

## Executive Committee of the Academic Senate

October 21, 2009

### Written Reports

ASCSU	No report.
CFA	<p>On Tuesday (10/13), about 100 faculty, staff, and students came out to meet Assembly Majority Leader Torrico, to air their concerns about the consequences of the cuts, and to hear about AB 656 as part of the solution. Despite the threat of rain and the need for a mid-afternoon schedule, we had a classic political rally with rousing speeches, group cheers, and many signed pledges. A sign of the positive energy came from the requests from student leaders for more cards to distribute at other student events, and from the commitments to work together with CSUEU and with the faculty union from nearby Palomar College.</p> <p>We continued on Wednesday (10/14) with faculty volunteers rolling out their second "Stop the Bleeding: Save the CSU" campus awareness campaign. Nearly a dozen faculty members participated, staffing tables in two plazas for close to 5 hours of the mid-day rush, handing out information flyers, giving out red cross ribbons to symbolize the state of our ailing university, and encouraging students to sign a petition organized by our student organization SAVE CSUSM (see <a href="http://www.SAVECSUSM.org">www.SAVECSUSM.org</a>). We have given away over 2,000 red cross ribbons (they are so popular that students text each other to learn where to get one), hundreds of flyers have been distributed, and the student organization has gathered nearly 4,000 signatures towards their goal of 7,000.</p> <p>--D. Barrett</p>
APC	<p>APC is bringing two items to EC today.</p> <ul style="list-style-type: none"><li>- graduation requirements</li><li>- academic calendar</li></ul> <p>APC plans to bring to EC next week</p> <ul style="list-style-type: none"><li>- the Super senior policy</li><li>- the IB policy</li><li>- the CLEP policy</li></ul> <p>These need to go to the Nov 2 Senate meeting.</p> <p>--R. Yoshii</p>
FAC	<p>COE draft Temporary Faculty Evaluation Policy has been sent to the EC.</p> <p>Kit and Brooks were invited on 10/8 to talk about their suggested changes to the University RTP document. Revision of University RTP document is discussed and changes are being made.</p> <p>Teresa Macklin is invited to our next meeting (10/22) to discuss the potential for conducting PRC/committee review of WPAFs on-line. We, as well as other committees, are interested in determining if PRC review can be done on-line in a secure, confidential manner.</p> <p>--E. Kang</p>
LATAC	<p>No report.</p> <p>--A. Carr</p>
PAC	<p>PAC is preparing a new Program Review Policy, which includes a revised calendar for program review and new guidelines for program review. PAC is also writing letters to programs that conducted program reviews last year.</p> <p>--K. Norman</p>
UCC	<p>The UCC continues to discuss the practice of requiring SLOs on the syllabi that accompany newly proposed courses and, with David Barsky, is looking into revising the Course proposal form (C-form) to include the SLO requirement so that the members of Senate have the opportunity to discuss the practice and either reject it or convert practice to policy. We are also discussing questions raised by the CoAS curriculum committee (CAPC) regarding the curriculum/catalog reconciliation process which we also hope to formalize and bring to Senate for discussion and approval.</p> <p>--J. Garcia</p>

## 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 appointment<sup>1</sup> and evaluation<sup>2</sup>, 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.<sup>3</sup>
  - b. If an evaluation is to be performed, the Associate Dean or appropriate administrator must notify the

<sup>1</sup> 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/](http://www.csusm.edu/faculty_affairs/)) to view the current contract

