

Curriculum for Consent Calendar
November 7, 2007

Curric. & Sched. No.	Course Prefix	Course Number	New Course #	Course/Program Title	Form	Type Action	Proposal Originator	Rec'd by Curr. & Sched.	C&S Sent to Senate	AS Sent to UCC	UCC Action	Action Date
1	CS	614		Bioinformatics	C	New	Xiaoyu Zhang	4/19/07	8/23/07	8/23/07	Approved	11/5/07
2	HIST	333		British Empire in the Americas 1497-1775	C	New	Anne Lombard	4/19/07	8/23/07	8/23/07	Approved	10/29/07
3	LTWR	336E		Jane Austen: Novel into Film - standing topic	T	New	Martha Stoddard Holmes	9/11/07	9/11/07	9/11/07	Approved	11/5/07
4	LTWR	338		Children's Literature into Film	C	New	Martha Stoddard Holmes	2/2/06	8/24/06	8/24/06	Approved	11/5/07
5	LTWR	503D		The Literature of Witchcraft - standing topic	T	New	Heidi Breuer	9/11/07	9/11/07	9/11/07	Approved	11/5/07
6	MASS	431		Politics and Practice of Editing	C	New	Minda Martin	4/19/07	8/23/07	8/23/07	Approved	10/29/07

Statement Regarding Timely Adoption of Textbooks and Print-Based Instructional Materials for Students with Disabilities

September 12, 2007

1 *Introduction*

2 Faculty at CSUSM typically order textbooks well in advance of the beginning of the
3 semester. A timely decision about what texts to use and order has many benefits.
4 It ensures books are available before classes begin, allows time for changes to be
5 made if a book is out of print or if a new edition has been published, and enables
6 students to sell textbooks at the end of the semester so that used textbooks can be
7 offered at lower prices. Moreover, it ensures that students with disabilities can
8 obtain their textbooks in time to arrange accommodations. Federal and State laws
9 now mandate that textbooks and other course materials be provided in alternate
10 formats (e.g., Braille, large print, audio tapes, and electronic text) for the
11 university's students with disabilities. Because these alternate format materials
12 must be equal in quality to and available at the same time as the materials provided
13 to students without disabilities, textbook adoption decisions need to be made in a
14 timely manner..

15

16 Providing every student with a textbook is not enough if the print medium is
17 inaccessible to students with various disabilities. Technology now enables these
18 textbooks to be accessible through conversion to accessible electronic formats.
19 These formats provide great flexibility for meeting the needs of all students with
20 disabilities since the digital format can be read out loud by a computer or screen
21 reader or printed on a Braille printer. However, these accommodations require a
22 significant amount of time and resources to process, necessitating a revision in the
23 timeline of instructional materials adoption by our faculty.

24

25 California State University San Marcos is committed to ensuring that all
26 campus information, resources and technologies are fully accessible to persons
27 with disabilities. This commitment reflects a goal to provide the most effective
28 learning environment for all students— rather than simply ensuring compliance with
29 federal and state laws.

30

31 Through the collaborative efforts of faculty, DSS, IITS and our students with
32 documented print impairments we can provide the delivery of materials in alternate
33 format in a timely manner. Students with documented print impairments need to
34 contact the DSS office in order to be evaluated to determine whether or not they
35 are eligible to obtain course instructional materials in alternate format. Once a
36 student with a documented print impairment is determined to be eligible, the DSS
37 office will initiate the process of locating the course materials which need to be
38 converted into accessible format. The DSS office will inform faculty when they have

39 a student with a print impairment enrolled in their classes in order to facilitate the
40 process of determining what the required course materials are.

41

42 Best practices require that the current textbook adoption deadlines for
43 courses with students enrolled who require alternate text be set in order to allow
44 enough time for support staff to create or locate accessible instructional materials.
45 No vendor will be given an advantage in this process. Faculty members will not be
46 required to work with a particular vendor and there are no restrictions as to which
47 materials to require or recommend for his or her classes.

