

1 **Charge to the Academic Affairs Ad Hoc Faculty-Administration**
2 **Faculty Workload Committee**
3 **Fall 2009**

4
5 **DRAFT 5**
6

7 The committee, composed of three administrators named by the provost and three
8 faculty members named by the Senate chair, will consider how we determine and
9 document workload of all faculty (tenure track and lecturer) at CSUSM. The
10 committee will seek to reflect what CSUSM faculty members do, and how their work
11 is documented. The committee will make clear the activities faculty members
12 engage in and how they contribute to the mission of the university. In pursuit of this
13 general charge, the committee will:

- 14
- 15 1. Provide context for current workload documentation through a brief history of
16 CSUSM practices.
 - 17 2. Report the workload documentation methods currently in effect in COAS,
18 COBA, COE, Library, and SoN.
 - 19 3. Compare CSUSM's workload documentation to other CSUs' workload
20 determination processes.
 - 21 4. Consider various aspects of workload such as those listed in Article 20 of the
22 CBA and those in practice at CSUSM (such as the writing requirement).
 - 23 5. Consult expert witnesses and/or call for broader input for information, data,
24 interpretation of the CBA, etc.
 - 25 6. Consider eliciting feedback from larger audiences (e.g., Senate, administrators)
26 prior to finalizing the report.
 - 27 7. Make a report to AALC/ASEC by the end of January 2010 that: addresses the
28 legitimacy and efficacy of various workload metrics and processes; is as
29 transparent as possible; and can be made public in Academic Affairs.

GEC: 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. 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.

3. Why eliminate the CCR?

The CCR is under the purview of the GEC per Article 6.8.1 of *the Constitution and Bylaws of the University Faculty and Academic Senate*. Particularly in the last several years, various problems regarding not only the content of

58 the exam but the administration of the CCR have been addressed by the GEC. This past spring, a new set of
59 problems were brought to the attention of GEC. As conversations began in earnest about the CCR, there was
60 virtually unanimous agreement that the CCR was not doing what the faculty who had established the CCR
61 intended for it to do: ensure that entering students had a level of technology fluency in order to succeed at
62 CSUSM.

63
64 The current exam focuses on Microsoft Office software, and includes portions on using the Internet and some
65 multiple-choice questions on ethical issues in computing. Discussions in GEC frequently brought up concern that
66 this does not reflect the wide range of technologies that students need to be conversant with. The exam is also
67 very labor-intensive to administer and grade. Work has begun to administer and grade the exam online, but as
68 discussions continued about the systematic problems regarding the exam, concern was expressed about the
69 amount of time and resources being placed on improving a fundamentally flawed exam. Further, a consistent
70 theme in conversations was that even once a student has passed the CCR, significant gaps in their technology
71 skills are still evident.

72
73 Creating a valid and reliable exam that captures the variety of technologies that CSUSM students will need to
74 use would be an enormous undertaking. Given the current budget environment, it would be almost unseemly to
75 add this to anyone's workload. Further, a single exam is most likely not the best means to effectively assess
76 students' technology skills.

77
78 The current budget environment is admittedly another reason for this proposal. The CCR requires a significant
79 amount of resources from a variety of units on campus. Students spend a significant amount of time fulfilling
80 this requirement. The cost of continuing this requirement does not seem to worth the benefit (if any) to
81 students' educational experience.

82
83 It is also worth noting that no other CSU campus has a single exam requirement for entering students regarding
84 technology skills. CSU-Monterey Bay does require students to select a course that has a particular emphasis on
85 information/technology, and a few campuses require a tutorial/course/learning module for information
86 literacy/competency. Information literacy/competency is not the same as technology skills.

87
88 **4. What, if anything, should replace the CCR?**
89 Eliminating the CCR does not mean that students are now entering CSUSM with all the technology skills they
90 need. A very valid concern is that there would be no formal means of assessing students' skills without the CCR
91 and students from high schools with minimal technology use would be especially affected.

