

**Curriculum for Consent Calendar
April 23, 2008**

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
MIS	304		Management Information Systems	C-2	Change	Fang Fang	3/21/08	3/26/08	3/26/08	Approved	4/14/08
MIS	329		Introduction to Object-Oriented Business Systems	C-2	Change	Fang Fang	3/21/08	3/26/08	3/26/08	Approved	4/14/08
MIS	425		Systems Analysis and Design	C-2	Change	Fang Fang	3/21/08	3/26/08	3/26/08	Approved	4/14/08
MIS	426		Telecommunications for Management	C-2	Change	Fang Fang	3/21/08	3/26/08	3/26/08	Approved	4/14/08
MIS	427		Multimedia in Business	C-2	Change	Fang Fang	3/21/08	3/26/08	3/26/08	Approved	4/14/08
MIS	430		Wireless Communications for Business	C-2	Change	Fang Fang	3/21/08	3/26/08	3/26/08	Approved	4/14/08
MIS	435		Internet Applications in Business	C-2	Change	Fang Fang	3/21/08	3/26/08	3/26/08	Approved	4/14/08
MIS	440		Electronic Commerce: Applications and Strategies	C-2	Change	Fang Fang	3/21/08	3/26/08	3/26/08	Approved	4/14/08

1 | **Resolution: Graduate Studies: Concurrent Master's Degree Credit**

2
3 WHEREAS, An undergraduate student who applies to a CSUSM master's program must
4 complete the requirements for a baccalaureate degree before admission to a CSUSM master's
5 program; and

6
7 WHEREAS, There are occasions in which a CSUSM undergraduate student does not complete
8 the requirements for a baccalaureate degree, as planned, in the term before gaining admission to
9 a CSUSM master's program; and

10
11 WHEREAS, According to past practice, a CSUSM undergraduate student in these circumstances
12 may request concurrent master's degree credit before gaining admission to a CSUSM master's
13 program; and

14
15 WHEREAS, Concurrent master's degree credit allows a CSUSM undergraduate student to
16 complete the requirements for a baccalaureate degree while enrolled in CSUSM master's degree
17 courses. These master's course units may count toward a CSUSM master's degree in a program
18 that admits the student; and

19
20 WHEREAS, Our campus has not officially instituted guidelines for requesting and approving
21 concurrent master's degree credit; and

22
23 WHEREAS, The Academic Policies Committee (APC) recommend that a policy for concurrent
24 master's degree credit be established; now, therefore, be it

25
26 RESOLVED, That the Academic Senate recommends adoption of the attached Concurrent
27 Master's Degree Credit policy.
28

GRADUATE STUDIES: CONCURRENT MASTER'S DEGREE CREDIT

Definition: This policy defines the guidelines and requirements for undergraduate students to request concurrent master's degree credit and the process for approving such requests.

Authority: Academic Affairs

Scope: The purpose of this policy is to establish guidelines and requirements for undergraduate students to request concurrent master's degree credit and the process for approving such requests.

A CSUSM undergraduate student who has not completed the requirements of the baccalaureate prior to enrolling in a CSUSM master's program may request concurrent master's degree credit for graduate level courses.

I. Stipulations for Requesting Concurrent Credit

An undergraduate student may request concurrent master's degree credit provided that the following conditions are met:

- A. 1. The student has a current graduation application for a baccalaureate degree on file with the Office of Registration and Records.
2. The student submits a University Graduate Student Application form for a Master's Program for a term subsequent to the term in which the bachelor's degree is to be earned.
- B. The student is within 12 units of completing a baccalaureate degree and in the final semester of baccalaureate studies as specified in the graduation application.

II. Approval Process

The following steps must be undertaken to approve and grant a request:

- A. The Graduate Coordinator of the Master's program for which the master's degree credit will be applied must approve the request.
- B. An approved request must be submitted to the Office of Registration and Records by the third week of the semester in which the concurrent master's degree credit will be earned.

III. Limitations

- A. Concurrent master's degree credit may only be granted for the semester in which the requirements for the undergraduate degree are completed. If a student does not complete the requirements for ~~concurrent master's credit in the final semester~~ of the baccalaureate degree studies, any completed master's level units will become ~~remain at the~~ undergraduate units level.
- B. Only 500- or 600-level courses will be considered for master's degree credit. Concurrent master's credit cannot be counted toward both undergraduate and graduate degrees.
- C. Total concurrent master's degree credit may not exceed 9 units. Individual master's programs may make exceptions to this limit.

Note: Authorization for concurrent credit does not guarantee acceptance into a Master's program.

1 **Resolution on Impact of Budget on Instructional Rigor and Quality**
2
3

4 Whereas: The Academic Senate of CSUSM recognizes its responsibility as the
5 representative body of the faculty and that faculty have purview over the academic
6 quality of the credit granting courses offered by the University; and
7

8 Whereas: The proposed budget cuts will likely necessitate a reduction in adjunct faculty
9 with no commensurate increase in permanent faculty resulting in increased workload for
10 remaining faculty; and
11

12 Whereas; either an increase in faculty workload or class size will negatively affect rigor
13 and quality; and
14

15 Whereas: Academic excellence and instructional quality are core values of CSUSM and
16 stated as a primary mission of the University; and
17

18 Whereas: The faculty of the CSU and CSUSM has accommodated increases in workload
19 and class size over the past decade by working harder to maintain the rigor and quality in
20 all classes; and
21

22 Whereas: The writing requirement, historically recognized as a unique quality
23 enhancement offered by CSUSM, may be a casualty of increases in faculty workload or
24 class size; and
25

26 Whereas: Any further increase in class size will exceed many faculty members ability
27 and willingness to accommodate further; therefore, be it
28

29 Resolved: That the Academic Senate of CSUSM encourage CSUSM faculty to protect
30 the rigor and quality of their classes by informing Department Chairs and Deans of the
31 limits of their ability and degree of their unwillingness to accommodate increased
32 workloads and larger class sizes; and be it further
33

34 Resolved: That the Academic Senate of CSUSM urge campus administrators to do
35 everything in their power to protect the instructional rigor and quality of classes offered
36 at CSUSM by minimizing the impact of proposed budget cuts on instructional activities;
37 and be it further
38

39 Resolved: That the Academic Senate of CSUSM recommends that the campus
40 administration commit to the principle that alternative sources of budget cuts will have
41 priority over increases in faculty workload or increases in class size when developing
42 strategies to cope with budget reductions.

1 **I. ADHERENCE TO THE UNIVERSITY RTP POLICIES AND PROCEDURES**

2
3 A. The College of Business Administration (CoBA) uses the same definitions,
4 terms, and abbreviations as defined in the University RTP document.

5
6 B. Provisions of this document are to be implemented in conformity with
7 University RTP policies and procedures; the CSU Collective Bargaining Agreement (CBA), Articles 13, 14, 15;
8 and the University Policy on Ethical Conduct. The candidate should note, particularly, University procedures that
9 provide guidance on the working personnel action file (WPAF) and describe the responsibilities of the candidate
10 in the review process.

11
12 C. The CSUSM RTP document specifies a role of departments and chairs in the retention, tenure,
13 and promotion policy in accordance with the CBA. In its present form, CoBA is organized into departments with
14 designated department chairs who have administrative and program responsibilities. Thus, the College of
15 Business Faculty have agreed that the standards set forth in this CoBA Retention, Tenure and Promotion
16 Document provide the following:

17
18 1. The academic unit reviewing the candidate's file will be a department specific Peer
19 Review Committee.

20
21 2. Whereas the CSUSM RTP document states that departments may specify standards for
22 retention, tenure and promotion, CoBA Faculty designate the standards set forth in this document as the standard
23 for all departments within CoBA until such time as departments wish to create separate standards.

24
25 3. Department chairs may make separate recommendations¹. Such recommendations shall
26 be forwarded to subsequent levels of review. If the chair makes a separate recommendation, he/she shall not
27 participate as a member of the peer review committee (see University RTP policy; CBA Article 15.).

28
29 D. The College is guided also by the standards of American Association of Colleges and Schools of
30 Business (AACSB), the international accrediting agency for schools of business

31
32 **II. GUIDING PRINCIPLES**

33
34 A. The performance areas that shall be evaluated include teaching, scholarship, and service. While
35 there will be diversity in the contributions of faculty members to the University, CoBA recognizes that teaching,
36 scholarship and service are all central to the institution; therefore, faculty members must submit a curriculum vita
37 and narrative statements describing the summary of teaching, research and service for the review period. The
38 faculty member must meet the minimum standards in each of the three areas.

39
40 B. Retention, tenure, and promotion decisions are made on the basis of the evaluation of individual
41 performance. Candidates are responsible for 1) becoming familiar with the standards; 2) understanding the
42 standards; 3) engaging in activities that meet the standards and 4) effectively communicating how they have met
43 the standards.

44
45 C. Activities counted and assessed in one area of performance shall not be duplicated in any other
46 area of performance evaluation.

47
48 D. Candidates for retention will show effectiveness in each area of performance and demonstrate
49 progress toward meeting the tenure requirements in the areas of teaching, scholarship and service.

50
51 E. Candidates for the rank of associate professor require an established record of effectiveness in
52 teaching, scholarship and service to the University.

¹ If a department chair makes a separate recommendation for one person, then separate recommendations must also be made for all people in the department who are undergoing RTP review in that cycle.

53
54 F. Candidates for the rank of professor require, in addition to continued effectiveness, an
55 established record of initiative and leadership in teaching, scholarship, and service to the University, the
56 profession and the community. Promotion to the rank of professor will be based on the record of the individual
57 since he/she was promoted to the rank of associate professor.
58

59 G. The granting of tenure at any rank recognizes accomplishments and services performed by the
60 faculty member during his/her career. The record must show sustained and continuous activities and
61 accomplishments. The granting of tenure is an expression of confidence that the faculty member has both the
62 commitment to and the potential for continued development and accomplishment throughout his/her career.
63 Tenure will be granted only to individuals whose record meets the standards required to earn promotion to the
64 rank at which the tenure will be granted.
65

66 H. The recommending of early tenure (prior to the 6th year in rank) for assistant professors is
67 considered an exception. An individual should have a minimum of three years of service at CSUSM. A positive
68 recommendation requires that the candidate's record clearly exceeds the articulated standards for the granting of a
69 tenure/promotion decision and that the record demonstrates a sustained level of accomplishment at CSUSM in all
70 areas.
71

72 I. Faculty who are hired at an advanced rank without tenure may apply for tenure after two years of
73 service at CSUSM (i.e., in Fall of their third year at CSUSM). A positive recommendation requires that the
74 candidate's record at CSUSM clearly demonstrates a continued level of accomplishment in all areas and, together
75 with the candidate's previous record, is consistent with the articulated standards for the granting of tenure at the
76 Faculty member's rank.
77

78 III. STANDARDS AND CRITERIA FOR TEACHING

79

80 A. For retention, tenure, and promotion, College faculty members are expected to demonstrate
81 sustained effective teaching. "Effective teaching" is instructional activity in support of the College Mission and is
82 demonstrated by information in the *teaching portfolio* section of the WPAF.
83

84 B. "Teaching" includes instructional activity such as the following:

- 85 • classroom teaching
- 86 • laboratory teaching
- 87 • supervision of Senior Experience and Masters projects
- 88 • course development
- 89 • curriculum development
- 90 • program development
- 91 • pedagogical self-development
- 92 • supervision of student independent study
- 93 • student advising and counseling
- 94

95
96 C. The teaching portfolio

97
98
99 A candidate's teaching performance shall be based on an evaluation of the entire teaching portfolio.

100
101 1. The following documentation is *required*:

- 102 • University-approved student evaluation of teaching forms and summary and grade
- 103 distributions for all classes taught (e.g. all sections of BUS 304)
- 104 • Representative syllabi for courses taught
- 105
- 106

107 2. The following documentation is *optional*:

- Other course instructional materials such as candidate-prepared cases and assignments, handouts, and exams
- University-generated Grade Confirmation Reports in the courses for which student evaluations of teaching are furnished (reports should not include student names or id numbers).
- Written peer evaluations
- Documentation regarding course, curriculum, or program development
- Documentation regarding pedagogical innovations
- Documentation regarding pedagogical self-development
- Documentation regarding supervision of student independent study
- Documentation regarding student advising and counseling
- Additional summary information regarding grading
- Letters from former students (identified as solicited or unsolicited)
- Teaching awards
- Other items chosen by the faculty member

3. Occasionally, candidates may conclude that their Student Evaluation of Teaching ratings are not an accurate reflection of their teaching effectiveness. In these cases, candidates may believe that their peers would be better able to evaluate their teaching effectiveness. Accordingly, candidates may obtain written peer evaluation of their teaching, which they may submit as supplementary evidence of their teaching performance.

D. Evaluative Criteria.

1. Promotion from Assistant Professor to Associate Professor

At the Assistant Professor level, evidence of effective teaching that meets standards includes but is not limited to: student evaluations that demonstrate classroom effectiveness for the types of courses taught and, syllabi that clearly articulate course objectives and requirements and currency in the field, assignments that help students accomplish the course objectives, and assessments that measure how successfully students accomplish the course objectives. While not required, evidence of teaching effectiveness may include documentation of course, curriculum, or program development.

2. Promotion from Associate Professor to Professor

As more experienced faculty, Associate Professors being considered for promotion to Professor are held to a higher standard. Accordingly, to be rated *meets standards*, a candidate at the Associate Professor level is expected to demonstrate leadership and initiative in curriculum related activities. These activities include course, curriculum and program development, refinement and renewal. This is in addition to documentation of continued teaching effectiveness (See Section III. D1). See also Section II. F.

3. Retention

Candidates for retention are to include the required items for courses taught and additional optional materials in their teaching portfolio to show evidence of efforts and effectiveness in teaching. Because this is an evaluation intended to provide guidance, candidates will be assessed on their current teaching performance as well as on efforts that have made to address prior performance feedback.

4. Tenure

Candidates for tenure, at Associate and Full, who are not requesting a promotion in rank must show evidence of effective teaching at CSUSM that meets standards appropriate for their rank as specified in Sections III D1 and 2.

IV. STANDARDS AND CRITERIA FOR SCHOLARSHIP

163 A. For retention, tenure, and promotion, College faculty members are expected to engage in
164 scholarship and creative activity. The emphasis is on **quality** and **sustained** scholarship over the entire period of
165 the review.
166

167 1. It is essential to the University's Mission that each faculty member demonstrate
168 continued commitment, dedication, and growth as a scholar. Faculty seeking promotion are expected to provide
169 evidence of a **continual** record of quality scholarship. In all cases, scholarship results in dissemination of that
170 knowledge or understanding beyond the classroom.
171

172 2. Scholarship must be in the field of Business/Management or a related discipline and may
173 be basic, applied, integrative, and/or pedagogical. This policy is intended to be in-line with AACSB standards:
174 "Schools with a mix of undergraduate and graduate programs, but without doctoral programs, may have a balance
175 among basic scholarship, applied scholarship, and instructional development."
176
177

178 3. Measurement of scholarly achievement will include evaluation by professional persons
179 in a position to assess the quality of the contribution to the candidate's discipline. Evidence of professional
180 evaluation includes, but is not limited to, acceptance of scholarly work by an academic peer reviewed publication
181 or acceptance of scholarly work by an editorial board of a practitioner-oriented publication. Scholarship needs to
182 be substantive. Reviewers consider factors such as single authorship, lead authorship, relative contribution to
183 multiple-authored pieces, and contribution of the work to the faculty member's field as evidence of substantive
184 work.
185

186 B. Scholarship and evidence of scholarly activities include, but are not limited to:

187
188 1. Category A:

- 189 • papers published or accepted for publication in peer reviewed or editorial-board
190 reviewed journals recognized as reputable and of good quality .
- 191 • books or manuscripts published or accepted for publication as works that contribute
192 new knowledge as demonstrated by professional and academic reviewers
- 193 • peer or editorial reviewed published book chapters of original material and original
194 monographs

195
196 2. Category B:

- 197 • papers published in refereed proceedings
- 198 • refereed paper presentations at professional meetings including abstracts published
199 in proceedings
- 200 • invited papers presented at professional meetings
- 201 • published computer software
- 202 • published case studies
- 203 • .