48

49 *Procedure Recommendations*

- 50 • All faculty members who are notified by DSS that a student requiring
51 alternate text has enrolled in their course shall submit their requests for
52 textbook and/or print-based instructional materials within deadlines listed
53 below.
- 54 • If necessary, for classes which DSS has identified a student requiring
55 alternative text, the dean or designee shall be empowered to order textbooks
56 and/or print-based instructional materials for late-hire faculty within
57 suggested deadlines.
- 58 • If necessary, for classes which DSS has identified a student requiring
59 alternative text, the dean or designee shall be empowered to order textbooks
60 and/or print-based instructional materials for any faculty member who fails to
61 meet the suggested deadlines.

62

63 *Compliance*

64 Meeting these requirements is essential for compliance with the law and to
65 providing equal access to all of our students as reflected in our mission statement.

66

67 It is recommended that the Provost's Office develop a procedure based on this
68 statement.

Suggested Adoption Deadlines	
Fall	Within 5 days of notification by DSS
Spring	Within 5 days of notification by DSS
Summer	Within 5 days of notification by DSS

1 ~~DEFINITION OF A COMMUNITY SERVICE LEARNING COURSES~~

2

Definition This policy defines a Community Service Learning (CSL) course, provides a procedure for recognizing existing courses, and provides a recommendation for the use of companion CSL courses

Authority President of CSU San Marcos.

Scope The curriculum of CSU San Marcos.

3

4 I. POLICY DEFINITION

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6 Community Service Learning (CSLLS) is a structured learning experience within an
7 academic course. The service work is directed toward the achievement of course learning
8 objectives and also toward making meaningful contributions to the areas of need identified by
9 the community being served.

10

11 The service activity is used to clarify, illustrate, challenge, or stimulate additional thought
12 about the topics covered in the classroom. Structured ~~W~~written and/or oral reflection ties the
13 service experiences to the academic content of the course and also provides students with the
14 opportunity to develop or strengthen their awareness of the relationship between the course
15 material and societal needs, a service ethic, and their role as citizens.

16

17 The community service could take on a variety of forms. Examples include the following:

18

- 19 • Direct service to people in need
- 20 • Policy analysis
- 21 • Community outreach and education
- 22 • Program assessment and improvement of community resources;
- 23 • Organization for action on social, health, safety, or environmental issues.

24

25 The service activity should correspond with and must be appropriate to the student’s level of
26 academic preparation. Activities must take place only at sites approved by the instructor and
27 under contract with the University in accordance with University risk management
28 procedures. An “Informed Consent Waiver” must be completed when a non-CSUSM-
29 approved site is selected, and should only be considered by the instructor under extraordinary
30 and compelling circumstances.

31

32 A Community Service Learning course includes:

33

- 34 • Explicit learning objectives and explanation in the syllabus of the role of the service
35 experience in attaining those objectives;
- 36 • Preparation in class for the service activity to increase the student’s understanding of
37 the community context that the student will be entering, needs and issues they may
38 encounter, standards of conduct expected of them, etc.;
- 39 • Ongoing, structured, critical reflection with regular instructor feedback that ties the
40 community experience with the academic course content, thus enhancing both; and
- 41
- 42
- 43

- Evaluation that is based on the quality of the student's learning, not just the completion of certain hours of service and a grading weight that is proportionate to the community service learning component of the course.

The time allotted to the community service learning portion of the course includes the preparation and analysis time and the time for written and oral reflection as well as the actual time spent in the community. While, typically, the largest portion of time in community service learning would be in the service activity, time allotted for ongoing critical reflection should be substantial as well.

The criterion used to determine whether the community service learning makes enough of a contribution to the achievement of course objective for the course to qualify for designation as a Community Service Learning course is that at least 15% of the student's grades will be based on the community service learning portion of the course. It is suggested that the service consist of at least 20 hours of direct, academically-relevant community service.

All courses and/or sections meeting the definition above must be identified as such in the class schedule so that students can enroll in courses knowing in advance of this expectation.

II. PROCEDURES

A. If all sections of an existing course will meet the definition given above, then the department chair (or program director, or associate dean) must submit a brief memo to that effect to the Catalog and Curriculum Coordinator in the Curriculum and Scheduling Office so that the course can be so coded at the course level. (Then all sections subsequently created will automatically be identified as Community Service Learning sections in the class schedule.)

