ACADEMIC SENATE MEETING
Wednesday, April 20, 2011
1 – 2:50 p.m. (approx.) ~ Commons 206

I.   Approval of agenda

II.   Approval of minutes of 04/06/2011 meeting

III.   Chair's report: Rika Yoshii

IV.   Secretary's report: Mohammad Oskoorouchi

V.   President's report: Karen Haynes

VI.   Provost's report: Emily Cutrer

VII.   **Consent Calendar**   *The following items are presented to the Senate for a single vote of approval without discussion. Any item may be removed for particular consideration by request of a senator prior to vote.*

        UCC   Course & Program Change Proposals
        FAC   RTP Calendar for AY 2011/12

VIII.   **Old Business**   *The following items are presented to the Senate for a second reading. At the second reading, the item is official senate business. Debate for or against the motion is made during the second reading, and amendments to the motion are considered. A final vote is taken on whether to approve or, in the case of administrative policies and procedures, endorse.*

        A. FAC   Sabbatical Leave policy revision
        B. FAC   CoE RTP policy revision
        C. PAC   Program Review
        D. BLP/UCC   Single Subject Preparation in History
        E. BLP/UCC   Single Subject Credential Program/English Language Authorization with Option for
                        Preliminary Mild/Moderate Education Specialist Credential
        F. APC   Inactive Courses policy revision
        G. APC   Graduation Requirements policy revision
        H. SAC   Student Grade Appeals policy revision

IX.   **New Business**   *The following items have been moved and seconded, and are presented to the Senate for a first reading. The purpose of the first reading is to discuss the item; no amendments are made to items during the first reading. Comments on first reading items may also be made to the presenters via e-mail or other means. Items become senate motions at the time of the second reading (see Old Business). A motion to move a first reading item to second reading status is permitted, but should be undertaken only after any general discussion has concluded.*

        A. BLP/UCC   Bachelor of Science in Business Administration / Temecula campus – Beavers / Fang / Watson
                        (continued from 04/06/2011)
        B. APC   Graduation Requirements for Second Bachelor's Degree – Aboolian
        C. APC   English Language Admissions Requirement – Aboolian / Zwick   ***Time certain 2 pm***
        D. Senate Meeting Schedule for AY 2011/12 – Aitken

X.   **Information Item:**

        Next Steps Committee Report – Watson

XI.   **VP-Student Affairs report: Eloise Stiglitz**

XII.   **ASCSU report: Brodowsky/Montanari**

XIII.   **CFA report: Don Barrett**

XIV.   **ASI report: Amanda Riley**

XV.   **Senators' Concerns and Announcements**

Final Senate meeting: May 4, 2011

SECRETARY'S REPORT

The following item has been responded to by the university administration:

APC   Course Repeat Petition   *Approved*

The following Senate items have been forwarded to the University administration for review

APC   Excess Units Seniors
FAC   Misconduct in Scholarship & Research

CONSENT CALENDAR

UCC Course & Program Change Proposals

SUBJ	#	New #	Course/Program Title	Type	Originator	Rec'd AP	To UCC	UCC Action
DNCE	124		Screening Dance	C	Karen Schaffman	3/29/11	3/30/11	4/18/11
LBST	P-2		Elementary Subject Matter Prep Option and ICP	P-2	Vivienne Bennett	3/29/11	3/30/11	4/11/11
MATH	563		Numerical Solution of Ordinary Differential Equations	C	Olaf Hansen	3/29/11	3/30/11	4/11/11
PSCI	345		Politics of Mexico	C	Gary Casteñeda	3/29/11	3/30/11	4/11/11
TA	310		Acting Technique	C-2	Judy Bauerlein	4/5/11	4/6/11	4/11/11
TA	311		Acting Ensemble	C-2	Judy Bauerlein	4/5/11	4/6/11	4/11/11
VSAR	316		Graphic Design	C	Deborah Small	3/29/11	3/30/11	4/11/11
WMST	300		Topics in Women's Studies	C-2	Sheryl Lutjens	4/5/11	4/6/11	4/11/11

TIMETABLE FOR PERIODIC EVALUATION AND PERFORMANCE REVIEW
2011/12

REVIEW	WPAF DUE	PRE-REVIEW FOR COMPLETENESS Begin	End	Candidate adds requested material no later than	PEER REVIEW COMMITTEE (PRC) REVIEW Begin	End	Candidate picks up recommendation no later than	End of rebuttal/response period *	End of PRC response period **	DEAN REVIEW Begin	End	Candidate picks up recommendation no later than	End of rebuttal/response period *	End of Dean's response period **	PROMOTION & TENURE (P&T) COMMITTEE REVIEW Begin	End	Candidate picks up recommendation no later than	End of rebuttal/response period *	End of P&T Committee response period **	PRESIDENT OR DESIGNEE REVIEW Begin	Decision
Periodic Evaluation (typically 1st, 3rd, and 5th year)	WED JAN 18	THUR JAN 19	WED JAN 25	WED FEB 01	THUR FEB 02	WED FEB 29	TUES MAR 06	FRI MAR 16	WED APR 04	THUR APR 05	MON MAY 02	MON MAY 07	THUR MAY 17	THUR MAY 24	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		5 Work Days	7 Days		20 Work Days		10 Days		7 Days	20 Work Days		10 Days		7 Days							
2nd Year Retention	MON AUG 29	TUE AUG 30	TUE SEP 06	TUE SEP 13	WED SEP 14	MON OCT 03	FRI OCT 07	MON OCT 17	MON OCT 24	TUE OCT 25	MON NOV 14	FRI NOV 18	FRI DEC 02	FRI DEC 09	N/A	N/A	N/A	N/A	N/A	TUE JAN 17	FEB 27
		5 Work Days	7 Days		14 Work Days		10 Days		7 Days	14 Work Days		10 Days		7 Days							30 Work Days
2nd Year Retention w/optional Tenure and/or Promotion Review	Use above timeline for 2nd Year Retention (including the Feb 26 final decision for retention) and continue with the following P&T Committee/President schedule:														WED FEB 01	TUE MAR 13	FRI MAR 16	FRI APR 06	FRI APR 13	MON APR 16	TENURE JUN 01 / PROMO JUN 15
4th Year Retention (3rd or 5th year for faculty off cycle)	TUE SEP 06	WED SEP 07	TUE SEP 13	TUE SEP 20	WED SEP 21	TUE OCT 25	FRI OCT 28	MON NOV 07	MON NOV 14	TUES NOV 15	WED DEC 21	WED JAN 18	MON JAN 30	MON FEB 06	N/A	N/A	N/A	N/A	N/A	TUE FEB 01	JUN 01
4th Year Retention w/ optional Tenure and/or Promotion Rvw (3rd or 5th year for faculty off cycle)	TUE SEP 06	WED SEP 07	TUE SEP 13	TUE SEP 20	WED SEP 21	TUE OCT 25	FRI OCT 28	MON NOV 07	FRI NOV 14	TUES NOV 15	WED DEC 21	WED JAN 18	MON JAN 30	MON FEB 06	TUE FEB 07	MON MAR 26	THUR MAR 29	TUE APR 10	TUE APR 17	WED APR 18	TENURE JUN 01 / PROMO JUN 15
Tenure and/or Promotion Review	TUE SEP 06	WED SEP 07	TUE SEP 13	TUE SEP 20	WED SEP 21	TUE OCT 25	FRI OCT 28	MON NOV 07	FRI NOV 14	TUES NOV 15	WED DEC 21	WED JAN 18	MON JAN 30	MON FEB 06	TUE FEB 07	MON MAR 26	THUR MAR 29	TUE APR 10	TUE APR 17	WED APR 18	TENURE JUN 01 / PROMO JUN 15
		5 Work Days	7 Days		25 Work Days		10 Days		7 Days	25 Work Days		10 Days		7 Days	30 Work Days		10 Days		7 Days		30/40 Work Days
Post-Tenure Periodic Review	THUR MAR 1						MON APR 2					TUE MAY 1									

Holidays/Breaks:

Labor Day	SEP 05
Veteran's Day	NOV 11
Thanksgiving	NOV 24 - 25
Winter Holiday/Break	DEC 23 - JAN 17
Martin Luther King Jr.	JAN 16
Spring Break	MAR 19 - MAR 24
Cesar Chavez Day	MAR 30

* Candidate may submit a rebuttal/response within 10 days of receipt of the recommendation or by the end date listed on timeline - whichever comes first.

** Reviewing committee/administrator may submit response to a candidate's rebuttal within seven days or by the end date listed on timeline - whichever comes first.

Campus Holidays are NOT counted in number of "work" days.

The number of days indicated on the calendar is the minimum number of days required, so the actual number of days may be more than the minimum.

1st Reading Comment	Action Taken
Suggested that FAC return to "Highly Recommended" for highest-ranking category so no confusion with the previous categories.	*Highly Recommended has now been added back into the document and rubric as suggested (various locations throughout document beginning with lines 186-193).*
Suggested EC had voted to include the word "ONLY" on line --- ("shall use only the following").	*This was confirmed and corrected (see line 171—).*
Inclusion of "good and timely opportunity" on the document and the rubric was discussed. It was suggested that considering timeliness at all disadvantages faculty that are applying under the "Faculty Renewal" option.	*This language has been removed from the document (line 187—) and the rubric.*
Additional question asked about semester vs. yearlong Sabbaticals that the Provost addressed.	*No response from FAC necessary.*
The last line for rationale was added from previous version approved by FAC:	The evaluation rubric was also revised to align with the policy and is attached---added.

3
4   ***Rationale****: The primary purpose for this revision is in response to PLC concerns that language regarding proposals*
5   *and categories be clarified because existing language in the sabbatical policy was not specific enough with regard to*
6   *proposals that are funded and those that are not. For example, page 4, line 154 through 163 has been changed to*
7   *reflect **recommended** proposals or unusually good or timely opportunities. There would be an expectation that all of*
8   *the recommended proposals would be funded. The second category is **conditionally recommended** with proposals*
9   *indicating a high quality faculty project with funding based on availability of resources. Finally the last category: **not***
10 ***recommended** reflecting proposals that do not indicate a high-quality sabbatical leave project. Recent*
11 *history indicates these changes originating from individuals whose recommended proposals were not funded. The*
12 *clarification in 3 b. or line 158 where we specify conditionally recommended contingent upon the availability of*
13 *resources will better indicate to individuals the possibility that their sabbatical projects may not be funded. In a few*
14 *other places in the document specifically lines 105, 174, and line 178 add faculty recommended or conditionally*
15 *recommended to the language for consistency throughout the rest of the document. You can find these changes also*
16 *in lines 208 and line 214. Finally, in reviewing the documents, the faculty affairs committee noted language that can*
17 *be updated to better reflect the CSUSM mission in regard to 21st century higher education and recommends making*
18 *gender neutrality adjustments in our documents as they are reviewed. For example the use of the "word" s/he can be*
19 *considered antiquated and so in the cases where the word shows up we have changed the word to 'the individual.'*
20 *And in places where his/her appears, we have adjusted the sentence to be more inclusive and gender-neutral.*
21
22

Definition: A policy governing the application for and award of sabbatical leaves.
Authority: The collective bargaining agreement between the California State
                 University and the California Faculty Association.
Scope: Eligible faculty unit employees of CSU San Marcos.

23
24   I.   AUTHORIZATION
25
26   Sabbatical leaves are authorized under Article 27 of the Collective Bargaining Agreement.
27
28   A.   II.   OBJECTIVE
29
30   Sabbatical leaves shall be for purposes that provide a benefit to CSUSM through ~~scholarly~~ research,
31   ~~scholarly and~~ or creative activity, instructional improvement and/or faculty retraining. Such activities
32   provide a crucial benefit to the instructional needs of CSUSM by improving the competency and
33   enthusiasm of the faculty, by keeping the faculty up-to-date in their fields, and by bringing new ideas and
34   concepts to the campus which will be shared with students and other faculty in and out of the classroom.
35   Sabbatical activities also benefit society and promote the reputation of the university by giving CSUSM
36   faculty a chance to refine ideas developed at CSUSM and spread them to the national and international
37   creative, scholarly and educational communities.
38   III.   ELIGIBILITY

A full-time faculty unit employee shall be eligible for sabbatical leave if:

1. ~~S/he~~The individual has served full-time for six (6) years at CSU, San Marcos in the preceding seven (7) year period prior to the leave; and

2. ~~S/he~~The individual has served full-time at least six (6) years after any previous sabbatical leave or difference in pay leave[1].

Note:

A. Credit granted towards completion of the probationary period for service elsewhere shall also apply towards fulfilling the eligibility requirements for sabbatical.

B. A leave of absence without pay or service on an academic administrative appointment excluded from the bargaining unit shall not constitute a break in service for eligibility requirements.

C. For tenure track faculty, final approval of a sabbatical leave is contingent upon having earned tenure.

IV. SALARY

The salary of a faculty employee on a sabbatical leave shall be in accordance with the following:

1. One (1) semester at full salary; or

2. Two (2) semesters at one-half (1/2) the full salary.

V. SSP-ARs

All full time SSP-ARs are eligible to apply for sabbaticals.

The process for SSP-ARs will be the same as it is for instructional faculty with the following exceptions:

The Professional Leave Committee will evaluate the applications separately from the instructional faculty and assign them to one of the categories identified in Section VII. C.

The Professional Leave Committee will submit their report to the Vice President for Student Affairs instead of the Vice President for Academic Affairs.

VI. APPLICATION PROCESS

A. Sabbatical leaves are awarded the year prior to the sabbatical leave itself. Each spring semester, faculty who are eligible to apply for a sabbatical leave shall be notified of their eligibility and the application submission date for the Fall semester. A copy of the notification shall be sent to the Dean and the Department Chair or equivalent[2]. In order to facilitate resource planning, faculty are asked to notify the Dean and Department Chair (or equivalent) as soon as they make the decision to apply for a sabbatical leave.

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[1]Difference in Pay Leaves. Academic employees who have completed at least six consecutive academic years of service may be granted a leave of absence for one or more semesters not exceeding one year, with compensation equal to the difference in salary between that received by the person on leave and minimum salary of the instructor rank.

[2] A faculty member not belonging to a "department" has an appropriate administrator, for example a Center Director or a Program Director, who functions as the equivalent of the Department Chair for the purposes of this document.

