

86 original grade(s) will continue to be calculated in the GPA. (It is not necessary to repeat a
87 course with a grade of NC since CR/NC grades are not calculated in the GPA.)
88

89 ~~Only one adjustment may be granted for any single course. A maximum of five (5) GPA~~
90 ~~adjustments will automatically be processed for the first five courses where student received~~
91 ~~a grade of C or less. Once the fifth course renewal has been reached, students will be~~
92 ~~notified of the GPA adjustment policy and encouraged to meet with an advisor. Any~~
93 ~~additional attempts will be averaged into the GPA where all grades for a given course will be~~
94 ~~maintained as a part of the student record and will appear on the student's transcripts.~~
95

- 96 4. If a student wishes to repeat a course, and the course is not scheduled to be offered during the
97 student's expected time to degree, then the department chair/program director (or designee)
98 of the program offering the original course may approve substitution of a similar course to be
99 repeated instead. If a course with variable topics is repeated, then with the pair of exceptions
100 stated immediately below, the same topic (identified by specific course number and suffix)
101 must be repeated in order to omit the earlier grade from the GPA calculation. If the topic has
102 been converted to a new course, and is identified as such in the catalog description of the new
103 course, then the new course may be taken to repeat the topic. If the same topic is not
104 scheduled to be offered again within the term of the student's expected time to degree, the
105 department chair/program director (or designee) of the program offering the course may
106 approve substitution of a similar topic offered under the same course number. The substitute
107 course (or topic) must be taken after completion of the original course.
108
- 109 5. Department may impose a limit on the number of times that student can register for certain
110 courses. Placing or changing this limit on an existing course is a curriculum change that
111 must be approved in the same way as any other course change in order to take effect.
112
- 113 6. ~~Students will have an opportunity to submit a petition for a GPA adjustment for individual~~
114 ~~courses repeated in the five?? (16 units) lowest grades earned in their undergraduate career at~~
115 ~~CSU San Marcos.~~
116

117 For example, a student receives a "D" grade in five different classes in their first year,
118 repeats the courses in their second year. After grades are submitted at the end of the
119 semester, the student system will automatically identify these courses as academic
120 renewal and remove the "D" grade in the GPA calculation and calculate the better grade.
121 In the third year, the student receives an "F" grade in two different courses and
122 immediately repeats the courses. At this point in time, the original grade and improved
123 grade will be averaged in unless the student submits a **Petition for GPA Adjustment**
124 **form** to request that the "F" grades be considered as part of the maximum 5 GPA
125 adjustments. The student will receive notification that filing a **Petition for GPA**
126 **Adjustment** can reverse the academic renewal action for two courses in which a grade of
127 "D" was received.
128

- 129 7. ~~Exceptions such as students requesting to have more than 5 courses count toward academic~~
130 ~~renewal and GPA adjustments, will be deferred to the Graduation Issues Committee for~~
131 ~~review and decision. The Graduation Issues Committee is comprised of members of the~~
132 ~~University Advising Services, faculty representatives or designee from the colleges, and a~~
133 ~~member of the Graduation Evaluations team in Enrollment Management Services.~~

1 *Rationale for changes: This policy was updated to conform with E.O. 1037, Item C, Academic*
2 *Renewal. All new sentences are underlined. Footnotes indicate where the boxed text was taken*
3 *from.(Updated 4/29/09 line 76)*
4

5 **APC: Academic Renewal Policy**

6
7 Definition: A student may request that one or two semesters of
8 academic work be disregarded for purposes of grade point average and progress
9 toward degree completion once during their academic career.

10
11 Authority: Executive Order 1037

12
13 Scope: Applies to any student enrolled at CSUSM

14
15 ~~A student may request that one or two semesters (or quarters) of academic work be disregarded for~~
16 ~~purposes of grade point average and progress toward degree completion once during their academic~~
17 ~~career. Conditions necessary for this approval include:~~

18 ~~1. At least five years must have elapsed between the semester(s) {or quarter(s)} for academic renewal~~
19 ~~and the request.~~

20 ~~2. All coursework attempted during the semester(s) {or quarter(s)} for academic renewal will be~~
21 ~~negated. Students may not selectively eliminate coursework.~~

22 ~~3. The student must produce evidence of extenuating circumstances relating to the semester(s) {or~~
23 ~~quarter(s)} in question or evidence of some change in the student's ability to satisfactorily~~
24 ~~perform at the required level.~~

25 ~~4. The student's California State University San Marcos Grade Point Average (CSUSM GPA) on all~~
26 ~~work attempted since the most recent work to be disregarded was completed must be 3.0 for 15 units,~~
27 ~~2.5 for 30 units, or 2.0 for 45 or more units.~~

28 ~~5. All requests for academic renewal will be reviewed by the Academic Renewal Review Committee.~~
29 ~~Only currently enrolled students may petition for academic renewal.~~

30 ~~6. The Academic Renewal Review Committee will be appointed by the President and shall include~~
31 ~~the Vice President for Academic Affairs and consist of at least three members.~~

32
33 A student whose graduation will be delayed by a grade point average deficiency may petition to have
34 up to two semesters or three quarters of undergraduate coursework taken ~~previous¹ college study (at~~
35 any ~~collegiate level~~ institution) disregarded from all considerations associated with requirements for
36 the baccalaureate degree. All coursework attempted during the term(s) approved for academic
37 renewal will be disregarded in computing the student's cumulative GPA. In addition, any coursework
38 successfully completed during term(s) approved for academic renewal will no longer count toward
39 fulfillment of any degree requirements. Students may not selectively eliminate coursework. When
40 such action is taken, the student's permanent academic record is annotated so that it is readily
41 evident to the users of the record, that no work taken during the disregarded term(s), even if
42 satisfactory, has been applied towards the² meeting of degree requirements. The record will ~~to~~ show
43 the adjusted grade point average, but all coursework will remain legible on the transcripts.
44

¹ 1037 Section 1

² 1037 Section 2

45 If another institution has acted to remove coursework from consideration, such action shall be
46 honored in terms of that institution's policy. But, elimination of any coursework's consideration shall
47 reduce by one term the two semester maximum on the application of academic renewal to an
48 individual CSU student's record³.

49
50 Academic renewal is intended only to facilitate graduation from Cal State San Marcos. It does not
51 apply to individuals who already possess a baccalaureate degree or who are able to meet graduation
52 requirements in a timely manner without the approval of a petition for academic renewal.
53

54 To qualify for academic renewal, a student must meet all of the following conditions:

- 55 • The student has formally requested such action and presented evidence that substantiates that
56 the work in question is not representative of the student's current academic ability and/or
57 performance level.⁴
- 58 • The previous level of performance was due to extenuating circumstances.⁵
- 59 • All degree requirements except the earning of at least a "C" (2.0) grade point average have or
60 will soon have been met.⁶

- 61 • The student must present evidence that if the petition is not approved the student will be
62 required to enroll in additional coursework involving one or more additional terms to qualify
63 for the degree.

- 64 • At least five years must have elapsed since the term or terms to be disregarded⁷
- 65 • Since the most recent work to be disregarded, the student must have achieved the following
66 academic record at Cal State San Marcos⁸

- 67 ○ At least 15 semester units with a GPA of 3.00 or higher
- 68 ○ At least 30 semester units with a GPA of 2.50 or higher
- 69 ○ At least 45 semester units with a GPA of 2.00 or higher

- 70 • ~~The student must present an academic record that clearly indicates the coursework to be~~
71 ~~disregarded is not representative of the student's current academic ability and achievement.~~
- 72 • ~~The student must present evidence that if the petition is not approved the student will be~~
73 ~~required to enroll in additional coursework involving one or more additional terms to qualify~~
74 ~~for the degree.~~

75
76 Petitions for academic renewal ~~may be~~ are obtained from and submitted to the Office of Registration
77 & Records. Final decisions on petitions shall be based on careful review of evidence by a committee
78 appointed by the president, which shall include the designee of the Provost and consist of at least
79 three faculty members.⁹

³ 1037 Section 1a

⁴ 1037 Section 1a

⁵ 1037 Section 1b

⁶ 1037 Section 1c

⁷ 1037 Section 2a

⁸ 1037 Section 2b

⁹ 1037 Section 2

1 *Rationale for changes 4/15/09: This policy was updated to conform with EO1038. All new language*
2 *is underlined. If sentences/phrases are directly copied from 1038, a footnote is included.*
3

4 **APC: Graduate Probation, Disqualification, and Reinstatement**

5
6 **Definition:** It is the policy of California State University San Marcos to place graduate students
7 on academic or administrative probation when their overall work is less than
8 satisfactory, as reflected in a deficient cumulative grade point average, or other
9 failure to make adequate academic progress. Graduate students are dismissed from
10 the university through academic disqualification when the conditions needed to
11 achieve good standing are not met in a timely fashion. Consideration for
12 reinstatement is provided through a petition process.
13

14 **Authority:** E.O. 1038.

15
16 **Scope:** The following policies and procedures govern students admitted to Graduate
17 Standing: Conditionally Classified; Post baccalaureate Standing; Classified; and
18 Graduate Standing: Classified. Students admitted to Post baccalaureate Standing:
19 Unclassified will be governed by the undergraduate policy on Academic Probation,
20 Disqualification and Reinstatement.
21

22 **PROBATION**

- 23
- 24 1. A student will be placed on academic probation if, during any academic term, the cumulative
25 GPA in all course work in the master's program falls below 3.0.¹
26
 - 27 2. A student may also be placed on administrative probation by the Dean of Graduate Studies for
28 any of the following reasons:
29
 - 30 a. Withdrawal from all or a substantial portion of a program of studies in two successive
31 terms or in any three terms. (Note: A student whose withdrawal is directly associated
32 with a chronic or recurring medical condition or its treatment is not to be subject to
33 administrative probation for such withdrawal.²
 - 34 b. Repeated failure to progress toward the stated degree objective or other program
35 objective, including that resulting from assignment of 15 units of No Credit, when such
36 failure appears to be due to circumstances within the control of the student. ~~Repeated~~
37 ~~failure to progress toward an educational objective, when such failure appears to be due~~
38 ~~to circumstances within the control of the student.~~³
 - 39 c. Failure to comply, after due notice, with an academic requirement or regulation, as
40 defined by campus policy, which is routine for all students or a defined group of students
41 (examples: failure to complete a required examination, failure to complete a required
42 practicum, failure to comply with professional standards appropriate to the field of study,
43 failure to complete a specified number of units as a condition for receiving student
44 financial aid or making satisfactory progress in the academic program).⁴
45

¹ 1038, V.

² 1038, VI.A.

³ 1038, VI.B.

⁴ 1038, VI.C.

- 46 3. The student shall be advised of probation status promptly, and shall be provided with the
47 conditions for removal from probation and the circumstances that would lead to
48 disqualification, should probation not be removed.⁵
49
- 50 a. Students whose GPA places them on academic probation shall be informed in writing by
51 the department/program's graduate coordinator or designee prior to the beginning of the
52 next term (with a copy provided to the Dean of Graduate Studies).
53 b. Students shall be placed on administrative probation by the Dean of Graduate Studies,
54 following consultation with the program/department. The probationary student shall be
55 informed in writing by the graduate dean (with a copy provided to the department/
56 program).
57 c. The Dean of Graduate Studies shall inform Registration and Records when students have
58 been placed on or removed from administrative probationary status so that student
59 records can be updated.
60
- 61 4. When a student is placed on academic or administrative probation, s/he must work with the
62 program coordinator to develop a plan for remediation, including a timeline for completion. In
63 the case of administrative probation, the remediation plan must be approved by the Dean of
64 Graduate Studies, who will send a letter to the student documenting the plan.
65
- 66 5. A student cannot be advanced to candidacy or continue in candidate status if s/he is on either
67 academic or administrative probation.
68

69 DISQUALIFICATION

- 70
- 71 1. A student who has been placed on probation may be disqualified from further attendance by the
72 Dean of Graduate Studies if:
73
- 74 a. The conditions in the remediation plan are not met within the period specified.
75 b. The student becomes subject to academic probation while on administrative probation.
76 c. The student becomes subject to administrative probation for the same or similar reason
77 for which he/she has been placed on administrative probation previously, although not
78 currently in such status.⁶
79 d. When such action is taken the student shall receive written notification including an
80 explanation of the basis for the action.
81 e. In addition, an appropriate campus administrator may disqualify a student who at any
82 time during enrollment has demonstrated behavior so contrary to the standards of the
83 profession for which the student is preparing as to render him/her unfit for the profession.
84 In such cases, disqualification will occur immediately upon notice to the student, which
85 shall include an explanation of the basis for the action, and the campus may require the
86 student to discontinue enrollment as of the date of the notification.⁷
87
- 88 2. Disqualification may be either from further registration in a particular program or from further
89 enrollment at the campus, as determined by the Dean of Graduate Studies. A student
90 disqualified for academic deficiency may not enroll in any regular session of the campus

⁵ 1038, VI.

⁶ 1038, VII.A., B., C.

⁷ sections d. and e. are from 1038, VII.

91 without permission from the appropriate campus authority, and may be denied admission to
92 other educational programs operated or sponsored by the campus.

