned smoking throughout their campuses; and

Whereas, CSUSM has an ethical obligation to safeguard the health of the entire campus community; now, therefore, so be it

Resolved, That the Academic Senate of California State University at San Marcos requests that President Karen Haynes considers banning smoking anywhere on the CSUSM campus, effective immediately, thereby creating a smoke-free learning and working environment for all.

FAC - CoE Evaluation of Temporary Faculty Unit 3 Employees

A. General Elements

1. **Definition of Temporary Faculty Employees** - Temporary faculty in the College of Education may be instructors in courses and/or supervisors of clinical practice.
2. **Appointment Categories of Temporary Faculty Employees** - For the purposes of appointment¹ and evaluation², the collective bargaining agreement (CBA) distinguishes between three types of Temporary Faculty Unit 3 Employees:
 - (1) part-time or full time appointments for one (1) semester or less
 - (2) part-time appointments for two (2) or more semesters
 - (3) full-time appointments for two (2) or more semesters
3. **Submission of WPAF** – All temporary faculty members shall submit a Working Personnel Action File (WPAF) to the office of the Associate Dean or appropriate administrator according to the timeline of the type of appointment described under Evaluation Cycle. Failure to submit a WPAF, or submitting an incomplete WPAF, will be reflected in the evaluation. If the WPAF is submitted according to the established timeline and no evaluation takes place, performance of the temporary faculty member is assumed to be satisfactory. In such cases, temporary faculty may request to be evaluated by the appropriate administrator. Electronic submission for part of or all elements of the WPAF is acceptable. The program should inform faculty of any preferences.
4. **Evaluation Cycle**
 - a. Temporary faculty appointed for one semester (1) shall be evaluated at the discretion of the Associate Dean or appropriate administrator. The employee may request that an evaluation be performed.
 - b. Temporary faculty appointed for two (2) or more semesters, regardless of break in service, shall be evaluated after every two semesters of employment. Evaluations may be conducted more frequently than every two semesters at the discretion of the Associate Dean or appropriate administrator.
 - c. Temporary faculty on three-year appointments (3) shall be evaluated at least once during the term of their appointment or more frequently at the discretion of the Associate Dean or appropriate administrator. The employee or the President may request more frequent evaluations.
5. **Peer Input (Optional)** – The temporary faculty member may request additional peer input in the file. Peer input can be provided by Unit 3 faculty, tenure-track faculty members or lecturers only from the same content area or program. The peer input must be provided in alignment with the timeline of the evaluation process. Faculty members who provide peer input may not serve on the PRC of a full-time temporary faculty member.
6. **Field Personnel Input (Optional)**
Temporary faculty members engaged in clinical practice supervision may also request input from field personnel (i.e. from cooperating teachers, clinical personnel, etc.) optional input regarding the performance of the temporary faculty supervisor.

B. Evaluation Procedures

1. **General Procedures:**
 - a. At the time of appointment, the College of Education will provide temporary faculty with a copy or web link of this policy no later than 14 working days after the first day of instruction of the academic term. All evaluation instruments will be provided to the faculty member.³
 - b. If an evaluation is to be performed, the Associate Dean or appropriate administrator must notify the

¹ The appointment of temporary faculty is governed by Article 12 of the Collective Bargaining Agreement. Please refer to the Faculty Affairs web site, then go to Academic Resources (http://www.csusm.edu/faculty_affairs/) to view the current contract

² The evaluation of temporary faculty is governed by Article 15 of the Collective Bargaining Agreement.

³ Evaluation instruments including rubrics may be periodically revised. All instruments must be approved by the COE Personnel Committee prior to use in the process.