204
205 3. Category C: (only considered for retention decisions, however these items may still be
206 included in the WPAF for all decisions)

- 207 • working papers
- 208 • submitted papers
- 209 • sponsored or contract research
- 210 • technical reports
- 211 • special recognition and awards for research

212
213 C. Standards: The following standards are intended to be consistent with AACSB standards.
214

215 1. Promotion from Assistant Professor to Associate Professor: The following paragraphs
216 (a and b) describe the research standards for a faculty member to be promoted from Assistant to Associate:
217

- 218 a. Three items from Category A
219
220 b. Three additional items from Categories A and/or B
221
222 2. Promotion from Associate Professor to Professor: Candidates for a promotion from
223 Associate to Full professor must meet the standards of :
224 a. Three items from Category A*
225
226 b. Three additional items from Categories A and/or B*
227

228 *Only published items not considered in the last promotion may be considered.(Also see Section II. F.)
229

230 3. Retention: Candidates for retention may include documentation from Category C (in
231 addition to A and B) to show effectiveness in performance and demonstrate progress toward meeting the tenure
232 requirements in the area of scholarship.
233

234 4. Tenure: Candidates for tenure at Associate and Full who are not requesting a promotion
235 in rank must meet the scholarship standards for their current rank as specified in Sections IV. C. 1. and 2., and
236 have demonstrated a continual record of quality scholarship.
237

238 V. STANDARDS AND CRITERIA FOR SERVICE ACTIVITIES 239

240 A. For retention, tenure and promotion, College faculty members are expected to demonstrate a
241 sustained record of effective service contributions, both internally and externally. Service activities will be
242 evaluated based on the quality of the service and its relevance to the College and University Missions. Each
243 faculty member is expected to participate in service activities; however, the appropriate mix and magnitude of
244 service will vary with the faculty member's rank. Assistant professors are expected to participate primarily in
245 internal service activities whereas Associate and Full professors are expected to participate in both internal and
246 external activities and in leadership roles. Attendance at meetings is expected but attendance alone is not
247 sufficient to demonstrate significant contribution. To demonstrate the quality and the effectiveness the candidates
248 should describe in the narrative their relative contribution and outcomes of the service activity. Where appropriate
249 the candidate will show the product or outcome.
250

251 B. Service activities may include, but are not limited to the following:
252

253 1. Internal Service Activities

254 a. Department level activities

- 255 • program development
- 256 • curriculum development
- 257 • membership and offices held on committees or task forces
- 258 • leadership and/or administrative activities
- 259 • special assignments/initiatives
- 260 • student advising/mentoring
- 261 • faculty mentoring

262 b. College level activities

- 263 • membership and offices held on committees or task forces
- 264 • governing groups
- 265 • leadership and/or administrative activities (e.g. department chairs,
266 program chairs, etc..)
- 267 • special assignments/initiatives
- 268 • student advising/mentoring
- 269 • faculty mentoring

270 c. University level activities 271 272

- 273
- membership and offices held on committees or task forces
- 274
- governing groups
- 275
- special assignments/initiatives
- 276

277 2. External Service Activities

278 a. Service in/to the profession and professional organizations

- 279
- membership and offices held
- 280
- committees, task forces and advisory boards
- 281
- organizing conferences, workshops, and seminars
- 282
- serving as referee, editor or advisor
- 283
- special assignments
- 284

285

286 b. Service in/to community organizations

- 287
- membership and offices held
- 288
- committees, task forces and advisory boards
- 289
- organizing events and programs
- 290
- special assignments
- 291

292 c. Gratis Professional consulting

293

294 d. Service awards and special recognition for service

295

296 C. Standards

297

298 1. Promotion from Assistant Professor to Associate Professor: Candidates for promotion

299 from Assistant to Associate Professor must provide evidence of effective internal service contributions. While

300 not required, external service contributions will be considered in the evaluation.

301

302 2. Promotion from Associate Professor to Professor: Candidates for promotion from

303 Associate Professor to Professor must provide evidence of leadership in one or more service activities in addition

304 to demonstrating active participation in both internal and external service activities (see Section II. F).

305

306 3. Retention: Candidates for retention must provide appropriate and effective evidence of

307 significant internal service. While not required, external service contribution will be considered

308 in the evaluation.

309

310 4. Tenure: Candidates for tenure at Associate and Full who are not requesting a promotion

311 in rank must meet the service standards for their current rank as specified in Sections V. C1 and 2.

1 **Resolution: Graduate Studies: Graduation Writing Assessment Requirement (GWAR)**
2

3 Whereas, CSU Chancellor’s Executive Order 665 specifies that each campus adopt a graduate
4 level Graduation Writing Assessment Requirement (GWAR) based on the following three
5 guidelines:
6

- 7 1. Campuses may require demonstration of writing proficiency as a condition for admission
8 to a graduate program.
9
- 10 2. Campuses shall require demonstration of writing proficiency prior to the award of a
11 graduate degree. The level of proficiency shall be no less than the level required for
12 GWAR certification at the baccalaureate level.
13
- 14 3. Campuses may require additional demonstration of advanced-level writing proficiency as
15 a condition for admission to a graduate program and/or award of the graduate degree.
16

17 Whereas, the CSUSM GWAR has been the same for both graduate and undergraduate studies
18 since its inception.
19

20 Whereas, it is the consensus of the Graduate Studies Committee (GSC), a committee comprised
21 of representatives from CSUSM graduate programs, that master’s students should demonstrate
22 advanced-level writing proficiency prior to the award of the graduate degree.
23

24 Therefore, be it resolved

25
26 That, the Academic Senate endorse the attached procedures and rubric for developing graduate
27 program GWARs; and be it further resolved
28

29 That, the procedures shall serve as general guidelines for individual graduate programs to
30 develop and implement their respective GWAR.

31
32 Definition: The Graduate Studies: Graduation Writing Assessment Requirement
33 (GWAR) outlines the procedures for assessing master’s student writing
34 proficiency and the criteria for each CSUSM master’s program to
35 determine that a master’s student has met the GWAR.
36

37 Authority: Academic Affairs
38

39 Scope: The purpose of this policy is to fulfill the California State University
40 (CSU) Graduation Writing Assessment Requirement (GWAR) for
41 master’s students.
42

43 **GRADUATE STUDIES: GRADUATION WRITING ASSESSMENT REQUIREMENT**
44

- 45 1. This Graduation Writing Assessment Requirement (GWAR) applies to graduate students
46 enrolled in master’s programs.
47

- 48 2. The writing requirement must be completed before a graduate student advances to
49 candidacy. A student may satisfy the graduate writing requirement in one of two ways.
- 50 • an acceptable standardized test score, such as the Analytical Writing subtest of
51 the Graduate Management Admissions Test (GMAT) or the Graduate Record
52 Examinations (GRE).
53 • a paper(s) that receive(s) a passing score as described in Point 5 below
- 54 3. The College/Department/Program from which the student will receive the graduate
55 degree determines the manner by which a student satisfies or does not satisfy the graduate
56 writing requirement.
57
- 58 4. The College/Department/Program from which the student will receive the graduate
59 degree determines the passing score on standardized tests.
60
- 61 5. If a student is satisfying the graduate writing requirement through a submission of a
62 paper(s), the student's writing should demonstrate graduate level skills in:
- 63 • Style and Format
64 • Mechanics
65 • Content and organization
66 • Integration and Critical Analysis

67 The paper(s) will be scored using a rubric (1 - 4) in each of four areas: "I. Style and
68 Format", "II. Mechanics", "III. Content and Organization", and "IV. Integration and
69 Critical Analysis". The minimal acceptable combined score from all of the four (I-IV)
70 sections is 10 points, with no scores of "1" on any section, resulting in a minimum of a
71 2.5 average for all sections. A master's program may establish a higher minimum
72 average score for passing.
73

- 74 6. Each master's program will have a remediation protocol for admitted graduate students
75 who do not satisfy the graduate writing requirement on their first attempt. Each master's
76 program will specify the maximum number of attempts that students may be allowed to
77 satisfy the GVAR.
78
- 79 7. Each master's program will file its respective GVAR and remediation protocol with the
80 Office of Graduate Studies and Research (OGSR). Each master's program will provide
81 the OGSR with annual aggregate student GVAR performance data.
82
83

84 **RUBRIC USED TO EVALUATE STUDENT SUBMISSIONS TO SATISFY THE**
85 **GRADUATE STUDIES GRADUATION WRITING ASSESSMENT REQUIREMENT.**

86 **I. Style and Format**

87 **4:** In addition to meeting the requirement for a "3," the paper consistently models the language
88 and conventions used in the scholarly/ professional literature appropriate to the student's

89 discipline. The manuscript would meet the guidelines for submission for publication in a peer
90 reviewed journal in the student's field of study.

91 **3:** While there may be minor errors, conventions for style and format are used consistently
92 throughout the paper. Demonstrates thoroughness and competence in documenting sources; the
93 reader would have little difficulty referring back to cited sources. Style and format contribute to
94 the comprehensibility of the paper. Suitably models the discipline's overall scholarly style.

95 **2:** The style and format are broadly followed, but inconsistencies are apparent. There is selection
96 of less suitable sources (non-peer reviewed literature, web information). Weak transitions and
97 apparent logic gaps occur between topics being addressed. The style may be difficult to follow so
98 as to detract from the comprehensibility of the manuscript.

99 **1:** While some discipline-specific conventions are followed, others are not. Paper lacks
100 consistency of style and/or format. It may be unclear which references are direct quotes and
101 which are paraphrased. Based on the information provided, the reader would have some
102 difficulty referring back to cited sources. Significant revisions would contribute to the
103 comprehensibility of the paper.

104 **II. Mechanics**

105 **4:** In addition to meeting the requirements for a "3," the paper is essentially error-free in terms of
106 mechanics. Writing flows smoothly from one idea to another. Transitions effectively establish a
107 sound scholarly argument and aid the reader in following the writer's logic.

108 **3:** While there may be minor errors, the paper follows normal conventions of spelling and
109 grammar throughout. Errors do not significantly interfere with topic comprehensibility.
110 Transitions and organizational structures, such as subheadings, are effectively used which help
111 the reader move from one point to another.

112 **2:** Grammatical conventions are generally used, but inconsistency and/or errors in their use result
113 in weak, but still apparent, connections between topics in the formulation of the argument. There
114 is poor or improper use of headings and related features to keep the reader on track within the
115 topic. Effective discipline-specific vocabulary is used.

116 **1-:** Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence
117 structure, and/or other writing conventions make reading difficult and interfere with
118 comprehensibility. There is some confusion in the proper use of discipline-specific terms.
119 Writing does not flow smoothly from point to point; appropriate transitions are lacking.

120 **III. Content and Organization**

121 **4:** In addition to meeting the requirements for a "3," excels in the organization and representation
122 of ideas related to the topic. Raises important issues or ideas which may not have been
123 represented in the literature cited. Would serve as a good basis for further research on the topic.

124 **3:** Follows all requirements for the paper. Topic is carefully focused. Clearly outlines the major
125 points related to the topic; ideas are logically arranged to present a sound scholarly argument.
126 Paper is interesting and holds the reader's attention. Does a credible job summarizing related
127 literature. General ideas are expanded upon in a logical manner thereby extending the
128 significance of the work presented beyond a re-statement of known ideas.

129 **2-:** Ideas presented closely follow conventional concepts with little expansion and development
130 of new directions. Certain logical connections or inclusion of specific topics related to the
131 student's area of study may be omitted. Ideas and concepts are generally satisfactorily presented
132 although lapses in logic and organization are apparent. The reader is suitably introduced to the
133 topic being presented such that the relationship to the student's area of study is obvious.

134 **1-:** The paper is logically and thematically coherent, but is lacking in substantial ways. The
135 content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas
136 related to the content may be ignored or inadequately explored. Overall, the content and
137 organization needs significant revision to represent a critical analysis of the topic.

138 **IV. Integration and Critical Analysis**

139 **4:** In addition to meeting the requirement of a "3," the document presents the current state of
140 knowledge for the topic being addressed utilizing a diversity of opinions. These various, and
141 possibly conflicting, opinions are presented in a balanced manner and seamlessly woven together
142 to illustrate a complete grasp of the literature across multiple research approaches utilizing
143 appropriate national and international peer-reviewed journals. Essential findings of multiple
144 sources are accurately and concisely paraphrased, analyzed, and integrated. Original sources are
145 clearly identified and correctly cited in both the body of the text and the reference section.
146 Organizationally, smooth and effective transitions between topics lead the reader through an
147 orderly discussion of the topic being addressed. The gaps in current knowledge are clearly
148 identified and significant directions and approaches that fill these gaps are identified.

149 **3:** There are inconsistencies in the organization and logic of the presentation, but still clear
150 analysis of the presented materials. While synthesis of all aspects of the topic may show varying
151 degrees of development, the overall consistency, thoroughness, and analysis result in a well-
152 crafted document.

153 **2:** Identification of key topics or uncertainties in the field may be incomplete. New concepts
154 resulting from a synthetic presentation of ideas is poorly developed or lacking. Complex topics
155 and related concepts are awkwardly presented and linkages among topics may be unclear.

156 **1:** Weakness is evident in the coverage of the field and analysis resulting in incorrect or poorly
157 developed synthesis of results. Analysis is limited to categorizing and summarizing topics. The
158 resulting manuscript degrades the comprehensibility of the document and the identification of
159 knowledge gaps.

1 Whereas, the GPA Adjustment Policy plays a critical role in allowing students to respond to past deficiencies
2 in their overall academic performance, and thus maintain progress toward graduation; and
3

4 Whereas, that policy enables students to repeat courses in which earlier efforts were unsuccessful, improve on
5 past substandard grades, and have the earlier, substandard grades set aside from calculation into their GPA's;
6 and
7

8 Whereas, that policy currently requires the student to file a formal request with Registration and Records, in
9 order to have the GPA adjustment entered into the record; and
10

11 Whereas, advising staff often identify students who would benefit from GPA adjustments, in order (for
12 example) to prevent their academic disqualification, or facilitate their immediate graduation; and,
13

14 Whereas, the ~~current~~ revised policy from Spring 2007 requires staff ~~or to contact~~ students, ~~offer appropriate~~
15 ~~advisement, and await student response, in order to~~ complete and submit a GPA Adjustment form to Cougar
16 Central in order to take (or not take) ~~whatever~~ appropriate actions ~~would be~~ warranted upon the completion of
17 the GPA adjustment; and
18

19 Whereas, the current policy hinders the ability to automate this process due to the requirement of submitting a
20 form; therefore,
21

22 Be it resolved that,
23

24 The GPA Adjustment policy be revised, as detailed below, to facilitate the automation of adjusting students'
25 units and GPA in order to provide timely and accurate academic information.
26

27 ~~The GPA Adjustment policy be revised, as detailed below, in order to permit University staff to order GPA~~
28 ~~adjustments on behalf of students in specific circumstances where the latter's interests would be clearly served~~
29 ~~by such adjustments.~~
30

31
32 Definition: The policy governs the GPA Adjustment Policy.
33

34
35 Authority: Executive Order 213 (Academic Renewal)
36

37
38 Scope: Automated application of adjusting the GPA of courses repeated by continuing
39 students at CSU San Marcos.
40

41 42 I. EXECUTIVE SUMMARY 43

44 California State University San Marcos currently requires students to submit a GPA Adjustment Form
45 to initiate the process to have their GPA corrected manually and to show course(s) were academically
46 renewed. The PeopleSoft student system has functionality where the system can automatically
47 calculate the repeated attempt and academically renew courses.
48

49 II. PROCEDURE/APPLICATION 50

- 51 a. Upon completion of grades, the PeopleSoft student system will ~~generate a program to~~ identify all
52 courses academically renewed and apply the corrected value to designate course repeated, along
53 with re-calculation of students' GPA.

b. After the 5th course renewal attempt, repeated grades are averaged into the students' overall GPA.