- 93
- 94 3. In the event that a student fails the thesis/project defense, the student may repeat the
95 thesis/project defense once. Failure at the second thesis/project defense will result in
96 disqualification from a program. The thesis/project committee will specify the time period
97 and/or conditions of the repeated defense.
98
- 99 4. A student may repeat a comprehensive examination once. Failure of the second comprehensive
100 examination results in disqualification from a program. The comprehensive exam committee
101 will specify the time period and/or conditions of the repeated examination.
102
- 103 5. Students who are disqualified at the end of an enrollment period should be notified by the Dean
104 of Graduate Studies before the beginning of the next consecutive regular enrollment period.
105 Students disqualified at the beginning of a summer enrollment break should be notified at least
106 one month before the start of the fall term. In cases where a student ordinarily would be
107 disqualified at the end of a term, save for the fact that it is not possible to make timely
108 notification, the student may be advised that the disqualification is to be effective at the end of
109 the next term. Such notification should include any conditions which, if met, would result in
110 permission to continue in enrollment. Failure to notify students does not create the right of a
111 student to continue enrollment.
112

113 REINSTATEMENT

114

115 If the student is disqualified, either academically or administratively, s/he may petition for
116 reinstatement. Reinstatement must be based upon evidence that the causes of previous low
117 achievement have been removed. Reinstatement will be approved only if the student is able to
118 provide compelling evidence of her/his ability to complete the degree. If the candidate is disqualified
119 a second time, reinstatement will normally not be considered.
120

121 Master's students should submit a petition requesting reinstatement to the Dean of Graduate Studies.
122 The petition, along with a recommendation from the student's graduate coordinator, and will be
123 forwarded to the reinstatement subcommittee of the Graduate Studies Committee. The subcommittee
124 will make recommendations to the Dean of Graduate Studies, who has final authority to approve
125 reinstatement. The size of the reinstatement subcommittee may vary, depending on the volume of
126 applications, but shall have one member representing each college at a minimum. The subcommittee
127 must evaluate the probable impact of any medical condition on previous unsatisfactory performance.
128 If the student is approved for reinstatement, the Dean of Graduate Studies will send a letter granting
129 reinstatement that specifies the conditions and time frame for achieving good standing. Students must
130 achieve good standing to advance to candidacy and to be eligible to graduate.
131

132 Reinstatement for credential students is handled by a separate process in the College of Education
133 and is not governed by this document.⁸

⁸ 1038, VIII.

1 UCC has finished the review of three new tracks in the College of Business Administration:

2

- 3 1. An Entrepreneurship Track within the Global Business Option.
- 4 2. An Entrepreneurship Track within the Management Option.
- 5 3. A Management & Organizations Track within the Management Option.

6

7 The College of Business Administration (CoBA) has proposed six new courses in the area of
8 Entrepreneurship. These courses are designed to help students to develop their own ideas about
9 starting a new business, and to give students the skills to determine the potential of their business
10 plans. Students will also have the chance to learn from the experience of entrepreneurs.

11

12 These six courses are the core for two new Entrepreneurship Tracks which will be now part of the
13 Management and the Global Business Management (GBM) Option. In the GBM Option the track is
14 more directed towards global business and the influence of the global environment on
15 international trade.

16

17 Because of the introduction of a track under the Management Option, UCC asked CoBA to turn the
18 existing option into a track, which is now called the Management and Organizations Track.

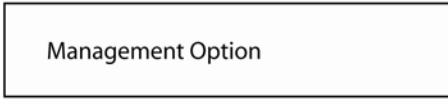
19

20 UCC supports the proposals because we think that the new tracks will give students who are
21 interested in starting a business a solid foundation for the developing of a business plan.

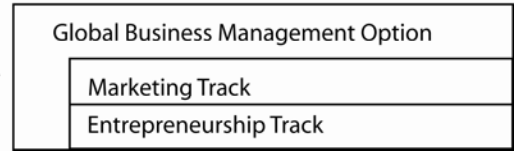
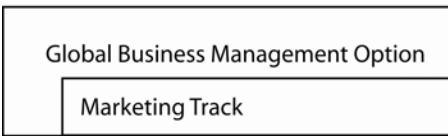
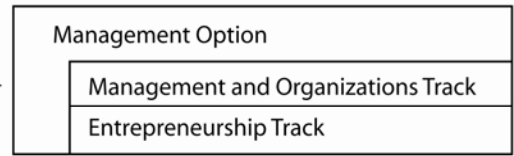
22

23

Current Structure



Proposed Structure



24

25

26

27

28 For the complete curriculum associated with this proposal, visit the Curriculum Review website:
29 http://www2.csusm.edu/academic_programs/Curriculum_Review_08_09/index.htm#UCC_Packet_11 This proposal is
30 in Packet #11.

31
32 Proposed Catalog Language for the
33 Entrepreneurship Tracks and
34 Management & Organizations Track
35

36 **GLOBAL BUSINESS MANAGEMENT OPTION**

37
38 ***Entrepreneurship Track*** (55 units)

39
40 The Entrepreneurship track is specifically designed to help students incubate a business idea, learn the different
41 components essential to starting and managing a start-up business and evaluate closely the viability of their idea. The
42 program is designed to help students develop their ideas into a well-conceived business plan that can lead to a start-up
43 business.

44
45 In order to accomplish these objectives, students will move through a sequence of courses that build upon one another.
46 Students begin by learning about the challenges of entrepreneurship, and by completing a first-level analysis of the
47 viability of their business idea. Students then take courses in new venture marketing, management, and financing to
48 increase their understanding and skills to further develop their business idea and determine its potential. Students will
49 also benefit significantly from the experiences of entrepreneurs in the community, and learn from their successes and
50 failures. The track concludes with the development of a business plan in the capstone course.

51
52 Foundation of Business Courses (16 units)

53

54	BUS 302		2
55	BUS 304		4
56	FIN 302		2
57	OM 302		2
58	MGMT 302		2
59	MIS 302		2
60	MKTG 302		2

61
62 GBM Core Courses (16 units)

63

64	GBM 425	International Business Management	4
65	GBM 426	Leadership in a Global Context	2`
66	GBM 427	Cross-cultural negotiations	2
67	MGMT 461	Managing in Different Cultures	4
68	MKTG 448	Global and Cross-cultural Marketing	4

69
70 Entrepreneurship Track Requirements (14 units)

71

72	ENTR 320	Creativity, Innovation and Entrepreneurship	4
73	ENTR 420	New Venture Marketing	2
74	ENTR 421	New Venture Management	2
75	ENTR 422	New Venture Finance	2
76	ENTR 423	In the Trenches	2
77	ENTR 430	New Venture Development	2

80 A Foreign Language Proficiency Exam
 81
 82 Students will be required to demonstrate proficiency at the advanced intermediate level in at least one foreign language.
 83 Proficiency exams are administered by the Foreign Language Laboratory on campus and the Berlitz Language Center.
 84 See www.csusm.edu/coba/businessmajor/gbm for details.
 85

86	Capstone (4 units)	
87	BUS 444	4
88		
89	Global Management Experience (5 units)	
90	GBM 497	5
91		
92	Or Senior Experience (5 units)	
93	BUS 492	1
94	BUS 493	4

95
 96 **MANAGEMENT OPTION**

97
 98 ***Entrepreneurship Track*** (55 units)
 99

100 The Entrepreneurship track is specifically designed to help students incubate a business idea, learn the different
 101 components essential to starting and managing a start-up business and evaluate closely the viability of their idea. The
 102 program is designed to help students develop their ideas into a well-conceived business plan that can lead to a start-up
 103 business.
 104

105 In order to accomplish these objectives, students will move through a sequence of courses that build upon one another.
 106 Students begin by exploring their personal creativity, turning creative thought into innovative new products and
 107 services, developing their idea, understanding the challenges of entrepreneurship, and completing a first-level analysis
 108 of the viability of their business idea. Students then take courses in new venture marketing, management and finance to
 109 increase their understanding and functional skills to further develop their business idea and determine its potential.
 110 Students will also benefit significantly from the experiences of entrepreneurs in the community and learn from their
 111 successes and failures. The track concludes with the creation of a business plan through the capstone course.
 112

113 **Foundation of Business Courses (12 units)**

114	BUS 302	2
115	BUS 304	4
116	FIN 302	2
117	OM 302	2
118	MIS 302	2

119
 120 **MGMT Core Courses (20 units)**

121	MGMT 305	Organizational Behavior	4
122	MGMT 415	Human Resource Management	4
123	MGMT 452	Leadership in Organizations	4
124	MGMT 461	Managing in Different Cultures	4
125	MKTG 305	Principles of Marketing	4

126
 127 **Entrepreneurship Courses (14 units)**

128	ENTR 320	Creativity, Innovation, & Entrepreneurship	4
129	ENTR 420	New Venture Marketing	2
130	ENTR 421	New Venture Management	2
131	ENTR 422	New Venture Finance	2
132	ENTR 423	In the Trenches	2
133	ENTR 430	New Venture Development	2

134	Capstone (4 units)	
135	BUS 444	4
136		
137	Senior Experience (5 units)	
138	BUS 492	1
139	BUS 493	4

140
141 **MANAGEMENT OPTION**

142
143 *Management and Organizations Track (55 units)*

144
145 The Management and Organizations track is designed to help students become effective leaders and managers in any
146 organizational context. Courses in the track relate specifically to developing leadership and management
147 competencies, understanding essential human resource practices, as well as building effective teams and organizational
148 cultures. Required and elective courses also allow students to be exposed to business and cross-cultural issues that are
149 common in the global business environment. Most courses focus on both theory and application of management and
150 organizational principles. The courses draw on many facets of the social and behavioral sciences to guide students in
151 their intellectual development. Common themes are the use of people skills, the ability to analyze complex situations,
152 and make effective decisions to achieve success in today's competitive environment.

153
154 **Foundation of Business Courses (12 units)**

155	BUS 302		2
156	BUS 304		4
157	FIN 302		2
158	OM 302		2
159	MIS 302		2

160
161 **MGMT Core Courses (20 units)**

162	MGMT 305	Organizational Behavior		4
163	MGMT 415	Human Resource Management	4	
164	MGMT 452	Leadership in Organizations		4
165	MGMT 461	Managing in Different Cultures	4	
166	MKTG 305	Principles of Marketing		4

167
168 **Management and Organizations Track Electives (14 units)¹**

169 A minimum of 10 units must be selected from the list of electives below. The remaining 4 units can be taken from
170 courses in ACCT, FIN, GBM, OM, IS, MGMT, or MKTG. Students in the track cannot take ACCT 308 for credit. A
171 maximum of 4 units may be taken outside the College with prior approval from CoBA.

172				
173	ENTR 320	Creativity, Innovation, & Entrepreneurship		4
174	ENTR 421	New Venture Management		2
175	GBM 425	International Business Management		4
176	GBM 427	Cross-Cultural Negotiating & Global Business	2	
177	MGMT 432	In the Executive's Chair	2	
178	MGMT 445	Career Development		2
179	MGMT 465	Developing Management Skills	4	
180	MGMT 498	Independent Study in Management		1-4

¹ A new course, Personnel Selection & Appraisal (MGMT 420) has been proposed, and is presently in the review process to make it a new permanent course. It has previously been offered twice as a Special Topics course. If approved, it will be added to the electives.

183	Capstone (4 units)	
184	BUS 444	4
185		
186	Senior Experience (5 units)	
187	BUS 492	1
188	BUS 493	4
189		
190		

New Course Descriptions

ENTR 320

Explores the impact of creativity on innovation and entrepreneurship by encouraging students to look inward, explore outward, and uncover insights about their environment. Topics include: barriers to creativity, creative problem solving, idea generation, opportunity identification, new product development, product/service innovation, concept formulation and refinement, and other elements of the entrepreneurial and intrapreneurial experience. By course end, students will have developed one marketable product or service from which a business plan could be developed.

ENTR 420

In a new venture, marketing activities are critical. The process of identifying potential consumers, researching consumers' needs, creating products or services they want, developing an interactive communication process, and creating a process for getting those products to consumers are essential to success but must be performed with entrepreneurial constraints.. With a limited staff and budget, creative and innovative techniques are used to achieve the same results as a specialized staff and a large budget in well established companies.

ENTR 421

This course explores the management challenges inherent in starting a new venture. The course topics will include a survey review of the following: human resources (actions of the founder, compensation, selection), physical resource acquisition (real estate space & equipment leasing), materials sourcing, regulatory processes (licenses, certifications), negotiation strategies, and business formation. The course is designed around a hybrid instruction model including in-class discussion and outside-of-class experiential activities, field research, and WebCT discussions. In-class sessions will include rich discussion of short case studies and reading materials. The outside-of-class activities will be extensive and focused on the practical management challenges of entrepreneurship. WebCT will be used as the meeting place and reporting area for the outside of class activities.

ENTR 422

This is a survey course to help students understand the various options to finance a new venture, both those with a domestic or international focus. It also explores the relationship between financing and incorporation and discusses risk exposure as well.

ENTR 423

This course is intended to provide an immersive, hands-on experience for aspiring entrepreneurs. Students will encounter and learn of the life of an entrepreneur through real-world stories and experiences of entrepreneurs discussing their business successes and failures. The focus of the course will be on both serial entrepreneurs, as well as nascent entrepreneurs within their first three years of starting their new venture. Students will see and experience “entrepreneurship in action” by encouraging students to bridge theory and practice while working on a project of strategic importance for an existing entrepreneurial organization.

ENTR 430

This is an integrative course for the Entrepreneurship track in Management and Marketing. Students work in teams to apply a broad range of skills acquired from the undergraduate business sequence by developing a business plan for a new venture of the team’s choosing. This includes: Market, product, and competitive research; analysis of competitive advantage; market analysis; fund raising strategies; establishment of a management team; evaluation of risks and contingencies from inception through post-launch, advisory board utilization, and exit strategies.

CALIFORNIA STATE UNIVERSITY SAN MARCOS - DRAFT - 03/02/09
NEW PROGRAM PROPOSAL – P Form Signature Pages

For Curriculum and Scheduling Office Use Only		
D.B.	Catalog	File
<input type="text"/>	<input type="text"/>	<input type="text"/>

COLLEGE/SCHOOL CoAS CoBA CoE SoN _____ Discipline

TITLE OF PROGRAM

This form is the signature sheet for new programs and new options/concentrations/tracks within existing programs. For all changes to existing programs (other than addition of new options/concentrations/tracks), use the Form P-2.