B.   An application for a sabbatical leave shall include the following:

        1.   A 3 to 5 page narrative which states the purpose of the sabbatical leave and gives a detailed description of the applicant's plan of <u>scholarly research or creative activity, instructional improvement and/or faculty retraining</u>~~study, research, travel, and/or service~~. This narrative shall include the following:

            a.   A full description of the proposed activities including a timeline, and~~, if appropriate,~~ a description of the methodology, and/or course of study (or other types of activities). The activities proposed should be of a nature to clearly make full use of the applicant's working time for the duration of the sabbatical leave.

            b.   An explanation of how the project positively impacts the applicant's professional development (including the ability to carry out responsibilities at CSUSM). The applicant should put the professional development into context. For example, if the proposed activity involves a course of research, the applicant should explain whether it represents a continuation of ongoing research or a change in direction; likewise, if the proposed activities are directed at instructional improvement, the applicant should describe the courses which will benefit and how they will benefit from the proposed activities.

        2.   A statement specifying the CSU resources (e.g., the need to use one's faculty office/lab, the need to secure an internal grant, or the need for travel funds), if any, necessary to carry it out;

        3.   A statement of the time requested, which shall not exceed one (1) year;

            Note: A sabbatical leave of two (2) semesters may be implemented within a two (2) consecutive year period.

        4.   A copy of the applicant's curriculum vitae and a copy of original reports for previous sabbatical leaves (see Section <u>IX, Paragraph D</u> ~~VIII, Paragraph 4~~ below).

        5.   Applicants who have been recommended <u>or conditionally recommended</u> for a sabbatical but not funded in any of the previous two years may also include copies of previous recommendations from the Professional Leave Committee for one or both of the previous two years.

C.   The application (9 copies) shall be submitted to the Professional Leave Committee via the Office of the Academic Senate. The Office of the Academic Senate shall distribute seven copies to the Professional Leave Committee, one copy to the Associate Vice President for Academic Affairs - Academic Resources office and one copy to the applicant's department (or equivalent unit).

D.   A difference in pay leave may be filed simultaneously with a request for a sabbatical leave according to academic unit policy and procedures but only one type of leave may be granted.

VII.   EVALUATION PROCESS

      A.   **A Professional Leave Committee shall review sabbatical applications, considering questions related to the quality of the proposed sabbatical leave project.**

        1.   The Professional Leave Committee shall be constituted as follows:

            a.   The Professional Leave Committee shall be elected on an annual basis by probationary and tenured faculty unit employees.

b. The Professional Leave Committee shall be an all university committee composed of full-time tenured professors.

c. ~~One~~ NEAC will determine the number of members from each unit as appropriate.~~m~~ At least one member ~~shall~~ be elected from the faculty ~~by the eligible faculty~~ in each ~~of the following areas: Education, Business, Science and Mathematics, Humanities and Fine Arts, the Social Sciences,~~ college and the Library by the eligible faculty.~~.~~ The distribution of areas shall parallel the University Retention, Tenure, and Promotion committee. ~~One at-large representative shall be elected from the faculty as a whole.~~3

d. Faculty unit employees applying for a sabbatical leave shall not be eligible for election to the Professional Leave Committee.

2. The Professional Leave Committee shall use only the following criteria listed in order of importance in evaluating the merit of applications ~~proposals~~:

a. The quality of the professional development of the applicant through scholarly research or creative activity, instructional improvement and/or faculty retraining ~~research, scholarly and creative activity, instructional improvement or faculty renewal~~ with no implied priority among these (including the impact on the faculty member's ability to carry out ~~his/her~~ responsibilities to CSUSM).

b. The quality of the application ~~proposal~~ in terms of clarity, purpose, methods, and objectives.

3. The Professional Leave Committee shall group applications ~~proposals~~ into the following categories:

a. Highly ~~Highly~~ Recommended: Applications ~~Exceptionally Proposals~~ that indicate exceptionally high quality projects~~. Additional consideration will be given to projects that are~~ or projects ~~which represent an unusually good or timely opportunity~~ opportunities. The expectation is that all Highly Recommended applications ~~proposals~~ will be funded.

b. Conditionally Recommended: Applications ~~Projects Proposals~~ that indicate ~~a~~ high quality sabbatical leave projects. The expectation is that f~~F~~unding of ~~these~~ Conditionally Recommended applications ~~proposals is~~ will be based on the availability of resources.

c. Not Recommended ~~Against~~: Applications ~~Projects Proposals~~ that do not indicate ~~a~~ high quality sabbatical leave projects.

The Professional Leave Committee shall recommend against all applications ~~proposals~~ whose proposed activities are not of a nature to account for all of the applicant's working time for the duration of the sabbatical leave.

The *Highly ~~Highly~~ Recommended* category should be a small, select group. In no case should more than 25% of the proposals be assigned to this category.

4. The Professional Leave Committee shall rank order all applications in the *Conditionally Recommended* Category (this information will not be included in the letter sent to the applicant).

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3 ~~The distribution of areas was chosen to parallel the University Retention, Tenure, and Promotion committee.~~

5. The Professional Leave Committee shall submit a letter for each application to the Vice President for Academic Affairs giving the following information (a) the category of recommendation (<u>Highly</u> <s>Highly</s> Recommended, <u>Conditionally</u> Recommended, or <u>Not</u> Recommend<u>ed</u> <s>Against</s>), (b) the reasons for the recommendation, and (c) suggestions for improvement <u>(if</u> <s>needed)</s><u>Not Recommended</u>. The Professional Leave Committee shall also submit to the Vice President for Academic Affairs the rank order of applications in the category.

A copy of this letter shall be <s>given</s> <u>provided</u> to the applicant. The applicant shall be informed <s>that a positive</s> <u>that a</u> recommendation by the Professional Leave Committee does not guarantee that the <u>S</u><s>s</s>abbatical <s>Leave</s> will be approved by the President.

Applicants may respond in writing to the VPAA regarding the committee's recommendation within two weeks of receipt of the recommendation.

B. The Senate Office shall send a copy of the application to the faculty unit employee's department (or equivalent unit). The department (or equivalent unit) shall provide a statement to the Vice President for Academic Affairs (with a copy to the Dean) regarding the possible effect on the curriculum and the operation of the department (or equivalent unit) should the employee be granted a sabbatical.

C. The Vice President for Academic Affairs shall make a recommendation to the President regarding each sabbatical leave application.

1. After reviewing the recommendations of the Professional Leave Committee, the Vice President for Academic Affairs may meet and confer with the Professional Leave Committee for clarification.

2. The Vice President for Academic Affairs, in consultation with the appropriate deans, shall consider other campus program needs and campus budget implications. In particular, the distribution of sabbatical leaves among different academic units may be considered (taking into account such factors as the FTES, FTEF, number of eligible faculty, number of faculty applying, and the number of faculty <u>highly</u> recommended <u>or conditionally recommended</u> by the Professional Leave Committee in each unit).

3. When resources do not allow funding of all sabbatical leaves of a given category or subcategory of recommendation, the Vice President for Academic Affairs shall also take into account the number of years (since the applicant's previous sabbatical leave, if any) an applicant has been eligible for sabbatical leave as well as the number of years the applicant has been recommended <u>or conditionally recommended</u> for a sabbatical leave by the Professional Leave Committee, but not awarded.

4. Arrangements may be developed by the department and approved by the President to accommodate granting sabbatical leaves for faculty unit employees whose leaves have been approved. Such arrangements may include rearranging workload within the department, and other university funding. No faculty unit employee will be involuntarily required to work in an overload situation by such arrangements.

5. The recommendation of the Vice President for Academic Affairs shall be forwarded to the President with copies to the applicant, the Dean, the department (or equivalent), and the Professional Leave Committee. The letter should contain reasons for the recommendation.

B. VIII. APPROVAL

A. The President or the President's designee shall respond in writing to the applicant and shall include the reasons for approval or denial. If a sabbatical leave is granted, the response shall

256			include any conditions of such a leave. A copy of this response shall be provided to the affected
257			department (or equivalent unit), the Dean, the Vice President for Academic Affairs and the
258			Academic Senate Office for the Professional Leave Committee.
259			
260		B.	Final approval of a sabbatical leave shall not be granted until the applicant has filed with the
261			President a suitable bond or an accepted statement of assets (not including PERS holdings)
262			and/or a promissory note that is at least equal to the amount of salary paid during the leave.
263			
264		C.	The guarantee posted shall indemnify the State of California against loss in the event the
265			employee fails to render the required service in the CSU following return of the employee from
266			the sabbatical leave.
267			
268		D.	The guarantee posted shall immediately be canceled in full upon completion of required service
269			or upon waiver of that service by mutual agreement of the faculty member and the CSU.
270			
271		E.	A faculty unit employee whose leave requested has been approved shall normally be granted
272			that leave. A leave may be deferred up to one year in circumstances when the President or the
273			President's designee determines that granting the sabbatical leave in the succeeding academic
274			year would cause an undue hardship on the department's ability to offer its program.
275			
276	IX.	FACULTY RESPONSIBILITIES	
277			
278		A.	A faculty unit employee on a sabbatical leave shall not accept additional and/or outside
279			employment without prior approval of the president or the President's designee.
280			
281		B.	A faculty unit employee granted a sabbatical leave may be required by the president to provide
282			verification that conditions of leave were met. The statement of verification shall be provided to
283			the president and the Academic Senate office for the Professional Leave Committee.
284			
285		C.	A faculty unit employee shall render service to the CSU upon return from a sabbatical leave at
286			the rate of one (1) term of service for each term of leave.
287			
288		D.	A faculty member, upon return from sabbatical, shall submit a written report of approximately
289			one page to the department (or equivalent unit) and Dean describing accomplishments during
290			the period of leave.
291			
292	X.	FACULTY RIGHTS	
293			
294		A.	It is the intent of this policy that faculty unit employees eligible for sabbatical leave who meet
295			the conditions of this policy receive their sabbatical leave.
296			
297		B.	Faculty on a sabbatical leave may not serve on university-wide committees. However, faculty on
298			a sabbatical leave may vote in university-wide elections and run for university-wide offices for
299			which they are eligible. The voting rights and committee service restrictions of an individual on
300			sabbatical, within their college, department, or program, should be decided by the
301			college/department/program and included in pertinent governance documents.
302			
303		C.	A faculty unit employee on a sabbatical leave shall be considered in work status and shall receive
304			health, dental, and appropriate fringe benefits provided by the CSU in the same manner as if
305			s/hethe individual were not on a sabbatical leave.
306			
307		D.	A faculty unit employee on a sabbatical leave shall be entitled to accrue sick leave, vacation, and
308			service credit toward merit salary adjustment, eligibility toward promotion, if applicable, and
309			seniority credit.
310			
311		E.	If approved leaves are deferred, in succeeding years first preference for leave shall be given to
312			faculty whose leave applications were approved in the earliest prior year.

313
314   XI.   TIMELINE
315

May of year before request process begins
- Associate Vice President for Academic Affairs - Academic Resources notifies eligible faculty
- NEAC constitutes the Professional Leave Committee.

Last business day of September
- 9 copies of application due in Office of the Academic Senate. (Senate provides 1 copy to Associate Vice President for Academic Affairs and 1 copy to the department (or equivalent unit)

First business day of October
- Associate Vice President for Academic Affairs - Academic Resources requests impact statement from the department (or equivalent unit)

Last business day of October
- Professional Leave Committee forwards recommendations to Vice President for Academic Affairs with a copy to applicant
- Impact statements due to Vice President for Academic Affairs with a copy to applicant

~~**Last business day of November**~~
- ~~Vice President for Academic Affairs forwards recommendation to President with copies to the department (or equivalent unit), the Dean, the Office of the Academic Senate for the Professional Leave Committee and the applicant.~~

Last day of Fall semester
- President or designee notifies candidates of sabbatical decisions with copies to the department (or equivalent unit), the Dean and the Office of the Academic Senate for the Professional Leave Committee

Rating Sheet for Sabbatical Applications

Applicant's Name: _____

Is the application complete? ___Yes   ___No

___a. *Narrative including timeline*
___b. *Statement of resource needs*
___d. *Statement of time requested*
___e. *CV*
___f. *Copies of original reports on previous sabbaticals*
___g. *Recommendations from previous recommended but unfunded sabbaticals in previous two years*
    (Optional)

Type of professional development (check all that apply)

_____ Research, scholarly, or creative activity
————_____ Continuation of ongoing research
————_____ Change in direction

_____ Faculty retraining
_____ Instructional improvement
————_____ Which courses will benefit

———— _____ How courses will benefit

For items 1-3 below, rate each criterion using the following scale:

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

1.	The project will enhance the applicant's professional growth and/or positively impact the applicant's ability to carry out responsibilities at CSUSM. *Comments:*	1	2	3	4	5
2.	The project provides a crucial benefit to the instructional needs of CSUSM (e.g., by keeping faculty up to date in their field, new ideas in the classroom, faculty competency). *Comments:*	1	2	3	4	5
3.	The application clearly presents the purpose, methods and objectives of the proposed project. *Comments:*	1	2	3	4	5

Overall Comments on the proposal:

Proposal ranking _____

___ Highly Recommended (Exceptionally high quality projects; no more than 25% of the ___applications.

___ Conditionally Recommended (high quality)

___ Not Recommended (not high quality)

Suggestions for improvement of the application:

1st Reading Comment	Action Taken
No changes suggested by Senate, however, CoE community members suggested the footnote approved by FAC and the CoE missing.	Footnote attached here.

Rationale*:   The governing body of the California State University San Marcos (CSUSM) College of Education (CoE) has revised the retention, tenure, and promotion (RTP) document to reflect standards pursuant to the current Academic Senate approved RTP standards (May, 2010). This document is additionally informed by the process suggested by Guidelines for Department RTP Standards approved by Academic Senate May, 2009. These standards are specific to the retention, tenure, and promotion of tenure line faculty in the College of Education.[1]*

Definition   *Standards governing RTP process for faculty in the CoE.*
Authority   *The collective bargaining agreement between the California State University and the California Faculty Association.*
Scope   *Eligible CoE faculty at California State University San Marcos.*

I.   COE RTP STANDARDS

    A.   Preamble

        1.   This document sets forth general standards and criteria for retention, tenure, and promotion of full-time faculty in the College of Education.

        2.   The provisions of this document are to be implemented in conformity with University RTP Policies and Procedures; the CSU Collective Bargaining Agreement (CBA), Articles 13, 14, 15; and the University Policy on Ethical Conduct.