III. PUBLICATION in UNIVERSITY NOTICES

Information will be updated, as follows:

- a. Curriculum and Scheduling Office will publish in the General Catalog;
- b. The CSUSM Enrollment Management Registration and Records website will be updated.

Revised Catalog Copy

Repeat of Courses and GPA Adjustment Policy for Undergraduates

When a course is designated in the catalog as "May be repeated," a student may repeat the course up to the maximum indicated in the course description and all of the grades received will be included in the calculation of the grade point average. [A student may also repeat such a course for the purpose of a GPA Adjustment, as below, but the repeat completion of the course will not result in the award of additional units of credit.](#) e. When a course is not designated as "May be repeated," a student may not repeat the course to receive [additional](#) units and grade points.

	Repeatable for Additional Units	Repeatable for GPA adjustment
Course designated "May Be Repeated"	Yes - Maximum allowable	Yes*
Course NOT designated "May Be Repeated"	No	Yes

*GPA Adjustment Form processed in Records Office

Note: If a course with variable topics is repeated, the same topic (identified by specific course number and suffix) must be repeated in order to omit the earlier grade from the GPA calculation. ~~for the course if they have already received a grade of C (2.00) or better in the course.~~
~~for the course if they have already received a grade of C (2.00) or better in the course.~~

GPA Adjustment for Undergraduates

When students repeat a course for the sake of improving upon an earlier unsatisfactory performance, they may, under certain circumstances, have their earlier grade ignored in the computation of their grade point average (GPA). The following policy, applying only to coursework completed at Cal State San Marcos, outlines the circumstances under which undergraduates students may [have an request adjustment to](#) of the GPA.

1. [The course repeated for the GPA Adjustment must have been assigned](#) ~~If an undergraduate student has received a grade of C-(1.7) or less.~~ [Repeated courses with grades of: CR, NC, I, RD, SP will not be processed for the GPA adjustment. Thus, if a course previously taken for a grade is repeated with a CR/NC, the original grade\(s\) will continue to be calculated in the GPA. \(It is not necessary to repeat a course with a grade of NC since CR/NC grades are not calculated in the GPA.\)](#)

97 | in a course, has repeated the course in a subsequent term, and has earned a better grade, then an
98 | Undergraduate Student GPA Adjustment Request form may be submitted to Cougar Central. Any
99 | request confirmed as complying with this policy will be granted.

100 |
101 | 4.2. If a student chooses to repeat a course more than once, in which a grade of C- or less was earned
102 | in any earlier enrollment, at the end of the semester when grades are processed, the lowest grade
103 | received will be automatically replaced with the highest grade received in calculating the GPA.

104 |
105 | 2.3. Only one adjustment may be granted for any single course. A maximum of five (5) GPA
106 | adjustments will automatically be processed for the first five courses where student received a
107 | grade of C- or less. Once the fifth course renewal has been reached, students will be notified of
108 | the GPA adjustment policy and encouraged to meet with an advisor. Any additional attempts will
109 | be averaged into the student GPA. When a request is granted, one prior grade earned in the course
110 | is ignored for the purpose of calculating the GPA. However, where all grades for a given course
111 | will be maintained as a part of the student record and will appear on the student's transcripts.
112 | The best grade stays included and the worst grade gets excluded from the GPA.

113 | 5. _____ A request may not be filed until the student has completed the repeat, and may not be filed if
114 | the student received a grade of CR, NC, F, I, RD, SP or U the last time that the course was repeated.

115 |
116 | 3.4. If a student wishes to repeat a course, and the course is not scheduled to be offered during the
117 | student's expected time to degree, then the program director (or designee) of the program offering
118 | the original course may approve substitution of a similar course to be repeated instead. If a course
119 | with variable topics is repeated, then with the pair of exceptions stated immediately below, the
120 | same topic (identified by specific course number and suffix) must be repeated in order to omit the
121 | earlier grade from the GPA calculation. If the topic has been converted to a new course, and is
122 | identified as such in the catalog description of the new course, then the new course may be taken
123 | to repeat the topic. If the same topic is not scheduled to be offered again within the term of the
124 | student's expected time to degree, the program director (or designee) of the program offering the
125 | course may approve substitution of a similar topic offered under the same course number. The
126 | substitute course (or topic) must be taken after completion of the original course.

127 |
128 | 4.5. Students will have an opportunity to submit a petition for a GPA adjustment for individual
129 | courses repeated in the five lowest grades earned in their undergraduate career at CSU San
130 | Marcos.

131 |
132 | For example, a student receives a "D" grade in five different classes in their first year, repeats the
133 | courses in their second year. After grades are submitted at the end of the semester, the student
134 | system will automatically identify these courses as academic renewal and remove the "D" grade
135 | in the GPA calculation and calculate the better grade. In the third year, the student receives an
136 | "F" grade in two different courses and immediately repeats the courses. At this point in time, the
137 | original grade and improved grade will be averaged in unless the student submits a **Petition for**
138 | **GPA Adjustment form** to request that the "F" grades be considered as part of the maximum 5
139 | GPA adjustments. The student will receive notification that **filing a Petition for GPA Adjustment**
140 | **process will can** reverse the academic renewal action for two courses in which a grade of "D" was
141 | received.

142 |
143 | 5.6. Exceptions such as students requesting to have more than 5 courses count toward academic
144 | renewal and GPA adjustments, will be deferred to the Graduation Issues Committee for review
145 | and decision. The Graduation Issues Committee is comprised of members of the University
146 | Advising Services, faculty representatives or designee from the colleges, and a member of the
147 | Graduation Evaluations team in Enrollment Management Services.

1 **Excerpt from ELECTION RULES AND GUIDELINES**

2
3 **GUIDELINES FOR ELECTION OF SENATE OFFICERS**

4
5 1. NEAC will distribute a Call for Senate Officers to full time (tenure line and temporary) faculty by the
6 end of the second week of March. ~~The Call will include a list of current Senators. Nominees for officers of the~~
7 ~~Senate must be either eligible faculty who are current voting members of the Senate or eligible faculty who~~
8 ~~were voting members of the Senate in two of the past three years. either current voting members of the Senate~~
9 ~~or eligible faculty who have served on the Senate in any capacity for two of the past three years.~~ The Call will
10 request that nominations for secretary and chair-elect of the Senate be sent to the Senate Office by the end of
11 the third week of March. The Call will request that faculty obtain permission of nominees prior to submitting
12 their names. Nominees for officers of the Senate shall be voting members of the Senate.

13
14 *Rationale:* To expand the list of potential candidates for the positions of Senate Officers.

15
16 Definitions of terms used according to the Constitution:

17 An **eligible faculty member** is a tenured or tenure-track faculty member or a full-time temporary faculty
18 member with an appointment of at least one year in an academic department. (*Article 3*)

19
20 A **voting members of the Senate** is one of the following: (*Article 5.1,5.3*)

- 21 1. an eligible faculty member elected to a Senate seat by the eligible faculty or appointed by NEAC,
- 22 2. a part-time temporary faculty member elected to Senate,
- 23 3. a CSUSM representative to the Academic Senate of the CSU,
- 24 4. an Associated Students Incorporated representative,
- 25 5. a staff representative,
- 26 6. a Chair of a Senate Standing Committee,
- 27 7. a Senate Officer

28
29 **Excerpt from the Constitution:**

30 **Article 3: Faculty Membership**

31 *Voting members of the Faculty shall consist of tenured and tenure-track persons holding faculty rank, library*
32 *faculty, counselor faculty, and full-time temporary faculty holding at least one-year appointments in academic*
33 *departments.*

34
35 *Persons with substantial managerial and supervisory responsibilities that involve faculty and academic*
36 *programs are excluded from membership. Persons holding MPP appointments are excluded. Persons with*
37 *work assignments that are substantially similar to the duties and responsibilities of persons holding MPP*
38 *appointments are excluded.*

39
40 *Faculty with the voting franchise shall be called eligible faculty.*

41
42 **Article 5.1: Senate Membership**

43 *Voting members of the Senate shall consist of those members of the Faculty and the representative of the part-*
44 *time temporary faculty who have been duly elected or appointed to the Senate according to this Constitution*
45 *and Bylaws of the University Faculty and the Academic Senate, the CSUSM representatives to the Academic*
46 *Senate of The California State University, the Associated Students Incorporated representative, the staff*
47 *representative, together with the Chairs of the Academic Policy Committee, Budget and Long-Range Planning*
48 *Committee, Faculty Affairs Committee, General Education Committee, Library and Academic Technology*
49 *Advisory Committee, Nominations, Elections, Appointments and Constitution Committee, Program Assessment*
50 *Committee, Student Affairs Committee, and University Curriculum Committee if they were not otherwise*
51 *elected to a Senate seat.*

52
53 **Article 5.3: Senate Officers**

54 *The Officers of the Senate shall consist of a Chair, Vice-Chair/Chair-Elect, and Secretary. The ViceChair*
55 *serves as Chair-elect prior to becoming Chair. The officers of the Senate shall be voting members of the*
56 *Senate. For election procedures, see Election Standing Rules Academic Senate.*

UNDERGRADUATE PROGRAMS' PROGRAM REVIEW
California State University San Marcos
DRAFT 4/16/2008

PURPOSE

The primary purpose of program review is to enhance the quality of teaching and learning. The program review process provides opportunity for programs to ~~chart their progress on achieving their student learning outcomes, report upon their successes, and identify challenges,~~ and chart their progress toward achieving their student learning outcomes.

The term “academic degree programs” refers to baccalaureate and Master’s degree programs; program review is not a review of the academic units that deliver these degree programs. Hence, the primary focus of program review is formative, rather than summative. Program review is geared toward clear articulation of student learning outcomes to be achieved in the program, the development of assessment instruments to measure these achievements, and the use of these assessments for continuous improvement in the academic degree program.¹

The responsibility for carrying out the program review process lies with faculty that deliver the curriculum for the particular degree program, and they are assisted in this endeavor by CSUSM staff and administration. The value of program review derives in part from the use of results in programmatic, collegiate and institutional planning, and in resource allocation decisions; yet, experience has shown that the greatest value is in opening and maintaining dialogues among the program faculty and between all of the parties (the academic unit and various administrative offices, etc.) whose cooperation is necessary for the delivery of a high-quality academic degree program.

Oversight for the review process at CSUSM is the responsibility of the Program Assessment Committee (PAC) of the Academic Senate. The Office of Academic Programs (OAP) and when appropriate the Dean of Graduate Studies, provide administrative support for the process.

The aim of this policy is to establish review processes that are set within realistic time-lines for completion of tasks, and that place minimal burdens on program budgets. Nevertheless, program review and planning are labor-intensive, time-consuming projects. In adopting this policy, the Academic Senate stands committed to making assessment an important aspect of the campus culture, but ~~the Academic Senate acknowledges the serious investments in time and effort that these processes entails, but the Senate stands committed to making assessment an important aspect of the campus culture.~~ In order to realize this commitment, sufficient resources should be provided to programs under review, since the greatest share of the task of conducting the review falls upon the faculty. ~~whose faculty must accept the greatest share of the task.~~

The program review process at CSUSM runs on a five-year cycle, as program review is the CSU San Marcos institutionalization of the Board of Trustees requirement that each campus review every academic degree program on a regular basis.² The Chancellor’s Office receives a summary statement of assessment results and how they have been used to improve academic degree programs. The actual program review reports themselves remain on campus in the Office of Academic Programs and online as part of the Program Portfolios.

One outcome of the review process is a plan specifying goals and strategies for program improvement and student learning assessment and program improvement. For the next cycle of review, this plan becomes

¹According to Board of Trustees policy (Agenda Item 1, September 11-12, 1990, Committee on Educational Policy report on Student Outcomes Assessment in the California State University), “The only legitimate purpose of assessing student outcomes is to improve teaching, learning, and academic advising at the individual, course, program, and/or institutional level.”

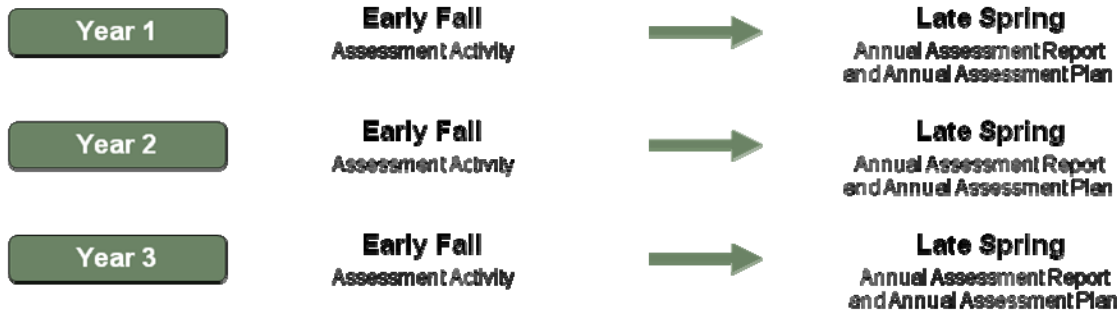
² The dates of scheduled Program Reviews can be found in the CSUSM Academic Master Plan, which is submitted to the Chancellor’s Office every January, and presented to the Board of Trustees in March.

50 an important point of focus. In time, as current reviews build upon their predecessors, program review,
 51 learning assessment, and planning should become a significant and altogether routine aspect of life at
 52 CSUSM.

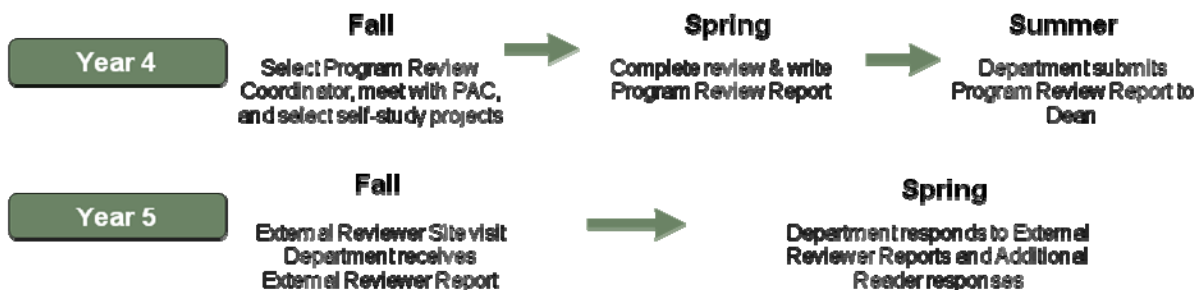
53 **PROCESS**

54 **PROGRAM REVIEW PROCESS**

55 Annual Assessment



Assessment Review



56 * Double- click on picture above for a full screen view

57 **CALENDAR OF ACTIVITIES- UNDERGRADUATE PROGRAMS**

58 Year One

59 The annual assessment process will consist of two parts. In the fall, all programs will conduct assessment
 60 activities that provide evidence of student learning in key areas. In mid spring, all graduate and
 61 undergraduate programs will submit an assessment report and planning document. The report will include
 62 information about which programmatic student learning outcomes (PSLOs) were assessed and how these
 63 findings will be used to improve their program. The planning document will identify which learning
 64 outcome(s) will be the focus for assessment the following fall, what assessment activities will be used,
 65 and what additional resources will be needed, if any. A small amount of funds are available for
 66 programs to help with assessment activities, such as the purchase of assessment materials, attending
 67 assessment conferences, bringing in consultants, etc. Report forms, as well as related resources, materials
 68 and suggestions are posted on the assessment web page (www.csusm.edu/assessment).