- Check one: New Undergraduate Major or New Graduate Degree Attach a completed New Program Proposal Template
- New Option/Concentration/Track } Attach a completed New Option/Concentration/ Track, Minor, or Teaching Credential Proposal Template
- New Minor
- New Teaching Credential
- New Certificate Attach a completed New Certificate Proposal Template

Does this proposal impact other disciplines? Yes No . If yes, obtain signature(s). Any objections or concerns should be stated in writing and attached to this form. Please check the box to indicate whether a memo has been attached.

<input type="text"/>	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Discipline #1			
_____	_____		
Signature	Date		

<input type="text"/>	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Discipline #2			
_____	_____		
Signature	Date		

<input type="text"/>	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Discipline #3			
_____	_____		
Signature	Date		

<input type="text"/>	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Discipline #4			
_____	_____		
Signature	Date		

<input type="text"/>	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Discipline #5			
_____	_____		
Signature	Date		

CALIFORNIA STATE UNIVERSITY SAN MARCOS

P-FORM PREPARATION

1a. _____
Originator (Please print) Date

1b. _____ Date
Librarian Liaison for Library Report⁺

1c. _____ Date
IITS Liaison for IITS Report⁺

PROGRAM/DEPARTMENT-LEVEL REVIEW

2. _____
Program/Department - Director/Chair* Date

COLLEGE/SCHOOL-LEVEL REVIEW

3. _____
College/School Curriculum Committee* Date

REVIEW (Signatures must be obtained by proposer)

4a. _____ Date
Vice President for Student Affairs*

4b. _____ Date
Dean of Library*

4c. _____ Date
Dean of Information and Instructional
Technology Services*

4d. _____ Date
Director of Planning, Design and Construction*

4e. _____ Date
Dean of Graduate Studies (if applicable) *

COLLEGE/SCHOOL-LEVEL RECOMMENDATION

5. _____
College/School Dean/Director* Date

UNIVERSITY-LEVEL REVIEW

(May not begin until all signatures numbered 1-5 have been obtained.)

6a. _____ Date
University Curriculum Committee[^]

6b. _____ Date
Budget and Long-Range Planning Committee[^]

FACULTY APPROVAL

7. _____
Academic Senate Date

UNIVERSITY-LEVEL APPROVAL

8. _____
Provost Date

9. _____
Date to Chancellor's Office

+ Please contact the liaisons at the beginning of the process and allow sufficient time for the liaisons to prepare the resource implication report. Upon completion of the report liaisons will sign.

* May attach a memo on program impact on the unit and the ability of the unit to support it.

[^] Attach a memo summarizing the curricular and/or resource deliberations.

The California State University
OFFICE OF THE CHANCELLOR

*Academic Program Planning
407 Golden Shore, 6th Floor
Long Beach, CA 90802-4270*

www.calstate.edulapp/

2
3
4

562-957-4722
Fax 562-957-4982
E-mail *app@calstate.edu*

5/7/07

Procedures for Pilot Degree Programs

The original policy is available at http://www.calstate.edulapp/documents/Fast_Track_Pilot_Programs.pdf

The Pilot Degree Program Proposal Process

In support of the CSU tradition of experimentation in the planning and offering of degree programs, Trustee policy established in July 1997 that a limited number of proposals that meet fast-track criteria may be implemented as 5-year "pilot programs" without prior review and comment by the Chancellor or CPEC.

Pilot-Program Criteria

Pilot degree programs must meet all of the following six criteria:

- 1 The proposed program could be offered at a high level of quality by the campus within the campus's existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis.
- 2 The proposed program is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency.
- 3 The proposed program can be adequately housed without a major capital outlay project.
- 4 It is consistent with all existing state and federal law and Trustee policy.
- 5 It is either a bachelor's or master's degree program.
- 6 The proposed program has been subject to a thorough campus review and approval process.

Pilot Program Implementation Procedures

1. Prior to implementation, the campus is obligated to (1) notify the Chancellor's Office of plans to establish the program, (2) to provide a program description and list of curricular requirements, and (3) to confirm that each of the six pilot criteria apply to the pilot program.

CSU Campuses
Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San Jose
San Luis Obispo
San Marcos
Sonoma
Stanislaus

441

442 The mission of the graduate program in nursing at California State University San Marcos is to provide
443 superior graduate education to qualified students, leading to the Master of Science in Nursing (MSN)
444 degree. Our objective is to prepare nurses in generalist and advanced practice roles for positions in the
445 health care industry, community or public health agencies, and academia, and for continued study at the
446 doctoral level.

447 The MSN program includes a strong foundation in theory and research inquiry. The School of Nursing
448 acknowledges the responsibility to address the nursing and health care needs in populations and
449 communities around the globe, including those who are underserved and vulnerable. The graduate
450 program builds on the knowledge gained at the baccalaureate level and promotes nursing scholarship at
451 the local, state, national and international level through research, service and practice. Values, ethics, and
452 multicultural perspectives are heavily embedded within the graduate program. Cultural sensitivity and
453 competence is emphasized in the curriculum as students interface with a diverse population both
454 professionally and in the care of client's, families and communities.

455 The master's degree program is designed for two groups of students with different pathways. Students
456 who have completed an associate degree program in nursing (ADN) at a community college and seek
457 completion of their baccalaureate and master' degree follow the Accelerated RN-to-MSN option (1).
458 Students who have completed a baccalaureate degree follow the MSN only option (2). Both options are
459 designed as part-time programs; however courses will be available for full-time students. The Accelerated
460 RN-to-MSN program is designed to be completed part-time in 4 years (including summers). The (basic)
461 MSN is designed to be completed part-time in 2.5 years depending on whether a summer session is
462 elected. Full-time status and use of summers would shorten the program. If the student chooses full-time
463 study, it is conceivable that the program could be completed in 2 years.

464 Students in both options have the choice of three concentrations. The first is the Nursing Education
465 concentration which offers the student courses in the theories of adult learning, curriculum design and
466 development, and classroom and online teaching strategies. The second concentration is Clinical Nurse
467 Specialist which prepares the student for advanced practice nursing through courses in advanced
468 assessment, advanced pathophysiology/pharmacology and advanced practice management of the
469 chronically ill in the acute care and community settings. Students in the Clinical Nurse Specialist
470 concentration are required to specialize in one of four tracks: Adult Health, Pediatrics, Gerontology or
471 Psychiatric/Mental Health. Students will complete 500 hours of advanced field study and will be eligible
472 to sit for the National certification exam upon completion of the MSN program. The third concentration
473 is Clinical Nurse Leader which prepares the student to be a leader, manager and educator at the unit level.
474 The Clinical Nurse Leader role is learned through courses in health systems leadership, quality
475 improvement, evaluation and accreditation in nursing organizations, financial resource management, and
476 management of patients in the acute care setting. Students in the Clinical Nurse Leader concentration may
477 specialize in Gerontology or Education.

478 **Preparation and Training Offered by the Program**

479 The Master of Science in Nursing has been designed for nurses seeking careers as a nurse educator,
480 advanced practice nurse in chronic illness management, or a generalist nurse responsible for leadership
481 and management of patient populations at the unit level in an acute care facility. Students who graduate
482 with a Master of Science in Nursing will:

- 483 1. Gain theoretical and empirical knowledge from the discipline of nursing, the humanities, the
484 natural, social, organizational and biological sciences, and education applicable to the practice of
485 professional nursing at the advanced level.
- 486 2. Acquire communication, leadership and advanced clinical expertise which are essential for
487 working with multidisciplinary teams and managing the care of diverse individuals, families or
488 populations.
- 489 3. Apply the nursing process at the advanced nursing level through critical thinking, diagnostic
490 reasoning and sound clinical decision making in order to manage and evaluate the
491 comprehensive, coordinated nursing care of individuals, families and communities.

- 492 4. Achieve proficiency in the application of new knowledge based on research to provide quality
493 health care, and initiate change to improve nursing practice (innovation) or generate new
494 knowledge through conduct of research using a new application of ideas from prior research or
495 from new, original ideas (thesis).
- 496 5. Master the ability to perform within the advanced nursing role as a clinical nurse leader, clinical
497 nurse specialist or a nurse educator.
- 498 6. Enhance the ability to collaborate, consult and lead a health care team in the planning,
499 implementation and improvement of health care services consistent with the health needs of an
500 increasingly diverse and multicultural society.
- 501 7. Develop the ability to collaborate with nurse leaders and other health care professionals in the
502 formulation of health care policy, provide leadership in the health care delivery system, and
503 integrate the principles of fiscal management, budgeting and health economics when managing
504 health care in a variety of settings.
- 505 8. Acquire the ability to become a successful generalist, advanced practice nurse or nurse educator
506 in the health care industry or academic institutions of North Country and other geographic
507 locations.
- 508 9. Build on the baccalaureate foundation for continuing personal and professional self-growth,
509 development and lifelong learning and the necessary educational background to enable the pursuit
510 of a higher degree in advanced nursing practice (Doctor of Nursing Practice) or research (Doctor
511 of Philosophy in Nursing).
- 512 10. Build on the ability to perform a self assessment of personal sociocultural values, ethics, and
513 religious beliefs and evaluate how these factors correspond to those of one's own clients and
514 professional nursing actions.
- 515 11. Master cultural assessment and global awareness to provide culturally sensitive nursing care to
516 clients, families and communities around the world who differ from the nurse by virtue of race,
517 culture and/or ethnicity.

518 **Transfer Students**

519 For the returning RN student interested in the Accelerated RN-to-MSN track, it is anticipated that many
520 of the required general education courses may have been completed at a community college. These
521 students will be required to meet the same mandatory standards either by transferable course work,
522 certification of general education requirements by previous academic institutions, or by completion of
523 general education requirements at CSUSM. These courses will be included in the maximum transfer
524 credit of 70 lower-division units from a community college. Imbedded in these 70 units are 32 units,
525 which will be articulated for lower-division nursing courses from a Board of Registered Nursing (BRN)
526 approved, and a regionally accredited community college nursing program. Some prerequisite and
527 required preparatory courses for the nursing major are also imbedded in the 51 units of required general
528 education courses

529 **Admission and Application Requirements**

530 Admission to the Accelerated RN-to-MSN program requires an associate degree from an accredited
531 community college, completion of all courses in the Pre-Nursing Core (or the equivalents of these
532 courses) with an overall GPA of 2.75 in the Core and with no grade lower than a C (2.0). Nursing courses
533 and Pre-Nursing Core courses for which the student earns less than a grade of C (2.0) may be repeated
534 once with consent of instructor, but only on a space-available-basis. While in the BSN component of the
535 program, the student must maintain a 3.0 GPA. Those who do not perform at this level may elect to
536 complete the baccalaureate via the RN-to-BSN program.

537 Admission to the Master of Science in Nursing program requires a baccalaureate degree in nursing from a
538 CCNE or NLN accredited program, a minimum GPA of 3.0 for the last 60 semester hours of
539 undergraduate course work, and evidence of satisfactory completion of physical assessment, inferential
540 statistics and nursing research with a grade of "C" or better at the baccalaureate level. For students
541 enrolled in the Accelerated RN-to-MSN track, physical assessment and nursing research will be taken at

542 the graduate level. One year of recent Registered Nurse experience is required for both tracks prior to
543 advancement to candidacy.

544 Students should have computing skills sufficient to complete graduate work including word processing
545 and statistical software programs. Admission decisions will be influenced by the strength of the
546 undergraduate program, academic achievement, community service and the educational goals of
547 individual applicants.

548 **Special Requirements**

549 Students in the nursing program must carry their own malpractice insurance, pass a physical health
550 examination, and demonstrate a sufficient immunization record consistent with that required of clinical
551 placement in local health care agencies.

552 The academic advisor for the School of Nursing, working with the Office of Disabled Student Services,
553 will assist students to determine what accommodations will be needed to enable students to meet the
554 standards of our program.

555 A complete application consists of:

- 556 • a completed application form
- 557 • one set of official transcripts from colleges and universities attended with indication of an
558 undergraduate degree
- 559 • evidence of completion of an undergraduate or graduate level bioethics course
- 560 • proof of licensure as a registered nurse in California
- 561 • three letters of reference from person's qualified to assess the applicant's potential to succeed as a
562 graduate student, with one letter from a nursing faculty in the student's baccalaureate program
- 563 • a resume
- 564 • a 2-3 page essay outlining professional and educational goals

565 Applicants will be admitted annually in the Fall semester. To be considered for admission, all required
566 applications must be received no later than March 1. Review of applications will continue until all the
567 openings for Fall semester have been filled. Applicants are notified of admission decisions following this
568 process.

569 **Degree Requirements**

570 Option 1: Accelerated RN-to-MSN

571 The total number of units required for the Accelerated RN-to-MSN nursing student is 165 to 178 semester
572 units (depending on the concentration and track chosen) including 51 units of general education, 3 units
573 transition RN-to-MSN courses, 9 units of upper division general education units, 20 upper-division
574 nursing units, 45-58 graduate nursing units, and all required courses that are prerequisite/preparatory to
575 the major. These units may vary depending on units previously completed in a community college.
576 Irrespective of the number of general education courses previously attempted, the RN-to-MSN students
577 will need to complete the following courses or their equivalent(s):

578 ANTH 200, ANTH 301*, CHEM105, CHEM105L

579

580 Required Prerequisite/Preparatory Nursing Courses for the RN-to-MSN Student includes:

581 BIOL 215, BIOL 160, BIOL 175, BIOL 176, BIOL 323*, MATH 115, PHIL 345*, SOC 303

582

583 *Upper division general education courses.