        3.   The College is guided also by the standards of the National Council for Accreditation of Teacher Education (NCATE), American Speech Language Hearing Association (AASHA), and the national accrediting agency for colleges and departments of education and California Commission on Teacher Credentialing (CCTC).

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[1] *All new Tenure Track (TT) faculty members with hire dates after May 2011 will be governed by the 2011 document.*

For current TT faculty members in the COE as of Spring 2011:

Assistant Professors: By August 30, 2011, each assistant professor will indicate which document, 1991 or 2011, they wish to have govern their promotion and tenure to associate professor. After promotion to associate professor and conferral of tenure, these professors will be governed by the 2011 document for future personnel decisions.

Associate Professors: By August 30, 2011, each associate professor will submit a letter indicating their choice of the 1991 or 2011 document for their request for promotion to full professor, given that such request occurs no later than the 2015-16 academic year.

Everyone: In any event, no one will use the 1991 document after the 2015–2016 academic year unless given permission by the president or the president's designee.

B. Definitions of Terms and Abbreviations

1. The College of Education (CoE) uses the same definitions, terms, and abbreviations as defined in the University RTP document. For clarity, the use of "is" is informative, "shall" is mandatory, "may" is permissive, "should" is conditional, and "will" is intentional.

2. A "standard" is a reference point or formalized expectation against which progress can be measured for retention, tenure, and promotion.

3. Faculty have a right to clearly articulated performance expectations. Departmental and College RTP Standards provide consistency in guiding tenure-track faculty in the preparation of their working personnel action files (WPAFs).

4. Department and College RTP Standards educate others outside of the discipline, including deans, university committees, and the provost, with respect to the practice and standards of a particular department/discipline/field.

5. Departments and Colleges must respect the intellectual freedom of their faculty by avoiding standards that are too prescriptive. Department and College standards should be as brief as possible with emphasis on the unique nature of the department.

6. All Department and College RTP Standards shall conform to the CBA and University and College RTP documents. The CoE RTP Standards document shall contain the elements of College RTP standards described below and shall not repeat the CBA, or College RTP documents, or include college-specific advice.

7. All Department or College RTP Standards must be approved by a simple majority of all tenure-track faculty within a department or college and then be approved by college/school/library and the Academic Senate before any use in RTP decisions.

II. **ELEMENTS OF THE CoE RTP DOCUMENT**

A. Introduction and Guiding Principles

1. All standards and criteria reflect the University and College Mission and Vision Statements and advance the goals embodied in those statements.

2. The performance areas that shall be evaluated include scholarly teaching, scholarly research/creative activities, and scholarly service. While there will be diversity in the contributions of faculty members to the University, the College affirms the university requirement of sustained high quality performance and encourages flexibility in the relative emphasis placed on each performance area. Candidates must submit a curriculum vita (CV) and narrative statements describing the summary of teaching, research/ creative activity, and service for the review period. The faculty member must meet the minimum standards in each of the three areas.

3. Items assessed in one area of performance shall not be duplicated in any other area of performance evaluation. Items shall be cross-referenced in the CV, narrative statements, and WPAF to demonstrate connections across all three documents. Candidates who integrate their teaching, research/creative activities, and/or service may explain how their work meets given standards/criteria for each area.

4. The College recognizes innovative and unusual contributions (e.g., supervising research, using particularly innovative or challenging types of pedagogy, writing or rewriting programs, curriculum development, assessment development, accreditation or other required report generation).

5. Retention, tenure, and promotion decisions are made on the basis of the evaluation of individual performance. Ultimate responsibility for understanding the standards, meeting the standards, and

85 effectively communicating how they have met the standards rests with the candidate. In addition to
86 this document, the candidate should refer to and follow the University RTP Policies and Procedures.
87 Candidates should also note available opportunities that provide guidance on the WPAF and describe
88 the responsibilities of the candidate in the review process (e.g., Provost's RTP meetings; Faculty
89 Center Professional Development, and advice and counsel by tenured faculty. Candidates are
90 encouraged to avail themselves of such opportunities.
91
92 6. Candidates for retention will show effectiveness in each area of performance and demonstrate
93 progress toward meeting the tenure requirements in the areas of scholarly teaching, scholarly
94 research/creative activities, and scholarly service.
95
96 7. Candidates for the rank of associate professor require an established record of effectiveness in
97 scholarly teaching, scholarly research/creative activities, and scholarly service to the College and
98 University.
99
100 8. Candidates for the rank of professor require, in addition to continued effectiveness, an established
101 record of initiative and leadership in scholarly teaching, scholarly research/creative activities, and
102 scholarly service to the College, University, community, and profession. Promotion to the rank of
103 professor will be based on the record of the individual since promotion to the rank of associate
104 professor.
105
106 9. The granting of tenure at any rank recognizes accomplishments and services performed by the
107 candidate during the individual's career. The record must show sustained and continuous activities
108 and accomplishments. The granting of tenure is an expression of confidence that the faculty
109 member has both the commitment to and the potential for continued development and
110 accomplishment throughout the individual's career. Tenure will be granted only to individuals whose
111 record meets the standards required to earn promotion to the rank at which the tenure will be
112 granted.
113
114 **III. GENERAL STANDARDS**
115
116 A. **Retention**: A positive recommendation for retention requires that the candidate's record clearly meets
117 the articulated standards for the granting of a retention decision in each of the three areas: scholarly
118 teaching, scholarly research/creative activities, and scholarly service.
119
120 B. **Tenure and/or Promotion**: A positive recommendation for tenure or promotion requires that the
121 candidate's record clearly meets the articulated standards for the granting of a tenure/promotion
122 decision in each of the three areas: scholarly teaching, scholarly research/creative activities, and scholarly
123 service.
124
125 C. **Early Tenure (prior to the 6th year in rank)**: *This option for assistant professors* is considered an
126 exception. A positive recommendation for early tenure requires that the candidate's record clearly meets
127 the articulated standards for the granting of a tenure/promotion decision in ALL areas. To be eligible for
128 early tenure, a candidate must show a sustained record of successful experience at a university, and that
129 experience must include at least one full year at California State University San Marcos prior to the year
130 of review for tenure.
131
132 D. **Early Promotion (prior to the 6th year in rank)**: *This option for associate professors* is considered an
133 exception. A positive recommendation for early promotion requires that the candidate's record clearly
134 meets the articulated standards for the granting of a tenure/promotion decision in ALL areas. To be
135 eligible for early promotion a candidate must show a record of successful experience at a university, and
136 that experience must include at least one full year at California State University San Marcos prior to the
137 year of review for promotion.
138
139 E. Faculty who are hired at an *advanced rank without tenure* may apply for tenure after two years of service
140 at CSUSM (i.e., in fall of their third year at CSUSM). A positive recommendation requires that the
141 candidate's record at CSUSM clearly demonstrates a continued level of accomplishment in all areas and,

| 142 | | | together with the candidate's previous record, is consistent with the articulated standards for the |
| 143 | | | granting of tenure at the faculty member's rank. |

144

145 **IV. STANDARDS AND CRITERIA FOR SCHOLARLY TEACHING**

146

147   A. College Priorities and Values in Teaching and Learning

148

149   1. In the College of Education, "effective Scholarly Teaching" is defined as activity that promotes
150   student learning, reflection, and professional growth in support of the College Mission and is
151   demonstrated by information in the teaching portfolio section of the WPAF. Scholarly teaching in the
152   CoE should explicitly support the Mission Statement. Scholarly teaching is multifaceted and may
153   include instructional activity that takes place at off-site locations.

154

155   2. The most important teaching activities include, but are not limited to:
156   • Classroom modality, face-to-face, blended, online, on-campus, off-site, distance learning
157   teaching
158   • Supervision of teacher candidates
159   • Supervision of masters theses or projects and doctoral dissertations and research
160   • Supervision of student independent study
161   • Training and/or supervision of lecturers, colleagues, and Distinguished Teachers in Residence
162   (DTiR)
163   • Student advising and counseling
164   • Laboratory teaching
165   • Clinical teaching/ practice
166   • Seminar courses
167   • Undergraduate and graduate courses
168   • Supervision of field work and independent research
169   • Supervision of teaching and graduate assistants

170

171   3. As a college that primarily focuses on preparing students to become effective educators, it is
172   expected that the faculty in the College of Education will consistently model effective instructional
173   practices and continue to improve as an educator. Effective faculty members set clear student
174   learning outcomes for their students, employ a range of instructional strategies, and teach in ways
175   that effectively engage all students in the learning process.

176

177   4. CoE approaches to support excellent teaching include collaboration, team teaching, lesson study
178   groups, and co-teaching.

179

180   5. Evaluations of scholarly teaching will focus on determining a profile of the candidate's teaching
181   effectiveness. To determine such a profile, scholarly teaching will be assessed by holistic evaluation
182   of evidence, including candidates' reflective statement on teaching, student evaluations, reflective
183   practice, and selected items that the candidates believe best represent their teaching, as described in
184   the University RTP document and further illustrated below in section B.

185

186   B. The Following Evidence of Scholarly Teaching is *required*:

187

188   1. Scholarly Teaching Reflective Statement

189

190   A reflective narrative including any selected items from section IV. A .2. (p. 4 above) and all scholarly
191   teaching evidence discussed in the file should reflect continued success and/ or improvement in
192   teaching. In this statement, candidates shall provide a clear and concise reflective self-assessment of
193   their teaching philosophy, experience, and performance. The reflective statement may include the
194   candidates' philosophy of teaching and learning, pedagogical connections between the techniques
195   they employ when teaching and their philosophy of teaching and learning, impact of any notable
196   teaching accomplishments or awards, improvements made as a result of lessons learned from their
197   teaching and/or student evaluations, impact of course innovation or development, and/or their

198	approach to supervision of student teachers. As part of the reflective statement, candidates shall
199	provide a brief summary of student evaluation ratings exemplifying scholarly teaching supported by
200	a brief discussion of these evaluations. Evaluation ratings and narrative shall specify rationale for
201	categories chosen (e.g., quality of course, instructor preparedness, active learning encouraged) and
202	particular teaching context (e.g., new prep, co-taught, curriculum modifications, extenuating
203	circumstances). Course evaluations and narrative should reflect evidence of improvement in
204	evaluations.

205

206   2.   Teaching and/or Supervision Assignments

207

208   **Evidence**: If not already a part of the curriculum vita, candidates will list all courses and/or all student
209   teaching supervision assignments for the period under review, as illustrated below.

210

Semester & Year	Course Number	Course Title	Section	Units	Number of Students Enrolled	Comments	Evaluation Ratings (specify categories/ items referenced)

211

212   3.   Student Evaluations from Teaching and/or Supervision Assignments

213

214   **Evidence**: Provide complete sets of (60% [percentage as specified by CBA]) university-prepared
215   student evaluation reports, from courses taught and/or student teacher supervision assignments
216   since the last promotion.

217

218   4.   Representative Syllabi from Courses Taught

219

220   **Evidence**: Provide a representative sample of syllabi from core courses taught since last promotion
221   that illustrate course objectives, student learning outcomes, sample assignments, and current
222   practice in the field and instructional practices.

223

224   C.   The Following Evidence of Scholarly Teaching is *Optional*:

225

226   1.   Use of Exemplary Teaching Practices in Coursework and/or Clinical Practice

227

228   **Evidence**: Provide evidence that illustrates the use of exemplary teaching practices. Candidates
229   might provide evidence that demonstrates the effective use of such things as technology, teaching
230   strategies for diverse learners, student projects, student learning outcomes, portfolios, etc.

231

232   2.   Curriculum, Program, and/or Course Development and/or Revision

233

234   **Evidence**: Provide evidence that illustrates any new developments or improvements in curriculum,
235   programs, and/or courses. Evidence might include a brief description of improvements, curriculum
236   forms, syllabi changes, links to online materials, etc.

237

238   3.   Academic Advising

239

240   **Evidence**: Provide evidence of effective academic advisement of students and the impact of this
241   work. Academic advisement includes the many ways the candidate supported students in their
242   academic pursuit, such as on a thesis or dissertation committee, mentorship on a research or
243   graduate project, or as an academic advisor to a student in a program. Evidence might include the
244   names of the students, the role(s) the candidate played, the dates of this work, and any evidence
245   related to the impact.

246

247   4.   Other Selected Items that Best Represent Candidate's Teaching

248

249   **Evidence**: Additional evidence of scholarly teaching activities not listed above, including but are not
250   limited to:
251   • Assessment of student learning outcomes
252   • Letters from former students (identified as solicited or unsolicited)
253   • Teaching awards
254   • Other activities to promote teaching excellence (e.g., self evaluation, peer evaluation, in-service
255   education of incumbent educators in the field)

256

257   D.   Assessment of Scholarly Teaching

258

259   1.   General Standards

260

261   Candidates will be assessed on the quality of the evidence provided on the set of indicators they
262   select, rather than on the quantity of indicators selected. In all cases, candidates will be assessed on
263   the <u>quality</u> and the <u>totality</u> of the evidence provided. When judged as a group, no one indicator may
264   be used to determine the overall rating of teaching effectiveness.

265

266   2.   Tenure and/or Promotion from Assistant Professor to Associate Professor

267

268   At the Assistant Professor level, scholarly teaching that *meets standards* is expected to demonstrate
269   classroom effectiveness for the types of courses taught. Evidence of classroom effectiveness may
270   include, but is not limited to student evaluations, syllabi that clearly articulate course objectives and
271   requirements, effective instructional practices, engaging assignments directed at meeting the course
272   objectives, documentation that illustrates clear connections throughout an entire teaching event,
273   and assessments that effectively measure and align with student learning outcomes.

274

275   3.   Tenure and/or Promotion from Associate Professor to Professor

276

277   As more experienced faculty, Associate Professors being considered for promotion to Professor are
278   held to a higher standard. Accordingly, to be rated *meets standards*, a candidate at the Associate
279   Professor level is expected to demonstrate leadership and initiative in teaching and curriculum
280   related activities. This is in addition to documentation of continued teaching effectiveness (*Section
281   IV*).

