APC Academic Calendar Assumptions
October 26, 2009

APC presents the AY 2011-2014 calendar with the following assumptions and restrictions.
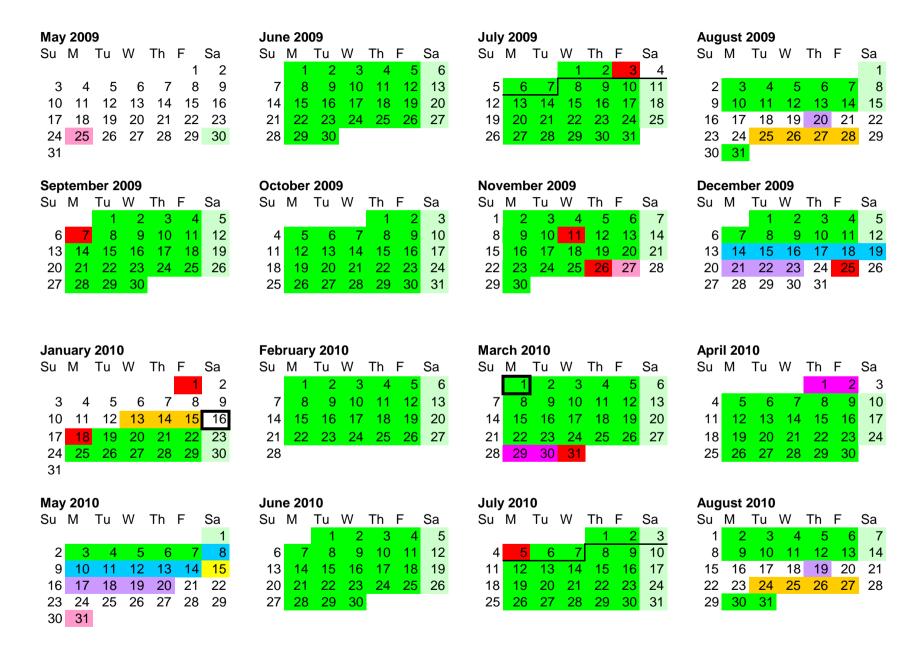
- **The Fall semester** begins on a Monday and contains fifteen weeks of instruction, but we lose four weekdays: Labor Day, Veteran's Day, Thanksgiving Day, and the Friday after Thanksgiving Day. There are thus **71 instructional days in the Fall**. Since the day of the week for Veteran's Day changes from year to year, there is **no fixed pattern of MTWRF frequencies**. For already approved 2008-09, 2009-10 and 2010-11 calendars, these were 14-14-15-14-14, 14-15-14-14-14 and 14-15-15-13-14, respectively. **For the proposed 2011-12, 2012-13 and 2013-14 calendars, these will be 14-15-15-14-13, 13-15-15-14-14 and 13-15-15-14-14,** respectively. Saturday classes do not meet over Thanksgiving weekend.

- **The Spring semester** begins on either the Monday before or the Tuesday after Martin Luther King, Jr. Day and contains fifteen weeks of instruction and a Spring Break week (the same week as Cesar Chavez Day). We lose one weekday (for Martin Luther King, Jr. Day) which leaves **74 instructional days** in the Spring. The MTWRF **frequency pattern is always 14-15-15-15-15**. Saturday classes meet on the weekend at the beginning of Spring Break, but not on the weekend at the end of Spring Break.

- **Together** the Fall and Spring semesters contain **145 instructional days,** the **minimum required number**. There are fourteen Saturdays in the Fall and Spring semester, but these are not officially counted as "instructional days," since Saturday is not a typical class day.

- **Summer session runs for 11 weeks**. The first day of instruction is a Monday unless the first half-session would otherwise have two fewer Saturdays than the second half-session, in which case it is a Saturday; this is an "Independence Day effect."

- **All grading for the Fall semester is completed before Winter Break**. There are either four days in this grading period (Monday through Thursday) unless December 25 falls on a Friday or Saturday, in which case the grading period is shortened to three days (Monday through Wednesday).

- **There is an entire week set aside for final exams for each semester**. It runs Monday through Saturday in the Fall and Saturday through Friday in the Spring. The Saturdays of finals week count as academic work days (academic work days are instructional days, faculty preparation days, final exam days and grading days).

- There is a **four-day (Tuesday through Friday) faculty preparation period** the week before class start in the Fall; Convocation is held during this period. There is a **three-day** (Wednesday through Friday) **faculty preparation period** for the Spring semester.