69 Completed Annual Assessment Reports are submitted electronically to the College Dean who will review
 70 all submissions and then forward them to OAP. Departments that offer two degree programs may address

76 each program in separate responses; where appropriate, departments offering a degree with several
77 options may treat each option as if it were a separate program.³

78
79 **Year Two**

80
81 Again in fall of this second year the program will conduct assessments of student learning outcomes
82 selecting one or two outcomes that were not previously assessed. In mid-spring, all programs will submit
83 an assessment report of their findings and how they will use these findings to make decisions regarding
84 the program. Completed Annual Assessment Plan and Report are submitted electronically to the College
85 Dean who will review all submissions and then forward them to OAP.

86
87 **Year Three**

88
89 Again in fall of this third year the program will conduct assessments of student learning outcomes
90 selecting one or two outcomes that were not previously assessed. In mid-spring, all programs will submit
91 an assessment report of their findings and how they will use these findings. Completed Annual
92 Assessment Plan and Report are submitted electronically to the College Dean who will review all
93 submissions and then forward them to OAP.

94
95 It is expected that during the three years of annual assessments all of the PSLOs will be assessed to some
96 degree. In preparation for year four, the program may begin to review the results of these three years of
97 student learning outcomes assessment as the information gathered from these assessments will form a
98 major component of the program review report. [More importantly the program will want to review
99 resource needs in preparation for the program review and submit a funding request using the form
100 available on the Assessment Website: \[www.csusm.edu/assessment\]\(http://www.csusm.edu/assessment\)](#)

101
102 **YEAR FOUR: FIRST SEMESTER**

103
104 **A. Program Notification**

105 Programs are notified by OAP of impending review, with copies to PAC, Academic Senate, appropriate
106 College Dean and other offices as appropriate.

107
108 **B. Program Preparation for Review**

- 109
110 1. Program faculty shall meet to plan strategies, divide labors, familiarize themselves with the
111 Program Review process, etc
112 2. One faculty member is identified as the Program Review Coordinator and his or her name is
113 forwarded to OAP.
114 3. PAC will meet with the program faculty to discuss process and answer questions.
115 4. Annual assessments reports are reviewed and conclusions discussed.
116 5. Program mission statement, PSLOs and matrix are reviewed and revised to reflect changes at
117 the program and course level. These three documents will be posted on the Program Portfolio
118 web by the end of the first semester.

119
120 The department may use these probing questions to launch a discussion when completing step 5 above:

- 121 • How is the curriculum working? Does each element in the curriculum contribute to achieving the
122 PSLOs?
123 • Are expectations articulated in the PSLOs appropriate (broad enough and deep enough)?
124 • How do all of the parts of the curriculum work together? Examine the following:
125 ○ Coherence and integration among all the parts.

³ Because the program review process also includes a Planning Report which outlines a three-year assessment it is expected that these annual assessment reports/plans will in time become less time-consuming.

- 126 ○ Close alignment between courses and PSLOs (PSLOs are introduced, reinforced and
127 practiced).
128 ○ Scaffolding (all parts build on each other in a progressive, intentional way).
129 ○ Scheduling of courses so that students can follow the best sequence (examine program
130 roadmaps).
131
132 6. Program faculty should select one or two additional topics of self-study (see examples in
133 Appendix B), or may be asked to address specific topics by the Program Assessment
134 Committee based on the conclusions from the previous program review.
135

YEAR FOUR: SECOND SEMESTER- Early

Preparation of the Academic Degree Program Report and Planning Report

139 The Program Review report should include a thorough discussion of programmatic student learning
140 outcomes and the corresponding assessments, and a self-study around the one or two selected topics. It
141 should be no longer than 15 single-spaced pages; 1” margins, 12 point Times New Roman and may
142 include appendices. The report concludes with a draft Planning Report.
143

Outline for the Program Review Report and Planning Report

A. Introduction

147 An introductory section should include a summary of the major strengths and weaknesses, as well
148 as a discussion of the design of the academic degree program. Additionally the recommendations
149 and conclusions from the previous program review should be addressed. [The following questions](#)
150 [provide guidance for the report narrative.](#)

- 151 1. Summarize distinctive aspects of the academic degree program. Are they working as
152 planned?
- 153 2. How has the academic field corresponding to this major changed over the last decade? What
154 changes are foreseen for the next decade?
- 155 3. How is the program faculty preparing to respond to these changes?
- 156 4. Summarize any changes made to the curriculum (at both the program- and course-levels)
157 since the last Program Review. Explain how assessment played a part in the decision to make
158 these changes.
- 159 5. [\(Required questions](#) For baccalaureate degree programs requiring more than 120 semester
160 units.) Unless a P-form reducing the minimum requirement to 120 units has already been
161 submitted, explain why total unit requirements greater than 120 are justified.⁴
162
163

B. Program Student Learning Outcomes (PSLOs)

- 164 1. Do the PSLOs describe learning outcomes in terms of assessable student knowledge,
165 attitudes, skills, values, and/or personal growth?
- 166 2. Describe how the PSLOs have been reviewed as part of the annual assessment process.
- 167 3. Was there a need to revise the current PSLOs to bring in greater scope or depth? Please
168 describe.
- 169 4. Are the PSLOs focused clearly on the types of learning (knowledge, attitudes, skills, values,
170 personal growth) students will acquire or develop while working toward a degree in this
171 discipline and at this level (undergraduate, master's)?
172
173

C. Availability and Use of Program Student Learning Outcomes

- 174 1. How are the PSLOs made available to students, staff and faculty (including adjunct faculty)?
175 How could they be distributed more widely?
176

⁴ When the Board of Trustees amended Title 5 Regulations on September 19, 2000 to reduce the minimum total units required for a bachelor's degree from 124 to 120 semester units, the Trustees requested that the CSU put in place a process to review all programs to determine whether unit requirements could reasonably be reduced.

- 177 2. How well are the PSLOs cited and used by faculty, advisors, and students?
178

179 **D. Student Learning Effectiveness**

- 180 1. To what extent are students achieving the expected knowledge, attitudes, values, and skills
181 stated in the selected PSLOs?
182 2. What evidence supports these conclusions?
183 a. What does the evidence show regarding how well students are achieving the selected
184 program learning outcomes? What are the demographic patterns of student achievement
185 (i.e. which students are learning at what levels)?
186 b. Are students learning more effectively in one or more areas than in others? What
187 accounts for this? What improvements could be made that might result in better and more
188 consistent learning outcomes in all the areas examined?
189 c. What changes are proposed for improving student achievement of selected PSLOs and
190 why?
191

192 **E. Assessment Procedures for PSLOs**

- 193 1. What methods were used to assess PSLOs? Briefly describe the three annual assessment
194 reports.
195 2. How do these assessment methods cover learning taught throughout the program's
196 curriculum and cover a variety of types of learning (knowledge, skills, values, etc.) necessary
197 for the degree?
198 3. How do these methods assess all kinds of student performance? Do they measure
199 achievement not only at the end of the program but at other points as well?
200 4. Is helpful, valid and reliable information obtained? Should something else
201 be done? Would it be useful to use more than one method of assessment?
202

203 **F. Additional Topics**

204 Program faculty should include one or two additional topics of self-study (See Appendix B for
205 examples), or may be asked to address specific topics by the Program Assessment Committee
206 based on the conclusions from the previous program review.
207

- 208 1. Describe the additional topics that have formed part of the program review self-study.
209 2. Why have these topics been chosen? How do they contribute to or detract from student
210 learning? How do they contribute to or detract from program effectiveness?
211 3. Describe departmental discussions, plans, recommendations or solutions proposed?
212

213 **G. Conclusion**

214 Please include conclusions regarding the program's progress on achieving student learning
215 outcomes, successes and challenges.
216

217 **The Planning Report**

218
219 The Planning Report presents the academic degree program's strategic plan defines where the academic
220 degree program wants to be for the next three to five years, hence and as well as any plans for project
221 changes that will be made to improvements to the quality of the academic degree program, which may
222 include (but are not limited to) curricular changes at the course and/or program level, pedagogical
223 changes, technology changes, assessment changes, changes in student profiles and preparation, and/or
224 changes in staffing. It should inform the department's future academic recruitment plans and will likely
225 lend support to budget requests.
226

227 The Planning Report should note any areas of strength and address actions that will be taken to preserve
228 these strengths, reference any assessments that have identified areas needing improvement and list steps
229 to be taken to accomplish this goal. Additionally it may also address actions that will be taken to preserve
230 areas of strength. The Planning Report must also describe the assessment plans for years 1-3 in the next
231 program review cycle.

232
233 The Planning Report will be initially submitted in draft form with the Report. It can be revised and
234 resubmitted after each stage of review if deemed appropriate to do so by the program faculty. A final
235 Planning Report is due at the end of the process to coincide with the program response to the additional
236 readers. This final Planning Report will be posted on the web as part of the Program Portfolio and will be
237 used as the basis for the three annual assessments as well as a foundation for the next program review.
238

239 **SECOND SEMESTER- Late**

240 **A. Preparations for External Review**

241 Except for unusual situations approved by OAP and PAC, external review will be part of all
242 Program Reviews. The program faculty shall forward to OAP the names of at least four
243 individuals they wish to have considered as external reviewer(s). OAP will contact these
244 potential reviewers and other potential reviewers identified by OAP to obtain their curriculum
245 vitae, personal/professional relationships with faculty at CSUSM, prior experience with
246 assessment and program evaluation, and any other relevant information. OAP, after consultation
247 with the College Dean and the PAC, will select one /two external reviewers and make
248 arrangements for the site visit, (ideally, reviewers are to be selected by consensus among all three
249 parties). The external review is funded out of the OAP budget.
250

251 **B. Submit Report to College Dean and OAP**

252 Once it is complete, the Report and draft Planning Report shall be submitted to College Dean
253 and OAP. The College Dean and the PAC begin review of the documents, in order to offer
254 the program preliminary guidance.
255

256 **YEAR FIVE: FIRST SEMESTER**

257
258 As early as possible this semester the External Reviewer(s) will be invited to campus. Generally they are
259 scheduled to meet with program faculty, attend classes and meet with students, meet with the PAC and
260 with appropriate administrators. These visits are scheduled by OAP in consultation with the program.
261

262 **The role of the external reviewer**

263
264 The external review will be conducted shortly after completion of the Program Report and draft Planning
265 Report. The External Reviewer(s) will be provided with a copy of the Program Portfolio and other
266 relevant campus documents, the Program Report and draft Planning Report, [the Program Review Policy](#),
267 and a set ~~of instructions~~ [general information](#) describing CSUSM's Program Review process.
268

269 In conducting the review, the External Reviewer(s) will be requested to bear in mind the campus Values,
270 Mission and Vision Statements, and corresponding statements for colleges. The Reviewer's report is part
271 of a process intended to help guide future decisions about the program under review, and should address
272 the issues most important in this context of planning. Concrete suggestions for improvement are expected.
273 Additionally the External Reviewer(s) will be asked to provide guidance and suggestions to the
274 department on their draft Planning Report and specifically the outline for the student learning
275 assessments.
276

277 The External Reviewer(s) will submit the report directly to OAP who will forward the report to program
278 faculty. Program faculty will have an opportunity to submit a written response to the External Reviewer's
279 report, and these documents will be included in the final package of documentation. Upon completion of
280 the program's response, copies of the report and response will be sent to PAC and the program's College
281 Dean.
282

283 **YEAR FIVE: SECOND SEMESTER**

284 **A. Consultation with PAC, Additional Readers, and Other Relevant Parties**

285

286 PAC and the program's College Dean will review the Report and draft Planning Report, the
287 External Reviewer's report, and the program's response to it (including, when applicable, a
288 revised draft of the Planning Report). These readers offer the program a preliminary
289 evaluation. The **additional readers** (the Provost, the Dean of Library, the Dean of
290 Instructional and Information Technology, the Director of Planning, Design and
291 Construction) may also comment.⁵ Upon receipt of these commentaries, program faculty will
292 have an opportunity to respond in writing; however the program is not required to respond.
293 To ensure that all commentaries and program faculty responses are included in the final
294 package of Program Review documentation, these commentaries and responses are routed
295 through OAP.

296
297 Ideally, this stage of the process is the appropriate time for sustained conversation between all
298 parties in the process [which should include a frank discussion of the resources needed for the](#)
299 [program to achieve its goals and the alignment between available resources and](#)
300 [programmatic needs.](#)—By the end of the semester, this cycle of preliminary review,
301 commentary, and program response and a final Planning Report should be completed, and
302 OAP will have received all documentation necessary for PAC to conduct the final review.
303

304 **B. Program Assessment Committee Review**

305 Program Assessment Committee compiles summaries of the various program reviews for the
306 current cycle which are sent as information items to the Academic Senate. Upon Senate
307 receipt, the report summaries are sent to the Provost who forwards a report to the CSUSM
308 President's Office, and a report to the CSU Chancellor's Office for presentation to the CSU
309 Board of Trustees.
310

311 Should the case arise where the PAC finds that the Program Review report fails to document
312 satisfactory program viability, PAC will also send to the Senate a motion recommending the
313 formation of an Ad Hoc Program Review Committee (AHPRC; see Appendix C.)
314

315 **C. Program Review Follow-Up**

316 When PAC's report is given to the Academic Senate, the current Program Review cycle is
317 concluded and the next cycle begins. During the first three years of the next cycle, program
318 faculty should make every reasonable effort, as resources permit, to continue the planned
319 assessments of student learning and to realize any other improvements outlined in its final
320 Planning Report. The substance of that Planning Report will serve as an important point of
321 focus for the next cycle of Program Review. College and University administrators should
322 work with program faculty, over the course of these three years of assessment to ensure that
323 sufficient resources are provided.
324

325 **SUBSTITUTION OF AN ACCREDITATION REPORT**

326
327 Any currently accredited academic program may request to substitute the accreditation report for a
328 program review.
329

330 The PAC, in consultation with the Department, the OAP, the College Dean, and/or the Provost, will
331 determine whether or not to accept an accreditation report in lieu of a review.
332

333 In agreeing to accept an accreditation report in lieu of a review the program must prepare an executive
334 summary guiding the PAC and the additional reviewers, to those parts of the accreditation report that
335 address the student learning outcomes and the assessment of these outcomes by the program. In other
336 words the PAC must clearly understand what the program student learning outcomes are, how they are

⁵ The materials are routed to these additional readers primarily for dissemination of planning information. Responses from these additional readers are welcome, but not required.
AS 1st Reading 04/23/2008

337 integrated into the program curriculum, how the program systematically assesses these learning outcomes,
338 and how the results of the assessments are used to improve the curriculum.