584 MATH 125, 132 or 160 may be substituted for Math 115. This requirement may also be satisfied by any
585 Lower-Division General Education Mathematics/Quantitative Reasoning (B4) course taken before
586 matriculation at CSUSM if students have already completed the equivalent of CHEM 105/105L.

587 Students will choose one course in growth and development across the life span.

588 PSYC 210 or SOC 204

589
590 Students will complete the second language requirement. Spanish is strongly recommended.
591 The RN-to-MSN student is required to complete the following 3 Units of nursing courses.
592 NURS 350, NURS 351
593
594 The RN-to-MSN student is required to complete the following 20 Units of upper-division nursing. These
595 courses are identical to those completed by the generic students.
596 NURS 370, NURS 440, NURS 441, NURS 442, NURS 443, **or**
597 NURS 445, NURS 450, NURS 451
598
599 Option 1 and Option 2: Master of Science in Nursing
600 The graduate program is required for completion of Option 1, the Accelerated RN-to-MSN program. In
601 addition to the 120 units required for the BSN, those students in Option 1 must complete the 45-58 units
602 required for the MSN. Students in Option 2 must complete the 45-58 units required for the MSN.
603 The following core courses are required for the MSN. NURS 503A is required for all concentrations and
604 NURS 503B is required for the CNS concentration in order to meet the required clinical hours for
605 graduation. The NURS 598 and NURS 599 courses may be taken with variable units for a total of 3 units
606 required for completion of the program.
607 **Graduate Core (24-25 Units)**
608 NURS 500, NURS 502, NURS 503A, NURS 503B (CNS concentration), NURS 504, NURS
609 506, NURS 508, NURS 510, and
610 NURS 598A (1), 598B (2) or 598C (3) **or** NURS 599A (1), 599B (2) or 599C (3)
611
612 **Nursing Education Concentration (24 Units)**
613 NURS 570, NURS 571, NURS 572, NURS 573, EDUC ???, EDST ???
614
615 Students should select a clinical course and advanced field study (NURS 532A or 532B and NURS 533A
616 or 533B **or** NURS 534A or 534B and NURS 535A or 535B). For the clinical course and corresponding
617 advanced field study students may focus on adult, pediatric, gerontology or psychiatric/mental health
618 nursing. Students will select one additional education course relative to nursing education. The following
619 courses are recommended electives:
620 EDUC 624, EDUC 626, EDST 631, EDST 635, EDST 636
621
622 **Clinical Nurse Specialist (CNS) Concentration (24 Units)**
623 NURS 530, NURS 532A or 532B, NURS 533A or 533B, NURS 534A or 534B, NURS 535A or
624 535B, NURS 536, NURS 539, NURS 554
625
626 Students in the CNS concentration are required to choose a specialty track and take additional courses
627 totaling 57-58 units. This includes 500 hours of advanced field study required for the National
628 certification exam. Students will be prepared to sit for the exam upon graduation from the MSN program.
629 CNS in Adult Health Track (9 Units): NURS 540, NURS 570, EDUC ???
630 CNS in Pediatrics Track (8 Units): NURS 520, NURS 570, NURS 572
631 CNS in Gerontology Nursing Track (9 Units): NURS 560, NURS 570, EDUC ???
632 CNS in Psychiatric-Mental Health Nursing Track (9 Units): NURS 580, NURS 570, NURS ???
633 **Clinical Nurse Leader (CNL) Concentration (21 Units)**
634 NURS 550, NURS 552, NURS 554, NURS 556, NURS 557, NURS 558, NURS 559
635
636 Students in the CNL concentration may choose to specialize (not required) in Gerontology
637 NURS 536, NURS 560, NURS 539, EDUC ???
638
639 Students in the CNL concentration may specialize in nursing education (10 units). The additional courses required:
640

641 NURS 570, NURS 572, NURS 575, EDUC ???

642 **Continuation**

643 Students must maintain a 3.0 GPA and a grade of C or better in all classes. If the GPA falls below 3.0 for
644 two consecutive semesters, the student will be dropped from the program. Students must be continuously
645 enrolled or request a leave of absence if time is needed away from studies. Students who are not
646 continuously enrolled or have a leave of absence for longer than two semesters must petition the School
647 of Nursing for continuation. All requirements for the degree must be completed within five years of
648 beginning any coursework in the MSN program.

649 Students will receive advisement from the School of Nursing's advisors until they have reached
650 candidacy and form a thesis or project committee. The thesis or project committee will be comprised of at
651 least two tenure-track School of Nursing faculty. The third member may be faculty from the School of
652 Nursing, the wider University or the general community. Advisors will work closely with students in
653 selection of courses and research or project topics.

654 **Advancement to Candidacy**

655 A draft of the thesis or project proposal will be completed as part of the requirement for the graduate level
656 research course (NURS 510). The students will form a thesis or project committee during the course and
657 meet with members following completion of the course. Committee members will review and approve
658 thesis or project proposals. Students will advance to candidacy once they have successfully passed an oral
659 defense of their thesis or project proposal. The thesis or project committee will assist with refinement of
660 the proposal and with the research for the thesis or evaluation of the project and will serve as the
661 committee for the oral examination once the thesis or project is completed. To advance to candidacy, a
662 student must:

- 663 1. Be in good standing with an overall GPA of at least 3.0;
- 664 2. Have completed 21 units (22 units for the CNS concentration) of the core courses toward the
665 graduate degree; and
- 666 3. Have successfully proposed his/her thesis or project to the faculty.

667

668 *New courses:*

669 **Core Courses:**

670 **NURS 500** Theoretical Bases of Nursing Research and Evidence Based Practice (3)

671 Exploration of the interface of theory, research and clinical practice. Middle range theories from nursing and
672 other disciplines are examined for their potential use as a foundation for research and clinical practice in
673 advanced nursing. Theory construction through the use of concept analysis techniques and basics of the
674 research process is explored. Prerequisites: BIOL 215 and PHIL 345.

675

676 **NURS 502** Advanced Health Assessment and Health Promotion (3)

677 Examination of the theory and practice of advanced health assessment and health promotion, and application to
678 the advanced nursing role. An emphasis on the analysis and synthesis of subjective and objective data to
679 diagnose health problems and develop management plans is made. Theoretical foundations of health
680 promotion, illness prevention, and maintenance of function across the life span are explored. Students will
681 focus on promotion of health in individuals across the age range and within the family, community and cultural
682 context. Prerequisites: NURS 500. Co requisites: NURS 503A and 503B (CNS concentration).

683

684 **NURS 503A** Advanced Health Assessment and Health Promotion Field Study (3)

685 Application of advanced health assessment techniques and health promotion theory in the acute care, primary
686 care or community setting. The student will be assigned an advanced practice nurse preceptor and complete
687 health assessment and physical examinations on clients in the clinical setting. In addition, students will design
688 and implement a health promotion project. The minimum requirement for this practicum is 90 hours.

689 Prerequisites: NURS 500. Co requisites: NURS 502.

690

691 **NURS 503B** Advanced Health Assessment and Health Promotion Field Study Extension Course for the
692 Clinical Nurse Specialist (1)

693 This course is designed as an extension of NURS 503A for the additional practicum hours required for the
694 Clinical Nurse Specialist concentration. Application of advanced health assessment techniques and health
695 promotion theory in the acute care, primary care or community setting is continued. The student will be
696 assigned an advanced practice nurse preceptor and complete health assessment and physical examinations on
697 clients in the clinical setting. In addition, students will design and implement a health promotion project. The
698 minimum requirement for this practicum is 35 hours. Prerequisites: NURS 500. Corequisites: NURS 502.
699

700 **NURS 504** Advanced Pathophysiology (3)

701 Exploration of the application of advanced knowledge of complex physiological functions and
702 pathophysiological processes related to the care of individuals with altered health states across the life span.
703 Alterations in function, and adaptive, integrative and regulatory mechanisms at the molecular, cellular, organ
704 and system levels are studied. The primary focus is to provide a foundation for clinical decision-making and
705 management of health problems across the lifespan. Prerequisites: BIOL 215 and PHIL 345.
706

707 **NURS 506** Advanced Pharmacology (3)

708 Examination of the theoretical basis for pharmacological treatment of common chronic health problems.
709 Selected classifications of drugs with emphasis on the principles of pharmacokinetics, the pathophysiological
710 basis for therapeutic use, adverse effects, drug interactions, contraindications for use, patient education on
711 medication therapy, and issues of adherence are explored. Prerequisites: NURS 500 and NURS 504.
712

713 **NURS 508** Health Care Policy (3)

714 Exploration of the characteristics of the current health care environment as it pertains to policy development,
715 health planning, and economic management at the global, national, state and local levels. Multidisciplinary
716 decisions regarding equitable distribution of existing sources, policy development, program evaluation, and
717 client/population outcomes are examined. Students are introduced to the Agency for Health Care Policy and
718 Research Quality and Quality and Safety Education for Nurses. Prerequisites: NURS 500.
719

720 **NURS 510** Nursing Research Methods (3)

721 Refinement of the student's understanding of the research process, qualitative and quantitative research design
722 and corresponding methods of analysis. Sampling theory, recruitment of participants, methods of data
723 collection, reliability and validity, and scientific rigor are explored. Students analyze, evaluate, and interpret
724 studies contributing evidence for practice and knowledge development. Students will prepare a draft proposal
725 for their directed graduate project or graduate thesis and form a thesis or project committee as assignments in
726 this course. Prerequisites: NURS 500, 502, 503A, 503B (CNS concentration), 504, 506 and 508. Co requisites:
727 EDUC ??? number (Nursing Education) NURS 530 (CNS) and 550 (CNL).
728

729 **NURS 598A (1), B (2), C (3)** Directed Graduate Project

730 Refinement of a project proposal and completion of graduate project. Ideas for projects include the design,
731 implementation and evaluation of an evidenced-based innovation, completion of a grant proposal or evaluation
732 of a product or procedure. Other ideas may be presented to the faculty for approval. Students may take 1, 2 or
733 3 project units at a time. The course can be repeated for a total of 3 units which is the requirement for
734 graduation. Prerequisites: NURS 510 and advancement to candidacy.
735

736 **NURS 599A (1), B (2), C (3)** Graduate Thesis

737 Refinement of a proposal and completion of a graduate thesis using either quantitative or qualitative research
738 methods. Students may take 1, 2 or 3 thesis units at a time. The course can be repeated for a total of 3 units
739 which is the requirement for graduation. Prerequisites: NURS 510 and advancement to candidacy.
740

741
742
743

744 **Nursing Education Concentration:**

745 **NURS 570** Curriculum Development for Nursing Education (3)

746 Analysis and evaluation of theories and research pertaining to curriculum development. Students will have the
747 opportunity to develop curriculum using current nursing and education theory and research designed to meet
748 the needs of diverse learners in collegiate and staff development settings. Prerequisites: NURS 510 and
749 advancement to candidacy.

750
751 **NURS 571** Advanced Field Study: Staff Development/Education (2)
752 Practicum designed to provide experience in staff development, orientation and continuing education in a
753 clinical agency. Mandatory education requirements, evaluation of staff competencies and staff training records
754 and applications for continuing education are examined. The student will be assigned a preceptor who works in
755 a staff development/education department. The minimum requirement for this practicum is 90 hours.
756 Prerequisites: NURS 510 and advancement to candidacy.
757
758 **NURS 572** Clinical Evaluation and Simulation in Nursing Education (2)
759 Examination of the use of the skills laboratory, clinical agency, and clinical simulation for educating and
760 evaluating nursing skills. Content will focus on theory and research related to evaluating nursing skills and
761 using simulation as a clinical activity in nursing education. Students will develop a simulation scenario and
762 become familiar with the use of medium and high fidelity manikins. Includes an exploration of tools for
763 clinical evaluation including skills performance checklists, skills clustering and simulation scenarios.
764 Prerequisites: NURS 510 and advancement to candidacy.
765
766 **NURS 573** Advanced Field Study: Student Teaching (2)
767 Practicum designed to provide a practice teaching experience in a program of nursing in a community college
768 or baccalaureate setting. The student will be assigned to a preceptor who is a faculty member in a nursing
769 program teaching didactic and clinical nursing consistent with the student's area of clinical expertise. The
770 minimum requirement is 90 hours of practice teaching. Prerequisites: NURS 510 and advancement to
771 candidacy.
772
773 **EDUC ???** Essential Instructional Elements for Teaching Adult Learners (3)
774 Application of adult learning and motivation theory in construction of educational courses using a variety of
775 teaching strategies and evaluation techniques for diverse learners. Includes exploration of multicultural,
776 gender, and experiential influences in teaching and learning. Prerequisites: NURS 500, 502, 503A, 503B (CNS
777 concentration), 504, 506, 508.
778
779 **EDST ???** Designing Online Experiences for Teaching and Learning (3)
780 Introduces theory and research related to instructional design of online nursing courses. Includes an
781 exploration of educational technologies utilized for online teaching and learning including videoconferencing,
782 video streaming, multimedia, interactive media, PowerPoint, Lecshare Pro and WebCT. Design of an online
783 course using selected educational technologies that provide opportunities for learners to develop critical
784 thinking and reasoning skills. Prerequisites: NURS 500, 502, 503A, 503B (CNS concentration), 504, 506, 508.
785
786 **Students will select one additional education course relative to nursing education (3 units). See page 13 for
787 recommended courses or refer to the course catalog.
788
789 **Students will also select one clinical course (NURS 532A or 532B or 534A or 534B) and advanced field
790 study (NURS 533A or 533B or 535A or 535B) for a total of 6 units. Course descriptions are found in the
791 following section.
792
793 **Clinical Nurse Specialist (CNS) Concentration**
794 **NURS 530** The Clinical Nurse Specialist Role and Advanced Practice Nursing (3)
795 Introduces competencies and other foundational components of advanced practice nursing including history,
796 roles, options and choices that are associated with professional practice and career development. The role of
797 technology, evidence-based decision making, leadership, change, collaboration and outcomes evaluation are
798 explored. Prerequisites: NURS 500, 502, 503A, 503B (CNS concentration), 504, 506, 508.
799 Co-requisite: NURS 510 and 520 or 540 or 560 or 580.
800
801 **NURS 532A** Advanced Practice Management of the Chronically Ill Client in the Acute Care Setting (3)
802 Advanced study of the management of chronically ill patients by advanced practice nurses in a variety of acute
803 care settings. The CNS assumes responsibility and accountability for health promotion, assessment, diagnosis
804 and management of client problems including prescription of pharmacological agents within a specialty area of
805 clinical practice. Emphasis on developing sound clinical decision making and diagnostic reasoning skills is
806 included. The CNS uses theory, research and best practices to manage the care of individuals, families and

807 populations, and leads the multidisciplinary team to provide quality, cost-effective care. Prerequisites: NURS
808 510 and advancement to candidacy. Co-requisite: NURS 533A.