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

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

103 temporary faculty member no later than the 10<sup>th</sup> week of the semester of the appointment that the  
104 WPAF should be submitted to the office of the Associate Dean or appropriate administrator in  
105 accordance with the timeline. When analysis of student evaluations of instruction and/or supervision of  
106 clinical practice is available, they must all be placed in the WPAF by the Associate Dean or  
107 appropriate administrator.  
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- 109 c. Temporary faculty must provide all candidates<sup>4</sup> (university students) with the opportunity to evaluate  
110 faculty performance. Official CSUSM College of Education Student Evaluations of Teaching shall be  
111 administered in accordance with university and college procedures. All Clinical Practice Supervisors  
112 must administer prescribed evaluations each semester in accordance with the evaluation procedure.  
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  - 114 d. Temporary Faculty will follow the specific procedures defined by the appointment (Full-time, Part-  
115 time, or Supervisory) as described below in 2, 3, or 4.  
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  - 117 e. The evaluation process should be completed within 45 days after the receipt of the WPAF. If  
118 circumstances require an extension, the Associate Dean or appropriate administrator shall notify the  
119 affected temporary faculty member.  
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  - 121 f. The temporary faculty member shall be provided copies of the evaluation(s), sign the evaluation  
122 form(s), and is advised to retain a copy. The Associate Dean or appropriate administrator shall place  
123 the original evaluation form(s) in the temporary faculty member's Personnel Action File (PAF).  
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  - 125 g. Within 10 working days from the date noted on the evaluation report, the temporary faculty member  
126 may request a meeting with the Associate Dean or appropriate administrator to discuss the evaluation  
127 and/or may submit a written response to the evaluation for inclusion in the WPAF.  
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  - 129 h. In the case of a classroom evaluation, a temporary faculty member shall be given a minimum of five  
130 (5) days written notice prior to a classroom visit. After the visit there shall be consultation about the  
131 classroom observation between the temporary faculty member and the visitor. Written confirmation  
132 that a consultation has taken place shall be provided to the associate dean within ten (10) days of the  
133 classroom visit.  
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  - 135 i. Any party to the evaluation may request an external review in accordance with the CBA.
- 136 2. Instructional Full-Time Temporary Faculty (including those who also engage in supervision of clinical practice)
- 137 a. Full-time temporary faculty members must be evaluated in accordance with the university periodic  
138 evaluation procedure. Evaluation of full-time temporary faculty shall include:  
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    - 140 i. Candidate evaluations of teaching performance for those with instructional duties;
    - 141 ii. Candidate evaluations of supervision performance for those who supervise clinical  
142 practice;
    - 143 iii. Field Experience Coordinator input for those who supervise clinical practice;
    - 144 iv. Review by the College of Education Peer Review Committee (PRC); and
    - 145 v. Evaluation by the Associate Dean or appropriate administrator.
  - 146 b. Full-time temporary faculty members shall submit the following documentation to the Associate Dean  
147 or appropriate administrator's office for evaluation by the Peer Review Committee (PRC) no later than  
148 the Monday of the 15<sup>th</sup> week of the semester. When analysis of student evaluations of teaching is  
149 completed for the semester, they must be placed in the file by the Associate Dean or appropriate  
150 administrator:  
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    - 152 i. Cover Sheet including teaching activities with courses taught and information on  
153 supervision of clinical practice, if applicable, each semester since the previous  
154 evaluation (Form A)
    - 155 ii. A reflective statement (1/2 – 1 page) assessing strengths and areas for improvement on  
156 instructional duties.
    - 157 iii. Content Area or Program Coordinator/Program Faculty Evaluation (Form B) and, if  
158 applicable, ~~Field Experience~~Clinical Practice Coordinator and/or Program Coordinator

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<sup>4</sup> 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.