339

340 **Appendix A: Program Portfolio/ Data Notebook**

341 | The Program Portfolio includes the following information organized on a ~~website found via~~ the campus
342 assessment website (www.csusm.edu/assessment) and updated during the fourth and fifth year of the
343 program review cycle. [The Office of Academic Programs is responsible for coordinating and maintaining](#)
344 [both the Data Notebook and the Program Portfolios.](#) The Programs should review all contents in their
345 portfolio and will be asked to provide some of the information. The Data Notebook includes additional
346 information gathered for the department and the external reviewer(s) that is available on the website but
347 has restricted access. These items are marked with a carrot (^). Additional items in the Data Notebook are
348 generally available campus documents that have been specifically added to facilitate the external review.
349 | These are marked with a ~~dollar~~ [plus](#) sign (+\$).

350

351 The program portfolio consists of the following information:

352

353 | I. Background materials provided by the Office of Academic Programs [and Institutional Planning and](#)
354 [Analysis](#)

355 | A. Program Review Information

356 | 1. Program Review Procedures (+\$)

357 | 2. Selected materials from Previous Program Review Cycle

358 | a. Program's Report and Planning Report

359 | b. External Reviewer's Report(^)

360 | c. Dean's Comments(^)

361 | d. Campus Report to Chancellor's Office

362 | e. PAC Report to Program

363 | B. Campus Information (+\$)

364 | 1. Campus Values, Mission and Vision Mission Statements

365 | 2. Campus Strategic Goals and Objectives

366 | 3. Campus Student Profile Data (such regularly produced demographic data for all students
367 on campus as age, ethnicity, gender, residency, major, average credit hour load, etc.)

368 | C. Curriculum

369 | 1. Catalog Description of Program

370 | 2. Course syllabi

371 | 3. Program Proposal Forms submitted since previous Program Review. (^)

372 | 4. Course frequency and enrollment data for courses related to the degree program over
373 the last four years

374 | D. Students in the Major

375 | 1. Numbers of Majors and Degrees Awarded

376 | 2. Full-time Equivalent Student (FTES) and Student to Faculty Ratio (SFR) Data

377 | 3. Major Student Profile Data (such regularly produced demographic data for students in
378 the major as age, ethnicity, gender, residency, average credit hour load, etc.)

379 | 4. Graduate Profile Data (such regularly produced demographic data for graduates of the
380 program as age, ethnicity, gender, residency, time-to-degree, etc.)

381 | 5. For Graduate Degree Programs:

382 | a) Annual enrollment history*

383 | b) Dropout rate* and reasons for non-completion

384 | c) Undergraduate GPA

385 | d) Selectivity*-(selection criteria and admission to application ratio)

386 | e) Graduate student/faculty ratio*

387 | f) List of Master's Theses/Projects

388 | g) Entrance exams (GRE, GMAT, LSAT, etc) scores

389 | h) Placement data for doctoral programs

390 | i) Number of degrees awarded annually*

391 | j) Teaching Assistants /Research Assistants headcounts and percent employment

*Available from Institutional Planning and Analysis (IPA)

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- E. Program Faculty
 - 1. List of Tenured/Tenure-Track Faculty (name, rank/step at appointment, current rank/step) (\pm \$)
 - 2. Demographic Data on All Program Faculty (e.g., gender/ethnicity/rank) (\pm \$)
- F. Resources
 - 1. Statement of Extent of Library Support (provided by Library)
 - 2. Statement of Extent of Instructional and Information Technology Services Support (provided by IITS)
 - 3. College Budget for most current year (to be replaced by the budget of the Academic Affairs Division for “College-wide” degree programs) (\pm \$)
- II. Background materials provided by the program faculty.
 - A. Program Faculty
 - 1. Mission Statement of the academic unit offering the degree program
 - 2. Curriculum Vitae of Tenured/Tenure-Track Faculty (\pm \$)
 - 3. List of Temporary Faculty for most recent academic year augmented with academic credentials or curriculum vitae for most recent academic year (\pm \$)
 - B. Program Resources
 - 1. Budget for most current year of the academic unit offering the degree program (\$)
 - 2. List of Grants/Awards received by program faculty in the preceding five-year period (\$)
- III. ~~Self Study~~ [Report](#) and Planning Report [written by program faculty]
 - A. Program Review Report
 - B. Matrix of programmatic student learning outcomes and courses where they are taught/assessed
 - C. Planning Report

Appendix B: EXAMPLES OF POSSIBLE TOPICS INCLUDE:

Student Readiness

- 1. Have entry-level requirements for the major been adjusted since the last Program Review?
- 2. How ready are incoming freshmen (respectively, transfer students, and beginning graduate students) to begin lower-division (respectively, upper-division, and graduate) coursework in the major?
- 3. Please describe any relations that program faculty have with counterparts at local high schools, community colleges, and nearby four-year institutions, that are used to improve the readiness of arriving students.

Graduates

- 1. Are graduates well-prepared to begin in their chosen careers or in advanced study?
- 2. What program improvements might enhance the preparation of graduates?⁶

Advising and Mentoring

- 1. Describe academic advising procedures in the major.⁷
- 2. Describe how students in the major are made aware of career opportunities.

⁶ According to the November 1997 Academic Senate of the California State University report on Baccalaureate Education in the California State University, “CSU baccalaureate education provides graduates with the knowledge, skills, and social perspective necessary to succeed in their chosen careers or in advanced study.”

⁷ From Agenda Item 1, September 11-12, 1990, Committee on Educational Policy report on Student Outcomes Assessment in the California State University: “Each academic department should utilize information about how well students are meeting overarching goals ... to advise students at key points in the major.”

440 3. Describe the quality and quantity of student contact with the program faculty.⁸

441

442 **Enrollments**

443 1. Analyze enrollment trends in the number of majors, including data on how long it takes students
444 to graduate.

445 2. Does the major have a sufficient student base to be able to offer required courses often enough to
446 allow students to make rapid progress toward completion of their degrees?

447 3. What measures are taken to ensure timely academic progress of students, and how effective are
448 these?

449 4. If program faculty have relations with counterparts at local high schools, community colleges,
450 and nearby four-year institutions, how are these used to attract majors?

451

452 **Pedagogy and Instruction** (Throughout, cite course syllabi where appropriate.)

453 1. How do the research and creative activities of the program faculty manifest themselves in the
454 academic degree program?⁹

455 2. How are different modes of instruction used in the major? In particular, describe how students are
456 encouraged to become active participants in the learning process¹⁰ and how technology is used.¹¹

457 3. Is the academic degree program offered—in whole or in part—off-campus? If so, how is the
458 quality of the off-campus program maintained?

459 4. Explain how course staffing is determined by faculty expertise, rank and status (regular versus
460 adjunct).

461 5. In courses with multiple sections/instructors, how are the sections coordinated?

462

463 **Resources**

464 1. Comment on the adequacy of library resources for achieving student learning outcomes.

465 2. Comment on the adequacy of computing resources for achieving student learning outcomes.

466 3. Comment on the adequacy of laboratories (if appropriate) for achieving student learning
467 outcomes.

468 4. Comment on the adequacy of other facilities and resources for achieving student learning
469 outcomes.

470

471 **Extracurricular Activities**

472 1. Describe any extracurricular or co-curricular experiences and activities (for example, student
473 clubs and organizations, student involvement in research, etc.)

474 2. What is the level of participation by majors in these activities, both in terms of numbers of
475 students and depth of commitment?

476

477

478 **Appendix C: Procedures Pertaining to the Ad Hoc Program Review Committee**

479

480 In cases where the Senate elects to convene an Ad Hoc Program Review Committee (AHPRC), the
481 following policies and procedures will govern the formation and activities of the Committee:

482

- 483 • The Senate Executive Committee will instruct NEAC to conduct an election of the AHPRC
484 membership. This election should occur by February 15 of the year following the Senate's

⁸ From the CSUSM Vision Statement: "In its teaching and student services, CSUSM will combine the academic strengths of a large university with the close personal interactions characteristic of smaller institutions."

⁹ From the CSUSM Mission Statement: "Students work closely with a faculty of active scholars and artists whose commitment to sustained excellence in teaching, research, and community partnership enhance student learning."

¹⁰ From the CSUSM Mission Statement: "California State University San Marcos focuses on the student as an active participant in the learning process."

¹¹ From the CSUSM Mission Statement: "The university offers rigorous undergraduate and graduate programs distinguished by ... innovative curricula." From the CSUSM Vision Statement: "California State University San Marcos will become ... known for ... improving learning through creative uses of technology."

- 485 decision to convene the committee. All full time faculty of the University will be eligible to vote
 486 in the election, including those members of the program to be reviewed by the AHPRC.
 487 • Only tenured faculty will be eligible to run for seats on the AHPRC, excluding all faculty from
 488 the program to be reviewed.
 489 • Composition of the AHPRC is determined as follows. Five voting members will be elected to
 490 serve on the Committee: two representatives from the college in which the program under review
 491 is housed (when the degree program is a “College-wide” program, these representatives are
 492 selected at-large from the other colleges and Library); one representative from each of the other
 493 colleges; one representative from Library. The committee will also include one non-voting
 494 member, a delegate of the Office of the VPAA. Voting members will select a chair from among
 495 their ranks.
 496 • In case of any seats left vacant by the election, the Chair of the Academic Senate will appoint
 497 members to those seats, in consultation with the respective College Dean and the VPAA.
 498 • The AHPRC is charged with the following tasks: to review all Program Review documents
 499 pertaining to the program under review; to conduct a “site visit” to the program, to consult with
 500 that program and clarify further the shortcomings and strengths of the program; to consult with
 501 other appropriate bodies involved in governance of academic programs (e.g., UCC, BLP, College
 502 and University administrators, College committees, etc.); to prepare a report to the Academic
 503 Senate detailing its evaluation of the program; and to make a final recommendation to the
 504 Academic Senate as to whether the program/unit should be:
 505 Continued,
 506 Placed on probation for 3 years,
 507 Suspended for 2 years, or
 508 Discontinued
 509 • The Academic Senate will vote on the report and recommendations of the AHPRC. The report
 510 and results of the Senate vote will be forwarded to the respective college Dean and VPAA for
 511 review in order to consider the support needed for implementation of the improvement plan for
 512 the academic program in situations where the program is not discontinued.
 513 • In organizing its activities and clarifying its mission, the AHPRC will take additional guidance
 514 from the CSU “Policy on Discontinuance of Academic Degree Programs.”

GRADUATE PROGRAMS’ PROGRAM REVIEW
California State University San Marcos
DRAFT 4/16 9/2008

PURPOSE

The primary purpose of program review is to enhance the quality of teaching and learning. The program review process provides opportunity for programs to report upon their successes, identify challenges, and chart their progress toward achieving their student learning outcomes.

The term “academic degree programs” refers to baccalaureate and Master’s degree programs; program review is not a review of the academic units that deliver these degree programs. Hence, the primary focus of program review is formative, rather than summative. Program review is geared toward clear articulation of student learning outcomes to be achieved in the program, the development of assessment instruments to measure these achievements, and the use of these assessments for continuous improvement in the academic degree program.¹²

The responsibility for carrying out the program review process lies with faculty that deliver the curriculum for the particular degree program, and they are assisted in this endeavor by CSUSM staff and

¹²According to Board of Trustees policy (Agenda Item 1, September 11-12, 1990, Committee on Educational Policy report on Student Outcomes Assessment in the California State University), “The only legitimate purpose of assessing student outcomes is to improve teaching, learning, and academic advising at the individual, course, program, and/or institutional level.”

535 administration. The value of program review derives in part from the use of results in programmatic,
536 collegiate and institutional planning, and in resource allocation decisions; yet, experience has shown that
537 the greatest value is in opening and maintaining dialogues among the program faculty and between all of
538 the parties (the academic unit and various administrative offices, etc.) whose cooperation is necessary for
539 the delivery of a high-quality academic degree program.

540
541 Oversight for the review process at CSUSM is the responsibility of the Program Assessment Committee
542 (PAC) of the Academic Senate. The Office of Academic Programs (OAP) and when appropriate the
543 Dean of Graduate Studies, provide administrative support for the process.

544
545 The aim of this policy is to establish review processes that are set within realistic time-lines for
546 completion of tasks, and that place minimal burdens on program budgets. Nevertheless, program review
547 and planning are labor-intensive, time-consuming projects. In adopting this policy, the Academic Senate
548 stands committed to making assessment an important aspect of the campus culture, but the
549 acknowledges the serious investments in time and effort that these processes entails. . In order to realize
550 this commitment, sufficient resources should be provided to programs under review, since the greatest
551 shar of the task of conducting the review falls upon the faculty.

552
553 The program review process at CSUSM runs on a five-year cycle, as program review is the CSU San
554 Marcos institutionalization of the Board of Trustees requirement that each campus review every academic
555 degree program on a regular basis.¹³ The Chancellor's Office receives a summary statement of
556 assessment results and how they have been used to improve academic degree programs. The actual
557 program review reports themselves remain on campus in the Office of Academic Programs and online as
558 part of the Program Portfolios.

559
560 One outcome of the review process is a plan specifying goals and strategies for program improvement and
561 student learning assessment. For the next cycle of review, this plan becomes an important point of focus.
562 In time, as current reviews build upon their predecessors, program review, learning assessment, and
563 planning should become a significant and altogether routine aspect of life at CSUSM.

564
565 **GRADUATE PROGRAMS**

566 Recognizing the different and unique nature of graduate programs the following guidelines have been
567 developed.

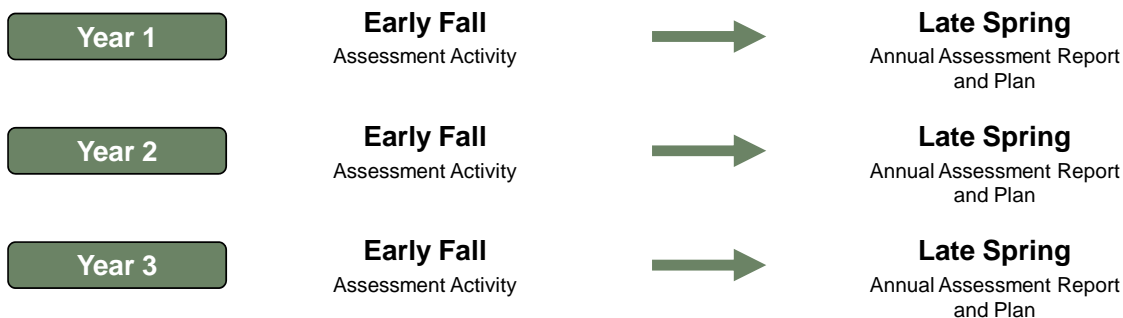
568
569 **Calendar**
570 Graduate Program will follow the same basic calendar as the undergraduate review process unless the
571 department requests a different cycle for the graduate review. The maximum delay that the PAC will
572 allow is three years. The request for postponement may be influenced by the interrelationships between
573 the graduate and undergraduate programs. Understanding that there may be overlap and blending between
574 the undergraduate and the graduate programs, this section will focus solely on graduate programs.