52 temporary faculty member no later than the 10th week of the semester of the appointment that the
53 WPAF should be submitted to the office of the Associate Dean or appropriate administrator in
54 accordance with the timeline. When analysis of student evaluations of instruction and/or supervision of
55 clinical practice is available, they must all be placed in the WPAF by the Associate Dean or
56 appropriate administrator.
57

- 58 c. Temporary faculty must provide all candidates⁴ (university students) with the opportunity to evaluate
59 faculty performance. Official CSUSM College of Education Student Evaluations of Teaching shall be
60 administered in accordance with university and college procedures. All Clinical Practice Supervisors
61 must administer prescribed evaluations each semester in accordance with the evaluation procedure.
62
- 63 d. Temporary Faculty will follow the specific procedures defined by the appointment (Full-time, Part-
64 time, or Supervisory) as described below in 2, 3, or 4.
65
- 66 e. The evaluation process should be completed within 45 days after the receipt of the WPAF. If
67 circumstances require an extension, the Associate Dean or appropriate administrator shall notify the
68 affected temporary faculty member.
69
- 70 f. The temporary faculty member shall be provided copies of the evaluation(s), sign the evaluation
71 form(s), and is advised to retain a copy. The Associate Dean or appropriate administrator shall place
72 the original evaluation form(s) in the temporary faculty member's Personnel Action File (PAF).
73
- 74 g. Within 10 working days from the date noted on the evaluation report, the temporary faculty member
75 may request a meeting with the Associate Dean or appropriate administrator to discuss the evaluation
76 and/or may submit a written response to the evaluation for inclusion in the WPAF.
77
- 78 h. In the case of a classroom evaluation, a temporary faculty member shall be given a minimum of five
79 (5) days written notice prior to a classroom visit. After the visit there shall be consultation about the
80 classroom observation between the temporary faculty member and the visitor. Written confirmation
81 that a consultation has taken place shall be provided to the associate dean within ten (10) days of the
82 classroom visit.
- 83 i. Any party to the evaluation may request an external review in accordance with the CBA.
84
- 85 2. Instructional Full-Time Temporary Faculty (including those who also engage in supervision of clinical practice)
86
- 87 a. Full-time temporary faculty members must be evaluated in accordance with the university periodic
88 evaluation procedure. Evaluation of full-time temporary faculty shall include:
89 i. Candidate evaluations of teaching performance for those with instructional duties;
90 ii. Candidate evaluations of supervision performance for those who supervise clinical
91 practice;
92 iii. Field Experience Coordinator input for those who supervise clinical practice;
93 iv. Review by the College of Education Peer Review Committee (PRC); and
94 v. Evaluation by the Associate Dean or appropriate administrator.
95
- 96 b. Full-time temporary faculty members shall submit the following documentation to the Associate Dean
97 or appropriate administrator's office for evaluation by the Peer Review Committee (PRC) no later than
98 the Monday of the 15th week of the semester. When analysis of student evaluations of teaching is
99 completed for the semester, they must be placed in the file by the Associate Dean or appropriate
100 administrator:
101 i. Cover Sheet including teaching activities with courses taught and information on
102 supervision of clinical practice, if applicable, each semester since the previous
103 evaluation (Form A)
104 ii. A reflective statement (1/2 – 1 page) assessing strengths and areas for improvement on
105 instructional duties.
106 iii. Content Area or Program Coordinator/Program Faculty Evaluation (Form B) and, if
107 applicable, Clinical Practice Coordinator and/or Program Coordinator Input (Form D).

⁴ The term "candidates" refers to university students enrolled in credential or MA. For the College of Education, the term "student" refers to K-12 students. Where terms may be misleading, clarifying language will be used.