809
810 **NURS 532B** Advanced Practice Management of the Chronically Ill Client with Complex Mental Health
811 Needs in the Acute Care Setting (3)

812 Advanced study of the management of chronically ill patients with complex mental health needs and
813 psychiatric disorders by advanced practice nurses in a variety of acute care settings. Health promotion,
814 assessment, diagnosis and management of client problems including prescription of pharmacological agents
815 within a specialty area of clinical practice are examined. Emphasis on developing sound clinical decision
816 making and diagnostic reasoning skills is included. Theory, research and best evidenced based practices are
817 identified in the care of individuals, families and populations with the multidisciplinary team to provide
818 quality, cost-effective care. Prerequisites: NURS 510 and advancement to candidacy. Corequisites: NURS
819 533B.

820
821 **NURS 533A** Adv. Field Study: Management of the Chronically Ill Client in the Acute Care Setting (3)
822 The clinical practicum allows for immersion in the CNS in the role of the advanced practice nurse in the acute
823 care setting. Using foundations of theory, research and other evidence and the tools for case management,
824 students will manage chronically ill patients in their area of clinical expertise. Students will be mentored by an
825 experienced Clinical Nurse Specialist in activities expected in the role. The minimum requirement for this
826 practicum is 125 hours. Prerequisites: NURS 510 and advancement to candidacy. Co-requisite: NURS 532A.

827
828 **NURS 533B** Advanced Field Study: Management of the Chronically Ill Client with Complex Mental Health
829 Needs in the Acute Care Setting (3)

830 The clinical practicum allows for immersion into the CNS in the role of the advanced practice nurse in the
831 acute care setting. Using the foundations of theory, research and other evidence and the tools for case
832 management, students will manage chronically ill patients in their area of clinical expertise. Students will be
833 mentored by an experienced Clinical Nurse Specialist in activities expected in the role. The minimum
834 requirement for this practicum is 125 hours. Prerequisites: NURS 510 and advancement to candidacy. Co
835 requisites: NURS 532B.

836
837 **NURS 534A** Advanced Practice Management of the Chronically Ill Client in the
838 Community/Home Setting (3)

839 Application of advanced practice concepts in caring for chronically ill clients in primary and specialty clinics,
840 public health, home health and hospice agencies. Emphasis on assessment, diagnosis, management of care, and
841 health promotion. The CNS uses theory and research on community health nursing and health promotion to
842 manage the care of individuals, families and aggregates, and leads the multidisciplinary team to provide
843 quality, cost-effective care in the community. Prerequisites: NURS 510 and advancement to candidacy. Co-
844 requisite: NURS 535A.

845
846 **NURS 534B** Advanced Practice Management of the Chronically Ill Client with Complex Mental Health
847 Needs in the Community/Home Setting (3)

848 Application of advanced practice concepts in caring for chronically ill clients with complex mental health
849 needs and psychiatric disorders in primary and specialty clinics, schools, faith communities and public health,
850 home health and hospice agencies. Emphasis is on assessment, diagnosis, management of care, and health
851 promotion. Theory and research in community health nursing and health promotion are identified to manage
852 the care of individuals, families and aggregates, in collaboration with the multidisciplinary team to provide
853 quality, cost-effective care in the community. The minimum requirement for this practicum is 125 hours.
854 Prerequisites: NURS 510 and advancement to candidacy. Co requisites: NURS 535B.

855
856
857
858 **NURS 535A** Advanced Field Study: Management of the Chronically Ill Client in the Community/Home
859 Setting (3)

860 The clinical practicum allows for immersion in the CNS in the role of the advanced practice nurse in the
861 community setting. Using foundations of theory, research and other evidence and the tools for case
862 management, students will manage chronically ill patients in their area of clinical expertise. Students will be
863 mentored by an experienced Clinical Nurse Specialist in activities expected in the role. The minimum

864 requirement for this practicum is 125 hours. Prerequisites: NURS 510 and advancement to candidacy. Co-
865 requisite: NURS 534A.

866
867 **NURS 535B** Advanced Field Study: Management of the Chronically Ill Client with Complex Mental Health
868 Needs in the Community/Home Setting (3)

869 The clinical practicum allows for immersion into the role of the CNS in the community setting. Using the
870 foundations of theory, research and other evidence and the tools for case management, students will manage
871 chronically ill patients with complex mental health needs and psychiatric disorders. Students will be mentored
872 by an experienced Clinical Nurse Specialist in activities expected in the role. The minimum requirement for
873 this practicum is 125 hours. Prerequisites: NURS 510 and advancement to candidacy. Co requisites: NURS
874 534B.

875
876 **NURS 536** Chronic Illness Concepts (3)

877 Exploration of chronic illness concepts and trajectories of common disease states including heart failure,
878 diabetes, chronic obstructive pulmonary diseases and cancer. Theories and research related to chronic illness
879 concepts is presented, including the classic work of Corbin and Strauss. Students will examine the social,
880 psychological, economic and quality of life issues surrounding chronic illness that impact clients, caregivers,
881 families and communities. Prerequisites: NURS 510 and advancement to candidacy.

882
883 **NURS 539** Advanced Practice Externship (3)

884 Designed for the Clinical Nurse Specialist to work in a clinical setting and enhance advanced clinical practice
885 under the supervision of an advanced practice nurse as a role model. Advanced assessment skills and advanced
886 nursing practice in the CNS role will be performed. Students will complete 125 clinical hours. Prerequisites:
887 NURS 510 and advancement to candidacy.

888
889 New CNS Specialty Track Courses

890
891 **NURS 520** Advanced Concepts of Pediatric Nursing Care (3)

892 Examination of advanced and complex physical, emotional, behavioral, and developmental changes of infants,
893 children and adolescents from various cultural/ethnic groups. Bioethical, cultural, social and behavioral
894 concepts and theories are examined. Clinical phenomenon from case studies are analyzed for their affect on
895 pediatric patients of various ages. Prerequisites: NURS 500, 502, 503A, 503B (CNS concentration), 504, 506,
896 508. Co-requisite: NURS 510 and 530.

897
898 **NURS 540** Advanced Concepts of Adult Health Nursing Care (3)

899 Examination of advanced and complex physical, emotional, spiritual, and developmental changes of young,
900 middle and older adults from various cultural/ethnic groups. Bioethical, cultural, spiritual and socio-economic
901 issues are examined. Clinical phenomenon from case studies are analyzed for their affect on adults of various
902 ages. Prerequisites: NURS 500, 502, 503A, 503B (CNS concentration), 504, 506, 508. Co-requisite: NURS
903 510 and 530.

904
905 **NURS 560** Advanced Concepts of Gerontology Nursing Care (3)

906 Focuses on the aging population including theories and research on aging, ethnicity, adjustments and common
907 aging changes. Strategies to promote wellness and self-care are discussed. Pathologies common to the elderly
908 and nursing interventions are examined. Gerontological care issues are explored. Prerequisites: NURS 500, 502,
909 503A, 503B (CNS concentration), 504, 506, 508. Co-requisite: NURS 510 and 530.

910
911 **NURS 580** Advanced Concepts in Psychiatric Mental Health Nursing Care (3)

912 Examination of theories and treatment modalities for individuals, groups and families with complex
913 psychiatric-mental health needs and disorders. Emphasis is on the development of advanced mental health
914 nursing competencies in the therapeutic use of self, psychiatric interviewing process, differential diagnosis and
915 therapeutic interventions. Clinical phenomenon in case studies are analyzed regarding the role of
916 culture/ethnicity, spirituality, gender, and socioeconomic status as factors influencing mental health.
917 Prerequisites: NURS 500, 502, 503A, 503B (CNS concentration), 504, 506, 508. Co-requisite: 510 and 530

918
919 **Clinical Nurse Leader Option**

920

921 **NURS 550** The Clinical Nurse Leader Role and Healthcare Systems Leadership (3)
922 Introduction to the Clinical Nurse Leader role and examination of the core knowledge and competencies for
923 practice in this position. Healthcare systems leadership is transformative, with the CNL adding value to the
924 organization by using evidence-based practices to achieve better outcomes, fiscal strategies to reduce costs,
925 and educational strategies to foster learning in other health professionals. Prerequisites: NURS NURS 500,
926 502, 503A, 503B (CNS concentration), 504, 506, 508. Co-requisite: NURS 510.
927

928 **NURS 552** Quality Improvement, Evaluation and Accreditation in Nursing Organizations (3)
929 Explores the historical evolution of quality initiatives in health care and the emergence of the patient safety
930 movement to prevent errors within the system of care delivery. Provides a focus on quality assessment and
931 improvement, organizational performance, and outcomes evaluation. An in depth familiarization with the
932 Agency for Health Care Policy and Research quality and safety indicators, Quality and Safety Education of
933 Nurses (QSEN) and Quality of Care Measures (Q-SPAN) is expected. Standards for accreditation of nursing
934 service organizations are examined. Prerequisites: NURS 510 and advancement to candidacy.
935

936 **NURS 554** Resource Management, Finances and Technology in the Health Care (3)
937 Overview of health care finance and management of human, financial and community resources to ensure
938 quality, cost-effective outcomes of nursing care. Special circumstances of clients and their families are
939 considered to promote optimum use of available resources. Examines use of knowledge of information
940 systems and technology to improve healthcare outcomes at the point of care. Prerequisites: NURS 510 and
941 advancement to candidacy.
942

943 **NURS 556** Clinical Nurse Leader Patient Management in the Acute Care Setting (3)
944 Advanced study of the management of patients in a variety of acute care settings. The CNL designs,
945 coordinates, integrates and evaluates care of clients and their families at the unit level. Includes a focus on
946 application of evidence-based practice, collection and evaluation of outcomes, assessment of population risk,
947 interdisciplinary collaboration, client advocacy, client and staff education, direct provision of complex care
948 and application of cost-effective care principles in acute care of clients. Prerequisites: NURS 510 and
949 advancement to candidacy. Co-requisite: NURS 557.
950

951 **NURS 557** Advanced Field Study: Clinical Nurse Leader Patient Management in the Acute Care Setting (3)
952 The clinical practicum allows for immersion in the CNL role in the acute care setting. Students will be
953 mentored by an experienced clinical nurse leader expert in activities required in the CNL role. The minimum
954 requirement for this practicum is 90 hours. Prerequisites: NURS 510 and advancement to candidacy. Co-
955 requisite: NURS 556.
956

957 **NURS 558** Clinical Nurse Leader Management of Complex Patients (3)
958 Continuation of advanced study of the management of patients in the acute care arena. The CNL uses
959 evidence-based practice, quality research and clinical outcome data to provide comprehensive care to patients.
960 Leadership and management, collaboration and knowledge of financial and resource utilization are key
961 components of the role. Clinical expertise is required for care of complex patients and development of the
962 multidisciplinary team. Prerequisites: NURS 510 and advancement to candidacy. Co-requisite: NURS 559.
963

964 **NURS 559** Advanced Field Study: Clinical Nurse Leadership Management of Complex Patients in the Acute
965 Care Setting (3)
966 The clinical practicum allows for continuation of the clinical experience in the CNL role in the acute care
967 setting. Students will be mentored by an experienced clinical nurse leader expert in activities required in the
968 CNL role. The minimum requirement for this practicum is 90 hours. Prerequisites: NURS 510 and
969 advancement to candidacy. Co-requisite: NURS 558.

FAC: CoBA Evaluation of Temporary Faculty Unit 3 Employees

Definition: A policy for the evaluation of temporary faculty within the College of Business Administration.

Authority: CSU/CFA Unit 3 Collective Bargaining Agreement

Scope: Temporary Unit 3 employees within the College of Business Administration.

A. Introduction

The College of Business values quality and rigor in all its programs. Toward that end, expectations are that all faculty (both tenure track and temporary) teach their courses in a manner that challenges students so they develop the knowledge and skills needed to be successful in their careers. Consequently, the evaluation of instruction is designed to help temporary faculty become the best instructors possible. It is intended to be a formative, as well as summative, process. The document below sets forth the procedural requirements and the evaluation calendar for evaluating temporary faculty unit employees.