575
576
577 **PROCESS**

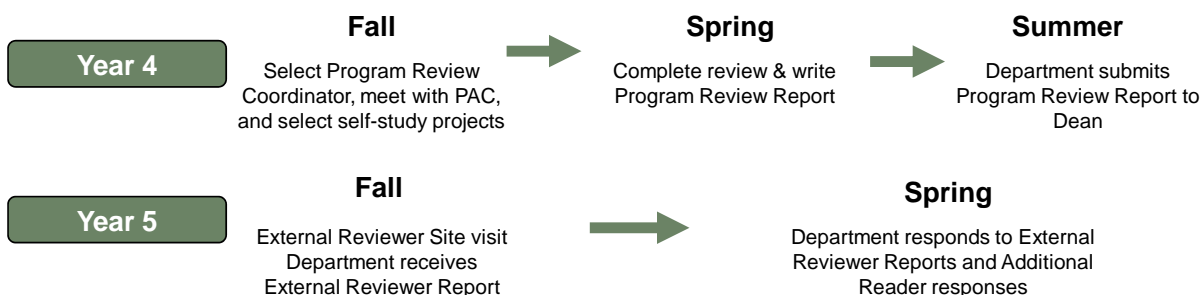
¹³ The dates of scheduled Program Reviews can be found in the CSUSM Academic Master Plan, which is submitted to the Chancellor's Office every January, and presented to the Board of Trustees in March.
AS 1st Reading 04/23/2008

PROGRAM REVIEW PROCESS

Annual Assessment



Assessment Review



578
579 * Double-click on the picture above for a full screen view

CALENDAR OF ACTIVITIES- GRADUATE PROGRAMS

Year One

585 The annual assessment process will consist of two parts. In the fall, all programs will conduct assessment
586 activities that provide evidence of student learning in key areas. In mid spring, all graduate and
587 undergraduate programs will submit an assessment report and planning document. The report will include
588 information about which programmatic student learning outcomes (PSLOs) were assessed and how these
589 findings will be used to improve their program. The planning document will identify which learning
590 outcome(s) will be the focus for assessment the following fall, what assessment activities will be used,
591 and what additional resources will be needed, if any. Funds are available for programs to help with
592 assessment activities. Report forms, as well as related resources, materials and suggestions are posted on
593 the assessment web page (www.csusm.edu/assessment).

594
595
596 Completed Annual Assessment Reports are submitted electronically to the College Dean who will review
597 all submissions and then forward them to OAP.

Year Two

601 Again in fall of this second year the program will conduct assessments of student learning outcomes
602 selecting one or two outcomes that were not previously assessed. In mid-spring, all programs will submit
603 an assessment report of their findings and how these findings will be used. Completed Annual
604 Assessment Plan and Report are submitted electronically to the College Dean who will review all
605 submissions and then forward them to OAP.

607 **Year Three**

608
609 Again in fall of this third year the program will conduct assessments of student learning outcomes
610 selecting one or two outcomes that were not previously assessed. In mid-spring, all programs will submit
611 an assessment report of their findings and how they will use these findings to improve their program.
612 Completed Annual Assessment Plan and Report are submitted electronically to the College Dean who
613 will review all submissions and then forward them to OAP.

614
615 It is expected that during the three years of annual assessments all of the PSLOs will be assessed to some
616 degree. In preparation for year four, the program may begin to review the results of these three years of
617 student learning outcomes assessment as the information gathered from these assessments will form a
618 major component of the program review report. [More importantly the program will want to review
619 resource needs in preparation for the program review and submit a funding request using the form
620 available on the Assessment Website: \[www.csusm.edu/assessment\]\(http://www.csusm.edu/assessment\)](#)

621
622 **YEAR FOUR: FIRST SEMESTER**

623
624 **A. Program Notification**

625 Programs are notified by OAP of impending review, with copies to PAC, Academic Senate,
626 appropriate College Dean and other offices as appropriate.

627
628 **B. Program Preparation for Review**

- 629 1. Program faculty shall meet to plan strategies, divide labors, familiarize themselves with the
630 Program Review process, etc
- 631 2. One faculty is identified as the Program Review Coordinator and his or her name is
632 forwarded to OAP.
- 633 3. PAC meets with the program faculty to discuss process and answer questions.
- 634 4. Annual assessments reports are reviewed and conclusions discussed.
- 635 5. Program mission statement, PSLOs and matrix are reviewed and revised to reflect changes at
636 the program and course level. These three documents are posted on the Program Portfolio
637 web by the end of the first semester.

638
639 To begin the review process the department may want to consider some of the “big ideas” related to the
640 program in order to set the context for the program review. It might be helpful not to consider the
641 specifics of the program but rather to use this time to engage in a self-study and thoughtful reflection.
642 Questions to consider include the following:

- 643
- 644 • What has been the process for developing, reviewing and/or revising, the statement of
645 purpose for the graduate program?
 - 646 • What are the outcomes? Is the department achieving this mission or purpose? If the
647 department feels that the purpose is not being met, what steps are being taken?
 - 648 • Are exit interviews conducted? What are the results of these?
 - 649 • What changes have been made to the program since the last review?
 - 650 • How is the program being changed to reflect any new trends in the field?
 - 651 • Discuss the availability of appropriate curriculum at master’s level, the deployment of faculty
652 in the graduate program, and the culminating experience. What is the nature of the activity?
653 How is this activity assessed to determine if it is meeting its goals?
 - 654 • Do the departmental discussions, and the information gathered, support the current statement
655 of purpose or are changes needed? Are there areas where improvement is necessary? If so,
656 discuss what steps are planned for improvement?
- 657
658

659 **YEAR FOUR: SECOND SEMESTER- Early**

660
661 **Preparation of the Academic Degree Program Report and Planning Report**

662 The Program Review report should include a thorough discussion of programmatic student learning
663 outcomes and the corresponding assessments and a self-study around selected topics. It should be no
664 longer than 15 single-spaced pages; 1” margins, 12 point Times New Roman. The report concludes with a
665 draft Planning Report.
666

667 **Outline for the Program Review Report and Planning Report**

668 **A. Introduction**

669 An introductory section should include a summary of the major strengths and weaknesses, as well
670 as a discussion of the design of the academic degree program. Additionally the recommendations
671 and conclusions from the previous program review should be addressed.
672
673

674 **B. Program Review Report**

675 The Program Review Report (page limit: 15 single-spaced pages; 1” margins, 12 point Times
676 New Roman) should include the following:
677

678 1. *Statement of Purpose*

679 Present the statement of purpose, including goals and objectives for the graduate
680 program. List the program student learning outcomes (PSLOs).
681

682 2. *Assessment*

683 Describe the assessments used to measure the department’s performance on goals and
684 objectives and to measure student learning outcomes. Include an explanation of how the
685 department is or is not achieving its purpose. If the purpose is not being met, please
686 describe the steps being taken.
687

688 Every Master’s Program is required by Title 5 to have a culminating experience: a thesis,
689 a project, and/or a comprehensive examination. What is the culminating experience in the
690 program, and what does the department intend its students to know and be able to do as
691 a result of successfully completing the culminating experience? How do the results of the
692 culminating experience shed light on how well the student learning outcomes and the
693 goals of the program are being achieved?
694

695 3. *Status*

- 696 • Describe the status of the program, based on the information provided in the program
697 portfolio (outlined below)
- 698 • Discuss alumni of the program. (for example: in terms of those enrolled in doctoral
699 programs, in masters’ level employment, engaging in masters’ level productivity,
700 such as publishing and presenting professionally)

702 4. *Resources*

- 703 • Describe resources (faculty, materials, etc.) that are appropriate to support the
704 program, and explain why additional resources might be needed.
- 705 • Deployment of faculty: e.g., is the current system working, are there other needs or
706 any other faculty issues that need to be discussed?
707

708 5. *Future Directions*

- 709 • Discuss future directions and proposed changes based on this program review.
- 710 • Discuss areas identified for improvement and discuss strategic steps to improve
711 student success.
- 712 • Explain how departmental discussions and information gathered support the
713 current statement of purpose or explain any needed changes.
714

715 **C. Conclusion**

716 Please include conclusions regarding your program's progress on achieving student learning
717 outcomes, successes and challenges.
718
719

720 **The Planning Report**

721 The Planning Report presents the academic degree program's strategic plan for the next three to five
722 years as well as any plans for improvements to the quality of the academic degree program, which may
723 include (but are not limited to) curricular changes at the course and/or program level, pedagogical
724 changes, technology changes, assessment changes, changes in student profiles and preparation, and/or
725 changes in staffing. It should inform the department's future academic recruitment plans and budget
726 requests.
727

728 The Planning Report should note any areas of strength and address actions that will be taken to preserve
729 these strengths, reference any assessments that have identified areas needing improvement and list steps
730 to be taken to accomplish this goal. The Planning Report must also describe the assessment plans for
731 years 1-3 in the next program review cycle.
732

733 The Planning Report will be initially submitted in draft form with the Report. It can be revised and
734 resubmitted after each stage of review if deemed appropriate to do so by the program faculty. A final
735 Planning Report is due at the end of the process to coincide with the program response to the additional
736 readers. This final Planning Report will be posted on the web as part of the Program Portfolio and will be
737 used as the basis for the three annual assessments as well as a foundation for the next program review.
738

739 **SECOND SEMESTER- Late**

740 **A. Preparations for External Review**

741 Except for unusual situations approved by OAP and PAC, external review will be part of all
742 Program Reviews. The program faculty shall forward to OAP the names of at least four
743 individuals they wish to have considered as external reviewer(s). OAP will contact these
744 potential reviewers and other potential reviewers identified by OAP to obtain their curriculum
745 vitae, personal/professional relationships with faculty at CSUSM, prior experience with
746 assessment and program evaluation, and any other relevant information. OAP, after consultation
747 with the College Dean and the PAC, will select one /two external reviewers and make
748 arrangements for the site visit, (ideally, reviewers are to be selected by consensus among all three
749 parties). The external review is funded out of the OAP budget.
750

751 **B. Submit Report to College Dean and OAP**

752 Once it is complete, the Report and draft Planning Report shall be submitted to the College Dean
753 and OAP. The College Dean and the PAC begin review of the documents, in order to offer the
754 program preliminary guidance.
755

756 **YEAR FIVE: FIRST SEMESTER**

757
758 As early as possible this semester the External Reviewer(s) will be invited to campus. Generally they are
759 scheduled to meet with program faculty, attend classes and meet with students, meet with the PAC and
760 with appropriate administrators. These visits are scheduled by OAP in consultation with the program
761

762 **The role of the external reviewer**

763
764 The external review will be conducted shortly after completion of the Program Report and draft Planning
765 Report. The External Reviewer(s) will be provided with a copy of the Program Portfolio and other
766 relevant campus documents, the Program Report and draft Planning Report, ~~and a set of instructions~~
767 ~~describing CSUSM's Program Review process.~~

768 ~~_____~~ [the Program Review Policy, and general information describing CSUSM's Program Review](#)
769 [process.](#)
770

771 In conducting the review, the External Reviewer(s) will be requested to bear in mind the campus Values,
772 Mission and Vision Statements, and corresponding statements for colleges. The Reviewer's report is part
773 of a process intended to help guide future decisions about the program under review, and should address
774 the issues most important in this context of planning. Concrete suggestions for improvement are expected.
775 Additionally the External Reviewer(s) will be asked to provide guidance and suggestions to the
776 department on their draft Planning Report and specifically the outline for the student learning
777 assessments.

778
779 The External Reviewer(s) will submit the report directly to OAP who will forward the report to program
780 faculty. Program faculty will have an opportunity to submit a written response to the External Reviewer's
781 report, and these documents will be included in the final package of documentation. Upon completion of
782 the program's response, copies of the report and response will be sent to PAC and the program's College
783 Dean.

784
785 **YEAR FIVE: SECOND SEMESTER**

786 **A. Consultation with PAC, Additional Readers, and Other Relevant Parties**

787 PAC and the program's College Dean will review the Report and draft Planning Report, the
788 External Reviewer's report, and the program's response to it (including, when applicable, a
789 revised draft of the Planning Report). These readers offer the program a preliminary evaluation.
790 The **additional readers** (the Provost, the Dean of Library, the Dean of Instructional and
791 Information Technology, the Director of Planning, Design and Construction) may also
792 comment.¹⁴ Upon receipt of these commentaries, program faculty will have an opportunity to
793 respond in writing; however the program is not required to respond. To ensure that all
794 commentaries and program faculty responses are included in the final package of Program
795 Review documentation, these commentaries and responses are routed through OAP.

796
797 Ideally, this stage of the process is the appropriate time for sustained conversation between all
798 parties in the process which should include a frank discussion of the resources needed for the
799 program to achieve its goals and the alignment between available resources and programmatic
800 needs. By the end of the semester, this cycle of preliminary review, commentary, and program
801 response and a final Planning Report should be completed, and OAP will have received all
802 documentation necessary for PAC to conduct the final review.

803
804 **B. Program Assessment Committee Review**

805 Program Assessment Committee compiles summaries of the various program reviews for the
806 current cycle which are sent as information items to the Academic Senate. Upon Senate receipt,
807 the report summaries are sent to the Provost who forwards a report to the CSUSM President's
808 Office, and a report to the CSU Chancellor's Office for presentation to the CSU Board of
809 Trustees.

810
811 Should the case arise where the PAC finds that the Program Review report fails to document
812 satisfactory program viability, PAC will also send to the Senate a motion recommending the
813 formation of an Ad Hoc Program Review Committee (AHPRC; see Appendix C.)

814
815 **C. Program Review Follow-Up**

816 When PAC's report is given to the Academic Senate, the current Program Review cycle is
817 concluded and the next cycle begins. During the first three years of the next cycle, program
818 faculty should make every reasonable effort, as resources permit, to continue the planned
819 assessments of student learning and to realize any other improvements outlined in its final
820 Planning Report. The substance of that Planning Report will serve as an important point of focus
821 for the next cycle of Program Review. College and University administrators should work with

¹⁴ The materials are routed to these additional readers primarily for dissemination of planning information. Responses from these additional readers are welcome, but not required.
AS 1st Reading 04/23/2008

822 program faculty, over the course of these three years of assessment to ensure that sufficient
823 resources are provided.

824 **SUBSTITUTION OF AN ACCREDITATION REPORT**

826
827 Any currently accredited academic program may request to substitute the accreditation report for a
828 program review.

829
830 The PAC, in consultation with the Department, the OAP, the College Dean, and/or the Provost, will
831 determine whether or not to accept an accreditation report in lieu of a review.

832
833 In agreeing to accept an accreditation report in lieu of a review the program must prepare an executive
834 summary guiding the PAC and the additional reviewers, to those parts of the accreditation report that
835 address the student learning outcomes and the assessment of these outcomes by the program. In other
836 words the PAC must clearly understand what the program student learning outcomes are, how they are
837 integrated into the program curriculum, how the program systematically assesses these learning outcomes,
838 and how the results of the assessments are used to improve the curriculum.

839 **Appendix A: Program Portfolio/ Data Notebook**

840
841 The Program Portfolio includes the following information organized on the campus assessment website
842 (www.csusm.edu/assessment) and updated during the fourth and fifth year of the program review cycle.
843 The Office of Academic Programs is responsible for coordinating and maintaining both the Data
844 Notebook and the Program Portfolios. The Programs should review all contents in their portfolio and will
845 be asked to provide some of the information. The Data Notebook includes additional information
846 gathered for the department and the external reviewer(s) that is available on the website but has restricted
847 access. These items are marked with a carrot (^). Additional items in the Data Notebook are generally
848 available campus documents that have been specifically added to facilitate the external review. These are
849 marked with a plus sign (+).