- There is a **four day** (Monday through Thursday, after Commencement weekend) **grading period** at the end of the Spring semester.

- There is **no instruction in the week before the faculty preparation period**, and Summer session grades are due the Thursday of that week. This allows working days for grading, as Summer session classes end the preceding week.

- There is **one full week of "processing time"** between the end of the Spring semester and the start of Summer session. At least this much time is necessary for Advising and EMS Operations/Registrar to act on Spring grades for disqualification, etc.

Additional Comments:
- **The effect of the Academic Calendar on Lecturer Benefits in January**: Lecturers who have an appointment with a time-basis of at least .40 who do not have a Spring appointment with a time-basis of at least .40 lose benefits at the end of the last month before the pay-period containing the start of the Spring semester. The calendar principles that San Marcos has been using sometimes call for the Spring semester to begin late enough that the beginning of the semester can be contained entirely in the February pay-period, which means that benefits for the group of lecturers defined above expire at the end of the January pay-period (depending on the year, January 29, 30 or 31). All three of the calendars being proposed for 2011-12, 2012-13 and 2013-14 begin early enough that it is necessary to use the January pay-period for the beginning of the Spring semester, and so benefits for these lecturers will expire at the end of the December pay-period (always December 31).
- **Why Spring Break is not aligned with Easter; Why Cesar Chavez Day falls during Spring Break**: All CSU campuses are required to be closed in observance of Cesar Chavez day. If Spring Break were moved to any other week besides the week with Cesar Chavez Day, then – because we would not hold on class on five days in addition to Cesar Chavez Day (as opposed to the current practice of four days in addition to Cesar Chavez Day), the calendar would be one instructional day short. Additionally, the Academic Senate asked the old APP to investigate aligning Spring Break with Easter back in 1997-98, and APP concluded that there was too much variability in terms of when Easter Sunday falls. For instance, while Easter Sunday will be the first Sunday of the proposed Spring Break in 2013-14 (March 31, 2013), the following year it is April 20 and there are only two weeks of instruction remaining in the Spring semester after this Sunday.

08-11App.&11-14 Draft(10-26-09)

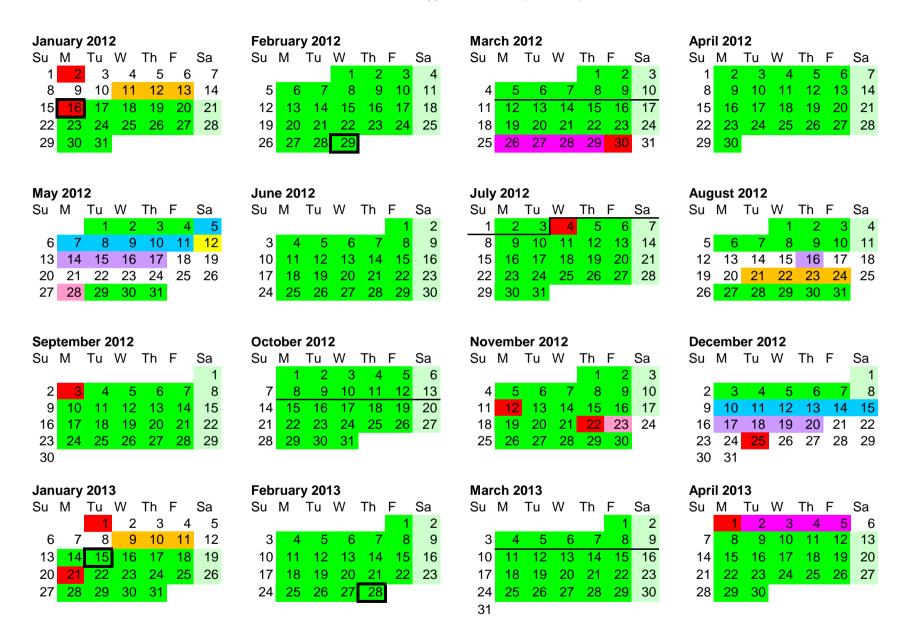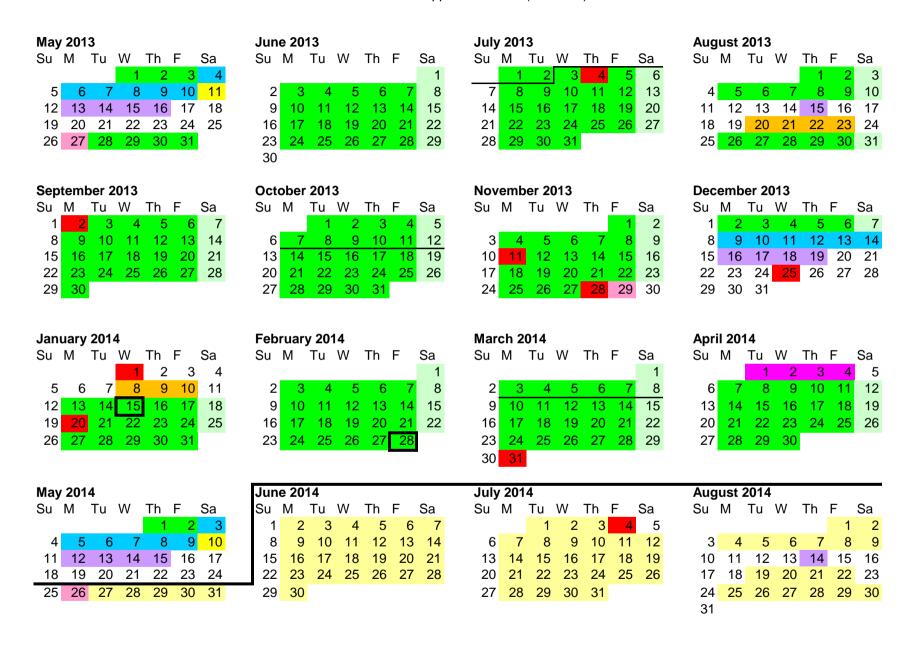## May 2009
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2009
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2009
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2009
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2009
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2009
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2009
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2009
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2010
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2010
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2010
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2010
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2010
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2010
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2010
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2010
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