B. General Elements

1. The purpose of this policy is to provide procedures for periodic and performance review of temporary faculty. This policy follows the procedures for periodic evaluation in accordance with the Collective Bargaining Agreement (CBA¹). Within fourteen (14) days² after the first day of instruction of the academic term, the Dean/Associate Dean's³ office will provide all temporary faculty Unit 3⁴ members in the College of Business Administration with a copy of this Policy.
2. The CBA defines a temporary faculty unit employee as "a bargaining unit employee who is serving in a temporary appointment for a specified period of time." This policy and CBA article 15 distinguishes among three types of temporary faculty unit appointments:
 - a. Part-time or full-time appointments for one semester or less
 - b. Part-time appointments for two or more semesters⁵
 - c. Full-time appointments for two or more semesters
3. Periodic evaluations for both full time and part-time temporary faculty unit employees appointed for two or more semesters, regardless of a break in service, are mandatory and shall be done in accordance with the periodic evaluation procedures specified by this policy.
4. The Department Chair (DC) conducts the evaluation of temporary faculty teaching in the

¹ The evaluation of temporary faculty is governed by Article 15 of the Collective Bargaining Agreement.

² Throughout this Policy, the term "days" shall signify calendar days.

³ Hereafter referred to as the Dean.

⁴ Hereafter referred to as temporary faculty.

⁵ The evaluation of temporary faculty is governed by Article 15 of the Collective Bargaining Agreement

Please refer to the Faculty Affairs web site, then go to Academic Resources

http://www.csusm.edu/faculty_affairs/ to view the current contract

44 undergraduate program. In the event that temporary faculty teach in an option with an
45 Option Director (OD), the DC will consult with the OD on the evaluation. The
46 evaluation of faculty teaching in the MBA program shall be done by the MBA Director.
47

48 5. Periodic evaluations for a temporary faculty unit employee appointed for one semester or
49 less shall be at the discretion of the DC. The OD and MBA Director may request an
50 evaluation of faculty teaching courses in their respective programs. The employee may
51 also request that an evaluation be performed.
52

53 C. Procedure
54

55 1. Within fourteen (14) days of appointment, the Associate Dean's office will provide the
56 temporary faculty unit employees with a copy of this policy. Any additional materials
57 required by the department/program must be communicated to the temporary faculty in
58 writing within fourteen (14) days after the first day of instruction of the academic term.
59 Once the evaluation process has begun there shall be no changes in criteria and
60 procedures.
61

62 2. Temporary faculty must provide students the opportunity to fill out the official CSUSM
63 student evaluations in their classes, each semester, in accordance with College policy in
64 terms of the CBA.
65

66 3. All temporary faculty shall submit a working personnel file (WPAF) to the DC or MBA
67 Director (as appropriate) no later than two (2) weeks following the end of the semester of
68 review. The WPAF will include the following:
69

- 70 a. a statement of teaching activities and a list of courses taught that semester
- 71 b. a statement of teaching philosophy that includes a discussion of what it means to
72 the faculty member to provide a rigorous course
- 73 c. for each course:
 - 74 • Syllabus
 - 75 • Examinations and assignment materials
 - 76 • Other materials deemed pertinent to a teaching evaluation by the faculty member
 - 77 • Student evaluations of teaching when they become available⁶
 - 78 • Grade distributions
 - 79 • Other evidence of rigorous teaching or pedagogy in each course
- 80 d. Evidence of innovative teaching methods or pedagogy used in each course, if
81 applicable
- 82 e. Copy of temporary faculty evaluation policy
- 83 f. Additional material required by the Program/Department. These materials must be
84 specified in writing and must be communicated to the temporary faculty in writing
85 within fourteen (14) days after the first day of instruction of the academic term.
86 Once the evaluation process has begun there shall be no changes in criteria and
87 procedures;
88

89 4. The WPAF will be returned to the faculty member once the evaluation process
90 is complete.
91

⁶ The College of Business Administration policy is that all courses be evaluated each semester, thus evaluations for all courses taught in a semester must be included in the WPAF.

- 92 5. Evaluation of all part-time and full-time temporary faculty may include peer input from
93 the department. Peer input from tenure-track faculty in the department may be requested
94 by the Department Chair, Option Director, MBA Director, or by the temporary faculty
95 member.

96
97 When peer input is initiated by the department/program, the Department Chair or MBA
98 Director, in consultation with tenure-track faculty in the program and the Option Director
99 (as appropriate), will select one or more tenure-track faculty to provide peer input. The
100 elements to be included in the peer input shall be determined by the DC, OD, or MBA
101 Director (where the faculty member and course are pertinent to a specific program), in
102 consultation with the faculty member being reviewed. The elements may include syllabi,
103 examinations, assignments, statement of teaching goals, evidence of innovative
104 pedagogy, curriculum development, teaching awards, students supervised (independent
105 study, etc.), student advising, and classroom visits.

106
107 The temporary faculty may request additional peer input from any tenure-track or non-
108 tenure-track faculty.

- 109
110 6. Full-time temporary faculty must be evaluated by a Peer Review Committee (PRC) for
111 Temporary Faculty elected in accord with the college policy on election of PRCs. The
112 PRC will consist of three (3) tenured faculty in the Department in which the full-time
113 temporary faculty teaches.

- 114
115 7. Any party to the evaluation may request an external review. In the case of a
116 request for an external review, see Appendix C of the University RTP policy for
117 responsibilities and timetable.

- 118
119 8. Evaluation form(s) will be completed, as follows:

- 120
121 a. For full-time and part-time temporary faculty, the Department Chair/MBA
122 Director will complete and sign evaluation Form A.
123 b. When provided, peer input by department faculty must be documented on Form
124 B.
125 c. For full-time temporary faculty, the PRC will review the WPAF and complete
126 Form C.

- 127
128 9. The temporary faculty member will receive copies of the evaluation(s) and will sign the
129 evaluation form(s) and retain a copy. The office of the Associate Dean will place the
130 original evaluation forms in the temporary faculty member's personnel action file (PAF).

- 131
132 10. The temporary faculty member may request a meeting with the reviewer (Department
133 Chair or MBA Director) within ten (10) calendar days from the receipt of the evaluation
134 to discuss the evaluation. The temporary faculty member may also request a meeting
135 with the OD or MBA Director, as appropriate, if they requested the review. In addition,
136 regardless of whether the temporary faculty member meets with the evaluator, the
137 temporary faculty member may submit a written response to the evaluation, within ten
138 (10) days of receipt of the evaluation, for inclusion in the PAF. The response shall be
139 filed at the office of the Associate Dean, who will provide a copy for the DC (and OD,
140 MBA Director as appropriate) and the PRC. The DC or MBA Director, as appropriate,
141 may respond to a temporary faculty's written rebuttal within ten (10) days of receipt of
142 the rebuttal. No formal, written response to a rebuttal is required.

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D. Calendar for Evaluations

This calendar ensures that all temporary faculty unit employees are evaluated annually, or in the case of one-semester faculty, at the end of the semester in which they were employed.

1. Part-time Temporary Faculty Appointments for One Semester

a. After the first semester of employment, part-time faculty with one-semester appointments may be evaluated at the discretion of the DC (in consultation with the OD) or MBA Director as appropriate.

b. Any evaluation shall take place after the instructor turns in grades, but no later than thirty (30) calendar days after the completion of the appointment year. If circumstances require an extension, the Associate Dean's office should be contacted before the end of the semester who will, in turn, notify the affected temporary faculty.

c. The Associate Dean shall check that the evaluation process has been completed for any first-time, single semester instructor before a contract is issued for a second teaching assignment in any subsequent semester.

2. Part-time Temporary Faculty Appointments for Two or More Semesters

a. All temporary faculty with part-time appointments for two or more semesters, except those with three year appointments, shall be formally evaluated for either the first semester of employment or for the academic year.

b. Second semester evaluations shall take place after the instructor turns in grades, but no later than thirty (30) calendar days after the completion of the appointment year . If circumstances require an extension, the Associate Dean's office should be contacted before the end of the semester who will, in turn, notify the affected temporary faculty.

c. All part-time temporary faculty with three-year appointments shall be evaluated at the end of the second year of appointment. The review period will included all semesters of the first two years of appointment. At the request of the Dean or the Department Chair, evaluations of all temporary faculty with three-year appointments in a department may be conducted more frequently. Any temporary faculty member with a three-year appointment may request that his/her evaluations be conducted more frequently.

d. The Associate Dean shall check that the evaluation process has been completed for all temporary instructors in a given program or department before contracts are issued for any following semester.

3. Full-time Temporary Faculty Appointments for Two or More Semesters

a. All temporary faculty with full-time appointments for two or more semesters, except those with three year appointments, shall be formally evaluated for either the first semester of employment or for the academic year.

195 b. Second semester evaluations shall take place after the instructor turns in
196 grades, but no later than thirty (30) calendar days after the completion of the
197 appointment year . If circumstances require an extension, the Associate Dean's
198 office should be contacted before the end of the semester who will, in turn, notify
199 the affected temporary faculty.

200
201 c. All full-time temporary faculty with three-year appointments shall be
202 evaluated the end of the second year of appointment. The review period will
203 included all semesters of the first two years of appointment. At the request of the
204 Dean or the Department Chair, evaluations of all temporary faculty with three-
205 year appointments in a department may be conducted more frequently. Any
206 temporary faculty member with a three-year appointment may request that
207 his/her evaluations be conducted more frequently.

208
209 d. The Associate Dean shall check that the evaluation process has been
210 completed for all temporary instructors in a given program or department before
211 contracts are issued for any following semester.

212
213 E. Forms for evaluation of temporary faculty unit employees:

214
215 Form A: Department Chair/MBA Director Evaluation Form for All Temporary Faculty
216 Performance Evaluation - Must be used for all temporary faculty evaluations.

217
218 Form B: Peer Input to the Evaluation (Optional) for Temporary Faculty Unit
219 Employees - May be used (in addition to Form A) for all temporary faculty
220 evaluations.

221
222 Form C: PRC Evaluation Form for Temporary Faculty Performance Evaluation -To be
223 used (in addition to Forms A & B) for all full-time temporary faculty evaluations.

224

FORM A

DEPARTMENT CHAIR OR MBA DIRECTOR EVALUATION
FOR TEMPORARY FACULTY UNIT 3 EMPLOYEES

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Temporary faculty unit 3 employee: _____

Semester(s) / Year of Review: _____

Class (es) reviewed in this cycle: _____

I. Student evaluation of teaching:

II. Course materials:

III. Other elements evaluated (i.e., classroom visits, informal feedback):

IV. Overall assessment:

V. Recommendation:

_____ Retain _____ Retain with additional monitoring _____ Do not retain

Department Chair/MBA Director: _____ Date: _____

I have been provided a copy and have read the evaluation. Evaluations are taken into consideration for subsequent appointments.

Faculty member _____ Date _____

Note: *This form will be placed in the faculty's PAF. Faculty members have ten (10) days to respond following the receipt of the evaluation, if they wish to do so.*

_____ Date _____
Dean/Associate Dean

272 FORM B

273
274 PEER INPUT TO THE EVALUATION (OPTIONAL)
275 FOR TEMPORARY FACULTY UNIT 3 EMPLOYEES
276

277
278 Temporary faculty unit 3 employee: _____
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280 Semester(s) / Year of Review: _____
281

282 Class(es) reviewed in this cycle: _____
283

284 I. Report on classes observed and/or material reviewed:
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309 Peer evaluator _____ Date _____
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312 Notes: *This form will be placed in the faculty's WPAF and PAF, and a copy will be sent*
313 *to the temporary faculty employee. Faculty members have ten (10) days to respond*
314 *following the receipt of the form, if they wish to do so.*
315

316 *Information about peer coaching/peer mentoring is available in the Faculty Center.*
317
318

FORM C

PEER REVIEW COMMITTEE (PRC) EVALUATION
FOR TEMPORARY FACULTY UNIT 3 EMPLOYEES

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Temporary faculty unit 3 employee: _____

Semester(s) / Year of Review: _____

Class(es) reviewed in this cycle: _____

I. Student evaluation of teaching:

II. Course materials:

III. Other elements evaluated (i.e., classroom visits, informal feedback):

IV. Overall assessment:

V. Recommendation:

_____ Retain _____ Retain with additional monitoring _____ Do not retain

TFPRC Chair: _____ Date: _____

I have been provided a copy and have read the evaluation. Evaluations are taken into consideration for subsequent appointments.

Faculty member _____ Date _____

Notes: This form will be placed in the faculty's PAF. Faculty members have ten (10) days to respond following the receipt of the form, if they wish to do so.