282

283   4.   Retention

284

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

290

291 **V. STANDARDS AND CRITERIA FOR SCHOLARLY RESEARCH AND CREATIVE ACTIVITIES**

292

293   A.   College Priorities and Values in Research and Creative Activity

294

295   In the College of Education, scholarly research/creative activities is defined as creating, synthesizing, and
296   disseminating knowledge of teaching, learning and schooling in ways that fulfill the Mission and core
297   values of the College. The College of Education encourages scholarship that contributes to and
298   transforms many communities from young to the elderly (e.g., PreK-12 education, higher education; local
299   and regional centers/ agencies), indicating collaboration with multiple groups. Research involving
300   reflective practice is valued. Sustained scholarly activity that demonstrates support of the CoE Mission is
301   expected.

302

303   B.   College's Research/ Creative Activity Standards within Context of Discipline

304

305 Scholarly research/creative activities take many forms in the CoE. These may include, but are not limited
306 to, qualitative, quantitative, and applied scholarly research conducted both individually and
307 collaboratively. Applied scholarly research in PreK-12 schools is defined as creative activity that relates
308 directly to the faculty member's intellectual work. This type of scholarship is carried out through such
309 activities as program development, program or curriculum evaluation, policy analysis, action research,
310 collaborative research with educators and community members, etc. These activities are tied directly to
311 the professor's special field of knowledge and are aimed at substantive change in educational practices.
312 Applied scholarly research requires rigor and accountability.
313
314 C. Faculty Description of Contributions when Multiple Authors are Present
315
316 When multiple authors are present on scholarly research and creative activities, candidates shall specify
317 their specific role on item (e.g., role: first author; second author; equal authorship; etc.).
318
319 D. Major Challenges facing faculty in the CoE in terms of limitations
320
321 Faculty members in the College of Education may experience challenges based on the perceptions of
322 outside disciplines in terms of scholarly research and creative activity, when applied research or action
323 research is mostly qualitative in nature. They may also experience limitations when colleagues from other
324 disciplines do not understand that CoE scholarly activity includes evaluation of new programs,
325 participation in accreditation activities, or participation in large-scale research efforts. Finally, when
326 budgetary constraints prohibit CoE faculty from traveling to disseminate research findings at national or
327 international conferences, scholarly presentations may more often be local.
328
329 E. Evidence of Scholarly Research and Creative Activities
330
331 Evaluations of scholarly research/creative activities will focus on developing a profile of the candidate's
332 scholarly research/creative activities as well as an understanding of the impact and benefit their work has
333 had on the field, including the PreK-12 community. To determine such a profile, the candidate's scholarly
334 research/creative activities will be assessed by *holistic* evaluation of the candidates' reflective statement,
335 scholarly work, and selected items that the candidates believe best reflects their progress, as described in
336 the University RTP document and further illustrated below.
337
338   1. Scholarly Research/Creative Activities Reflective Statement
339
340 Candidates shall provide a clear reflective assessment of scholarly research/ creative activities as well
341 as the impact of this work. The reflective statement may also include short-term and long-term
342 goals for research/ creative activities, connections between research/ creative activities and the
343 courses taught, and the impact of research/ creative activities.
344
345   a. **Category A Evidence** must include external peer review process:
346   1) Papers published or accepted for publication in peer reviewed/ refereed journals recognized
347   as reputable and of high quality
348   2) Peer or editor reviewed published book chapters of original material and original
349   monographs
350   3) Peer or editor reviewed books, manuscripts, electronic or other media published or accepted
351   for publication as works that contribute new knowledge and/or to practice as demonstrated
352   by professional and academic reviewers
353   4) Peer reviewed /refereed presentations at national or international conferences
354   5) Significant program development including applied scholarship, curriculum writing, or
355   accreditation work, which requires outside agency approval and/or peer review.
356   6) Funded peer reviewed external grants for scholarly research/creative activity work, in
357   progress or completed
358
359   b. **Category B Evidence** may include, but is not limited to:
360   1) Papers published in refereed proceedings
361   2) Refereed presentations at professional meetings

3) Invited presentations at professional meetings
4) Editor reviewed articles published in journals, newspapers, magazines, and other media
5) Published case studies
6) Applied scholarly research/creative activity that is published, presented at a conference or meeting, or applied in an educational setting
7) Published review of books, articles, programs, and conferences
8) Session discussant at a professional meeting
9) Invited keynote or speaker
10) Special recognition and awards for research/creative activities
11) Funded regional or internal grants for scholarly research/creative activity work (e.g., local organizations, University Professional Development, Distinguished Teacher in Residence, etc.)
12) Self published books
13) Workshops
14) Unfunded peer reviewed external grants for scholarly research/creative activity work
15) Working papers
16) Submitted papers
17) Sponsored or contract research
18) Technical reports
19) Unfunded grants

F. Assessment of Scholarly Research/ Creative Activities

1. General Standards

Candidates will be assessed on the quality of the evidence provided, the evidence of sustained scholarship, and the totality of their work. *A variety of types of work must be provided including peer reviewed publication*. When judged as a group, no one indicator of scholarly research/ creative activities may be used to determine the overall rating of quality of scholarly research/ creative activities. In all cases, the scholarly reputation of the publication and/or meeting will be considered when evaluating the contribution.

2. Tenure and/or Promotion from Assistant Professor to Associate Professor

a. At least two items by year 4 and one additional item by year 6 from Category A
b. At least one item per University retention review (years 2, 4, and 6) from Category B

3. Tenure and/or Promotion from Associate Professor to Professor*

a. At least three items from Category A
1) At least two items must be peer reviewed or refereed publications
b. At least three items from Category B

*Only items not considered in the last promotion may be considered.

4. Retention

Candidates for retention shall include documentation that may include more items in Category B than A to demonstrate effectiveness in performance and demonstrate progress toward meeting the tenure requirements in the area of scholarship.

VI. STANDARDS AND CRITERIA FOR SCHOLARY SERVICE

A. College Priorities and Values regarding Service Contributions

Consistent with our Mission Statement, the College of Education places a high value on scholarly service as an essential component of faculty work. The College views activities that enhance the institution and

419 advance the profession at the local, state, national and international levels as integral components of
420 faculty service. In the College, Scholarly Service is defined as activities that contribute to the life of the
421 university, college, department or school districts and/or activities that contribute to professional
422 agencies and organizations. Service activities are expected to advance the college and university mission
423 statements.

B. Most Important College Priorities regarding Service

Evaluations of scholarly service will focus on determining a profile of the candidate's scholarly service
activity. To determine such a profile, service will be assessed by *holistic* evaluation of the candidates'
reflective statement, scholarly service work, and selected items that the candidates believe best reflects
their progress, as described in the University RTP document and further illustrated below. Particular
consideration should be given to the service necessary to develop courses/programs/majors and a
campus structure of a growing campus.

1. Scholarly Service Reflective Statement

    Candidates are to provide a clear and concise reflective self-assessment of their scholarly service
    activities and the impact of this work. Candidates may include statements regarding any short-term
    and long-term goals for scholarly service activities, connection to the University's and/or College's
    Mission, reasons for their involvement, and the impact of their service activities.

2. Internal Scholarly Service Activities

    a. **Evidence of Scholarly Service to the College and/or Program** may include, but is not limited
       to:
       1) Leadership/membership in college governance and/or groups that carry on the business of
          the college (e.g., committees [elected or appointed], ad hoc committees, task forces, etc.)
       2) Leadership/membership in college accreditation efforts
       3) Development of new courses or programs for the college
       4) Program coordination and/or service (e.g., student interviews, development of student
          learning outcomes, administration, etc.)
       5) Mentoring of students, tenure-line faculty, lecturers and/or Distinguished Teachers in
          Residence
       6) Collaboration with colleagues within the college and across colleges

    b. **Evidence of Scholarly Service to the CSU System and/or University** may include, but is not
       limited to:
       1) Innovative leadership initiatives at the university or CSU system level
       2) Leadership/membership in groups that carry on the business of the university (e.g.,
          committees [elected or appointed], ad hoc committees, task forces, etc.)
       3) University professional activities, (e.g, service toward university accreditation, etc.)
       4) Act as an advisor for a student organization
       5) Commencement marshal
       6) Mentoring of students, tenure-line faculty, lecturers and/or Distinguished Teachers in
          Residence

3. External Scholarly Service Activities

    a. **Evidence of Scholarly Service to the Profession** may include, but is not limited to:
       1) Peer reviewer for journal or conference proposals
       2) Membership on Editorial Board for peer reviewed/ refereed journal or publication
       3) Leadership in professional organizations as an officer, on a committee or task force, etc.
       4) Consultation and expert services
       5) Providing continuing education fro community

b. **Evidence of Scholarly Service to the PreK-12 and Greater Community** may include, but is not limited to:
1) Assist schools, districts, or community organizations/ agencies in occasional tasks, (e.g., interview committee for a school principal, academic competition judge, grant or award application, textbook adoption committee, etc.)
2) Consulting (paid or unpaid) with schools, (e.g, presenting professional development sessions, conducting research for the school or district, etc.)

4. Service Awards and Special Recognition

C. Assessment of Scholarly Service

1. General Standards

Candidates will be assessed on the evidence of the <u>quality</u> of evidence provided, the evidence of <u>sustained</u> service, and the <u>totality</u> of their work. When judged as a group, no one indicator may be used to determine the overall rating of scholarly service activity. **Note**: *Submitting letters from committee chairs about attendance is not considered best practice.*

2. Tenure and/or Promotion from Assistant Professor to Associate Professor

Candidates for promotion from Assistant to Associate Professor must provide evidence of effective sustained internal and external service contributions.

3. Tenure and/or Promotion from Associate Professor to Professor

Candidates for promotion from Associate Professor to Professor must provide evidence of leadership in one or more service activities in addition to demonstrating sustained active participation in both internal and external service activities.

4. Retention

Candidates for retention must provide appropriate and effective evidence of significant internal service. While not required, external service contribution will be considered in the evaluation.

2nd reading – PAC: Program Review

***   No comments, no changes since first reading   ***

4   **Comparison of Current and Revised Program Review Procedures**

5

OLD VERSION	NEW VERSION
There was no policy as such, document outlined philosophy and procedure.	The new policy with separate guidelines providing procedure and specific instructions.
While student learning outcomes were part of the items to be addressed during program reviews there was no specific reporting of assessment.	Accreditation bodies and the CSU have placed increasing focus on assessment of student learning and reporting. Therefore, assessment reports are incorporated into the program review.
Repeated every 5 years	Assessment is on going. Program review cycle is 5 or 7 years.
Comprehensive review. Department addresses 9 topics, one of which is student learning outcomes. Others are design of degree program, student readiness, graduates, advising, enrollments, pedagogy and instruction, resources, and extracurricular activities.	Content of review begins with reflection on achieving educational objectives (SLO's) on student learning outcomes by examining annual assessment data, followed by a section on developing and allocating resources and concluding with the selection of not more than **two** additional themes/special interests.
Data Notebook required departmental action	Data Notebook contents identified by department, located by IPA and OPAA Faculty Fellow and provided to the department.
Lack of guidance on structure of narrative.	Includes instructions for report structure and content. Also a model outline is provided (sections VI and VII).
PAC and External Reviewer roles unclear	Clarifies roles of PAC, External Reviewers, and others (sections III).
Little or no specific funding or support.	Support from Learning Outcomes Assessment Fellow on PSLOs and from OPAA Faculty Fellow on data notebook development. Provides resources for faculty conducting annual assessment and self study.
Usually one External Reviewer	Provides for 2 External Reviewers, whenever possible. Includes specific information on selection, visit, and expectations.
Planning report required	Part of narrative includes discussing future goals.
Few specifics on masters programs	Graduate programs included throughout.
Senate receives end of year report.	Senate office receives end-of-year report.
Includes mention of system for ad-hoc committee to review viability of program	Includes recommendations for program continuation comprised of 3 levels of recommendations.
Planning report has only mention of MOU but specifics were vague. The program review report became "baseline" for next PEP.	Includes final meeting and MOU for future goals/developmental plan (section III).
	3/07/11

6
7

8	Definition:	A policy outlining the responsibilities for and requirements of the CSUSM academic program
9		review, evaluation, and planning process.
10	Authority:	Chancellor's Office Memorandum AP 71-32, "Performance Review of Existing Degree Major
11		Programs"
12	Scope:	All academic degree major programs.
13		

14   I.   Preamble
15   A.   Program Review at the California State University originated with the Chancellor's Office
16   memorandum AP 71-32, "Performance Review of Existing Degree Major Programs," which asks
17   each campus to "establish a formal performance review procedure for all existing degree
18   programs on campus in order to assess periodically both the quantitative and qualitative viability
19   of each undergraduate and graduate program in the total context of offerings." A summary of
20   the program review is sent to the Chancellor's Office by the Associate Vice President of
21   Planning, Accreditation, and Assessment (AVP-PAA).
22   B.   The intention of Program Review is to open and maintain dialogue among the program faculty and
23   between all of the parties (the academic unit and various administrative offices, etc.) whose
24   cooperation is necessary for the delivery of a high-quality academic degree program.
25   C.   In adopting this policy, the Academic Senate acknowledges the serious investments in time and
26   effort involved and stands committed to making assessment and sustaining program quality as
27   important aspects of the campus culture.
28

29   II.   Definition of terms and abbreviations
30   A.   Academic unit
31   1.   Refers to the department, program, school, or college that oversees the curriculum for a
32   degree program.
33   B.   Academic degree programs
34   1.   Refers specifically to baccalaureate, master's, and doctoral degree programs.
35   2.   Program review will focus on both the academic unit's capacity to deliver the program as
36   well as the educational effectiveness of the degree program.
37   a.   When colleges/schools or departments manage more than one academic degree,
38   each degree program shall undergo a separate review.
39   b.   It is expected, however, that major sections of the self-study report may be
40   duplicated when more than one degree program is reviewed in the same
41   department or program.
42

43   III. Principles:
44   A.   The program review process will be central to academic planning, budget, and decisions about
45   allocation of resources.
46   B.   The program review process will not duplicate, but rather will build upon, other campus-wide
47   processes or reporting activities such as annual assessment reports, annual departmental
48   reports, and strategic planning documents.
49   C.   Program review helps to identify strengths, challenges, opportunities for improvement, and
50   provides a chance to plan for the future. It is only useful to the extent that it is a systematic,
51   developmental, ongoing process of inquiry conducted by academic programs that includes data
52   from annual assessments.
53   D.   The value of program review derives, in part, from the use of results in programmatic, collegiate
54   and institutional planning, and in resource allocation decisions to meet program needs and help
55   program to improve, especially where correctable weaknesses can be identified.
56   E.   One outcome of the review process is a plan specifying goals and strategies for program
57   improvement and student learning assessment. This represents the formative, developmental,
58   and planning phase of the process, once the summative stage, in the form of various reviewers'
59   recommendations, has passed. For the next cycle of review, this plan becomes an important
60   point of focus. In time, as current reviews build upon their predecessors, program review,
61   learning assessment, and curriculum development should become a significant and altogether
62   routine aspect of life at CSUSM.
63   F.   Recognizing that program review is labor-intensive and time-consuming, this Academic Senate
64   policy aims to ensure that the process operates under a realistic timeline and that it is sensitive