David J. Barsky
Academic Programs

Scenario for APC
October 26, 2009

08-11App.&11-14 Draft(10-26-09)

September 2010
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2010
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2010
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2010
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2011
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2011
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2011
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2011
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2011
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2011
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2011
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2011
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2011
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2011
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2011
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

David J. Barsky
Academic Programs

Scenario for APC
October 26, 2009

January 2012

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2012

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2012

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2012

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2012

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2012

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2012

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2012

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2012

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2013

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2013

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2013

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2013

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

David J. Barsky
Academic Programs

Scenario for APC
October 26, 2009

08-11App.&11-14 Draft(10-26-09)

May 2013

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2013

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2013

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2013

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2013

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2013

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2013

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2013

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2014

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2014

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2014

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2014

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2014

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2014

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2014

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2014

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

David J. Barsky
Academic Programs

Scenario for APC
October 26, 2009

September 2014

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2014

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2014

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2014

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

David J. Barsky
Academic Programs

Scenario for APC
October 26, 2009

Faculty Preparation Day (includes Convocation)

(Weekday) Instructional Day

Saturday class day; counts as an Academic Work Day if classes begin or end on this day

Final Exam Day (note that Saturday is an Academic Work Day)

Evaluation Day, "Other Days," and Grades Due Day

Commencement (not an Academic Day)

University Holiday (Date required by Board of Trustees Policy)

University Holiday (May have been moved from some other holiday date)

Spring Break Week

Likely dates from future calendars not yet developed

Maximal End-dates of February Pay Period

Demarcation line between first and second halves of semesters or summer session

GEC – Cross-Listing UDGE Courses

~~Background: Title V of the California Education code refers to General Education in the CSU as "General Education-Breadth Requirements," and states that:~~

~~General education-breadth requirements in the California State University are so designed that, taken with the major depth program and elective credits presented by each candidate for the bachelor's degree, they will assure that graduates from the several campuses in the system have made noteworthy progress toward becoming truly educated persons….~~

~~Many students are taking Upper Division General Education (UDGE) courses in their own major to satisfy the UDGE requirement, which goes against the intent of Title V as interpreted from the designation as "breadth requirements." In some majors, it has been found that three-quarters of the students take UDGE courses within their own major to fulfill the UDGE requirements, thus missing the breadth that UDGE is supposed to guarantee.~~

~~Therefore, be it resolved that:~~

1.   No student may use a course from their major area, or any course cross-listed with their major area, to satisfy ~~the~~ upper division general education (UDGE) requirements BB, CC, DD.