_____ Date _____

Dean/Associate Dean

1 **FAC: Guidelines for Departmental RTP Standards**

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3
4 I. “Departmental RTP Standards”

- 5
6 A. A “standard” is a reference point or formalized expectation against which progress can be
7 measured for retention, tenure, and promotion.
8
9 B. Faculty have a right to clearly articulated performance expectations. Departmental RTP
10 Standards provide consistency in guiding tenure-track faculty in the preparation of their
11 WPAFs.
12
13 C. Departmental RTP Standards educate others outside of the discipline, including deans,
14 university committees, and the provost, with respect to the practice and standards of a
15 particular department/discipline/field.
16
17 D. Departments must respect the intellectual freedom of their faculty by avoiding standards
18 that are too prescriptive. Department standards should be as brief as possible with
19 emphasis on the unique nature of the department.
20
21 E. All Department RTP Standards shall conform to the CBA and University and College
22 RTP documents. The “Department RTP Standards” document shall contain the elements
23 of department RTP standards described below and shall not repeat the CBA, University
24 and/or College RTP documents, or department-specific advice.
25
26 F. All Department RTP Standards must be approved by a majority of tenure-track faculty
27 within a department and then be approved by the Academic Senate before any use in RTP
28 decisions.
29

30 II. Elements of the “Department RTP Standards” Document

31
32 A. Introduction

33
34 The following principles should be addressed in an opening section that includes a brief
35 discussion of the department’s philosophy with respect to the RTP process.
36

- 37 1. Reflect on the department, college, and/or university mission, vision and values
38 statements and how they apply to the department’s RTP expectations.
39 2. How does the department view the expected distribution or value of the three
40 required areas: teaching, research/creative activity and service?
41 3. There should be both evaluative and developmental aspects to this process. How
42 are faculty expected to use the RTP process? How does the department support
43 faculty development through the processes for retention and promotion?
44 4. Is there an accrediting body that needs to be taken into account?
45 5. How does the department recognize innovation and unusual contributions, e.g.
46 teaching first-year students, mentoring majors, teaching in graduate programs,
47 using particularly innovative or challenging types of pedagogy? A general
48 statement may be made here with some specifics in each area below.
49

- 50 a. For the three areas where faculty are evaluated, explain the standards for
51 the different developmental periods:
52 i. Periodic Evaluation
53 ii. Performance/Retention Review
54 iii. Tenure and Promotion to Associate Professor
55 iv. Promotion to Professor
56 v. Post Tenure Periodic Evaluation
57 b. Address the standards for the different developmental periods either in a
58 separate section or throughout the three sections below:
59 c. These guidelines include multiple examples of topics, found in the
60 sections below, to which a department may want to write a discipline
61 specific standard. Only the most relevant or important topics should be
62 addressed in department standards. Departments may consider topics not
63 listed.
64

65 B. Teaching
66

- 67 1. Describe department priorities and values in teaching and learning.
68
69 2. List the most important department priorities in terms of teaching. In addition to
70 discussing what is valued in teaching, include a statement about expectations
71 emphasized in or unique to the department with respect to teaching. Such
72 expectations may include, but are not limited to, descriptions of:
73 a. Workload in terms of WTUs, contact hours, and/or FTES
74 b. Types of courses included in a typical semester faculty assignment
75 - Classroom teaching
76 - Laboratory teaching
77 - Studio teaching
78 - Seminar courses
79 - Undergraduate versus graduate courses
80 - Supervision of field work, independent research, and library
81 research
82 - Teaching modality, e.g. on-campus, off-site, on-line, distance
83 learning
84 - Training and supervision of teaching and graduate assistants
85 c. Pedagogical tools typically used in the department
86 d. Independent study students/courses
87 e. Departmental approaches to support excellent teaching
88
89 3. Describe the types of evidence used to examine teaching performance. Include
90 specific expectations, citing the College document if necessary, rather than
91 repeating the list. At a minimum, include expectations with respect to the
92 following:
93 a. Student evaluations: How many are required and how are they
94 evaluated?
95 b. Syllabi: Are there unique department expectations for syllabi?
96
97 4. Describe the value the department places on participation in curriculum
98 development (e.g. course, program, etc.).
99

FAC: Range Elevation for Temporary Faculty Unit 3 Employees

I. Purpose

This policy describes the intent and procedures involved in range elevation for temporary faculty (part time or full time). Range elevation is an increase in salary subject to meeting the criteria defined below.¹

II. Eligibility

Temporary faculty who are eligible for range elevation shall be limited to those who have served at least five calendar years, not necessarily consecutive, in their current range and are not eligible for additional Service Salary Increases in their current range. The one exception to the five-year eligibility criterion is if an employee attains a higher degree appropriate to her/his work assignment before completing five years of service.

III. Criteria

To be considered for range elevation under this policy, an applicant shall:

Attain a higher degree appropriate to her/his work assignment;

OR

Provide evidence of sustained excellence in teaching (for those with teaching duties) and/or other professional duties.

In addition, consideration will be given to professional growth appropriate to work assignment and/or to significant contributions to program development.

~~1) Hold additional accreditation or suitable professional experience or present evidence of professional development in her/his field appropriate for her/his work assignment(s); and 2) present evidence of excellence in teaching and/or professional duties; and 3) present evidence of sustained contribution to the instructional mission of the University.~~

Longevity alone is an insufficient basis for range elevation.

~~Examples of contributions to the instructional mission of the University include, but are not limited to: 1) activities enhancing the effective teaching of the discipline; 2) research and/or creative activity involving the campus or the community; or 3) contributions to improving the learning climate of the University. Evidence of sustained contributions in any one of these areas would be sufficient to meet this requirement.~~

IV. Application

A temporary faculty member who wishes to be considered for range elevation shall provide the following materials:

- 1) Memorandum stating the applicant's request
- 2) Current vitae
- 3) Personnel evaluations since last range elevation
- 4) a) Faculty with teaching assignments:

¹ This policy is mandated by language in the Collective Bargaining Agreement (Article 12) stipulating that each CSU campus establish appropriate range elevation procedures.

50
51 Documentation supporting excellence in teaching, including the following:

- 52 i) Syllabi for all courses taught over the past 5 academic years
- 53 ~~ii) Assigned grade distribution and summary of student evaluation of teaching~~
- 54 ~~for all courses taught in the last academic year and at least one set of course~~
- 55 ~~evaluations per academic year for the previous 5 academic years.~~
- 56 iii) Narrative describing teaching philosophy and development as a teacher over
- 57 the past 5 years (5 pages maximum).
- 58 ~~iii*) Evidence of additional accreditation, professional experience or professional~~
- 59 ~~development discussed in narrative, if applicable.~~

60
61 b) Faculty with non-instructional assignments:

62 Documentation supporting excellence in professional duties, including the

63 following:

- 64 i) Job description
- 65 ~~ii) List of professional development activities~~
- 66 ~~iii) Narrative describing development as a professional over the past 5 years (2 pages maximum).~~
- 67 ~~iii*) Evidence of additional accreditation, professional experience or professional~~
- 68 ~~development discussed in narrative, if applicable..~~

70 71 V. Procedures

- 72
73 1. The deadline for application is due on or before the second Monday in October.
- 74
75 2. Applications shall be submitted to the appropriate Center Director/Program
- 76 Director/Department Chair with a copy to the Dean. Where departments, programs, or
- 77 centers do not exist, the employee shall submit the application directly to the Dean. The
- 78 Director/Chair shall make his/her recommendation, and forward both the application and
- 79 the recommendation to the Dean no later than the second Monday in November. The
- 80 Director/Chair shall provide the applicant with a copy of the recommendation. The
- 81 applicant may submit a rebuttal to the Dean no later than the third Monday in November.
- 82
83 3. The Dean shall provide written notification to the applicant of the decision no later than
- 84 the first Monday in December. The award will become effective the first semester after
- 85 the final decision.
- 86
87 4. Denial of range elevations shall be subject to the peer review process. The Panel shall allow for appellants
- 88 to make a presentation to the Panel and to be represented by CFA if so desired. If a temporary faculty
- 89 member wishes to appeal a negative decision, he/she should submit in writing the rationale of the appeal.
- 90 The President will then establish a single campus-wide peer review panel (CBA 12.20) a panel, within the
- 91 unit, consisting of all full-time tenured employees who have served on committees that made
- 92 recommendations on matters of appointment, reappointment, promotion or tenure and who have attained
- 93 the rank of full professor or equivalent. The membership of the Range Elevation Appeals
- 94 Panel Committee shall be selected by lot from that panel and will consist of three members and one
- 95 alternate.

96
97 Appeals shall be submitted to the Office of Academic Resources by the third Monday in December. The

98 temporary faculty member will be notified of the decision by the second Monday in February. Pursuant to

99 CBA Article 12, the Range Elevation Appeals Panel Committee decision is final. The panel shall convene

100 and review the case within thirty days of appeal and shall render a decision within 30 days of the hearing.

101

1 **Rationale:** Although our catalog addresses Withdrawal from courses, we did not have any formal policy. We
2 needed to make sure our Withdrawal practice does not violate **EO 1037**. We needed to address concerns from
3 the auditors regarding late semester withdrawals being approved without documented/serious reasons. The
4 sources of these paragraphs are indicated with foot notes on the last page.

6 **APC: Withdrawal Policy**

8 Definition: This policy governs course and university withdrawals.

10 Authority: Executive Order 1037

12 Scope: The enrollment of new and continuing students at CSU San Marcos

14 **I. EXECUTIVE SUMMARY**

16 Students are held responsible for completion of every course in which they register through the end of the
17 add/drop period for each term.ⁱ **To withdraw from some or all classes**, students must submit a withdrawal
18 form at Cougar Central; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal)ⁱⁱ or "F"
19 in the course. Undergraduate students may withdraw from no more than 18 semester-unitsⁱⁱⁱ **attempted at CSU**
20 **San Marcos during their undergraduate career**, with exceptions specified below. The maximum allowable
21 units for withdrawal applies to coursework taken in matriculated status and any courses taken through
22 extended education, special session, or Open University

24 **II. WITHDRAWAL (W)**

26 Students may withdraw on or before the Add/Drop deadline (end of the second week of semester (end of
27 approximately 10% of the academic term) and the course will not appear on their permanent records.^{iv}No
28 symbol need be recorded in such instances. *After the second week of instruction and prior to the 19th day of*
29 *the semester*, students may withdraw with a "W" for reasons such as inadequate preparation. In connection
30 with all other approved withdrawals, the "W" symbol shall be used. Undergraduate students may withdraw
31 from no more than 18 semester-units **attempted at CSU San Marcos during their undergraduate career.**^v

33 **Withdrawals After the 19th day of the Semester and Prior to the End of the Twelfth Week of** 34 **Instruction:**

35 Withdrawal during this period is permissible only for serious and compelling reasons^{vi} (see below).
36 Permission to withdraw during this time shall be granted only with the approval of the instructor, and the
37 department chair or dean or dean's designee^{vii}. All requests to withdraw under these circumstances and all
38 approvals shall be documented as prescribed by the campus. The requests and approvals shall state the reasons
39 for the withdrawal. Records of such approvals shall be maintained in accordance with the campus record
40 retention policy.^{viii}

42 **Serious and Compelling Reasons:**

43 The following situations are typical of those for which "serious and compelling" is appropriate justification for
44 approving withdrawals.

- 45 ■ An extended absence due to a verifiable accident, illness, or personal problem serious enough to cause
46 withdrawal from the **university**.
- 47 ■ An extended absence due to a death in the immediate family. This applies to absences exceeding a
48 week due to family affairs that must be attended to by the student.
- 49 ■ A necessary change in employment status which interferes with the student's ability to attend class.
50 The student's employer must verify this change in employment status in writing for the term in which
51 the withdrawal is being requested.
- 52 ■ Other unusual or very special cases, considered on their own merit.

53 The following situations would not fall under the intent of "serious and compelling."

- 54 ■ Grade anticipated in class is not sufficiently high, or student is doing failing work.
- 55 ■ Failure to attend class, complete assignments, or take a test.
- 56 ■ Dissatisfaction with course material, instructional method, or instructor.
- 57

- 58 ▪ Class is harder than expected.
59 ▪ Pressure of other classes, participation in social activities, or simple lack of motivation.
60 ▪ A change of major.^{ix}

61
62 **Documentation:**

63 All requests for withdrawals after the 19th day of the semester must be for verifiable reasons and require
64 appropriate documentation.
65

66 **Withdrawals after the Twelfth Week or Retroactive Withdrawal:**

67 Requests for withdrawal from courses after the twelfth week of instruction (retroactive withdrawal) are seldom
68 granted. Students are expected to formally withdraw from classes or the university¹ prior to the end of the
69 twelfth week of instruction if work, personal, or health reasons interfere with class attendance or ability to
70 complete work or exams.
71

72 Withdrawals from classes or the university after the twelfth week of instruction will be considered only for
73 accident or serious physical or mental illness, or serious personal or family problems where the cause of
74 withdrawal is due to circumstances clearly beyond the student's control and the assignment of an incomplete
75 grade is not practicable. In addition, extenuating circumstances must be shown to have prevented withdrawal
76 in a more timely fashion. Students may not request a late withdrawal for poor academic performance. Lack of
77 awareness of the withdrawal procedures is not an extenuating circumstance.^x
78

79 Requests for permission to withdraw after the twelfth week of instruction shall be handled and filed as
80 indicated in the section for withdrawals after the 19th day of the semester and prior to the end of the twelfth
81 week of instruction, except that such requests must also be approved by the academic administrator appointed
82 by the president. Such withdrawals will not count against the 18 units maximum allowable to withdraw.^{xi}
83

84 **Notice in the Catalog:**

85 A "W" shall not be used in calculating grade point average or progress points. The following statement shall
86 appear in the campus catalog:
87

88 The symbol "W" indicates that the student was permitted to withdraw from the course after
89 the__(day/week) of instruction with the approval of the instructor and appropriate campus
90 officials. It carries no connotation of quality of student performance and is not used in
91 calculating grade point average or progress points.
92

93 In addition to this statement, the campus catalog shall include a description of the procedures to be followed in
94 withdrawing from a class or from the campus.^{xii}
95

96 **III. WITHDRAWALS FOR EXTENUATING CIRCUMSTANCES**
97

98 **Complete Withdrawal for Medical Reasons**

99 The University may allow a student to withdraw without academic penalty from all classes if the following
100 criteria are met:
101

- 102 A. A completed Withdrawal Form, including any required medical documentation, is submitted to Cougar
103 Central before the end of the semester, and
104
105 B. The student presents evidence to demonstrate that a severe medical or debilitating psychological condition
106 prevented the student from attending and/or doing the required work of the courses to the extent that it
107 was impossible to complete the courses.^{xiii}
108

109 A grade of "W" will be used for withdrawal from all courses for the term due to medical reasons, and will not
110 be counted toward the maximum 18 units allowable for withdrawals.^{xiv}
111

¹ This means withdrawing from all courses.

112 **Repeat Complete Medical Withdrawal:**

113 If the student has been granted a complete medical withdrawal in the subsequent preceding term, then
114 additional medical withdrawal requests must consider the question of whether or not the student can complete
115 appropriate educational objectives, and must be reviewed on a case-by-case basis.