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- iv. Classroom Observation (Form C)
 - v. Student Evaluations of Teaching and evaluations of supervision of clinical practice as described in section 4 below, if applicable.
 - vi. Course materials including syllabi for each course, sample lesson plans, assessments of student learning outcomes, assignments, and examples of student work for use in completion of Form B.
 - vii. Evidence of candidates (university students) meeting program/course learning outcomes (such as TPEs⁵, TPAs⁶, or other program-based assessments)
 - viii. Evidence of scholarly/creative activity and/or service (if appropriate)
 - ix. Current vita
 - x. Optional Peer Input (See p. 2 for description)
3. Instructional Part-Time Temporary Faculty (including those who also engage in supervision of clinical practice).
- a. Evaluation of part-time temporary faculty shall include:
 - i. Candidate evaluations of teaching performance
 - ii. Candidates evaluations of supervision performance for those who supervise clinical practice
 - iii. Field Experience Coordinator Input for those who supervise clinical practice
 - iv. Evaluation by the Associate Dean or appropriate administrator
 - v. Current vita
 - b. Part-time temporary faculty members shall submit the following documentation to the Associate Dean or appropriate administrator's office no later than the Monday of the 15th week of the semester. When analysis of student evaluations of teaching is completed for the semester, they must be placed in the file by the Associate Dean or appropriate administrator:
 - i. Cover Sheet including teaching activities with courses taught each semester since the previous evaluation and information on supervision of clinical practice, if applicable (Form A).
 - ii. A reflective statement (1/2 – 1 page) assessing strengths and areas for improvement in carrying out instructional and supervision duties (if applicable).
 - iii. Content Area or Program Coordinator/Program Faculty Evaluation of Instructional Materials (Form B) and, if applicable, Clinical Practice Coordinator and/or Program Coordinator Input (Form D)
 - iv. Classroom Observation (Form C).
 - v. Student Evaluations of Teaching and, if applicable, student evaluations of clinical supervision.
 - vi. Course materials including syllabi for each course, sample lesson plans, assessments of student learning outcomes, assignments, and examples of student work for use in completion of Form B.
 - vii. Evidence of candidates meeting program/course learning outcomes (such as TPEs, TPAs, or other program-based assessments).
 - viii. Current vita
 - ix. Optional Peer Input (See p. 2 for description)
4. Supervisors of Clinical Practice
- a. Temporary faculty (part-time and full-time) who are supervisors of clinical practice shall submit their documentation to the Associate Dean's office no later than the Monday of the 15th week of the semester. When analysis of student evaluations of supervision is completed for the semester, they must be placed in the file by the Associate Dean or appropriate administrator.
 - b. The supervisor documentation shall include the following:
 - i. Cover Sheet including a list of teacher candidates with descriptions of the candidates

⁵ TPE – Teaching Performance Expectations – The TPEs are the California standards used to assessment basic credential teacher candidates.

⁶ TPA – Teaching Performance Assessment – The TPA is a state approved performance assessment for teacher candidates.

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- (university students) (e.g., beginning, advanced, shared supervision) since the previous evaluation (relevant portion of Form A)
 - ii. A reflective statement (1/2 – 1 page) assessing strengths and areas for improvement in carrying out supervision duties.
 - iii. Clinical Practice Coordinator and/or Program Coordinator Input (Form D)
 - iv. Candidate evaluations of supervisor
 - v. Examples of completed observation and evaluation forms for teacher candidate performance
 - vi. Other supporting material related to supervision (e.g., communication with candidates (university students) and site personnel, evidence of supporting candidates in meeting performance assessments, agendas and handouts for candidate support meetings.
 - vii. Optional Field Personnel Input (See p. 3 for description)
- c. Temporary faculty (part-time and full-time) supervisors of clinical practice who are asked to leave a clinical site by the site administrator, shall have the site administrator’s request for removal and any response submitted by the faculty member placed in the PAF by the Associate Dean or appropriate administrator⁷, in accordance with the procedures in the CBA.

C. Timeline

#	ACTIVITY	ASSUMPTIONS	DEADLINE	TIME OF SEMESTER
1	Hiring of Temporary Faculty	Latest date of hire is 1 st day of class	1 st day of classes	1 st day
2	Receipt of Evaluation Procedures by Temporary Faculty	Via email or print	14 working days after the start of appointment	2 nd week
3	Collection of Evaluation/WPAF Documents	Observation of teaching must occur during teaching calendar - first 8 weeks or 16 weeks	2-15 th week	2-15 th week
4	Notice of Evaluation by Associate Dean	Only for the semester when the faculty is due for evaluation – or in which an evaluation has been requested	No later than the 10 th week of the semester.	6-12 th week
5	Submit WPAF /evaluation Documents by Temporary Faculty	Required	No later than the Monday of the 15 th week of the semester	15 th week of the semester
6	Receive university student evaluations	Student evaluations of the last semester taught/supervised	Upon receipt of evaluations – must be placed in the file by the Associate Dean or appropriate administrator	
7	Evaluation Report to Temporary Faculty	Required	Within 45 days from the day WPAF was submitted	
8	Temporary Faculty Request for a meeting	Optional	Within 10 days after the date of the evaluation report	