~~2.   For majors requiring courses from a variety of disciplines, students are only prohibited from using courses in their primary field within the interdisciplinary major to satisfy the UDGE requirements.~~

2.   For interdisciplinary majors with a primary field, students are prohibited from using courses in their primary field or any course cross-listed with their primary field. ***In the case of Human Development or similar majors in which students take courses from a variety of fields, and no primary field is named, students are not prohibited from taking courses in these fields. (e.g., Human Development majors take courses in Biological Sciences, Psychology, and Sociology. They are not prohibited from taking courses that are cross-listed with these fields.)***

3.   This measure supersedes the "Upper Division General Education Requirement" resolution passed by the Academic Senate on February 5, 2003.

~~3~~4.   This ~~policy will go into~~measure shall take effect in the Fall of ~~2004~~2010. ~~(This will coincide with the publication of the next catalog.)~~

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 appointment[1] and evaluation[2], 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 candidates[4] (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 h. In the case of a classroom evaluation, a temporary faculty member shall be given a minimum of five
78 (5) days written notice prior to a classroom visit. After the visit there shall be consultation about the
79 classroom observation between the temporary faculty member and the visitor. Written confirmation
80 that a consultation has taken place shall be provided to the associate dean within ten (10) days of the
81 classroom visit.
82
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, Field ExperienceClinical Practice Coordinator and/or Program Coordinator

---

[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.

108		Input (Form D).
109	iv.	Classroom Observation (Form C)
110	v.	Student Evaluations of Teaching and evaluations of supervision of clinical practice as
111		described in section 4 below, if applicable.
112	vi.	Course materials including syllabi for each course, sample lesson plans, assessments of
113		student learning outcomes, assignments, and examples of student work for use in
114		completion of Form B.
115	vii.	Evidence of candidates (university students) meeting program/course learning
116		outcomes (such as TPEs[5], TPAs[6], or other program-based assessments)
117	viii.	Evidence of scholarly/creative activity and/or service (if appropriate)
118	ix.	Current vita
119	x.	Optional Peer Input (See p. 2 for description)

120

121   3. Instructional Part-Time Temporary Faculty (including those who also engage in supervision of clinical
122   practice).

123

124   a. Evaluation of part-time temporary faculty shall include:
125   i. Candidate evaluations of teaching performance
126   ii. Candidates evaluations of supervision performance for those who supervise clinical
127   practice
128   iii. Field Experience Coordinator Input for those who supervise clinical practice
129   iv. Evaluation by the Associate Dean or appropriate administrator
130   v. Current vita

131

132   b. Part-time temporary faculty members shall submit the following documentation to the Associate Dean
133   or appropriate administrator's office no later than the Monday of the 15th week of the semester. When
134   analysis of student evaluations of teaching is completed for the semester, they must be placed in the
135   file by the Associate Dean or appropriate administrator:
136   i. Cover Sheet including teaching activities with courses taught each semester since the
137   previous evaluation and information on supervision of clinical practice, if applicable
138   (Form A).
139   ii. A reflective statement (1/2 – 1 page) assessing strengths and areas for improvement in
140   carrying out instructional and supervision duties (if applicable).
141   iii. Content Area or Program Coordinator/Program Faculty Evaluation of Instructional
142   Materials (Form B) and, if applicable, ~~Field Experience~~Clinical Practice Coordinator
143   and/or Program Coordinator Input (Form D)
144   iv. Classroom Observation (Form C).
145   v. Student Evaluations of Teaching and, if applicable, student evaluations of clinical
146   supervision.
147   vi. Course materials including syllabi for each course, sample lesson plans, assessments of
148   student learning outcomes, assignments, and examples of student work for use in
149   completion of Form B.
150   vii. Evidence of candidates meeting program/course learning outcomes (such as TPEs,
151   TPAs, or other program-based assessments).
152   viii. Current vita
153   ix. Optional Peer Input (See p. 2 for description)

154

155   4. Supervisors of Clinical Practice

156

157   a. Temporary faculty (part-time and full-time) who are supervisors of clinical practice shall submit their
158   documentation to the Associate Dean's office no later than the Monday of the 15th week of the
159   semester. When analysis of student evaluations of supervision is completed for the semester, they must
160   be placed in the file by the Associate Dean or appropriate administrator.

161

162   b. The supervisor documentation shall include the following:

---

[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.