116
117 After a repeat medical withdrawal is granted, the student may be required to obtain a clearance from an
118 appropriate medical or psychological professional that states the student is well enough to return to classes
119 with the full expectation that the student will be able to complete the semester and intended educational
120 objectives.^{xv}

121
122 **Withdrawal Procedures for Students Mobilized for Active Military Duty**

123 Students called for active military duty may withdraw from courses throughout the term without restriction or
124 penalty with the appropriate documentation. For clarification of Veterans Administration policies on
125 withdrawals, incompletes, course repeats, etc., please contact the veterans representative located in the Office
126 of Registration and Records.^{xvi}

127
128 **IV. Unauthorized Withdrawal (WU)**

129
130 The symbol “WU” shall be used where a student, who is enrolled and does not officially withdraw from a
131 course but fails to complete it. The symbol “WU” shall be identified as a failing grade in the transcript legend
132 and shall be counted as units attempted but not passed in computing the grade point average. In courses which
133 are graded Credit/No Credit or in cases where the student has elected Credit/No Credit evaluation, use of the
134 symbol “WU” is inappropriate and “NC” shall be used instead. The following statement shall appear in the
135 campus catalog:

136
137 The symbol "WU" indicates that an enrolled student did not withdraw from the course and
138 also failed to complete course requirements. It is used when, in the opinion of the instructor,
139 completed assignments or course activities or both were insufficient to make normal
140 evaluation of academic performance possible. For purposes of grade point average and
141 progress point computation this symbol is equivalent to an "F."^{xvii}

ⁱ Long Beach CSU Withdrawal Policies document p 17

ⁱⁱ EO 1037 6f

ⁱⁱⁱ EO 1037 6a

^{iv} CSUSM Catalog

^v EO1037 6, 6a

^{vi} EO 1037 – 6.d.

CSUSM 2008 Catalog

Long Beach – CSU Withdrawal Policies Review document – p.17

Los Angeles – CSU Withdrawal Policies Review document – p.21

^{vii} CSUSM 2008 Catalog

Dominguez Hills– CSU Policies Withdrawal Review document – p.7

^{viii} EO1037 6d

^{ix} Chico – CSU Policies Withdrawal Review document – p.5

^x Humboldt– CSU Policies Withdrawal Review document – p.17

^{xi} EO 1037 6e

^{xii} EO 1037 6e

^{xiii} Long Beach – CSU Policies Withdrawal Review document – p.17-18

^{xiv} Addresses item #4 of “Clarification of Executive Order 1037”

^{xv} Long Beach – CSU Policies Withdrawal Review document – p.18

^{xvi} CSUSM 2008 Catalog – p. 28

^{xvii} EO 1037 – 6.f.

APC: Grading Symbols Policy & Procedure

Definition: This policy governs the assignment of grading symbols.

Authority: Executive Order 1037 -- Grading Symbols, Minimum Standards Governing the Assignment of Grades, Policies on the Repetition of Courses, Policies on Academic Renewal, and Grade Appeals

Scope: All courses offered for academic credit

Policy: California State University San Marcos uses the following grading symbols:

- The traditional grades of A, B, C, D and F (with plus and minus designations used in combination with A, B, C and D),
- The credit/no credit grades of CR and NC, and
- The administrative grading symbols AU (audit), I (incomplete authorized), IC (incomplete charged), RD (report delayed), RP (report in progress), W (withdrawal), and WU (withdrawal unauthorized) as defined and authorized by the Office of the Chancellor.

Rationale: This procedure was updated to conform to EO 1037. The original procedure was taken directly from our catalog pages and needed re-wording to make the language more appropriate as a procedure. All parts taken directly from EO1037 are boxed.

Grading System Grades are assigned as described below.

Definitions of Letter Grades

A (Excellent): Performance of the student has been at the highest level, showing sustained excellence in meeting all course objectives and exhibiting an unusual degree of intellectual initiative.

B (Good): Performance of the student has been at a high level, showing consistent and effective achievement in meeting course objectives.

C (Satisfactory): Performance of the student has been at an adequate level, meeting the basic objectives of the course.

D (Passing): Performance of the student has been less than adequate, meeting only the minimum course requirements.

F (Failing): Performance of the student has been such that minimum course requirements have not been met.

Plus/Minus Grading

The use of plus/minus grading is not required. It is used at the discretion of the individual instructor. The following decimal values of plus/minus grades are used in the calculation of grade point averages:

$A = 4.0$ $C = 2.0$

$A- = 3.7$ $C- = 1.7$

$B+ = 3.3$ $D+ = 1.3$

$B = 3.0$ $D = 1.0$

$B- = 2.7$ $D- = 0.7$

$C+ = 2.3$ $F = 0$

55 ***Nontraditional Grading***

56
57 Courses are graded on an *A* through *F* basis, as described above, except those specifically designated
58 as follows:

59
60 *CR/NC (Credit/No Credit)*: Credit (*CR*) is awarded for grades equivalent to *C* or better. No credit (*NC*) is
61 awarded for grades equivalent to *C-* or less. Grades of *CR* and *NC* are not included in the calculation of
62 grade point averages.

63
64 Courses graded Credit/No Credit, whether taken at this or at another institution, may not be used to satisfy
65 requirements for the major, except for specific courses designated by the discipline. General Education
66 courses may not be taken at Cal State San Marcos with a Credit/No Credit option. A maximum of nine (9)
67 semester units may be taken at CSUSM with a Credit/No Credit option and applied toward an
68 undergraduate degree.

69
70 When a student does not complete a course, and does not officially withdraw from it, the following
71 grading symbols may be assigned by the faculty:

72

73	<i>I</i>	Incomplete Authorized
74	<i>RP</i>	Report in Progress
75	<i>WU</i>	Withdrawal Unauthorized

76

77 *I (Incomplete Authorized)*: The “I” symbol shall be used only when the faculty member concludes that a
78 clearly identifiable portion of course requirements cannot be met within the academic term for unforeseen
79 reasons. An Incomplete shall not be assigned when it is necessary for the student to attend a major
80 portion of the class when it is next offered. An Incomplete is also prohibited where the normal practice
81 requires extension of course requirements beyond the close of a term, e.g., thesis or project type courses.
82 In such cases, use of the “RP” symbol is required. The conditions for removal of the Incomplete shall be
83 reduced to writing by the instructor and given to the student with a copy placed on file with the
84 appropriate campus officer until the Incomplete is removed or the time limit for removal has passed.

85 A student may not re-enroll in a course for which he or she has received an “I” until that “I” has been
86 converted to a grade other than “I”; e.g., A-F, IC.

87 An Incomplete shall be converted to the appropriate grade or symbol within one year following the end of
88 the term during which it was assigned provided, however, an extension of the one-year time limit may be
89 granted by petition for contingencies such as intervening military service and serious health or personal
90 problems. Where campus policy requires assignment of final grades on the basis of numerous
91 demonstrations of competency by the student, it may be appropriate for a faculty member to submit a
92 letter grade to be assigned in the event the Incomplete is not made up within one year. If the Incomplete
93 is not converted to a credit-bearing grade within the prescribed time limit, or any extension thereof, it
94 shall be counted as a failing grade in calculating grade point average and progress points unless the
95 faculty member has assigned another grade in accordance with campus policy.

96 The following statement shall appear in the campus catalog:

97 The symbol *I* (Incomplete Authorized) indicates that a portion of required coursework has not
98 been completed and evaluated in the prescribed time period due to unforeseen, but fully justified,
99 reasons and that there is still a possibility of earning credit. It is the responsibility of the student to
100 bring pertinent information to the instructor and to determine from the instructor the remaining
101 course requirements which must be satisfied to remove the Incomplete. A final grade is assigned
102 when the work agreed upon has been completed and evaluated.

103

104 An Incomplete must normally be made up within one calendar year immediately following the
105 end of the term in which it was assigned. This limitation prevails whether or not the student
106 maintains continuous enrollment (see definition under Definition of Terms section). Failure to
107 complete the assigned work will result in an Incomplete being changed to an *IC* symbol, unless
108

- the course was taken for Credit/No Credit (in which case the *I* is replaced by an *NC*)¹, or
- the faculty member assigns a specific letter grade at the time the Incomplete is assigned
109 (in which case that letter grade replaces the *I* in the student's record at the end of the
110 calendar year deadline), or
- the student graduates prior to the end of the calendar year deadline (in which case the *I*
111 grade becomes permanent).²

112
113

114 *RP* (Report in Progress): The "RP" symbol shall be used in connection with thesis, project, and similar
115 courses in which assigned work frequently extends beyond a single academic term and may include
116 enrollment in more than one term. The "RP" symbol shall be replaced with the appropriate final grade
117 within one year of its assignment except for master's thesis enrollment, in which case the time limit shall
118 be established by the Dean of Graduate Studies. The president or designee may authorize extension of
119 established time limits.

120 The following statement shall appear in the campus catalog:

121 The *RP* (Report in Progress) symbol is used in connection with courses that extend beyond one
122 academic term. It indicates that work is in progress but that assignment of a final grade must
123 await completion of additional work. Except for graduate degree theses and projects, work is to
124 be completed within one calendar year immediately following the end of the term in which the
125 *RP* was assigned. Failure to complete the coursework within the prescribed time period will result
126 in the *RP* being changed to an *F* (or *NC*, if the class was taken for Credit/No Credit). ³In graduate
127 thesis and project courses, the *RP* grade will not change to an *F* or *NC* until the student has
128 exceeded the time-to-degree limit of the graduate program.

129 *WU* (Withdrawal Unauthorized): The symbol "WU" shall be used where a student, who is enrolled on the
130 census date, does not officially withdraw from a course but fails to complete it. Its most common use is
131 in those instances where a student has not completed sufficient course assignments or participated in
132 sufficient course activity to make it possible, in the opinion of the instructor, to report satisfactory or
133 unsatisfactory completion of the class by use of the letter grade (A-F). The instructor shall report the last
134 known date of attendance by the student. The symbol "WU" shall be identified as a failing grade in the
135 transcript legend and shall be counted as units attempted but not passed in computing the grade point
136 average. In courses which are graded Credit/No Credit or in cases where the student has elected
137 Credit/No Credit evaluation, use of the symbol "WU" is inappropriate and "NC" shall be used instead.

138 The following statement shall appear in the campus catalog:

139 The symbol *WU* (Withdrawal Unauthorized) indicates that an enrolled student did not withdraw from the
140 course and also failed to complete course requirements. It is used when, in the opinion of the instructor,
141 completed assignments or course activities or both were insufficient to make normal evaluation of
142 academic performance possible. For purposes of grade point average and progress point computation this
143 symbol is equivalent to an *F*.

144 The following administrative grading symbols are assigned by the Office of Registration and Records:

145 *AU* Audit
146

¹ This is our campus policy

² This is our campus policy

³ This is our campus policy

147 *IC* Incomplete Charged
148 *RD* Report Delayed
149 *W* Withdrawal

150

151 *AU* (Audit) California State University San Marcos permits enrollment as an auditor. Authority to permit
152 enrollment in this status rests with each campus. When audit status is permitted, students may not change
153 from credit to audit later than the census date for the term for which the student is enrolled in the course
154 for which such grades are to be awarded. The following catalog statement reflects the minimum
155 requirements for enrollment as an auditor:

156

157 The *AU* (Audit) symbol is used when a student audits a course. Enrollment as an auditor is
158 subject to the permission of the instructor provided that enrollment in a course as an auditor shall
159 be permitted only after students otherwise eligible to enroll on a credit basis have had an
160 opportunity to do so. Auditors are subject to the same fee structure as credit students and regular
161 class attendance is expected. Once enrolled as an auditor, a student may not change to credit
162 status unless such a change is requested no later than the last day to add classes. A student who is
163 enrolled for credit may not change to audit after the last day to add classes. An auditor is not
164 permitted to take examinations in the course; therefore, there is no basis for evaluation or a
165 formal grade.⁴

166

167 *IC* (Incomplete Charged): The *IC* symbol is used when a student who received an authorized incomplete
168 fails to complete the required coursework within the allowed time limit. The *IC* replaces the *I* and is
169 counted as a failing grade for grade point average and progress point computation. Note that the *IC* is not
170 used if the course was taken for Credit/No or if the faculty member assigns a specific letter grade at the
171 time the Incomplete is assigned (see Incomplete Authorized).⁵

172

173 *RD* (Report Delayed): The “RD” symbol may be used where a delay in the reporting of a grade is due to
174 circumstances beyond the control of the student. The symbol may be assigned by the registrar only and,
175 if assigned, shall be replaced by a substantive grading symbol as soon as possible. An “RD” shall not be
176 used in calculating grade point average or progress points. Whenever the symbol is employed, an
177 explanatory note shall be included in the transcript legend. The registrar shall notify both the instructor of
178 record and the department chair within two weeks of the assignment of RD grades.

179

180 Although no catalog statement is required, by Executive Order 1037, California State University San
181 Marcos shall include the following statement in the campus catalog:

182

183 The *RD* (Report Delayed) symbol is assigned when the instructor has not reported a grade. It is
184 replaced when the instructor assigns the grade. An *RD* is not included in the calculation of grade
185 point averages.

186

187 *W* (Withdrawal): The procedures governing course withdrawal are addressed separately in the Withdrawal
188 Policy. To avoid confusion, they are not repeated here. The following statement prescribed by EO 1037
189 shall appear in the campus catalog:

190

191 The *W* (Withdrawal) symbol indicates that the student was permitted to withdraw from the class
192 after the add/drop deadline published in the Class Schedule with the approval of the instructor
193 and appropriate campus officials. It carries no connotation of quality of student performance and
194 is not used in calculating grade point average or progress points.

195

196

⁴ This is our campus policy

⁵ This is our campus policy