92
93 GEC is asking that several actions be taken in order to ensure that entering students are aware of the high
94 expectations from faculty regarding technology skills. Academic Advising is willing and able to dedicate a portion
95 of orientation to discussing technology expectations at CSUSM. Students will also be directed to take CS 100 or a
96 similar course available at community colleges if they feel they need extensive training on basic computing. And
97 lastly, they will ensure that students are reminded about the Student Technology Help Desk, which exists solely
98 to support students' technology use at CSUSM. Language on all of these issues will also be added to the student
99 handbook that is distributed to students at orientation. Instructors can also include a statement in their syllabi
100 regarding technology expectations in their course or field of study.

101
102 A particular area of concern is providing students with information on ethical and safe computing. GEC will ask
103 the Executive Committee to refer to the appropriate Senate committee a review the existing Responsible Use
104 Policy (<http://www.csusm.edu/iits/security/program/rup.html>) and Academic Honesty Policy (p. 84, 2008-2010
105 General Catalog) to determine if further clarification to students regarding ethical and safe computing needs to
106 be drafted and communicated to students.

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108
109

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

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

113

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

115

116 ***Computer Literacy***

117 Beginning with academic year 1991-92, all students must pass the CSU, San Marcos basic computer competency
118 examination the first semester of attendance. The examination will be “hands-on”, and will assess the following
119 competencies:

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

132
133 Students who are unable to complete all or parts of the examination will be referred to self-paced tutorials and/or
134 workshops on selected topics.

135
136 Upon completion of the examination, students will be certified for computer competency and will be permitted to
137 register for a second semester at the University.

138

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

140

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

145

146 ***Computer Competency***

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

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

161 Students may fulfill the requirement in several ways such as:

- 162 • Passing the CSU, San Marcos computer competency examination
- 163 • Obtaining a grade of C or better in one of the following CSU, San Marcos courses:
164 Business Administration 201
165 Computer Science 304
166 Psychology 300
167 Visual Arts 302

168

- Obtaining a grade of C or better in one of the many approved courses offered at local community colleges, completed within two years of first enrollment at CSUSM.
- Students who wish to prepare for the computer competency examination may take advantage of self-paced tutorials and workshops offered at the University.
- Upon completion of the examination, students will be certified for computer competency and will be permitted to register for a third semester at the University.

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

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

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

Computer Competency Requirement

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

- an understanding of basic computer concepts,
- the ability to recognize basic computer terminology,
- an understanding of software ethics issues and concerns in today’s society
- virus protection and prevention,
- the ability to use a word processing application, and
- ability to use two other computer applications.

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

How can the Computer Competency Requirement be fulfilled?

- By earning a C or better in a course which meets CSU San Marcos’ minimum computer literacy requirements either at CSU San Marcos or at another institution of higher learning. Students are advised to consult with their academic advisor or the CCR Coordinator at (760) 750-4788.

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

CS 101	MUSC 302
CS 111	PSYC 300
CS 301	VSAR 302

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

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

- Mesa, San Diego City, Miramar Community College: *CIS 110*
- Palomar College: *CIS 105, 120*
- MiraCosta Community College: *CIS 100*

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

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

- By passing the Computer Competency Requirement Exam at CSU San Marcos.

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

228
229 Questions regarding the Computer Competency Requirement should be directed to the Academic Advisors and/or to the
230 CCR Coordinator at (760) 750-4788.
231

232 This version remained in effect (with some editorial changes) through the 2001-2002 General Catalog. The two
233 most significant changes between 1997-98 and 2001-02 were:
234 • In 1999-2000, this material was re-arranged so that the bullet about passing the CCR exam was moved from
235 third to first position on the list of ways to satisfy the CCR (as part of an effort to encourage students to take
236 the CCR exam).
237 • In 2000-01, the reference to workshops was removed.
238

239 The Academic Senate approved the following resolution changing the CCR policy in May 2001. The policy change
240 was approved by administration in on January 25, 2002 (the text presented below is taken from Official Policies
241 and Procedures website):
242

243 A resolution proposing updating of the University Computer Competency graduation requirement, forwarded from
244 the General Education Committee [GEC] of the Academic Senate, for first reading before the Senate on April 11,
245 2001.
246