163   i. Cover Sheet including a list of teacher candidates with descriptions of the candidates
164   (university students) (e.g., beginning, advanced, shared supervision) since the previous
165   evaluation (relevant portion of Form A)
166   ii. A reflective statement (1/2 – 1 page) assessing strengths and areas for improvement in
167   carrying out supervision duties.
168   iii. ~~Field Experience~~Clinical Practice Coordinator and/or Program Coordinator Input
169   (Form D)
170   iv. Candidate evaluations of supervisor
171   v. Examples of completed observation and evaluation forms for teacher candidate
172   performance
173   vi. Other supporting material related to supervision (e.g., communication with candidates
174   (university students) and site personnel, evidence of supporting candidates in meeting
175   performance assessments, agendas and handouts for candidate support meetings.
176   vii. Optional Field Personnel Input (See p. 3 for description)
177
178   c. Temporary faculty (part-time and full-time) supervisors of clinical practice who are asked to leave a
179   clinical site by the site administrator, shall have the site administrator's request for removal and any
180   response submitted by the faculty member placed in the PAF by the Associate Dean or appropriate
181   administrator[7], in accordance with the procedures in the CBA.
182 **C. Timeline**
183

#	ACTIVITY	ASSUMPTIONS	DEADLINE	TIME OF SEMESTER
1	Hiring of Temporary Faculty	Latest date of hire is 1st day of class	1st day of classes	1st day
2	Receipt of Evaluation Procedures by Temporary Faculty	Via email or print	14 working days after the start of appointment	2nd week
3	Collection of Evaluation/WPAF Documents	Observation of teaching must occur during teaching calendar - first 8 weeks or 16 weeks	2-15th week	2-15th 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 10th week of the semester.	6-12th week
5	Submit WPAF /evaluation Documents by Temporary Faculty	Required	No later than the Monday of the 15th week of the semester	15th 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**	

184
185

---

[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.

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

189
190
191
192
193
194
195
196
197
198
199
200

E. **Forms to be used for evaluation of temporary faculty**

Form A   Cover Sheet: Summary Information

Form B   Content Area Faculty/Program Coordinator Peer Input

Form C   Classroom Observation for Instructors

Form D   Field ExperienceClinical Practice Coordinator and/or Program Coordinator Input

Form E1   Associate Dean Evaluation Form for Temporary Instructional Faculty

Form E2   Associate Dean Evaluation Form for Temporary Supervisor Faculty

201 **FORM A**
202
203 **COVER SHEET**
204 **(To be completed by temporary faculty member)**
205
206 Temporary Faculty Member: _____
207
208 Date of Evaluation: _____
209
210 Status (check one):
211 _____ Part-time instructional   _____Full-time supervision
212 _____ Part-time supervision   _____Full-time instructional
213 _____ Part-time instructional and supervision   _____Full-time instructional and supervision
214
215
216 Date of prior temporary faculty evaluation: _____
217
218 **Instructional faculty**: List of courses taught since last evaluation:

Semester	Course number/title	No. of students

219 Insert additional rows as needed
220
221 **Supervision faculty**: List of candidates (university students) supervised since last evaluation:

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

222
223 Attach additional rows and sheets as needed.
224

225
226
227
228
229
230
231
232
233
234
235
236
237
238
239
240
241
242
243
244
245
246
247
248
249
250
251
252
253
254
255
256
257

FORM B
(For instructional faculty)

CONTENT AREA FACULTY OR PROGRAM COORDINATOR INPUT

Temporary Faculty Member _____

Content Area Faculty or Program Coordinator _____

Date _____

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

_____ Syllabi for each course taught

_____ Sample lesson plans

_____ Assignments

_____ Assessments

_____ Classroom Visits (attach form C – Classroom Observation)

_____ Other

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

_____

Signature of Evaluator

FORM C

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:

Date
Signature of Evaluator
~~Content Area/Program Faculty Member_____Date_____~~

FORM D
(**For** c~~C~~linical s~~S~~upervisors)

CLINICAL PRACTICE COORDINATOR and/or PROGRAM COORDINATOR INPUT

Temporary Faculty Member _____

~~Field Experience~~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):

_____   Date _____
Signature of ~~Field Experience Coordinator~~Evaluator

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:
_____   Date _____
Signature of Associate Dean

_____

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.