65	to the effort required. In order to fulfill this commitment, resources must be provided for annual
66	assessment projects, the development of the self study, and the external reviewers. The
67	Provost's office will provide resources for annual assessment projects, external reviewers, and
68	the resources to support faculty in the development of the self-study. Should budget constraints
69	impact support for program review processes, appropriate adjustments will be made in program
70	review expectations and processes.
71	
72	**IV. Program Review Responsibility**
73	A. Department/Program (hereafter referred to as department)
74	1. The responsibility for carrying out the program review process lies with faculty that deliver
75	the curriculum for the particular degree program, and they are assisted in this endeavor
76	by CSUSM staff and administration.
77	2. The department will conduct a candid self-study examining departmental goals and
78	accomplishments (including progress on accomplishing goals set forth in the previous
79	review's Memorandum of Understanding (MOU), and reviewing the results of annual
80	assessment of student learning outcomes and suggestions from Office of Planning,
81	Accreditation, and Assessment (OPAA) in response to these reports.
82	a. The self-study will include discussion of the student learning outcomes and
83	assessments, as well as the program's currency, capacity, and academic integrity as
84	outlined in the program review procedures.
85	b. For specific self-study guidelines, see the *CSUSM Guidelines for Program Review*
86	B. College Deans[5]
87	1. Deans or their designees are responsible for working with the OPAA to assure the timely
88	completion of the program review.
89	2. Deans review the self-study for completeness and accuracy prior to the external review
90	visit.
91	3. Deans provide evaluative comments on the self-study after receipt of the external
92	reviewer report.
93	4. Deans participate in the development of the MOU.
94	C. The Program Assessment Committee of Academic Senate (PAC)
95	The PAC is responsible for overseeing the program review process, for the final response to the
96	department, including recommendations for five or seven-year review cycles, for
97	recommendations regarding program continuation, for meeting with those who develop the
98	MOU, and for reporting to the Academic Senate.
99	D. Institutional Planning and Assessment (IPA)
100	1. IPA is responsible for providing timely and accurate data to each program undergoing
101	review.
102	2. IPA is available to provide support and expertise for programs that wish to conduct
103	surveys for data collection purposes.
104	E. Administrative Support
105	1. The Office of Academic Planning and Accreditation (OPAA) provides administrative
106	support for the entire process. OPAA is also responsible for reporting the results of
107	program review to the Chancellor's Office.
108	2. The AVP-PAA will confer with the College Deans and with the Dean of Graduate Studies
109	(DGS) for reviews of graduate programs.
110	
111	F. Provost
112	1. As the Chief Academic Officer, the Provost is ultimately responsible for the entire
113	program review process and reviews and responds to all reports.
114	
115	V. Review Cycles
116	A. The program review process at CSUSM runs on a five or seven year cycle.
117	B. The schedule for program review is published in the Academic Master Plan.

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[5] The term "College Deans" also refers to administrative equivalents, such as Director of a school.

118		C.	Generally, reviews of graduate programs will be scheduled at the same time as the review of the
119			undergraduate program(s) within the same discipline. Departments may submit a request to the
120			PAC, OPAA, and DGS to separate undergraduate and graduate reviews.
121		D.	For programs that undergo accreditation, care will be taken to coordinate program review with
122			accreditation cycles for the discipline (See Section VI of this policy).
123		E.	In the case of new programs, a developmental period of up to five years will be allowed before
124			the first program review.
125			
126	VI.		Periodic Review of Accredited Programs
127		A.	Any currently accredited academic program may request to substitute the accreditation report
128			for the self study and external review. This request is made to the OPAA.
129		B.	Documents prepared for accreditation, visits from the accreditation body, and reports from the
130			accreditation body will normally be accepted as satisfying components of the self-study report in
131			whole or in part if the accreditation report includes a discussion of assessment and student
132			learning outcomes.
133		C.	Substitution of an accreditation report for a program review will only be permitted if annual
134			assessment plans and reports have been submitted by the program during the period prior to
135			the accreditation process.
136	VII.		External Review
137		A.	Except for unusual situations approved by the AVP-PAA, the DGS (for graduate programs only)
138			and the PAC, external review will be part of all program reviews.
139		B.	Sufficient funds to cover the expense of the external reviews will be included in the budget of the
140			University.
141		C.	For specific guidelines, see the *CSUSM Guidelines for Program Review*.
142			
143	VIII.		Concluding the Program Review Process
144		A.	The Chancellor's Office receives a summary statement of the assessment section of the self-
145			study, including information about how assessment results have been used to improve the
146			academic degree program.
147		B.	The actual program review reports remain on campus in the OPAA, online as part of the
148			Program Portfolios, and are the foundation for the next program review.
149		C.	After the faculty of the academic program, the College Dean, and the Provost (or designee),
150			have had an opportunity to study all reports and recommendations, representatives of
151			these three areas and the chair of PAC will meet to discuss recommendations and agree on
152			actions to be taken.
153			1. Based on this conversation, the AVP-PAA will draft a Memorandum of Understanding
154			(MOU) that all parties will sign, which will be in effect until the completion of the next
155			review cycle. The MOU is an opportunity for all to agree on a set of desired developmental
156			goals, subject to a corresponding agreement about necessary resources and their
157			availability.
158			2. This MOU will be used in future planning, budget, and resource allocation processes.
159			3. Where consensus cannot be achieved, as determined by the AVP-PAA the parties will file
160			separate memoranda outlining their difference in views. These differences will be
161	reviewed		
162			by the Senate Chair or his/her designee and the Provost or his/her designee who will work
163			with the involved parties until consensus is reached.
164			4. It is understood that College Deans will seek advice related to the MOU from appropriate
165			college governance committees.
166			5. For specific guidelines, see the *CSUSM Guidelines for Program Review*.
167			

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Guidelines for Program Review

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California State University
San Marcos

Implementing Academic Senate Policy

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Prepared by the

Program Assessment Committee

March 2011

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GUIDELINES FOR PROGRAM REVIEW[6]

217

218   **I.**   **The Purpose of Program Review**

219   At California State University, San Marcos (CSUSM), program review provides an opportunity
220   to assess the educational effectiveness of undergraduate and graduate degree programs for
221   the purpose of program planning and resource allocation. Program reviews are conducted in a
222   climate of faculty participation and self study designed to enhance the quality of teaching and
223   learning. Toward this goal, program reviews include a thorough process of data collection
224   and analysis that enables faculty to see how pedagogical goals are pursued and achieved
225   using the resources available.

226

227   One focus of program review is on student learning outcomes: their clear articulation in
228   program documents, their alignment with University mission goals, and their assessment
229   through annual processes of data collection, analysis, and review. Program reviews also
230   provide a basis for program planning, with the review process supplying documentation
231   regarding the program's current status, including its enrollment trends, support
232   services, efficient use of instructional and capital resources, faculty productivity and
233   accomplishments, and program goals for the future. The value of program review derives, in
234   part, from the use of results in programmatic, collegiate and institutional planning, and in
235   resource allocation decisions to meet program needs and help programs to improve,
236   especially where correctable weaknesses can be identified and addressed.

237

238   The responsibility for carrying out program review lies primarily with the program faculty
239   under the leadership of the Department Chair/Program Director (DC/PD) or his/her appointed
240   designee, supported by the Dean and assisted in the review process by the Office of Planning,
241   Accreditation, and Assessment (OPAA) and, if appropriate, the Dean of Graduate Studies
242   (DGS).   The intention of the program review process is to open and maintain dialogue among
243   the program faculty and between all of the parties (the academic unit and various
244   administrative offices, etc.) whose cooperation is necessary for the delivery of a high-quality
245   academic degree program. From an institutional vantage point, program review is designed
246   to provide data and recommendations that will support effective program change,
247   institutional planning, and decisions regarding the allocation of resources.

248

249   **II.**   **Context for Program Review**

250

251   Program reviews are prepared in the context of several CSU and campus policies and
252   commitments relating to program quality and student learning as well as external criteria of
253   evaluation, most centrally the standards provided by the Western Association of Schools and
254   Colleges (WASC). Those involved in the program review should be familiar with these policies
255   in order to align their efforts with key University and CSU priorities.

256

257   •   **CSU Policy on Program Reviews**
258   In 1971, the CSU Board of Trustees adopted policy requiring that each campus review
259   every academic program on a regular basis (Chancellor's Office memorandum AP 71-32)
260   for the purpose of determining program viability. CSUSM has separate policies and
261   procedures for program discontinuance in which program review may play a part

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[6] This document is based on guidelines for program review adopted by CSU Channel Islands. We acknowledge the assistance of CSUCI in developing these guidelines for implementing the CSUSM policy and guidelines for program review.

262	(www.csusm.edu/policies/active/documents/apd.html). The criteria and procedure for
263	academic program discontinuance is outlined in the CSUSM policy on academic
264	discontinuance, and readers are referred to that document for information about it.
265	
266	The frequency of program review is subject to some campus discretion with the intent
267	of allowing campuses to align their review schedules with WASC accreditation, program
268	specific, and professional accreditation activities. With increased focus within the CSU
269	on learning outcomes assessment across a wide range of reporting areas, including the
270	CSU Cornerstones/Accountability reporting and WASC, campuses are encouraged by
271	CSU practice to make annual assessment an important part of the program review
272	process.
273	
274	Initially, comprehensive summaries of campus program reviews were provided annually
275	for inclusion in the annual March meeting of the Board of Trustees. More recently,
276	however, the Chancellor's Office, in consultation with the Academic Council and the
277	statewide Academic Senate, has decreased the workload requirement on campuses and
278	allowed for greater campus flexibility in program review. The result is a less
279	comprehensive reporting requirement. Today, each CSU reports annually in January on
280	its program review activity and degree changes that have resulted from those reviews.
281	

- **WASC Standards for Accreditation**

283   WASC serves as CSUSM's regional accrediting agency.   Those participating in the
284   program review process should be familiar with WASC standards for accreditation. In
285   focusing on educational effectiveness, WASC asks each institution to:

- **Articulate a Collective Vision of Educational Attainment** - Each institution sets goals and obtains results for student learning at both the institutional and program level that are clearly stated, that are appropriate for the type and level of the degree offered, and that are adequately assessed to ascertain mastery.

- **Organize for Learning** – Each institution should align appropriate institutional assets with the goal of producing high levels of student learning that are consistent with the mission of the institution, including curriculum, faculty recruitment, faculty development and scholarship, organizational structures, information resources, student services and co-curricular activities, and resources.

- **Become a Learning Institution--**Each institution will develop systems to assess its own performance and to use information to improve student learning over time. These systems reinforce a climate of inquiry and are based on standards of evidence that prominently feature educational results.

- **CSUSM Mission Statement**

305   Placing students at the center of CSUSM's mission statement provides a focus for
306   campus instruction.

308   *California State University San Marcos focuses on the student as an active participant in*
309   *the learning process. Students work closely with a faculty whose commitment to*
310   *sustained excellence in teaching, research, and community partnership enhances*
311   *student learning. The university offers rigorous undergraduate and graduate programs*
312   *distinguished by exemplary teaching, innovative curricula, and the application of new*

313   *technologies. CSUSM provides a range of services that respond to the needs of a student*
314   *body with diverse backgrounds, expanding student access to an excellent and affordable*
315   *education. As a public university, CSUSM grounds its mission in the public trust,*
316   *alignment with regional needs, and sustained enrichment of the intellectual, civic,*
317   *economic, and cultural life of our region and state.*
318   (http://www.csusm.edu/about/facts/mission.html)

319

320

321   ●   **CSUSM Senate Policy [TO BE COMPLETED WHEN POLICY IS APPROVED]**
322   The CSUSM Academic Senate approved its most recent "Policy for Review of Academic
323   Programs" in ???? that implements CSU policy on program review. The CSUSM policy
324   states that "(p)rogram review helps to identify strengths, weaknesses, opportunities for
325   improvement, and provides a chance to plan for the future. It is only useful to the
326   extent that it is a systematic, developmental, and ongoing process of inquiry conducted
327   by academic programs."

328

329   As outlined in CSUSM policy, program review will include each of the following
330   components:
331   a)   an academic program self-study and recommendations;
332   b)   an external review and recommendations; and
333   c)   University review and decision-making

334

335   The policy also calls for academic programs to be reviewed on a five or seven-year cycle
336   and charges Deans or their designees with responsibility for working with the OPAA to
337   ensure the timely completion of the program review. (CSUSM Academic Senate Policy
338   ??-??)

339

340   ●   **Annual Assessment Plans**
341   To facilitate program review and to meet WASC requirements, since AY 05-06, all
342   departments offering majors for undergraduate degrees and master's programs have
343   been asked to report annually on assessment related to one or more of the program-
344   level student learning outcomes. At the conclusion of each academic year,
345   departments are asked to report on the assessment activities used to measure student
346   learning, the results of the assessments, and how these assessment findings are leading
347   to changes at either the course or program level in order to improve student learning.
348   In turn, the OPAA provides feedback on these annual reports in the form of suggestions
349   to the program which are meant to be formative and advisory only. OPAA provides
350   funding and resources to support assessment projects and will continue to do so,
351   pending future budget constraints, in which case, appropriate adjustments will be made
352   in assessment expectations and processes.

353

354   **III.**   **Elements of Program Review and Responsibilities of Participants**

355

356   **A. Overview**
357   There are a number of major components to the program review and responsibilities to be
358   carried out by its participants that include: preparing for the review, conducting the self study,
359   the external review, program response to the external review, review and recommendations
360   from the Dean and Provost, review and recommendations from the Program Assessment
361   Committee (PAC), developing a Memorandum of Understanding (MOU), and implementing
362   recommendations.