247 BACKGROUND

- 248 • the Founding Mission Statement of the California State University, San Marcos [CSUSM] included "fundamental
249 computer competence" in the "university's definition of the liberal arts and sciences in these times," and promises to
250 prepare students to "live cooperatively and competitively in a world of ...technological change"
- 251 • the current Computer Competency Graduation Requirement [CCR] was set up to insure that students become
252 competent in the rudiments of computer use early in their studies at CSUSM
- 253 • a large majority of students fulfill the CCR by earning a C or better in designated courses (all currently three-unit
254 courses) rather than passing the computer competency exam
- 255 • there is currently no assessment of whether the students receiving a C or better in these courses actually can
256 demonstrate competency in the areas designated in the CCR
- 257 • many students arrive on campus already possessing basic computer competency and thus able to fulfill the CCR by
258 exam, but choose instead to take one of the designated three-unit courses, thus creating a disproportionate demand
259 for these courses
- 260 • the expectations of computer-competent graduates of CSUSM far exceed those expectations embodied in the
261 current CCR
- 262 • the expectations by the faculty and the surrounding community of computer-competent graduates will vary
263 depending on the program, department or college granting the degree
264

265 BE IT RESOLVED THAT

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

285 The CBR (redubbed CCR as explained below) was implemented in AY 2002-03, and at the end of that year the
286 GEC brought the following resolution to the Senate (May 7, 2003):

287
288 **Background:**

289
290 In 2001, the Academic Senate, upon recommendations of the General Education Committee (GEC), reformed the
291 Computer Competency Requirement (CCR) to include two parts or levels: an entry-level Computer Basics
292 Requirement, the CBR (later renamed the CCR for ease of administrative implementation) and a discipline-specific
293 Computer Intensive Requirement, or CIR.

294
295 The first part of this new requirement was implemented in Fall, 2002 and is proceeding as planned, although some
296 minor adjustments may need to be made as the number of students grows. This new CCR is in fact more
297 comprehensive in coverage than the original CCR.

298
299 The second part of the requirement, the CIR, was designed to address the “expectations of computer-competent
300 graduates of CSUSM” which “far exceed those expectations embodied in the [original] CCR;” expectations which
301 “will vary depending on the program, department or college granting the degree.” In an attempt to implement the
302 CIR, the General Education Committee, in the Spring of 2002, solicited information from programs, departments
303 and colleges about how they intended to ensure that their graduates had more advanced, discipline-specific computer
304 skills. However, the 2002-2003 General Education Committee determined that review of these proposals was
305 outside of the jurisdiction of the GEC, as they involved specific degree programs and not General Education.

306
307 While the GEC supports the goal of enhancing the computer skills of all graduates at all levels, it does not believe
308 that a named, University-wide requirement, administered by the GEC, is an appropriate instrument for achieving this
309 goal.

310
311 Therefore, be it

312
313 **RESOLVED**, that the CIR established by resolution of the Senate in 2001 be abolished, and also be it

314
315 **RESOLVED**, that the Program Assessment Committee be instructed to specifically address, in its reviews of degree
316 programs, how students in these programs are aided in the acquisition of advanced computer skills relevant to the
317 degree programs under review.

318
319 This passed with a key amendment. Here are the official Senate minutes:

320
321 [GEC Chair] Hamill indicated that about two years ago the CCR (Computer Competency Requirement) was split
322 into a Computer Basics Requirement (which ultimately retained the CCR moniker) and a Computer Intensive
323 Requirement (for those majors requiring a more intensive computer education). The new CCR was successfully
324 implemented this year. Thus far, 1,558 exams have been given, and 759 students have passed (49% pass rate). The
325 GEC believes that the current CCR is more comprehensive than the original and sufficient for GE purposes.

326
327 This year, the GEC set about implementing the CIR and began by contacting those departments which had indicated
328 a need for a more intensive education for their students. It became apparent, however, that while some departments
329 have courses which meet this need, other do not and will need to develop proposals. The GEC believes that it is not
330 within their purview to review such proposals, which relate to specific degree programs and not General Education.
331 The committee therefore proposes abolishing the CIR.