850
851 The program portfolio consists of the following information:

- 852
853 I. Background materials provided by the Office of Academic Programs and Institutional Planning and
854 Analysis
- 855 A. Program Review Information
 - 856 3. Program Review Procedures (+)
 - 857 4. Selected materials from Previous Program Review Cycle
 - 858 a. Program's Report and Planning Report
 - 859 b. External Reviewer's Report(^)
 - 860 c. Dean's Comments(^)
 - 861 d. Campus Report to Chancellor's Office
 - 862 e. PAC Report to Program
 - 863 B. Campus Information (+)
 - 864 1. Campus Values, Mission and Vision Mission Statements
 - 865 2. Campus Strategic Goals and Objectives
 - 866 3. Campus Student Profile Data (such regularly produced demographic data for all students
867 on campus as age, ethnicity, gender, residency, major, average credit hour load, etc.)
 - 868 C. Curriculum
 - 869 5. Catalog Description of Program
 - 870 6. Course syllabi
 - 871 7. Program Proposal Forms submitted since previous Program Review. (^)
 - 872 8. Course frequency and enrollment data for courses related to the degree program over
873 the last four years
 - 874 D. Students in the Major
 - 875 1. Numbers of Majors and Degrees Awarded
 - 876 2. Full-time Equivalent Student (FTES) and Student to Faculty Ratio (SFR) Data

- 877 3. Major Student Profile Data (such regularly produced demographic data for students in
 878 the major as age, ethnicity, gender, residency, average credit hour load, etc.)
 879 4. Graduate Profile Data (such regularly produced demographic data for graduates of the
 880 program as age, ethnicity, gender, residency, time-to-degree, etc.)
 881 5. For Graduate Degree Programs:
 882 k) Annual enrollment history*
 883 l) Dropout rate* and reasons for non-completion
 884 m) Undergraduate GPA
 885 n) Selectivity*-(selection criteria and admission to application ratio)
 886 o) Graduate student/faculty ratio*
 887 p) List of Master's Theses/Projects
 888 q) Entrance exams (GRE, GMAT, LSAT, etc) scores
 889 r) Placement data for doctoral programs
 890 s) Number of degrees awarded annually*
 891 t) Teaching Assistants /Research Assistants headcounts and percent employment

892 *Available from Institutional Planning and Analysis (IPA)
 893

894 E. Program Faculty

- 895 1. List of Tenured/Tenure-Track Faculty (name, rank/step at appointment, current
 896 rank/step) (+)
 897 2. Demographic Data on All Program Faculty (e.g., gender/ethnicity/rank) (+)

898 F. Resources

- 899 1. Statement of Extent of Library Support (provided by Library)
 900 2. Statement of Extent of Instructional and Information Technology Services Support
 901 (provided by IITS)
 902 3. College Budget for most current year (to be replaced by the budget of the Academic
 903 Affairs Division for "College-wide" degree programs) (+)
 904

905 II. Background materials provided by the program faculty.

906 A. Program Faculty

- 907 1. Mission Statement of the academic unit offering the degree program
 908 2. Curriculum Vitae of Tenured/Tenure-Track Faculty (+)
 909 3. List of Temporary Faculty for most recent academic year augmented with academic
 910 credentials or curriculum vitae for most recent academic year (+)

911 B. Program Resources

- 912 1. Budget for most current year of the academic unit offering the degree program (\$)
 913 2. List of Grants/Awards received by program faculty in the preceding five-year period
 914 (\$)
 915

916 III. Report and Planning Report [written by program faculty]

917 A. Program Review Report

918 B. Matrix of programmatic student learning outcomes and courses where they are
 919 taught/assessed

920 C. Planning Report
 921
 922
 923

924 **Appendix B: EXAMPLES OF POSSIBLE TOPICS INCLUDE:**

925 **Student Readiness**

- 926 4. Have entry-level requirements for the major been adjusted since the last Program Review?
 927 5. How ready are incoming freshmen (respectively, transfer students, and beginning graduate
 928 students) to begin lower-division (respectively, upper-division, and graduate) coursework in the
 929 major?

- 930 6. Please describe any relations that program faculty have with counterparts at local high schools,
931 community colleges, and nearby four-year institutions, that are used to improve the readiness of
932 arriving students.

933

934 **Graduates**

- 935 3. Are graduates well-prepared to begin in their chosen careers or in advanced study?

- 936 4. What program improvements might enhance the preparation of graduates?¹⁵

937

938 **Advising and Mentoring**

- 939 4. Describe academic advising procedures in the major.¹⁶

- 940 5. Describe how students in the major are made aware of career opportunities.

- 941 6. Describe the quality and quantity of student contact with the program faculty.¹⁷

942

943 **Enrollments**

- 944 5. Analyze enrollment trends in the number of majors, including data on how long it takes students
945 to graduate.

- 946 6. Does the major have a sufficient student base to be able to offer required courses often enough to
947 allow students to make rapid progress toward completion of their degrees?

- 948 7. What measures are taken to ensure timely academic progress of students, and how effective are
949 these?

- 950 8. If program faculty have relations with counterparts at local high schools, community colleges,
951 and nearby four-year institutions, how are these used to attract majors?

952

953 **Pedagogy and Instruction** (Throughout, cite course syllabi where appropriate.)

- 954 6. How do the research and creative activities of the program faculty manifest themselves in the
955 academic degree program?¹⁸

- 956 7. How are different modes of instruction used in the major? In particular, describe how students are
957 encouraged to become active participants in the learning process¹⁹ and how technology is used.²⁰

- 958 8. Is the academic degree program offered—in whole or in part—off-campus? If so, how is the
959 quality of the off-campus program maintained?

- 960 9. Explain how course staffing is determined by faculty expertise, rank and status (regular versus
961 adjunct).

- 962 10. In courses with multiple sections/instructors, how are the sections coordinated?

963

964 **Resources**

- 965 5. Comment on the adequacy of library resources for achieving student learning outcomes.

- 966 6. Comment on the adequacy of computing resources for achieving student learning outcomes.

- 967 7. Comment on the adequacy of laboratories (if appropriate) for achieving student learning
968 outcomes.

¹⁵ According to the November 1997 Academic Senate of the California State University report on Baccalaureate Education in the California State University, “CSU baccalaureate education provides graduates with the knowledge, skills, and social perspective necessary to succeed in their chosen careers or in advanced study.”

¹⁶ From Agenda Item 1, September 11-12, 1990, Committee on Educational Policy report on Student Outcomes Assessment in the California State University: “Each academic department should utilize information about how well students are meeting overarching goals ... to advise students at key points in the major.”

¹⁷ From the CSUSM Vision Statement: “In its teaching and student services, CSUSM will combine the academic strengths of a large university with the close personal interactions characteristic of smaller institutions.”

¹⁸ From the CSUSM Mission Statement: “Students work closely with a faculty of active scholars and artists whose commitment to sustained excellence in teaching, research, and community partnership enhance student learning.”

¹⁹ From the CSUSM Mission Statement: “California State University San Marcos focuses on the student as an active participant in the learning process.”

²⁰ From the CSUSM Mission Statement: “The university offers rigorous undergraduate and graduate programs distinguished by ... innovative curricula.” From the CSUSM Vision Statement: “California State University San Marcos will become ... known for ... improving learning through creative uses of technology.”

- 969 8. Comment on the adequacy of other facilities and resources for achieving student learning
970 outcomes.
971

972 **Extracurricular Activities**

- 973 3. Describe any extracurricular or co-curricular experiences and activities (for example, student
974 clubs and organizations, student involvement in research, etc.)
975 4. What is the level of participation by majors in these activities, both in terms of numbers of
976 students and depth of commitment?
977

978 **Appendix C: Procedures Pertaining to the Ad Hoc Program Review Committee**
979

980 In cases where the Senate elects to convene an Ad Hoc Program Review Committee (AHPRC), the
981 following policies and procedures will govern the formation and activities of the Committee:
982

- 983 a. The Senate Executive Committee will instruct NEAC to conduct an election of the AHPRC
984 membership. This election should occur by February 15 of the year following the Senate's
985 decision to convene the committee. All full time faculty of the University will be eligible to vote
986 in the election, including those members of the program to be reviewed by the AHPRC.
987 b. Only tenured faculty will be eligible to run for seats on the AHPRC, excluding all faculty from
988 the program to be reviewed.
989 c. Composition of the AHPRC is determined as follows. Five voting members will be elected to
990 serve on the Committee: two representatives from the college in which the program under review
991 is housed (when the degree program is a "College-wide" program, these representatives are
992 selected at-large from the other colleges and Library); one representative from each of the other
993 colleges; one representative from Library. The committee will also include one non-voting
994 member, a delegate of the Office of the VPAA. Voting members will select a chair from among
995 their ranks.
996 d. In case of any seats left vacant by the election, the Chair of the Academic Senate will appoint
997 members to those seats, in consultation with the respective College Dean and the VPAA.
998 e. The AHPRC is charged with the following tasks: to review all Program Review documents
999 pertaining to the program under review; to conduct a "site visit" to the program, to consult with
1000 that program and clarify further the shortcomings and strengths of the program; to consult with
1001 other appropriate bodies involved in governance of academic programs (e.g., UCC, BLP, College
1002 and University administrators, College committees, etc.); to prepare a report to the Academic
1003 Senate detailing its evaluation of the program; and to make a final recommendation to the
1004 Academic Senate as to whether the program/unit should be:
1005 Continued,
1006 Placed on probation for 3 years,
1007 Suspended for 2 years, or
1008 Discontinued
1009 f. The Academic Senate will vote on the report and recommendations of the AHPRC. The report
1010 and results of the Senate vote will be forwarded to the respective college Dean and VPAA for
1011 review in order to consider the support needed for implementation of the improvement plan for
1012 the academic program in situations where the program is not discontinued.
1013 g. In organizing its activities and clarifying its mission, the AHPRC will take additional guidance
1014 from the CSU "Policy on Discontinuance of Academic Degree Programs.

1 WHEREAS, APP 126-96 Add/Drop and Withdrawal Policy, approved April 7, 2000, is outdated
2 and needed revision; and

3
4 WHEREAS, APC Resolution 297-05 of Change to Add/Drop and Withdrawal
5 Policy was forwarded to the Academic Senate in the Spring Semester 2006,

6 ***Adding Courses***

7 ~~Beginning with the first day of the academic term, students must use a Schedule Adjustment~~
8 ~~Form (available on the Enrollment Services website or Cougar Central) to add a class. The~~
9 ~~Schedule Adjustment Form, with the instructor's signature (or that of the instructor's designee),~~
10 ~~must be submitted to Cougar Central on or before the add/drop deadline for timely processing.~~
11 ~~Beyond the published add/drop deadline, students may petition for late enrollment; if approved, a~~
12 ~~late fee will be assessed. Adds beyond the University census date are normally not considered.~~
13 ~~The petition for late enrollment (adding courses after the add/drop deadline) is available on the~~
14 ~~Enrollment Services website or at Cougar Central but was not approved by the administration due to~~
15 ~~the fact that it was not in the formal policy format;~~

16
17 WHEREAS, People Soft will be used starting with the Fall 2008 registration,

18
19 WHEREAS, APC supports the revised catalogue language for adding courses:

20
21 ***Adding Courses***

22 Beginning with the first day of the academic term, students must secure a
23 permission number from their instructor to enroll online during the add/drop
24 period. An add form will be used for students who receive permission to
25 enroll with approval to override course restrictions and prerequisites. Beyond
26 the published add/drop deadline, students may petition for late enrollment; if
27 approved, a late fee will be assessed. Adds beyond the University census date
28 are normally not considered. The petition for late enrollment (adding courses
29 after the add/drop deadline) is available on the Enrollment Services website or
30 at Cougar Central.

31 RESOLVED, that the Academic Senate endorse the proposed Policy and Procedures governing
32 Add/Drop prior to the published deadlines.

33
34
35
36
37
Definition

This policy governs the add/drop policy on or after the first day of instruction but prior to the published deadline.

Authority

- Executive Order 792 (Grading Symbols, Assignment of Grades, and Grade Appeals)

Scope

The enrollment of new and continuing students at CSU San Marcos.

40 I. EXECUTIVE SUMMARY

41

42 California State University San Marcos requires instructor permission for adds beginning
43 with the first day of instruction. Currently, sStudents are required to complete a form,
44 secure instructor permission, and hand deliver to Cougar Central for processing prior to
45 the last day of the add/drop period. To become more efficient in delivering timely
46 service to students, instructors will be provide permission numbers for students to enroll
47 online. The student self service system will enforce prerequisites, and therefore, an add
48 form will be used for students who receive permission to enroll along with approval to
49 override course restrictions and prerequisites.
50

51 II. PROCEDURE/APPLICATION

52

53 Adds:

54 a. Beginning with the first day of instruction, student must secure a permission number
55 from their instructor. r signature of approval for add on the Schedule Adjustment
56 Form

57 b. ~~The Schedule Adjustment Form may be picked up at any of the advising offices or~~
58 ~~Cougar Central; may be downloaded and printed from the Registration and Records~~
59 ~~website.~~

60 e.b. ~~The Schedule Adjustment Form, with the instructor's signature (or that of the~~
61 ~~instructor's designee), must be submitted to Cougar Central, on or before the~~
62 ~~add/drop deadline for timely processing. Cougar Central will work with students in~~
63 ~~reconciling enrollment issues, and enroll students with permission numbers if they~~
64 ~~have and instructor approval to for overriding prerequisites and restrictions.~~
65

66 Drops:

67 a. Student may use the on-line registration system to drop courses through the end of
68 the add/drop deadline which will immediately make available space in the course.

69 b. Course is completely removed from students' record.

70 c. Student dropping all courses will result in no enrollment for the term.

71

72 Beyond the published add/drop deadline:

73 a. Student may petition for late enrollment where approval is required of the
74 instructor and the Dean's office.

75 b. The petition for late enrollment is available on the Registration and
76 Records website or at Cougar Central.

77 c. Adds beyond the University census date are normally not considered.

78 d. Student wishing to drop courses beyond the published deadline must comply
79 with the Withdrawal Policy.

80

81 III. PUBLICATION IN UNIVERSITY NOTICES

82

83 Information will be updated, as follows:

84 a. The Curriculum and Scheduling Office will publish in the General Catalog and Class
85 Schedule updated Add/Drop procedures;

86 b. The CSUSM Enrollment Management Registration and Records website will be
87 updated.

For the complete curriculum packet associated with this proposal, visit the Curriculum Review website: http://www.csusm.edu/academic_programs/Curriculum_Review_07_08/index.htm
This proposal is in Packet #12.

Proposed Catalog Language for the B.S. in Kinesiology, Option in Health Science

This option prepares students for professional service in health/fitness education and promotion, wellness coaching, health research, and community health advocacy and programming. Graduates will be skilled in promoting positive, personal behavior changes that have an impact on the health of individuals and their communities. Graduates will be well-prepared to pursue graduate programs in public health, kinesiology, and health science.

Preparation for the major (28 units)

- BIOL 175 (4)
- BIOL 176 (4)
- BIOL 104 (4) or BIOL 160 (4)
- CHEM 100/100L (5)
- KINE 200 (1)
- KINE 201 (1)
- KINE 202 (3)
- KINE 204 (3)
- PSYC 100 (3)

Upper division core requirements (35 units)

- KINE 301 (3)
- KINE 306 (3)
- KINE 316 (3)
- KINE 326 (4)
- KINE 336 (3)
- KINE 403 (3)
- KINE 404 (3)
- KINE 405 (3)
- SOC 314 (4)
- NURS 370 (3)
- KINE 495 (3)

Upper division electives (6 units) Choose two (2) of the following:

- Any additional KINE 300- or 400-level course (3)
- PHIL 345 (3)
- PSYC 428 (3)
- PSYC 432 (3)
- PSYC 361 (3)

New Course Descriptions:

KINE 316 Stress Management (3 units)

This course identifies the psychological, physiological, emotional and behavioral aspects of stress. The body's hormonal and neurological response in times of extreme emotion and the severe health consequences of these responses will be discussed. A variety of stress-reduction techniques and biofeedback methods will be taught and practiced.