- 159 Input (Form D).
- 160 iv. Classroom Observation (Form C)
- 161 v. Student Evaluations of Teaching and evaluations of supervision of clinical practice as
- 162 described in section 4 below, if applicable.
- 163 vi. Course materials including syllabi for each course, sample lesson plans, assessments of
- 164 student learning outcomes, assignments, and examples of student work for use in
- 165 completion of Form B.
- 166 vii. Evidence of candidates (university students) meeting program/course learning
- 167 outcomes (such as TPEs<sup>5</sup>, TPAs<sup>6</sup>, or other program-based assessments)
- 168 viii. Evidence of scholarly/creative activity and/or service (if appropriate)
- 169 ix. Current vita
- 170 x. Optional Peer Input (See p. 2 for description)
- 171
- 172 3. Instructional Part-Time Temporary Faculty (including those who also engage in supervision of clinical
- 173 practice).
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- 175 a. Evaluation of part-time temporary faculty shall include:
- 176 i. Candidate evaluations of teaching performance
- 177 ii. Candidates evaluations of supervision performance for those who supervise clinical
- 178 practice
- 179 iii. Field Experience Coordinator Input for those who supervise clinical practice
- 180 iv. Evaluation by the Associate Dean or appropriate administrator
- 181 v. Current vita
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- 183 b. Part-time temporary faculty members shall submit the following documentation to the Associate Dean
- 184 or appropriate administrator's office no later than the Monday of the 15<sup>th</sup> week of the semester. When
- 185 analysis of student evaluations of teaching is completed for the semester, they must be placed in the
- 186 file by the Associate Dean or appropriate administrator:
- 187 i. Cover Sheet including teaching activities with courses taught each semester since the
- 188 previous evaluation and information on supervision of clinical practice, if applicable
- 189 (Form A).
- 190 ii. A reflective statement (1/2 – 1 page) assessing strengths and areas for improvement in
- 191 carrying out instructional and supervision duties (if applicable).
- 192 iii. Content Area or Program Coordinator/Program Faculty Evaluation of Instructional
- 193 Materials (Form B) and, if applicable, ~~Field Experience~~Clinical Practice Coordinator
- 194 ~~and/or Program Coordinator~~ Input (Form D)
- 195 iv. Classroom Observation (Form C).
- 196 v. Student Evaluations of Teaching and, if applicable, student evaluations of clinical
- 197 supervision.
- 198 vi. Course materials including syllabi for each course, sample lesson plans, assessments of
- 199 student learning outcomes, assignments, and examples of student work for use in
- 200 completion of Form B.
- 201 vii. Evidence of candidates meeting program/course learning outcomes (such as TPEs,
- 202 TPAs, or other program-based assessments).
- 203 viii. Current vita
- 204 ix. Optional Peer Input (See p. 2 for description)
- 205
- 206 4. Supervisors of Clinical Practice
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- 208 a. Temporary faculty (part-time and full-time) who are supervisors of clinical practice shall submit their
- 209 documentation to the Associate Dean's office no later than the Monday of the 15<sup>th</sup> week of the
- 210 semester. When analysis of student evaluations of supervision is completed for the semester, they must
- 211 be placed in the file by the Associate Dean or appropriate administrator.
- 212
- 213 b. The supervisor documentation shall include the following:

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

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

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- i. Cover Sheet including a list of teacher candidates with descriptions of the candidates (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. ~~Field Experience~~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 administrator<sup>7</sup>, 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 <sup>st</sup> day of class	1 <sup>st</sup> day of classes	1 <sup>st</sup> day
2	Receipt of Evaluation Procedures by Temporary Faculty	Via email or print	14 working days after the start of appointment	2 <sup>nd</sup> week
3	Collection of Evaluation/WPAF Documents	Observation of teaching must occur during teaching calendar - first 8 weeks or 16 weeks	2-15 <sup>th</sup> week	2-15 <sup>th</sup> 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 <sup>th</sup> week of the semester.	6-12 <sup>th</sup> week
5	Submit WPAF /evaluation Documents by Temporary Faculty	Required	No later than the Monday of the 15th week of the semester	15 <sup>th</sup> 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	<b>Temporary Faculty Request for a meeting</b>	<b>Optional</b>	<b>Within 10 days after the date of the evaluation report</b>	

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<sup>7</sup> 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**

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

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

- 246 Form A Cover Sheet: Summary Information
- 247 Form B Content Area Faculty/Program Coordinator ~~Peer~~-Input
- 248 Form C Classroom Observation for Instructors
- 249 Form D ~~Field Experience~~Clinical Practice Coordinator and/or Program Coordinator Input
- 250 Form E1 Associate Dean Evaluation Form for Temporary Instructional Faculty
- 251 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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**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):

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*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:

\_\_\_\_\_  
Date

*Signature of Evaluator*

*Content Area/Program Faculty Member* \_\_\_\_\_ *Date* \_\_\_\_\_

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**FORM D**  
**(For ~~c~~Clinical ~~s~~Supervisors)**  
**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):

\_\_\_\_\_  
Signature of ~~Field Experience Coordinator~~Evaluator

Date \_\_\_\_\_

396 **FORM E1**  
397 **EVALUATION OF TEMPORARY INSTRUCTIONAL FACULTY**  
398 **(Including those who may also be engaged in supervision of clinical practice)**

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400 **By Associate Dean or Appropriate Administrator**

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403 Temporary Faculty Member \_\_\_\_\_

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

406 \_\_\_\_\_ Syllabi

408 \_\_\_\_\_ Lesson Plans

409 \_\_\_\_\_ Assignments

410 \_\_\_\_\_ Examinations/Assessment Instruments

411 \_\_\_\_\_ Classroom Visits (attach form C1 – Classroom Observation)

412 \_\_\_\_\_ Student Evaluations

413 \_\_\_\_\_ Other Elements

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

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424 Overall Recommendation:

425 \_\_\_\_\_ Date \_\_\_\_\_

426 *Signature of Associate Dean*

427  
428 I have been provided a copy and have read the evaluation.