332
333 Discussion included (1) whether the new CCR is more rigorous and more comprehensive than the old CCR; (2)
334 increasing demands for advanced computer skills; (3) using other avenues to establish a CIR. A friendly
335 amendment was offered to amend the resolution thusly: “RESOLVED, that the CIR established by resolution of the
336 Senate in 2001 be ~~abolished~~ suspended and referred back to the Executive Committee.”

337
338 The CIR was never referred back to GEC from the Executive Committee.

339
340 After the 2001 GEC Resolution on the Computer Competency Requirement was approved, the CCR section in the
341 catalog was substantially revised for the 2002-2004 General Catalog.

342

343 ***Computer Competency Requirement (CCR)***

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

- 348 • essential computing concepts and skills,
- 349 • browsing the internet and e-mail,
- 350 • basic word processing skills,
- 351 • basic spreadsheet skills, and
- 352 • virus detection and computer ethics.

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

356 Students are strongly encouraged to attempt to fulfill the Computer Competency Requirement by passing the CCR exam.
357 There is no cost for taking the exam, and study materials are available for purchase at the bookstore. The CCR exam
358 tests students' competencies in the five areas listed above. Students pass the CCR exam and fulfill the Computer
359 Competency Requirement by achieving a passing score in each area. Students may take the CCR exam multiple times
360 until all of the modules are passed. Students only need to retake the failed modules; once a module is passed, a student
361 need not retake it. The CCR exam is offered over many weekends (Friday – Sunday) throughout the year. Seating is
362 offered on a first-come, first-served basis with multiple testing times on exam days. The exam takes approximately two
363 hours to complete. Exam schedules and meeting places will be posted in Academic Hall 202 and on the CCR web site
364 www.csusm.edu/computer_labs/ccr.htm.

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

- 369 Mesa, San Diego City, Miramar Community College: CISC 181
- 370 Palomar College: CIS 105, 120
- 371 MiraCosta Community College: CIS 100

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

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

378 Any questions regarding the CCR should be directed to the Computer Competency Requirement Coordinator at (760)
379 750-4788.

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

- 381 • In the next catalog (2004-06), the parts about courses taken elsewhere ("Transfer may also satisfy....cannot
382 be used to satisfy the CCR") were excised. This was part of a GEC plan to phase in enforcement of the
383 prohibition on using external courses to satisfy the requirement.
- 384 • In the 2006-08 General Catalog, the "essential skills and concepts" module was removed from the CCR
385 "basics." The paragraph on CS 100 was rewritten to allow students to take CS 100 without having already
386 failed some of the module exams, and to make explicit that students could not earn credit if they had
387 already passed the CCR exam. It dropped the sentence, "Students pass the course by passing the CCR exam,"
388 but did not promise that passing CS 100 meant that the CCR had been met.

- 389 • In the 2008-2010 General Catalog, a sentence making it explicit that, effective with Fall 2009, students could
390 not use a course taken elsewhere to satisfy the CCR was added to arrive at the current catalog statement.
391 The GEC had originally sought to have this take effect in Fall 2008, but agreed to postpone implementation
392 for one year because the other NCHEA institutions had not been given adequate notice that this part of the
393 2001 CCR resolution was going to be enforced.

394

395 Below are the four sections of the exam and what is included:

396

- 397 1. Word processing: formatting a Word document, correcting spelling and grammar, inserting a reference
398 2. Spreadsheet: create formulas and a chart
399 3. Internet: see attached
400 4. Ethics and virus: see attached

401

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?

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**

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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

APC: Super Seniors

Background and Rationale (APC 10/19/09)

- The Chancellor's Office has asked each campus to have a policy on Super Seniors to better manage our enrollment.
 - 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
 - 135 was chosen as the cut off line because of the unit requirements in certain disciplines (e.g. COBA).
 - 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.
 - It may take many weeks to give an advising session to all students.
 - If a hold is placed, these students will have trouble registering on time. Therefore, we have avoided placing a hold.
 - 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).
-

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

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.

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

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

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

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

56
57 There are two different categories of students within this group of students who have not applied for
58 graduation. The students in Category A have legitimate reasons for not being able to apply for graduation yet.