363

364 The OPAA provides institutional support in the program review process. Its role is to assist
365 the program in initiating and conducting its self study, to ensure that the various parties are
366 aware of and follow the review calendar, to assist in the dissemination of documents, to
367 provide budget resources needed for the review, and to serve as a repository for materials
368 and reports.
369
370 **B. Preparing for the Review**
371 The Associate Vice President of Planning, Accreditation, and Assessment (AVP-PAA) will
372 inform the Department Chairs/Program Directors (DC/PD), the College Deans, and Provost
373 about which programs will begin the review process. In the case of graduate program reviews,
374 the AVP-PAA will consult with the Dean of Graduate Studies (DGS).
375
376 Each DC/PD will appoint a program review coordinator or committee that will take primary
377 responsibility for carrying out the self study. Programs may include community or advisory
378 board members, representatives from community colleges, or CSUSM faculty and staff from
379 outside the program on the self-study team.
380
381 The OPAA will arrange an initial planning meeting to orient all of those involved in the review
382 process.   Those attending will include the appropriate college Deans or school Directors,
383 Chairs of programs being reviewed, the AVP-PAA, the faculty coordinating the program
384 reviews, the director of Institutional Planning and Assessment (IPA), and the chair of PAC. The
385 OPAA will serve as the liaison with IPA in providing the contents of the data notebook, both
386 common data for all programs as well as data requested by the program that is unique to that
387 program.
388
389 **C. Conducting the Self Study**
390 The program faculty appointed by the DC/PD will conduct a self study and prepare a self-
391 study report in consultation with the college Dean and the AVP-PAA (see section VI for
392 elements of the self study).
393
394 **D. Conducting the External Review**
395
396 *1. Tasks and Responsibilities*
397 The purpose of external review is to provide a broad, independent perspective on the
398 program. Except for unusual situations approved by the AVP-PAA, the DGS (for graduate
399 programs only), and PAC, external review will be part of all program reviews. The main tasks
400 associated with the external review are: selection of the reviewers, preparation and hosting
401 of the site visit, and response to the reviewers' completed report. The OPAA takes the lead
402 on matters of budgeting for and logistics of the external review visit and for receipt and
403 distribution of the external review to participants in the review process. The faculty member
404 coordinating the program self study serves as a liaison with the OPAA. PAC will receive the
405 self study and meet with the external reviewers.
406
407 It is expected that two reviewers will conduct the external review. These evaluators will come
408 together to spend two days on campus meeting with students, staff, faculty, administrators,
409 and the PAC and then prepare a joint written report with comments and recommendations
410 based on their review of the self-study report and these on-campus meetings.
411
412 *2. Selecting External Reviewers*
413 A typical external review is by one reviewer from outside the University, often one from
414 another CSU, and one reviewer from a non-CSU institution. The faculty of the academic

415	program under review shall forward to the AVP-PAA the names of at least four individuals
416	they wish to have considered as external reviewers. The OPAA will contact these potential
417	reviewers and ask them if they are available. In the event that the faculty-generated list does
418	not provide a sufficiently large pool of available reviewers, the OPAA, and, if appropriate, the
419	DGS, will consult with the program in order to jointly generate a list of other potential
420	reviewers. Potential reviewers will be asked for their curriculum vitae, personal/professional
421	relationships with faculty at CSUSM, previous experience with academic program review and
422	assessment, and any other relevant information. Selection of the reviewers is based on the
423	following criteria: demonstrated achievements in the field, affiliation with an accredited
424	academic program appropriate to the program being reviewed, and no conflict-of-interest.
425	The AVP-PAA (or DGS for graduate programs only), after consultation with the DC/PD, college
426	Dean, and the PAC, will select the two external reviewers.
427	
428	***3. External Review Budget and Visit Arrangements***
429	After selection of the external reviewers, the OPAA makes arrangements for the site visit and
430	covers all expenses related to the external review.
431	
432	***4. Site Visit***
433	The external review will generally be conducted in the fall semester of Year Two of the self
434	study. At least two weeks prior to their visit, the OPAA will provide the external reviewers
435	with copies of all appropriate materials including the self-study report, the PAC memorandum
436	and MOU from the previous review, and these guidelines describing CSUSM's program review
437	process. Other information will be available upon request.
438	
439	During a typical campus visit, the external reviewers will meet with the AVP-PAA, the PAC, the
440	DGS (for graduate programs only), the Dean and Associate Dean(s) of the College, tenure-
441	track and lecturer faculty, students at all levels of the program (for informal conversation),
442	the liaison librarian, program staff, and other appropriate personnel. Reviewers should have
443	an opportunity to tour relevant facilities used by the program, including dedicated
444	classrooms, labs, studios, and performance spaces.
445	
446	Time should be set aside on the second day of the site visit for the reviewers to meet on their
447	own to begin to prepare their report. Reviewers will conclude the second day of the campus
448	visit by meeting with the program faculty at which time the reviewers have an opportunity to
449	clarify any issues or questions they have about the program and report orally on their
450	preliminary findings and recommendations. This meeting is followed by an exit meeting with
451	the Provost.
452	
453	***5. External Reviewers' Report***
454	In conducting their review, the external reviewers are requested to bear in mind the campus
455	Mission, Vision, and Values Statements (http://www.csusm.edu/about/facts/mission.html)
456	and corresponding statements for colleges. The reviewers' report is part of a process
457	intended to help guide future decisions about the program under review and should address
458	the issues most important to this planning process. Concrete suggestions for improvement
459	are, therefore, welcome.
460	
461	To be of the greatest use to the program under review, the text of the External Review Report
462	should draw upon the self-study report and information gathered during the site visit to
463	address the following questions:
464	

465	• **Educational Effectiveness**: Is the program achieving its educational objectives through
466	teaching and learning, scholarship and creative activity, and support for student learning?
467	• **Capacity**: Does the program have the resources to deliver the academic program in a
468	quality way?
469	
470	In addition, reviewers may offer other recommendations based on their independent review
471	of the self study as well as their discussions with faculty, students, administrators, and staff.
472	
473	**E. Responses by the Program, Dean, and Provost**
474	
475	***1. Response by Program***
476	The DC/PD prepares a program response to the external reviewers' report.
477	
478	***2. Responses by the Dean and Provost***
479	The Dean and Provost each prepare a written response addressing the program review
480	package (program self study, external reviewers' report, and program response to the
481	external reviewers' report). This response should include more than a summary of the
482	information contained in the program review package, as these responses will be used in the
483	development of the MOU (see description below).
484	
485	**F. Review by Program Assessment Committee (PAC)**
486	
487	**1. Responsibilities of the PAC**
488	The PAC is a standing committee of Academic Senate. The PAC will:
489	
490	• meet with the external reviewers after reviewing the program self study;
491	• provide independent recommendations after reviewing all relevant documents, including
492	length of program review cycle, to the Academic Senate, program, Dean, and Provost;
493	and
494	• participate in the development of the MOU.
495	
496	***2. Procedures Followed by PAC***
497	Members of the PAC review the program's self-study report, external reviewers' report,
498	response to the external reviewers' report by the DC/PD, and response to the program review
499	package by the Dean and Provost. After discussing the recommendations and issues raised
500	and addressed in the reports and meetings, PAC makes its own evaluation regarding these
501	recommendations. In terms of format, PAC will provide an executive summary of the entire
502	program review package as well as its own recommendations.
503	
504	In addition, based on the review of all material received, PAC will make an overall
505	recommendation regarding the program. These recommendations are based on the following
506	criteria:
507	
508	• program adherence to the terms of the previous MOU;
509	• the degree to which the annual assessments have generated useful data and whether
510	assessment results have been used to make appropriate changes;
511	• the strengths and challenges identified by the review of educational effectiveness and
512	capacity; and
513	• the degree to which the five-year plan explicitly and appropriately addresses program
514	challenges and enhances or preserves program strengths.
515	

516   The PAC will make one of three possible recommendations based on the above criteria:

517

518   • **Recommendation to Continue a Program with Notation of Exceptional Quality:**
519   Approval is recommended without reservation and with a notation of specific areas of
520   program promise and excellence. These programs will be recommended for a seven-year
521   review cycle.

522

523   • **Recommendation to Continue a Program of Quality and Promise**: Program approval is
524   recommended with identification of specific areas that need to be further developed and
525   a notation of specific areas of achievement. These programs will be recommended for a
526   five-year review cycle.

527

528   • **Recommendation of Conditional Continuation**: Conditional approval is recommended
529   with identification of specific areas requiring significant improvement and a reasonable
530   period of time for making these improvements. These programs will be placed on a five-
531   year review cycle with an interim report to be delivered to the AVP-PAA in three years.
532   The contents of the interim report will address the issues raised in the previous review.

533

534   Based on the interim report, the PAC will determine whether or not the issues raised in the
535   previous review have been adequately addressed. If these issues have been adequately
536   addressed, the program will continue on the five-year program review cycle. If there continue
537   to be questions about whether or not the program provides an appropriate academic
538   experience for students, and if there is insufficient evidence that deficiencies identified in the
539   previous review have been corrected, the PAC may recommend program discontinuation,
540   following the procedures found in the Academic Senate policy on academic discontinuance.

541
542

543   **G. University Review, Decision-Making, and Action Plan**
544   Since the intended outcome of program review is to provide the opportunity to assess a
545   program's educational effectiveness and to provide the basis for program planning and
546   resource allocation, it is especially important that the review process result in a meaningful
547   action plan that is endorsed by all the parties involved in the review. The program review's
548   reports and recommendations serve as a foundation for the program faculty and University
549   administrators to clarify, endorse, and support program goals for the future.

550

551   To accomplish this end, and as provided for in Senate Policy, after the faculty of the academic
552   program, the Dean, and the division of Academic Affairs, and the PAC have had an
553   opportunity to study all reports and recommendations, representatives of these areas will
554   meet to discuss recommendations and agree on actions to be taken. The AVP-PAA will
555   convene and facilitate this meeting. Based on this conversation, the AVP-PAA will draft a
556   Memorandum of Understanding (MOU) that will be signed by a program faculty
557   representative on behalf of the faculty, the Dean or designee, the Provost's designee, and the
558   chair of PAC. This MOU will be in effect until the completion of the next review cycle. Where
559   consensus cannot be achieved, as determined by the AVP-PAA, the parties will file separate
560   memoranda outlining their difference in views." These differences will be reviewed by the
561   Senate Chair or his/her designee and the Provost or his/her designee who will work with the
562   involved parties until consensus is reached.

563

564   The MOU, which should be based on Section Five of the self-study report and the various
565   levels of review, becomes the degree program's action plan for the next review cycle. The
566   degree program may want to use this action plan to guide its annual assessments over the

567 next review cycle. Program faculty should make every reasonable effort, as resources permit,
568 to realize the improvements outlined in the MOU. Academic Affairs should work with the
569 program to ensure that resources are provided, whenever possible, for the continuous
570 improvement of the academic program.
571
572 It is expected that the MOU will be used by the Provost, the College Deans, and departments
573 as a vital component for strategic planning discussions, as well as form an important element
574 for the annual departmental reports to the Dean, annual assessment reports, Academic
575 Recruitment Plans, and decision making by college hiring and academic planning committees.
576 As stated in the Program Review Policy, the MOU represents the formative, developmental,
577 and planning phase of the process, once the summative stage, in the form of various
578 reviewers' recommendations, has passed. It is also provides an opportunity for all to agree on
579 a desired set of developmental goals, subject to corresponding agreement about necessary
580 resources and their availability.
581
582 **H. Responsibility for Documentation and Reporting**
583 The reports generated by the program review process will be housed in the academic
584 program and in the OPAA. As part of its annual report, the AVP-PAA will notify the Chair of the
585 Academic Senate and the Provost that the program review has been successfully concluded.
586 The AVP-PAA will also notify the CSU Chancellor's Office each January, though the Office of
587 the President, of all program reviews concluded during the academic year, as required by CSU
588 policy.
589
590 IV.   **The Program Review Process and Timeline**
591
592 **A. Overview**
593 Given the data collection, deliberation, and writing needed for a successful review, most
594 reviews will be conducted over a two-year period, with the timeline included in these
595 guidelines serving as a model (see *Table 1: Program Review Timeline* which outlines the
596 program review timeline and sequence and *Figure 1: Program Review Flow Chart* for steps in
597 the process)*.
598
599 **B. Preparing for the Review**
600 In the spring semester of the year prior to the review year, the AVP-PAA will inform the
601 Department Chairs/Program Directors (DC/PD), the College Deans, and Provost about which
602 programs will begin the review process the following fall. In the case of graduate program
603 reviews, the AVP-PAA will consult with the Dean of Graduate Studies (DGS). The OPAA will
604 arrange an initial planning meeting to orient all of those involved in the review process during
605 the next cycle.
606
607 The data notebook provided by IPA in collaboration with OPAA will be available by the
608 beginning of the fall semester (see Appendix A for a list of the data provided in the notebook).
609
610 **C. Conducting the Self Study**
611 During the fall semester, the program faculty appointed by the DC/PD will conduct a self
612 study and prepare a self-study report in consultation with the college Dean and the AVP-PAA.
613 The programs may wish to identify and gather information pertinent to the evaluation of their
614 academic programs and to support later recommendations.
615
616 No later than March of the spring semester, the draft of the self-study report is finalized and
617 forwarded electronically by the DC/PD to the College Dean and the AVP-PAA. Comments on

618	the accuracy of the report are made as needed by the Dean upon completion of the self-study
619	report, and by May, the Dean signs the cover sheet indicating that the self-study report is
620	ready for external review. At this point, the AVP-PAA will distribute the self-study report to
621	the Dean of the Library and the Dean of IITS. The Dean of the Library and the Dean of IITS may
622	forward a response to the AVP-AVPA which will become part of the self-study package.
623	
624	**D. Conducting the External Review**
625	During the fall semester of Year Two of the program review, the external reviewers come to
626	the campus and submit their report to the AVP-PAA no later than **three** weeks after their visit.
627	The AVP-PAA will forward the report to the program faculty, the college Dean, and the
628	Provost.
629	
630	**E. Responses by the Program and College Dean**
631	
632	**1. Department/Program Response:** Upon receipt of the external reviewers' report, the DC/PD
633	prepares a program response to the report that it forwards to the AVP-PAA.
634	
635	**2. Dean's Response:** The AVP-PAA forwards the entire program review package, including the
636	self study, the external reviewers' report, and the program response to the external
637	reviewers' report to the Dean. Prior to the beginning of the spring semester of Year Two of
638	the review, the Dean prepares a written response addressing the program review package.
639	
640	**F. Review by the Program Assessment Committee (PAC)**
641	The AVP-PAA forwards the program self-study, the external reviewers' report, the program's
642	response to the external reviewers' report, and responses to the program review by the
643	College Dean to the PAC. Following receipt of the program review package, the PAC meets to
644	review the information collected and may choose to meet with the DC/PD, the College Dean,
645	or any others that the Committee wishes to be present to discuss questions or issues that are
646	raised by the report and responses to it. The PAC then prepares a report that contains a
647	summary of findings from the program review package and its own recommendations to the
648	program which it forwards to the AVP-PAA for distribution to the DC/PD, Dean, and Provost.
649	
650	**G. University Review, Decision Making, and Action Plan**
651	By the end of the spring semester of the second year of the review, representatives of the
652	program faculty, Dean, Provost/designee, and the PAC meet to discuss the recommendations
653	contained in the program review and frame an agreement on actions to be taken. As
654	provided for in the Senate's policy, this agreement "will be embodied in a Memorandum of
655	Understanding (MOU) which will be in effect until the completion of the next review cycle."
656	
657	
658	
659	
660	
661	