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⁷ Please note that the appointment of a supervisor assigned to a specific site is conditional upon the site administrator’s approval. Should an administrator request a supervisor to leave a clinical site, the supervisor will not have an opportunity for another appointment until the following semester. Removal from a clinical site serves as a strong basis for non-reappointment as a university supervisor. Additionally, the CFA contract states that part-time temporary appointments are contingent upon funding, enrollment, and other considerations as allowed.

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D. Responsibilities for evaluation of temporary faculty

	Tenure-line Faculty and Lecturers, Program Coordinators	Clinical Practice Coordinator	Field Experience Personnel	Peer Review Committee	Associate Dean or Appropriate administrator
Notification of Policy					X
Oversee Policy					X
Peer Input (Optional)	X				
Content Area/ Program Coordinator Input – Form B	X				
Classroom Observation – Form C	X				
Clinical Practice Coordinator and/or Program Coordinator Input – Form D	X	X			
Field Experience personnel Input (optional)			X		
Peer Review (F/T only)				X	
Associate Dean Evaluation Form for Temporary Instructional Faculty – Form E1					X
Associate Dean Evaluation Form for Temporary Supervisor Faculty – Form E2					X
Decision to Rehire					X
Maintenance of Files					X

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E. Forms to be used for evaluation of temporary faculty

- 193 Form A Cover Sheet: Summary Information
- 194 Form B Content Area Faculty/Program Coordinator Input
- 195 Form C Classroom Observation for Instructors
- 196 Form D Clinical Practice Coordinator and/or Program Coordinator Input
- 197 Form E1 Associate Dean Evaluation Form for Temporary Instructional Faculty
- 198 Form E2 Associate Dean Evaluation Form for Temporary Supervisor Faculty

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FORM A

COVER SHEET

(To be completed by temporary faculty member)

Temporary Faculty Member: _____

Date of Evaluation: _____

Status (check one):

Part-time instructional

Full-time supervision

Part-time supervision

Full-time instructional

Part-time instructional and supervision

Full-time instructional and supervision

Date of prior temporary faculty evaluation: _____

Instructional faculty: List of courses taught since last evaluation:

Semester	Course number/title	No. of students

Insert additional rows as needed

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Supervision faculty: List of candidates (university students) supervised since last evaluation:

Semester	Candidate Name	Placement Site (school & district)	Program Level (Beg/Adv)

Attach additional rows and sheets as needed.

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223 **FORM B**
224 **(For instructional faculty)**
225

226 **CONTENT AREA FACULTY OR PROGRAM COORDINATOR INPUT**
227

228
229 Temporary Faculty Member _____
230

231 Content Area Faculty or Program Coordinator _____
232

233 Date _____
234

235
236 Documentation is attached describing the temporary faculty member's performance in the following areas (Please
237 check all that apply):
238

239 _____ Syllabi for each course taught

240 _____ Sample lesson plans

241 _____ Assignments

242 _____ Assessments

243 _____ Classroom Visits (attach form C – Classroom Observation)

244 _____ Other
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250 Overall Assessment (areas of strength, suggestions for improvement):
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252 _____
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254 *Signature of Evaluator*
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FORM C
(For instructional faculty)

OBSERVATION OF CLASSROOM INSTRUCTION

Temporary Faculty Member _____

Content Area or Program Faculty Member _____

Course Observed (prefix, number and title) _____

Date of Observation _____

Observation notes on subject matter coverage, organization, pedagogy, and instructional delivery:

Overall assessment:

Signature of Evaluator

Date _____

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FORM D
(For clinical supervisors)

CLINICAL PRACTICE COORDINATOR and/or PROGRAM COORDINATOR INPUT

Temporary Faculty Member _____

Clinical Practice Coordinator/Program Coordinator _____

Date _____

Documentation is attached describing the temporary faculty member's performance in the following areas:

- _____ Completed observation forms of candidate performance.
- _____ Completed evaluation forms of candidate performance.
- _____ Communication with candidates (university students).
- _____ Communications with site personnel.
- _____ Candidate evaluations of supervisor.
- _____ Other.

Overall Assessment (areas of strength, suggestions for improvement):

Signature of Evaluator

Date _____

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FORM E1

**EVALUATION OF TEMPORARY INSTRUCTIONAL FACULTY
(Including those who may also be engaged in supervision of clinical practice)**

By Associate Dean or Appropriate Administrator

Temporary Faculty Member _____

Documentation is attached describing the temporary faculty member's performance in the following areas:

- _____ Syllabi
- _____ Lesson Plans
- _____ Assignments
- _____ Examinations/Assessment Instruments
- _____ Classroom Visits (attach form C1 – Classroom Observation)
- _____ Student Evaluations
- _____ Other Elements

Overall Assessment (areas of strength, suggestions for improvement):

Overall Recommendation:

Signature of Associate Dean Date _____

I have been provided a copy and have read the evaluation.

Signature of Temporary Faculty Member _____ Date _____

Faculty members have ten working days from the date noted on the Associate Dean's evaluation to respond if they wish to do so.

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FORM E2

EVALUATION OF TEMPORARY INSTRUCTIONAL FACULTY -
SUPERVISORS OF CLINICAL PRACTICE
(Not engaged in instruction of program courses)

By Associate Dean or Appropriate Administrator

Temporary Faculty Member _____

Evaluative documentation is attached describing the temporary faculty member's performance in the following areas:

- _____ Completed observation forms of candidate performance.
- _____ Completed evaluation forms of candidate performance.
- _____ Communication with candidates (university students).
- _____ Communications with site personnel.
- _____ Agendas and handouts for candidate support meetings.
- _____ Candidate evaluations of supervisor.
- _____ Other elements: _____

Overall Assessment (areas of strength, suggestions for improvement):

Overall Recommendation:

Signature of Associate Dean or appropriate administrator

Date _____

I have been provided a copy and have read the evaluation.

Temporary Faculty Member Signature _____ Date _____
Faculty members have ten days from the date noted on the Associate Dean's evaluation letter to respond if they wish to do so.

Certificate Program for Video Production in K-12 Education

BLP: The Budget and Long Range Planning Committee (BLP) has investigated and discussed the P-Form for a proposed Certificate Program for Video Production in K-12 Education. BLP has reviewed the immediate and long range prospects for this proposed certificate and has considered the resource implications of the initiation of the certificate. We appreciate the cooperation of the proposer, Dr. Katherine Hayden, and thank her for her willingness to meet with BLP to provide timely responses to our questions which enabled us to complete our work. BLP submits the following analysis of the impact of this certificate program to the Academic Senate to guide Senators in their consideration of the proposal.

Program Demand: The certificate program would provide K-12 teachers access to online courses to certify them in Video Production. The International Society for Technology in Education has added a new standard category titled "Innovation and Creativity," which would be addressed by the proposed certificate program. In addition, the General Option Masters in CoE does not currently have a certificate program in Technology. There are ongoing requests for online courses from teachers in the CoE Masters, and present online offerings have high enrollments due to the flexibility, convenience and cost savings of not having to drive to campus. This proposed program would address this need for online courses in the CoE MA program. The course content goes beyond professional development and incorporates a more scholarly element consistent with a certificate.

The certificate could also be used as a marketing tool for the Master's program. CoE has WASC approval to move the full Masters program online, and CoE may move in that direction. This would allow all 12 units of the certificate to transfer from Extended Learning to the Master's.