59
60 **Category A.**

Remedy

61		
62	>= 135 units but special “programs”	advising
63	>= 135 units but multiple majors	advising
64	>= 135 units but with a minor	advising
65	>= 135 units but changed majors	advising
66	>= 135 units but transfer units > 70	advising

67
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 email
- 71 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 be
- 75 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 reasons for not applying for graduation.

78
79 **Category B.**

Remedy

80		
81	>=135 units and no excuses. Still need courses to graduate	advising
82	>=135 units and no excuses. No courses needed to graduate	Forced to Graduate

83
84 For Category B students, the following procedure shall be followed:

- 85
- 86 • If the student has enough units to apply for graduation, the application shall be submitted automatically
- 87 for the student.
- 88 • If the student already has all the courses needed to graduate, the Registrar shall automatically graduate the
- 89 student immediately.
- 90 • Otherwise,
- 91 1. A special notation shall be placed on the student record, and an email shall be sent urging the student
- 92 to come in for an advising session.
- 93 2. Advisors shall review the student’s Degree Progress Report to determine exactly which classes are
- 94 needed for graduation. This report shall be provided to the student and a copy shall be kept in the
- 95 student’s file.
- 96 3. The student shall be informed to register for the needed courses to complete the degree as quickly as
- 97 possible.

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

- 100
- 101 • Students with more than 120 attempted units may not add a second major or minors.
- 102 • Students with more than 120 attempted units may not declare additional major(s) or minor(s).
- 103 • Students on academic probation needing to declare a new major may do so upon an approval by a
- 104 faculty advisor.
- 105 • Students with more than 120 attempted units may not change their majors unless the change of major
- 106 allows for a faster graduation.

APC: College Level Examination Program (CLEP)

Definition This policy governs the awarding of credit to students who have taken College Level Examination Program examinations.

Authority Executive Order 365 (System-wide Credit by Evaluation)

Scope The curriculum of CSU San Marcos.

I. BACKGROUND

The College Level Examination Program (CLEP), sponsored by the College Entrance Examination Board, 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.

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

There are also approximately 30 *Subject Examinations*. These differ from the *General Examinations* in that they are more closely tied to course content and are intended to cover material that is typical of university courses in these subjects. Before taking a Subject Examination, students should consult with the relevant department. If the department approves, the students may earn credit for specific university courses by passing a Subject Examination. California State University San Marcos awards graduation credit to students who have received a passing score on a CLEP examination in accordance with CSU Executive Order 365 (System-wide Credit by Evaluation), and as described below.

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

II. GRADUATION CREDIT

Students receive units of credit toward graduation as described in the table in Appendix A. The total credit earned through CLEP examinations and all other external examinations (excluding Advanced Placement [and International Baccalaureate](#)) that may be applied to a baccalaureate shall not exceed 30 units.

III. APPLICATION TOWARD SPECIFIC REQUIREMENTS

Every CLEP 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

54 <http://www.collegeboard.com/student/testing/clep/exams.html>) will form the basis of these
55 articulation “agreements.”
56

57 The articulation agreements may differentiate between the different CLEP score levels and assign
58 different course articulations to different scores. For example, an exam might have two cut-off
59 scores with the lower one corresponding to the first course of a two-course sequence and the
60 higher corresponding to the entire sequence.
61

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

- 64 • If more units are awarded for successful completion of a CLEP exam than for the
65 articulated course, then the excess units are “free elective” units which can be applied to
66 the minimum number (usually, 120) of units required for a bachelor’s degree.
- 67 • If fewer units are awarded for successful completion of a CLEP exam than for the
68 articulated course, then the student need not make up the difference provided that s/he
69 still meets the minimum unit requirements for a bachelor’s degree and for the number of
70 units in the major exclusive of units used to meet General Education requirements.
71

72 A student may not receive graduation credit for subsequently taking a course which is articulated
73 with the CLEP credit that s/he has received, nor for a course which is a prerequisite to such a
74 course.
75

76 IV. USE IN GENERAL EDUCATION AND OTHER GENERAL GRADUATION 77 REQUIREMENTS 78

79 The General Education Committee shall determine which General Education requirements – if
80 any – are satisfied by sufficiently high scores on CLEP exams.
81