429  
430 Signature of Temporary Faculty Member \_\_\_\_\_ Date \_\_\_\_\_

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432 *Faculty members have ten working days from the date noted on the Associate Dean's evaluation to respond if they*  
433 *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:

\_\_\_\_\_ 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

1 **APC - Graduation Requirements for Baccalaureate Degrees and Academic Certificate Programs**

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3 *Rationale for the change: The definition better reflects the contained policies. The policy is being*  
4 *updated to reflect EO 971, which allows awarding of multiple degrees at a single commencement and*  
5 *multiple baccalaureate degrees to appear on a single diploma. This policy to take effect with the*  
6 *students graduating in Fall 2010 and is intended to appear in the 2010-12 General Catalog.*  
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Definition Unit requirements for all degree undergraduate programs, minors, and academic certificate programs, and representation on diplomas and transcripts

Authority Title V, CSU, and the President.

Scope All CSUSM undergraduate and academic certificate programs.

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11 I. Unit Requirement

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13 Every baccalaureate degree requires completion of a minimum of 120 semester units. Some  
14 choices of majors will require more than 120 semester units; the descriptions of each major  
15 specify how many units are required.  
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17 At least forty (40) units shall be in upper-division credit and no more than seventy (70) units may  
18 be transferred from a community college.  
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21 II. Major Requirements

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23 Every baccalaureate degree must include an approved major. A major for a Bachelor of Arts  
24 degree must include at least twenty-four (24) units exclusive of units used to meet the General  
25 Education requirement and a major for a Bachelor of Science degree must include at least thirty-  
26 six (36) units exclusive of units used to meet the General Education requirement. For a Bachelor  
27 of Arts degree, at least twelve (12) units required in the major shall be upper-division courses,  
28 and for a Bachelor of Science degree, at least eighteen (18) units required for the major shall be  
29 upper-division. Most majors require more than these minima.  
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32 III. Multiple Majors

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34 It is possible for a student to complete more than one major within one degree (for example, a  
35 B.A.). Each major must consist of at least 24 semester units that are completely separate and  
36 distinct from the other majors' requirements and General Education. To be recognized as  
37 graduating with multiple majors, a student must declare the additional major(s) with the  
38 appropriate discipline or program no later than the beginning of the student's final year of study.  
39 The completion of additional majors within one degree will be noted at the time of graduation by

40 appropriate entries on the student's transcript and on the diploma. Majors appear on the diploma  
41 in the order in which the student has designated them to be the first major, second major, etc.  
42

43 It is also possible for a student to complete a major (or majors) in one degree concurrently with  
44 additional majors from a different degree (for example, a major in a B.S. concurrently with  
45 another major from a B.A.). Each major must consist of at least 24 semester units that are  
46 completely separate and distinct from the other majors' requirements and General Education. By  
47 declaring which major is the first major, second major, etc., the student also declares -the order in  
48 which the degrees, and the majors leading to these degrees, appear on the diploma and transcript.  
49 Students must make this declaration no later than the beginning of the student's final year of  
50 study.  
51

#### 52 IV. Minors

53  
54 An undergraduate student may elect to complete one or more minors; this is not a degree  
55 requirement. After the first minor, each subsequent minor must contain twelve units beyond  
56 those used for major requirements and other minors. Students may not declare or receive a minor  
57 in the same subject or title as the major. Unless the description of the major(s) and minor  
58 contain additional stated restrictions, there is no restriction on double-counting units in the  
59 major(s) and the first minor that a student declares. Minors are awarded as part of a  
60 baccalaureate degree. The completion of a minor will be noted on the student transcript, but not  
61 on the diploma.  
62

#### 63 64 V. Academic Certificates & Certificate Programs

65  
66 Cal State San Marcos grants certificates to individuals who complete certificate programs that  
67 enhance major requirements or credential programs. A certificate is issued upon the successful  
68 completion of an academic certificate program. The university acknowledges the completion of a  
69 certificate by recording it on the student transcript, but not on the diploma.  
70

**APC Academic Calendar Assumptions  
October 15, 2009**

APC presents 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.

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**July 2008**

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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			