KINE 404 Introduction to Epidemiology (3 units)

This is an introductory course in the basic study of the risk factors for disease in populations. The emphasis of the course is to understand the methodology of public health research, and how evidence-based medicine is used to determine optimal treatment approaches in clinical practice. The course provides instruction in both observational and structured methodologies often used in epidemiological research. (Prerequisite: KINE 403)

KINE 405 Health & Drug Education (3 units)

An examination of the philosophical, ethical and theoretical foundations of the professional practice of health and drug education in school, community, work site and hospital settings. Emphasis is on the importance of health behavior as a contributor to current public health problems, as well as the role of health education and health promotion in addressing these problems. (Prerequisites: KINE 202, PSYC 100)

For the complete curriculum packet associated with this proposal, visit the Curriculum Review website:
http://www.csusm.edu/academic_programs/Curriculum_Review_07_08/index.htm
This proposal is in Packet #9.

Proposed Catalog Language for the B.A. in Global Studies

Global Studies

Office
CRA 6239

Telephone
(760) 750-8050

Program Director
Scott Greenwood, Ph.D.

Faculty

Anthropology
Bonnie Bade, Ph.D.

Economics
Ranjeeta Basu, Ph.D.

History
Reuben Mekenye, Ph.D.
Carmen Nava, Ph.D.
Kimber Quinney, Ph.D.
Patricia Seleski, Ph.D.
Alyssa Sepinwall, Ph.D.
Zhiwei Xiao, Ph.D.

Liberal Studies
Vivienne Bennett, Ph.D.
Anibal Yanez-Chavez, Ph.D.
Kimberley Knowles-Yanez, Ph.D.

Literature and Writing
Salah Moukhlis, Ph.D.

Philosophy
Manuel Arriaga, Ph.D.

Political Science
M. Kent Bolton, Ph.D.
Scott Greenwood, Ph.D.
Cyrus Masroori, Ph.D.
Elizabeth Matthews, Ph.D.
Cynthia Chavez Metoyer, Ph.D.
Pamela Stricker, Ph.D.

Sociology
Marisol Clark-Ibáñez, Ph.D.
Richelle Swan, Ph.D.

Visual and Performing Arts
Kristine Diekman, M.F.A.
Mtafiti Imara, Ph.D.
Andrea Liss, Ph.D.
Marcos Martinez, M.A.
Karen Schaffman, Ph.D.
Deborah Small, M.F.A.

World Languages and Hispanic Literatures
Veronica Anover, Ph.D.
Michael Hughes, Ph.D.
Alberto Ribas-Casasayas, Ph.D.
Darci Strother, Ph.D.

Women's Studies
Sheryl Lutjens, Ph.D.
Linda Pershing, Ph.D.

Programs Offered

- Bachelor of Arts in Global Studies
- Minor in Global Studies

The Global Studies program provides students with the opportunity to study international affairs from a variety of disciplinary perspectives. Whether pursuing the Major or the Minor, students can choose from an approved list of courses from Economics, History, Liberal Studies, Literature and Writing, Philosophy, Political Science, Sociology, World Languages and Hispanic Literatures, and Women Studies. The program allows students to specialize in one of five geographic regions: the Americas, Asia, Europe, the Middle East and North Africa, or Sub-Saharan Africa, and two of five global issue areas: Foreign Policy, Global Conflict and Cooperation, International Law and Human Rights,

Global Political Economy and Development, and Gender in Global Perspective.

Career Opportunities

The Global Studies programs will be useful to students pursuing careers in international development, international organizations (e.g., United Nations), law, non-governmental organizations focusing on international affairs (e.g., Amnesty International, “think tanks” such as the American Enterprise Institute), government, graduate study in History, Political Science, and International Affairs, and education.

Preparation

Prior to taking any upper-division coursework for the major, students are encouraged to complete, or be in the final semester of completing, all lower-division General Education Requirements.

Special Conditions for the Bachelor of Arts in Global Studies

All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better. A minimum of eighteen (18) units counted toward the major must be earned in residence at Cal State San Marcos. No more than six (6) units of internship, GBST 495, and/or independent study, GBST 498, credit may be counted toward the major. In order to graduate, all Global Studies Majors must successfully complete GBST 400 Senior Seminar, during their senior year.

All Global Studies Majors must meet a second-language competency requirement. This requirement can be met by completing an approved fourth semester language course with a grade of “C” or higher or by successfully passing a 4th semester level language competency exam given by the CSUSM Language Learning Center. If the CSUSM Language Learning Center does not offer a competency exam in a student’s second language, this student may request that the competency exam be conducted by the Berlitz Language Center. Students requesting this option must receive official approval from the Global Studies Program Coordinator before scheduling a Berlitz exam. International students may satisfy this requirement by meeting the university’s TOEFL requirement for admission. The list of courses that can be used to meet the second-language competency requirement are listed below:

FREN 202 Intermediate French II
FREN 315 Reading and Analysis of French and Francophone Literary Texts
FREN 350 Civilization and Culture of France and Francophone World
GRMN 202 Intermediate German II
GRMN 315 Introduction to Literature in German
GRMN 350 Civilization and Culture of German Speaking Countries
SPAN 202 Intermediate Spanish II
SPAN 210 Intermediate Reading and Composition
SPAN 266 Intermediate Spanish in a Study Abroad Setting
SPAN 301A Advanced Spanish for Non-Native Spanish Speakers
SPAN 301B Advanced Spanish for Native Spanish Speakers
SPAN 305 Advanced Oral Communication
SPAN 314B thru E Advanced Spanish
SPAN 315 Reading and Analysis of Hispanic Literature Texts
SPAN 316 Advanced Spanish for the Professional
SPAN 350A Spanish Civilization
SPAN 350B Spanish American Civilization
SPAN 366 Advanced Spanish in a Study Abroad Setting

Students may obtain the most current list of approved language courses from the Program Director, the Global Studies Program office, the Global Studies website (<http://www.csusm.edu/globalstudies/>), or from the Global Studies major worksheet distributed by the Office of Academic Advising. Language courses may not be “double-counted” to meet the Global Culture, Geographic Areas, and Second-language competency requirements of the GBST major.

BACHELOR OF ARTS IN GLOBAL STUDIES

	Units
General Education*	51
Preparation for the Major	9
Major Requirements	39-48

Students must take a sufficient number of elective units to bring the total number of units to a minimum of *120*

*Nine units of General Education Requirements are automatically satisfied by lower-division Preparation for the Major.

Preparation for the Major

Complete the following nine (9) units of preparatory coursework with a grade of C (2.0) or better:

	Units
ECON 202*	3
HIST 202**	3
One of the following: GBST 100*** ANTH 200*** GEOG 201*	3
<i>Total Units</i>	<i>9</i>

*ECON 202 or GEOG 201 may be used also to meet the "Area D – Discipline Specific Social Science" lower-division GE requirement.

**HIST 202 may be used also to meet the "Area C2 – Humanities" lower-division GE requirement.

***GBST 100 or ANTH 200 may be used also to meet the "D7 – Interdisciplinary Social Sciences" requirement.

Upper-Division Requirements	Units
GBST 300	3
Research Methods <i>Select one of the following:</i> HIST 301 PSCI 301 WMST 490	3
Geographic Area Electives	8-9
Global Culture Electives	5-6
Global Issues Electives:	17-21
Second-Language Competency Requirement	0-3
GBST 400	3
<i>Total Units</i>	<i>39-48</i>

Upper-Division Electives

GEOGRAPHIC AREAS

At least eight units (8) in one geographic area drawn from at least two different disciplines; please see the information below for a list of approved courses in these areas:

The Americas

GEOG 340C
HIST 352
HIST 355
HIST 356
HIST 359
ID 301
ID 306
MUSC 390 (2 units)
MUSC 423
PSCI 338
PSCI 341
PSCI 348*
PSCI 449*
SPAN 350B

*Where course content is appropriate to the Americas.

Asia

GEOG 340B
HIST 360
HIST 362
HIST 363
HIST 364
HIST 365
MUSC 395 (2 units)
PHIL 318
PSCI 348*
PSCI 449*
VPA 320

*Where course content is appropriate to Asia.

Europe

GEOG 340D
GRMN 315
GRMN 350
HIST 307
HIST 308
HIST 322

HIST 323
HIST 324
HIST 325
HIST 326
PSCI 335
PSCI 348*
PSCI 449*
PSCI 397
TA 421
VSAR 307

*Where course content is appropriate to Europe.

Middle East and North Africa

HIST 384
HIST 385
LTWR 415
PSCI 339
PSCI 348*
PSCI 364A
PSCI 364B
PSCI 439
PSCI 449*

*Where course content is appropriate to the Middle East and North Africa.

Sub-Saharan Africa

GEOG 340A
HIST 371
HIST 374
HIST 375
MUSC 391 (2 units)
MUSC 424
PSCI 337
PSCI 348*
PSCI 449*
PSCI 362*

* Where course content is appropriate to Sub-Saharan Africa.

GLOBAL CULTURE

Students must complete two courses (5-6 units) from different disciplines; please see the information below for a list of approved courses in these areas.

ANTH 330
ANTH 370
DNCE 320
DNCE 321
FREN 315
FREN 350
LTWR 320

LTWR 410
LTWR 420
MUSC 392 (2 units)
MUSC 421
SPAN 315
VPA 311
WLAN 370

GLOBAL ISSUES

Students must complete three courses, in each of two of the following global issues areas listed below, for a total of at least seventeen (17) units. At least two courses in each issue area must be from different disciplines. Please see the information below to obtain lists of approved courses in these areas.

Foreign Policy

HIST 349
PSCI 355
PSCI 357
PSCI 358
PSCI 359
PSCI 361
PSCI 455

course may substitute another 3-4 unit course that has been approved by the program coordinator.

Global Political Economy and Development

BRS 300
BRS 330
ECON 441*
ECON 442*
ECON 443*
ECON/PSCI/WMST 445

Global Conflict and Cooperation

HIST 387
HIST 388
PSCI 358
PSCI 362
PSCI 396
PSCI 450
PSCI 461
PSCI 469

HIST 381
HIST 389/PSCI 363
PSCI 431
PSCI 460
PSCI 462
SOC 469 (2 units)

*Requires ECON 201 and 202 as prerequisites.

International Law and Human Rights*

HIST 306
HIST 387
PSCI 365
SOC 353 (4 units)
SOC 403
SOC 449 (4 units)

Gender in Global Perspective

ECON/PSCI/WMST 445
HIST 316
HIST 327
HIST 355
HIST 383
HIST 384
SOC 315 (4 units)
WMST 375

*Students who have completed two courses in this area but who are having difficulty completing the third required

To obtain the most current list of approved courses in all elective areas, students may consult the Program Director or the Global Studies staff advisor, visit the Global Studies Program office or the Global Studies website (<http://www.csusm.edu/globalstudies/>), or refer to the Global Studies major worksheet distributed by the Office of Academic Advising.

New Course Descriptions:

GBST 400 Senior Seminar in Global Studies (3 units)

This is the capstone course for the Global Studies major in which students integrate previous work in the major and complete an original interdisciplinary research project. Students must have completed at least 75 units and all of the core major requirements in order to enroll.

GBST 390 Topics in Global Studies (3 units)

Selected topics in the field of Global Studies.

GBST 495 Internship (1-6 units)

Program of study, research, and work in connection with a governmental institution, an inter-governmental organization, or a non-governmental organization concerned with global affairs.

GBST 498 Independent Study (1-3 units)

Individual study or special project under the direction of a faculty member in Global Studies.

Faculty Grants Review Committee

Definition: Establish a Faculty Grants Committee (FGC) to conduct the review process of applications for university-wide faculty grants related to professional development and research, scholarship, and creative activities.

Authority: Academic Affairs

Scope: Provide policy and procedures for the Faculty Grants Committee (FGC) to conduct the review process of applications for university-wide faculty grants related to professional development and research, scholarship, and creative activities.

I. Committee Charge

- A. The Faculty Grants Committee (FGC) conducts the review process of applications for university-wide faculty grants related to professional development and research, scholarship, and creative activities.
- B. The FGC develops and revises the call for faculty grant applications, hosts workshop(s) about the grants process, evaluates the grant applications, and makes recommendations for awards to the Provost.
- C. The FGC is not an Academic Senate standing committee. FGC will report their recommendations to the Provost through the Associate Vice President for Research (AVP-R).
- D. FGC will prepare an annual report to the Academic Senate that will include the 1) number of grants awarded, 2) the dollar amounts of grants awarded, and 3) any substantive issues requiring Senate attention.

II. Committee Composition

- A. The FGC shall be constituted as follows:
 - 1. The FGC shall be an all university committee composed of seven (7) tenure-track faculty members and one (1) temporary faculty member.
 - 2. One (1) member shall be elected from the eligible faculty in each of the following areas:
 - a. Education, Business, Science and Mathematics, Humanities and Fine Arts, the Social Sciences, and the Library.
 - b. At-large representative elected from the faculty as a whole.
 - c. A temporary faculty member elected by the temporary faculty.
- B. The AVP-R sits on FGC as a non-voting administrative representative.

III. Terms of Service

- A. Committee members will serve staggered two (2) year terms and be appointed via elections conducted by the Academic Senate. To accommodate for staggered terms beginning with the first year, half of the members elected in the first year will serve a one (1) year term.
- B. Although members of the committee are not precluded from submitting proposals, they are required to recuse themselves during discussions of their own proposals.

At the first meeting of the Science 2 Renaming Task Force, we discussed how to proceed with selecting a name for the building. We considered how best to balance (1) a desire to get as much input from as many constituencies, campus-wide, as possible (2) the need to intelligently apply the CSU guidelines as outlined in Executive Order 713 and (3) the sense that faculty and staff in the Math & Science departments would be more directly affected than other faculty and staff, and for a longer period of time than current students.

With these considerations, we developed a multi-step plan for selection of a new "temporary" name for Science 2:

1. The Task Force solicits name ideas from faculty in the Math & Science departments. The solicitation will include some guidelines derived from EO 713, some "seed" ideas already in the minds of the Task Force members, and encouragement for faculty to let students in their classes, and staff they work with, know that student and staff nominations for possible names are also welcome.

2. The Task Force refines a slate of possible names. The Task Force will apply EO 713 guidelines to the nominations, culling unsuitable candidates. The Task Force will also note if there are clear themes or differences, and select a manageable set of names which is representative of the nominations.

3. The Task Force polls Math & Science faculty for preferences. This will not be a "vote," as we think it unwise to choose a name based on, say, a 16-14 preference for one name over another. Instead the Task Force will ask faculty to rank name candidates. It is hoped that a clear winner will emerge from this polling, but the Task Force may choose to forward a recommendation which includes more than one suitable candidate.

4. The Task Force presents its recommendations to other constituencies for comment and/or revision:

The Academic Senate (representing faculty at large)

Associated Students, Inc. (representing students)

Staff and Administration (suggestions for how best to reach these constituencies would be appreciated.)

If the original recommendations of the Task Force include more than one name, it will probably be through these consultations that a single best name is selected.

5. Academic Senate approves the final name recommendation of the Task Force, and forwards this name to the President for adoption.