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:

_____   Date _____
Signature of Associate Dean or appropriate administrator

_____
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.

Peer Evaluator: _____   Date:

FIELD PERSONNEL INPUT FORM

- o The Chancellor's Office has asked each campus to have a policy on Super Seniors to better manage our enrollment.
- o There are currently 337 Active students (excluding Nursing) with over 135 total earned units
  - 98 have NOT applied for graduation (37 in COBA and 61 in COAS)
  - 239 (71 %) have already applied for graduation
- o 135 was chosen as the cut off line because of the unit requirements in certain disciplines (e.g. COBA).
- o 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 treat all students in the same manner until they come in for an advising session*.
- o It may take many weeks to give an advising session to all students.
- o If a hold is placed, these students will have trouble registering on time*. Therefore, we have avoided placing a hold.*
- o There may only be a very small number of students in the last table (i.e. have not applied for graduation and have no excuses) (much less than 100).

APC – Super Senior Policy

Definition:	**This policy defines the term "super senior", outlines procedure for facilitating graduation of super seniors, and gives a policy to prevent "super seniors."**
Scope:	**All CSUSM undergraduate students**
Authority:	**The President of the University**

Policy

I.   Super Seniors

The term "super senior" will be used in this document to describe students who have more than 134 total earned units and not declared in a Nursing plan or the Liberal Studies Integrated Credential Program. There are two different groups of super seniors: the first group has already applied for graduation, and the second group has not applied for graduation. For both groups, intrusive advising shall be used to facilitate their graduation.

II.   Super Seniors Who Have Applied for Graduation

If the student is already in the Graduation Review Process, advisors will determine if the student will be able to graduate on time.

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

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

44 - If 2 or fewer classes are needed beyond the planned graduation date, the advisor shall
45   review the student's records for possible course substitution approvals from appropriate
46   departments or programs to graduate the student on time.

47 - If more than 2 classes are needed beyond the planned graduation date,
48

49   1. The student shall be given the earliest priority registration date to facilitate enrollment
50   in outstanding course requirements.
51   2. Student's expected graduation term shall be updated to keep the student in the
52   graduation review process.
53   3. A special notation without a registration hold shall be placed on the student record,
54   and an email shall be sent urging the student to come in for an advising session.
55   4. The list of outstanding course requirements determined through the graduation review
56   process shall be given to the student and a copy shall be kept in the student's file.
57   5. The student shall be informed to register for the needed courses to complete the
58   degree as quickly as possible.
59

60 **III.   Super Seniors Who Have Not Applied for Graduation**

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

64 **Category A.**   **Remedy**

65 >= 135 units but special "programs"	advising
66 >= 135 units but multiple majors	advising
67 >= 135 units but with a minor	advising
68 >= 135 units but changed majors	advising
69 >= 135 units but transfer units > 70	advising

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

71

72   1. A special notation (without a registration hold) shall be placed on the student record, and
73   an email shall be sent urging the student to come in for an advising session.
74   2. An advisor shall check the degree progress to make sure the student is on the right track
75   for graduation.
76   3. A graduation report document shall be created outlining necessary courses. This
77   document shall be given to the student and a copy shall be kept in the student's file.
78

79 The students in the following category do not have legitimate reasons for not applying for
80 graduation.

81 **Category B.**   **Remedy**

82 >=135 units and no excuses. Still need courses to graduate	advising
83 >=135 units and no excuses. No courses needed to graduate	Forced to Graduate

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

85 • If the student has enough units to apply for graduation, the application shall be submitted
86   automatically for the student.

87 • If the student already has all the courses needed to graduate, the Registrar shall automatically
88   graduate the student immediately.

89 • Otherwise,

90   1. A special notation shall be placed on the student record, and an email shall be sent urging
91   the student to come in for an advising session.
92   2. Advisors shall review the student's Degree Progress Report to determine exactly which
93   classes are needed for graduation. This report shall be provided to the student and a copy
94   shall be kept in the student's file.
95   **3.** The student shall be informed to register for the needed courses to complete the degree as
96   quickly as possible.
97

98 **IV.**   **Prevention of Super Seniors**
99

100 • Students with more than 120 attempted units may not add a second major or minors.

101 • Students with more than 120 attempted units may not declare additional major(s) or
102   minor(s).

103 • Students on academic probation needing to declare a new major may do so upon an
104   approval by a faculty advisor.

105 • Students with more than 120 attempted units may not change their majors unless the
106   change of major allows for a faster graduation.