662   # Program Review Timeline

663

Preparation Activity: (Activity during the spring semester prior to start of program review):

- AVP-PAA gives formal notification to programs to initiate program review the following fall.
- Programs begin preparation for review:
  - Identify data needs
  - Appoint self-study coordinator and/or committee
  - Continue course and program assessment projects
- OPAA sets up group orientation meeting
  - Dean, AVP-PAA and, in the case of graduate programs, DGS, and the chair of PAC review procedures with DC/PD and appropriate faculty
  - IPA provides data notebooks

Year One – Self Study

FALL SEMESTER	ACTIVITY
September - December	• Program collects and assembles data for self study • Program writes self-study report
SPRING SEMESTER	
January-March	• Program finalizes and submits self-study report
April	• Self-study report submitted to Dean • Program submits names of prospective external reviewers
May	• Dean submits comments on completeness of the self-study report • AVP-PAA and, in the case of graduate programs, DGS approve names of external reviewers • Dean of Library and Dean of IITS receive self-study report and may submit responses

Year Two – Self Study

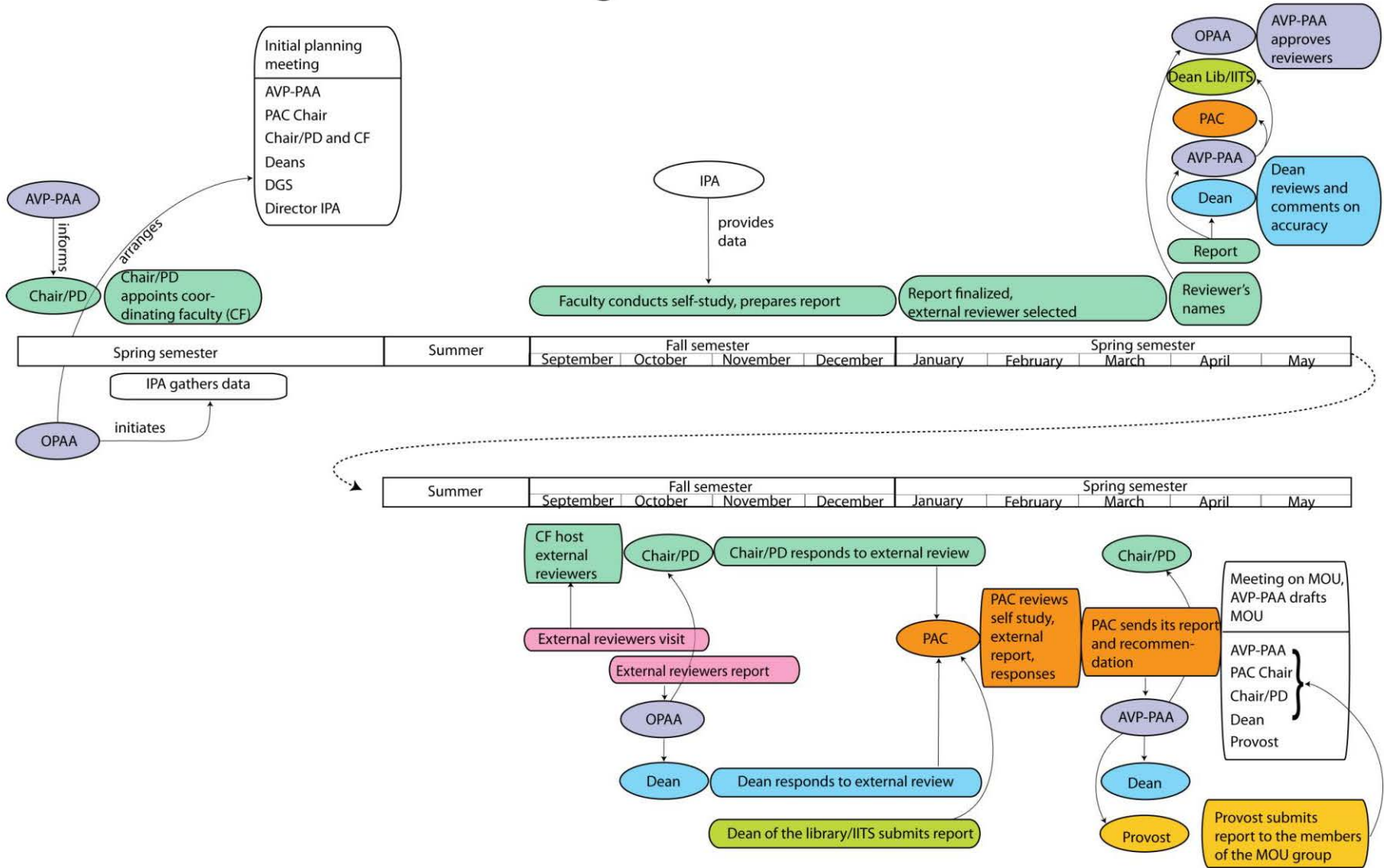| FALL SEMESTER	ACTIVITY
September/October	• PAC receives self-study report • External Review Team visits campus
October/November	• External Reviewers submit written report
November-January	• DC/PD responds to external reviewers' report • Dean responds to the program review package
SPRING SEMESTER	
February	• PAC reviews program self study, external review, and Dean's responses
March-April	• PAC sends its report and recommendations to the AVP_PAA for distribution to DC/PD, Dean, and Provost
April	• Provost responds to the program review package in preparation for the MOU process
April/May	• DC/PD, Dean, Provost, and PAC meet to identify priorities and action plan for program improvement, and develop MOU

Year Three – After the Self Study

SPRING SEMESTER	
January	• AVP-PAA reports on program review and changes to Chancellor's Office (for Board of Trustees)

664

665

666

667

668

Program review timeline

Initial planning meeting
AVP-PAA
PAC Chair
Chair/PD and CF
Deans
DGS
Director IPA

AVP-PAA

informs

arranges

Chair/PD

Chair/PD appoints coordinating faculty (CF)

OPAA

initiates

IPA gathers data

IPA

provides data

Faculty conducts self-study, prepares report

Report finalized, external reviewer selected

Reviewer's names

Report

Dean

AVP-PAA

PAC

Dean Lib/IITS

OPAA

AVP-PAA approves reviewers

Dean reviews and comments on accuracy

Spring semester	Summer	Fall semester				Spring semester				
		September	October	November	December	January	February	March	April	May

	Summer	Fall semester				Spring semester				
		September	October	November	December	January	February	March	April	May

CF host external reviewers

Chair/PD

Chair/PD responds to external review

External reviewers visit

External reviewers report

OPAA

Dean

Dean responds to external review

Dean of the library/IITS submits report

PAC

PAC reviews self study, external report, responses

PAC sends its report and recommendation

AVP-PAA

Dean

Provost

Chair/PD

Meeting on MOU, AVP-PAA drafts MOU

AVP-PAA
PAC Chair
Chair/PD
Dean
Provost

Provost submits report to the members of the MOU group

6   **V.   Accredited Programs**
7   Some CSUSM programs are accredited by their respective professional associations. CSU and
8   CSUSM Academic Senate policies provide that such accredited programs may substitute the
9   periodic review and site visit, which accompany such accreditation, for the self study and external
10   review. Such a substitution will only be permitted if annual assessment plans and reports have
11   been submitted by the academic program during the period prior to the accreditation process and
12   if the accreditation report includes a discussion of assessment and student learning outcomes.
13   The program will forward the accreditation report, as well as all appropriate annual assessment
14   plans and reports, to the AVP-PAA.

15
16   The program review process continues as detailed in Section III.E.-G. and Section IV.E.-G.

17
18   **VI. Option for Departments that Deliver Multiple Degrees**

19
20   Departments reviewing more than one degree in a program review cycle may choose to write a
21   single comprehensive report that covers multiple degrees, or separate reports for each degree. A
22   single report may be preferred when the degrees under review have substantial overlapping
23   elements. If this approach is chosen, the program lead should confer with the Chair of PAC and
24   the AVP-PAA to agree upon the overlapping elements, which should be treated separately, and to
25   adjust the document page limit.

26
27   **VII. Sections of the Self-Study Report**

28
29   The self study is a collective undertaking and is a key step in program review. In a manner
30   parallel to WASC's criteria of institutional review, the self study demonstrates that the program
31   has reflected upon key elements of its program, focused especially on program capacity and
32   educational effectiveness.

33
34   The self-study report is intended to provide the opportunity to give a past, present, and future
35   perspective on the program. There are four audiences for the self-study: external reviewers,
36   Dean, Provost, and PAC. The self study should reflect the unique nature of the program for those
37   audiences by:

38
39   •   responding to the previous program review recommendations;
40   •   describing the current state of the program; and
41   •   articulating the future aspirations of the program.

42
43   The self study should show alignment of the program with the educational and strategic elements
44   of the University and of the wider CSU.

45
46   The self-study report shall contain the following five sections and should not exceed 15pages[7]:
47   •   *Introduction to self-study*
48   •   *Achieving educational objectives*
49   •   *Developing and applying resources*
50   •   *Additional themes/Special issues*
51   •   *Planning for the next five years*

52
53   **Section One - Introduction**

---

[7] Single spaced, 12 point font, Times New Roman, one inch margins.

This short section (no more than **two** pages) serves primarily as an introduction to the program for the external reviewer(s). Possible topics for reflection include:

- Program mission statement/program goals (if changes have been made since the last program review, discuss them here);
- Distinctiveness of the program from that of other CSUs or elsewhere; and
- Relationship of program mission to the University's mission and goals.

Section Two - Achieving Educational Outcomes
In this section, the program documents how it achieves its educational objectives through teaching and learning, scholarship and creative activity, and support for student learning. The program shall engage in, and write responses about, the following activities:

- Reflect on the annual assessments conducted since the previous program review (the annual reports and associated feedback from the OPAA should be placed in an appendix attached to the self-study report). What did you assess? What did you learn about student learning from these assessments? What changes have been made/will be made as a result?
- Examine the program's student learning outcomes (SLO) and course by SLO matrix. Describe any changes or updates that need to/will be made (attach matrix as an appendix).
- Examine the curriculum and student flow through the major in terms of where SLOs are addressed. Does the sequence of major courses allow for/encourage growth in learning based on the SLOs?
- Describe any changes in the major that have been made since the last program review, and discuss the rationale supporting the changes. How will you assess the effectiveness of changes to the curriculum in terms of the student learning outcomes?
- If available, describe evidence beyond the annual assessments of SLOs showing that students are achieving the program's desired learning outcomes. Such evidence could include measures of student satisfaction (current students and alumni), assessment of capstone activities, graduate school acceptance rates, etc.
- Describe how the program contributes to the University curriculum? What are the program's obligations and contributions beyond its own major? How do the SLOs for service courses reflect the University's mission?

Section Three - Developing and Applying Resources (Capacity Review)
In this section, the program describes how it sustains its operations and supports the attainment of its educational objectives through investment in human, physical, fiscal, and information resources (e.g., technology and library, etc.). In other words, the program should describe the extent to which it has the resources it needs. The self-study report should focus only on the most important areas (typically, not more than **two**). The previous program review report should be referenced whenever possible. All programs will provide faculty profile information on a template that will be provided by OPAA. The following is a list of possible questions to consider:

- Does the program employ faculty in sufficient numbers, and with appropriate ranks, professional qualification, and diversity to support its academic program consistent with its educational objectives?
- Does the program employ professional staff in sufficient numbers and with appropriate experience to maintain and support its academic programs?
- Are faculty workload, incentives, and evaluation practices aligned with institutional practices?
- Is the program able to support appropriate and sufficient faculty development opportunities that are designed to improve teaching and learning?
- Are fiscal and physical resources aligned with program educational goals, and are they sufficiently developed to support and maintain the kind of educational program it delivers?

105		•	Does the program have access to information resources, technology, and staff sufficient in
106			size and skill to support its academic offerings and the scholarship of its faculty?
107		•	Are the program's organizational structure and decision-making processes clear
108			and consistent with University policies and effective in supporting the program?
109			
110			**Section Four - Additional Themes/Special Issues**
111			In this section, the academic unit will reflect on no more than **two** other issues that are of
112			importance to the program and faculty at the time of the review. Below are several possible
113			topics and questions that program faculty may want to consider. They are only suggestions. This
114			section should contain a discussion of the most important/pressing issues faced by the program.
115			
116			*Student readiness*
117		•	Have entry-level requirements for the major been adjusted since the last program review?
118		•	How ready are incoming freshmen, transfer students, and beginning graduate students to
119			begin their coursework in the program?
120		•	Does the program have relationships with counterparts at local high schools, community
121			colleges, and nearby four-year institutions that are used to improve the readiness of arriving
122			students?
123			
124			*Graduates*
125		•	Are graduates well prepared to begin their chosen careers or advanced study?
126		•	What program improvements might enhance the preparation of graduates?
127			
128			*Advising and mentoring*
129		•	How is academic advising handled within the program?
130		•	How are students in the major made aware of career opportunities?
131		•	How does the program assess the quality and quantity of student contact with program
132			faculty?
133		•	What program improvements might enhance the academic and career advising of students?
134			
135			*Enrollment and progress towards graduation*
136		•	Have there been enrollment trend changes in the number of majors since the last program
137			review?
138		•	Does the major have a sufficient student base to be able to offer required courses often
139			enough to allow students to make rapid progress toward completion of their degrees?
140		•	What measures are taken to ensure timely academic progress of students, and how effective
141			are these?
142		•	If program faculty have relationships with counterparts at local high schools, community
143			colleges, and nearby four-year institutions, how are these used to attract majors?
144			
145			*Pedagogy and instruction*
146		•	How do the research and creative activities of the program faculty manifest themselves in the
147			academic degree program? In particular, how are students encouraged to become active
148			participants in faculty research activities?
149		•	How are different modes of instruction used in the major? In particular, how are students
150			encouraged to become active participants in the learning process, and how is technology
151			used?
152		•	Is the academic degree program offered—in whole or in part—off-campus? If so, how is the
153			quality of the off-campus program maintained?
154		•	Does the program offer on-line courses? How do these courses fit into the curriculum?