Resource Implications: The program was developed in collaboration with the San Diego Office of Education based on a federally funded grant in Arts and Education. That collaborative effort is currently being implemented in San Diego and Orange County. Teachers are currently receiving units as part of this project through CSUSM Extended Learning.

The program will be delivered through Extended Learning, compensated by self-support, or matriculated for the MA students. The certificate requirements are 12 units of fully online courses, including one existing course and three proposed Topics Masters Level Courses offered under the General Option MA program in CoE. The courses are online and will not require classroom space. The intent is to provide access for anyone throughout the state of California. Teachers would use facilities and resources at the schools in which they are presently teaching, thus studios and other on-campus facilities would not be used. Faculty may use some multi-media resources on campus as necessary for course development. Some IITS support may be needed since the courses would be offered through WebCT (or Moodle).

UCC: The committee has finished its review of the Video Production in K-12 Education Certificate. The program is proposed as an online certificate program which addresses a new standard added in 2006 to the National Standards for Technology for Students (NETS-S): Innovation and Creativity. It also addresses the need for online classes for students in the College of Education MA programs who are currently teaching in K-12 classrooms. The certificate program is developed in collaboration with the San Diego County Office of Education and will offer additional courses to one currently available to students through CSUSM Extended Learning. The courses will also be added to the menu of courses available to students in the CSUSM College of Education General Option MA program and will be offered both through Extended Learning and the General Option MA program.

The program is based on three newly proposed Education courses. EDST 638, Using Visual Literacy to Improve K-12 Student Learning, will allow teachers to explore elements of video production in the classroom from the targeting of students' needs to the assessment of outcomes of the production project. EDST 639, Digital Storytelling to Inspire Creativity in the K-12 Classroom, prepares educators to apply principles of digital storytelling and project-based learning in their classrooms. In EDST 640, Using Web 2.0 Tools for Collaborative Video and Audio Projects in the K-12 teachers will learn how to use web tools to inspire creativity in their classrooms. These courses will build on an already existing course, EDST 637, Instructional Technology Planning and Management, in which educators learn to plan, manage and access a technology infused classroom environment through the development and piloting of a technology-rich instructional unit. While these courses are the requirements of the certificate program, students can supplement them with courses from Mass Media and Visual and Performing Arts.

UCC supports the program proposal, finding it to be academically sound and providing students with an opportunity to use the techniques learned through the certificate program as an enhancement in K-12 classrooms.

For the complete curriculum associated with this proposal, visit the Curriculum Review website: http://www2.csusm.edu/academic_programs/Curriculum_review_09_10/index.htm#UCC_Packet_6 This proposal is in Packet #6.

Proposed Catalog Language for the
Certificate of Advanced Study
in Video Production in Education

This certificate program provides K-12 teachers with experiences, knowledge of resources, and models for effective implementation of video production with students in their classrooms. The four courses in the certificate are all on-line and provide a variety of experiences in using Web-based tools, project development based on student needs, and implementation of both content and Visual and Performing Arts standards in their curriculum. The experiences prepare teachers to be teacher-leaders in the area of technology in K-12 educational settings. Teachers are encouraged to supplement the certificate courses with additional video production and media courses offered in the College of Arts and Sciences.

Course Requirements

	Units
EDST 637 Instructional Technology Planning and Management	3
EDST 638 Using Visual Literacy to Improve K-12 Student Learning	3
EDST 639 Digital Storytelling to Inspire Creativity in the K-12 Classroom	3
EDST 640 Using Web 2.0 Tools for Collaborative Video and Audio Projects in the K-12 Classroom	3
<i>Program Total</i>	12

New courses being approved together with the certificate

EDST 638: Using Visual Literacy to Improve K-12 Student Learning	3
EDST 639: Digital Storytelling to Inspire Creativity in the K-12 Classroom	3
EDST 640: Using Web 2.0 Tools for Collaborative Video and Audio Projects in the K-12 Classroom	3