B. If some, but not all, sections of a course will meet the definition, then the department chair, program director or associate dean must identify those sections to the Office of Community Service Learning (OCSL). OCSL will consolidate the requests to have sections identified as Community Service Learning sections and relay this information to the Academic Scheduler in the Curriculum and Scheduling Office so that these sections are properly identified in the class schedule.

1. If a Community Service Learning section is identified to the Academic Scheduler in time for the section to appear as such in the class schedule prior to any students registering for the section, then no further action is necessary.
2. In the event that a faculty member receives a class assignment or reaches the decision to employ Community Service Learning pedagogy after some students have already registered into the section, it may still be identified as a Community Service Learning section, but the instructor must provide students the option to replace participation in the Community Service Learning component with alternative coursework (e.g., additional reading and writing assignments).

<< Section III was removed since it was neither a policy nor a procedure >>

H. PROCEDURES (Previous version follows)

If all sections of an existing course will meet the definition given above, then the department chair (or program director, or associate dean) should submit a brief memo to that effect to the Catalog and Curriculum Coordinator in the Office of Academic Programs so that the courses can be so coded at the course level.

98 If some sections, but not all sections, of a course will meet the definition, then the department
99 chair (or program director, or associate dean) should identify the community service learning
100 section(s) to the Academic Scheduler in the Office of Academic Programs when the class
101 schedule is under construction.
102

103 Recommendation: ~~Creating Companions to Existing Courses~~

104
105 ~~There are situations where it may be desirable to create a community service learning~~
106 ~~course that would operate in tandem with, and supplement another course~~
107 ~~(referred to here as the “primary” course) which may or may not itself be a~~
108 ~~community service learning course. This recommendation suggests how such a~~
109 ~~companion CSL course might be used to reinforce the academic material and~~
110 ~~learning objectives in the primary established course. If the primary course did~~
111 ~~not already have a community service learning component, then the companion~~
112 ~~CSL course would offer the additional learning strategy of community service~~
113 ~~learning, and if the primary course did already include community service~~
114 ~~learning, then the companion course would provide an opportunity to increase~~
115 ~~the quantity of the community service learning.~~
116

117 ~~The proposal for a CSL companion course should specify that the primary course is a~~
118 ~~co-requisite. When both the primary and companion courses are offered,~~
119 ~~students registering for the primary course would have the option of also~~
120 ~~registering for the CSL companion course, in which they would participate in~~
121 ~~community service learning (or in additional community service learning) and~~
122 ~~the reflection activity associated with the service experience or the additional~~
123 ~~service experience. For instance, there could be a primary course called XYZ 350~~
124 ~~carrying 3 units of credit, and a community service learning companion course~~
125 ~~called XYZ 350C, carrying an additional unit of credit; students could register for~~
126 ~~either XYZ 350 alone, or the pair: XYZ 350 and XYZ 350C.~~
127

128 ~~Like other service learning courses, the companion CSL course syllabus would~~
129 ~~explicitly integrate the role of the service activity in attaining the overall primary~~
130 ~~course objectives. The course would include preparation for entry into the~~
131 ~~service; ongoing structured critical reflection with instructor feedback to tie the~~
132 ~~service experience to the academic course content; and evaluation that is based~~
133 ~~on the quality of the student’s learning and not just the completion of certain~~
134 ~~hours of service. In the case where there was no community service learning in~~
135 ~~the primary course, the CSL companion course might include in-class time as~~
136 ~~well as in the community time, in order to include the necessary preparation and~~
137 ~~reflection. If, however, the established, primary course is also a community~~
138 ~~service learning course with in-class reflection, it is possible that the companion~~
139 ~~course might consist primarily of additional service hours with which to deepen~~
140 ~~the student’s experience. It would be important, however, to ensure sufficient~~
141 ~~student reflection and feedback and enough contact to support the students with~~
142 ~~their increased community involvement. A one-unit CSL companion course~~
143 ~~should include 45 hours of direct academically relevant community service.~~