82 The General Education Committee shall determine which of the other specific graduation
83 requirements over which it has jurisdiction (the U.S. History, Constitution and American Ideals
84 Requirement, the Language Other Than English Requirement, the Computer Competency
85 Requirement, and the Graduate Writing Assessment Requirement) – if any – are satisfied by
86 sufficiently high scores on CLEP exams.
87

88 **Procedures:**

89 I. IMPLEMENTATION 90

91 If approved in the 2009-2010 Academic Year,

- 92 • Any student already evaluated for CLEP credit prior to approval of this policy will retain
93 their evaluated credit;
- 94 • Graduation credit will be awarded as in Section II of the Policy for all CLEP
95 examinations taken July 1, 2010 or later; and
- 96 • New course articulations take effect as they are received from academic departments by
97 the campus Articulation Coordinator (See Section III of the Policy).
98
99

100 II. RECORDING OF CREDIT 101

102 A student who has taken CLEP examinations should request that scores be sent to the Office of
103 Admissions.
104

105 Credit earned by examination will be identified as such on the student’s permanent record. The
106 name of the examination and the score earned will be included as well.
107

108
 109
 110
 111
 112
 113
 114
 115
 116

Appendix A
 CSUSM CLEP policy

(current agreement, subject to change by relevant departments without requiring policy change)

CSUSM Table (SDSU Table used as example): EMS to fill in Passing Scores yellow scores are from EO 365, Departments to fill in Credit Granted and CSUSM Course Equivalency, GEC to fill in GE Credit

Examination	Passing Score	Credit Granted	CSUSM Course Equivalency	General Education Credit
Accounting, Principles of	50			
Accounting, Financial	50?			
Marketing, Principles of	50?			
Management, Principles of	50?			
Business Law, Introductory	50			
Information Systems and Computer Applications	50			
American Literature	50			
Analyzing and Interpreting Literature	50			
English Composition	50			
English Literature	50			
Freshman College Composition	50			
Humanities	50			
French Language, Level 1	50			
French Language, Level 2	62			
German Language, Level 1	50			
German Language, Level 2	63 (60)			
Spanish Language, Level 1	50			
Spanish Language, Level 2	66 (63)			
# American Government	50			
History of the United States I	50			
# History of the United States II	50			
Human Growth and Development	50			
* Macroeconomics, Principles of	50			
* Microeconomics, Principles of	50			
Psychology, Introductory	50			
Social Science and History	50			
Sociology, Introductory	50			
Western Civilization I	50			
Western Civilization II	50			
Biology	50			
Calculus	51			
Chemistry	48			
College Algebra	50			
College Mathematics	50			
Natural Science	50			
Precalculus	50			

117

1 **Resolution to Make California State University San Marcos**
2 **a Smoke-Free Campus**
3

4 WHEREAS, The Surgeon General has stated that tobacco use in any form presents a significant
5 health hazard, and the United States Environmental Protection Agency and the California
6 Environmental Protection Agency have determined that **there is no safe level for exposure to**
7 **environmental tobacco smoke (ETS, aka second-hand smoke)**; and
8

9 WHEREAS, ETS has been declared a toxic air contaminant and classified as a Class-A
10 carcinogen by the State of California Air Resources Board; and
11

12 WHEREAS, Executive Order 599, the California Code of Regulations Title 5, Division 5,
13 Section 42356, and the CSU Board of Trustees in its meeting on September 17-18, 2002 all gave
14 authority to each CSU campus to establish its own policies with regard to tobacco use; and
15

16 WHEREAS, The current policy of restricting smoking to certain areas of campus actually
17 requires already extraordinarily limited campus funds to be spent on signage, ash collection
18 receptacles, enforcement, and leads to areas of campus that are, for all intents and purposes,
19 inaccessible to those who wish not to be exposed to second-hand smoke; and
20

21 WHEREAS, The California Maritime Academy (a CSU campus), Palomar Community College,
22 Point Loma Nazarene University, Grossmont-Cuyamaca Community College, and San Diego
23 Mesa College have all banned smoking throughout their campuses; and
24

25 WHEREAS, CSUSM has an ethical obligation to safeguard the health of the entire campus
26 community; now, therefore, let it be
27

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