155 • How is course staffing determined by faculty expertise, rank, and status (tenure-line versus
156   lecturer)?
157 • In courses with multiple sections/instructors, are the sections coordinated? If they are
158   coordinated, how is this done? If they are not coordinated, should they be?
159
160 *Extracurricular activities*
161 • What extracurricular or co-curricular experiences and activities are supported by the program
162   (for example, student clubs and organizations, student involvement in research, etc.)?
163 • What is the level of participation by majors in these activities, both in terms of numbers of
164   students and depth of commitment?
165
166 **Section Five - Planning for the Next Five Years**
167 In this section, the program faculty and staff reflect upon how effectively the program is
168 accomplishing its purposes and achieving its educational objectives. This section should begin
169 with a short section about how the results of the previous five-year review have been used to
170 improve program quality and learning outcomes.
171
172 The self study will conclude with specific recommendations for program improvement and future
173 directions. These recommendations should be clearly linked to evidence provided in the self-
174 study narrative and be framed as actionable items that, if undertaken by the program faculty,
175 staff, and others in the wider University, will improve program quality.
176
177 **VIII.   Model Outline of a Self-Study report**
178
179 Although no single presentation format is prescribed for the self-study report, the report should
180 respond to each of the five Elements of Self Study listed above. Since each self-study report
181 serves as the foundation for the entire review process, the needs of the different reviewers
182 (external reviewers, members of the PAC, administrators) should be considered in preparation of
183 the document.
184
185 Contents for the Self Study Report should be organized in the following fashion:
186
187   1. Cover page
188   2. Table of Contents
189   3. List of Exhibits (tables, figures, etc.)
190   4. Self-study (organized by responses to each element)
191   5. Appendices (relevant portions of the data notebook, annual assessment reports and
192   OPAA responses, previous program review executive summary and recommendations)
193
194 Later in the process, the report of the external review team, comments and recommendations
195 from the program chair, Dean, and Provost, as well as recommendations of the PAC, and the
196 MOU will be appended to the Self-Study Report. Together, these materials constitute the
197 completed program review.
198
199

200 **Appendix A: Program Data Notebook**
201
202 Responsibility for preparing the data notebook rests with the OAPA. The program faculty will be
203 asked to contribute some information (items B3 and 4). The data notebook is intended for use by
204 the program as they prepare their program review self-study. It also contains information of
205 interest to both internal and external reviewers. The data notebook consists of the following
206 information:
207
208 A. Students in the Major
209 1.   Numbers of Majors and Degrees Awarded.
210 2.   Full-time Equivalent Student (FTES) and Student to Faculty Ratio (SFR) Data.
211 3.   Undergraduate and Graduate Student Profile Data (such regularly produced demographic data
212   for students in the major as age, ethnicity, gender, residency, average credit hour load, mean
213   GPA at entry and annually, median SAT scores, remediation status, etc.)
214 4.   Retention and graduation data for both undergraduate and graduate students in the program.
215 5.   Relevant findings from other surveys (if number of majors/students responses allow).
216
217 B. Program Faculty
218 1.   List of Tenured/Tenure-Track Faculty.
219 2.   Demographic Data on All Program Faculty (e.g., gender/ethnicity/rank).
220 3.   Abbreviated Curriculum Vitae of Tenured/Tenure-Track Faculty .
221 4.   List of Grants/Awards received by program faculty in the preceding five-year period.
222
223
224 **Appendix B: [Policy}**
225

2nd reading – BLP/UCC: Single Subject Preparation in History
2   ** ** *No comments, no changes since first reading*   **
3

4   **BLP Report:** The Budget and Long Range Planning Committee (BLP) has reviewed the P-Form for an option in
5   the History major that underwent revision for state accreditation purposes. This option satisfies state standards
6   allowing graduates to bypass the California Subject Exam for Teachers (CSET) on their way to a teaching
7   credential. Our review included attention to the option's likely enrollments as well as its resource implications.
8   BLP submits the following analysis of the impact of this proposed credential to the Academic Senate to assist
9   senators in their consideration of the proposal.
10

11   Program Demand: The P-form indicates that the number of History majors pursuing the previously approved
12   option (which expired in 2009) ran anywhere from 10-60 students; the proposal does not anticipate significant
13   enrollments in future years due to uncertain job prospects for prospective teachers, but the proposal emphasizes
14   the minimal resource implications of the proposal.
15

16   Resource Implications:
17   *Overview :* This proposal was prompted by the expiration of the previous waiver certification. The new proposal
18   includes attention to state-mandated advising resources and additional curriculum requirements.
19

20   *Curricular & Faculty Resources :* To fulfill state requirements, History students pursuing this option must take EDUC
21   350, an existing course providing field experience to undergraduates. Upper-division coursework also draws from
22   Economics, Geography, and Political Science. Further, one new 1-unit course was developed to meet the new
23   state standards: HIST 393 Experiential Learning in History for Future Teachers.
24

25   Additionally, state standards now mandate the designation of a program-level "coordinator" specifically for this
26   option. While it is currently anticipated that advising needs can be handled within the History Department's
27   current faculty advising capacity, a surge in student interest could lead to a need for increasing that capacity (e.g.,
28   a funded course release for the designated advisor).
29

30   *IITS/Library Resources*: No resource requirements were noted.
31

32   **UCC Report:** UCC has finished its review of the option of Single Subject Preparation in History, which is in fact a
33   renewal of an existing option for the history major. The reason it comes back as a new program/option review is
34   because that the state certification had expired as of 2009 but the renewal application did not get approved until
35   this spring. There is only a minor change of this option proposal compared to the expired one, which was to
36   require students take EDUC 350 (Foundation of Teaching as a profession) early in the program, and to add a new
37   course HIST 393 (Experiential Learning in History for Future Teachers, offered previously as a special topic course)
38   to supplement EDUC 350. The changes are aligned with the California Committee on Teaching Credentialing
39   (CCTCT) requirements in order to get the renew approval.
40

41   The program and courses have been designated by the sate is students wish to waive the California Subject Exam
42   for Teachers (CSET). The courses provide history depth, social science breadth and teaching preparation in
43   accordance with state credentialing requirements for high school teachers. It is an interdisciplinary option which
44   will be hosted under the history department in the catalog.
45

46   The program requires that students take 30 units Lower-Division Preparation courses and 46 units of Upper
47   Division requirements. The detailed list of course requirement is provided in the catalogue description attached.
48   All the courses except one (HIST 393) are existing courses since this is simply a renewal of existing option. UCC has
49   reviewed the overall proposal and see no additional issues to be addressed. UCC has voted and approved to
50   forward it for review by the Academic Senate.
51

52   For the complete curriculum associated with this proposal, visit the Curriculum Review website:
53

54   http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2010-
55   11_curriculum.html#CoAS
56

57   The proposal is #45 in the College of Arts & Sciences listing

Proposed Catalog Language for the
Single-Subject Preparation in History/Social Science, History Major Option

60
61 Students interested in majoring in History and teaching at the secondary level may elect the Single-
62 Subject Option in History/Social Science. Successful completion of this option will allow students to
63 waive the California Subject Examination for Teachers (CSET) in History/Social Science. For certification
64 of this option, students must maintain a 2.7 GPA both in overall work and in all courses used to complete
65 the major and option.

66
67 **Lower-Division Preparation for the Major**:
68 Thirty units in lower-division courses including:

69 U.S. History Survey HIST 130 and 131	6 units	
70 World History HIST 101 and 102		6 units
71 Related breadth courses including		
72 U.S. Government (PSCI 100)	3 units	
73 Economics including Macro/Micro economics	6 units	
74 (ECON 201 and 202)		
75 GEW		3 units
76 Supporting social science courses: PSYC 100 and SOC 101		
77 recommended, but other lower or upper division courses in		
78 Psychology or Sociology can satisfy this requirement.	<u>6 units</u>	
79 **Total**	**30 units**	

80
81 **Upper Division Requirements:**
82 Forty-Six units in upper division courses including

83		
84 GEOG 302 or 320		3 units
85		
86 Political Science, U.S. focus,		
87 Choose from: PSCI 305, 321, 412, 413	3 units	
88		
89 Political Science, Global focus		
90 Choose from PSCI 331, 350	3 units	
91		
92 EDUC 350		3 units
93 Note: HIST 393 and EDUC 350 should be taken concurrently.		
94		
95 HIST 301 Historical Methods and Writing	3 units	
96		
97 HIST 347 California History	3 units	
98		
99 2 U.S. Courses from HIST 336C, 336D, 336E, 336F	6 units	
100		
101 Upper Division History electives, U.S. focus	6 units	
102		
103 Upper Division History electives, non-U.S. focus	12 units	

104 <u>Note:</u> Of the above, courses must be taken from at least three
105   world areas that include: Africa, Asia, Europe,
106   Latin America, Middle East, and Comparative/
107 Transnational history

108
109 HIST 393 Experiential Learning in History for

110	Future Teachers	1 unit
111		
112	History course, 400 level seminar	<u>3 units</u>
113	Total	46 units
114		

115   Note: of the history courses above:

116   a. one course must have the majority of its content before 1800

117   b. one course must have considerable content on Women History/Gender.

118   c. one course must have significant consideration of ethical, moral, or religious issues in history.

119   (Choose from: HIST 306, 310, 313, 317, 318, 323, 341, 343, 356, 360, 380, 383, 388)

120   Students must complete and submit a portfolio of their coursework with a written narrative reflecting on

121   their pre-credential teaching experience, and must complete all above courses with GPA of 2.7 or above.

122

123

124

125   <u>New Course approved with this Option:</u>

126

127   HIST 393   Experiential Learning in History for Future Teachers   1 unit

2nd reading – BLP/UCC: Single Subject Credential Program/English Language
Authorization with Option for Preliminary Mild/Moderate Education Specialist Credential
*** No comments, no changes since first reading ***

BLP Report: The Budget and Long Range Planning Committee (BLP) has reviewed the P-Form for a proposed teaching credential in the field of Single Subject Credential/English Language Authorization with Option for Preliminary Mild/Moderate Education Specialist Credential. Our review included careful consideration of the enrollment prospects for the proposed program as well as the resource implications of initiating the program. We thank Professor Jacqueline Thousand, the proposer and also the COE representative to BLP, for her collegial responses to our feedback and our queries so that we could provide a useful evaluation for the Senate's review. BLP submits the following analysis of the impact of this proposed credential to the Academic Senate to assist senators in their consideration of the proposal.

Program Demand: The P-form for this proposed curriculum lays out the state's continuing demand for special education teachers at the secondary level. This proposed program would qualify candidates for teaching positions to work with both "general and special education students in selected content areas."

Resource Implications:
Overview: This proposal was prompted by a change in California's statewide accreditation requirements, which required the revision of existing COE curricula. As noted in the P-form, the new program brings together courses from programs currently known as the "Single Subject" and "Preliminary Mild/Moderate Education Specialist," both of which included an "Authorization to Teach English Learners."   The program has already been available to students for some time.

Curricular & Faculty Resources: The program of study is already being offered, and the current P-form "formalizes the combined program as a credential option" that would be represented in the CSUSM Catalog. The statewide accreditation revisions required the addition of one new course in the COE curriculum, EDMX 575, Education Specialist Transition Development Plan.

Eleven current COE faculty members are expected to participate in various aspects of the credential; the COE has made clear that this new program can be launched and maintained for the first several years even without new faculty hires.

IITS/Library Resources: While information provided by the Library indicates that the proposed program could benefit from subscriptions to additional journal databases (specifically, Education Research Complete and ProQuest Education Journals were mentioned), COE has made clear that this new credential can be launched and maintained without new Library or IITS resources. The proposed new course, EDMX 575, will be required to meet CSU "accessibility" requirements, but it can be offered with currently available resources. However, as with *all* curriculum proposals, it is imperative to bear in mind the "inflationary costs" associated with access to journal databases; the Library's Dean estimates "that additional annual increases of 8-10% [in the Library's Collections budget] will be needed to continue purchasing content at the current level."

An additional point that came up during BLP's discussion of this proposal was the campus's need for enhanced IITS support for students whose classes meet on evenings and weekends, windows when IITS is currently unavailable. The proposed Catalog language specifically identifies this program as being offered during evenings and weekends, so the lack of IITS support is particularly troublesome here. This statement is not intended as a criticism of the current proposal; it is instead an acknowledgement of how students can be better served by aligning resources for student support with a realistic assessment of when courses are being taught on campus.

UCC Report: UCC has finished its review of the *Single Subject Credential Program/English Language Authorization with Option for Preliminary Mild/Moderate Education Specialist Credential option*. The purpose of the option is to provide students the aggregate of courses that melds the courses for the Single Subject and Preliminary Mild/Moderate Education Specialist Credentials, both of which offer the Authorization to Teach English Learners. There has been a critical demand for special education teachers who are qualified to teach single subject content at the secondary level. This program meets this demand by integrating the Preliminary Mild/Moderate Education Specialist coursework and clinical practice with the Single Subject Credential coursework and clinical practice. The candidates can be highly qualified to teach general and special education students in selected content areas.

58 The program provides students a variety of choices. There is a total of 34-35 units of course requirement for Single
59 Subject Credential Candidates, including 17 units of core courses, 3-4 unit of additional Single Subject area
60 methods course elective, and two Single Subject clinical practice course (EDSS 571 and 572). For Candidates who
61 want to acquire Concurrent Single Subject AND Mild/Moderate Education Specialist Credentials, there is a 56-57
62 unit course requirement, including 18 units of core common course work, 3-4 unit of additional Single Subject area
63 methods courses, 20 units of additional Preliminary Mild/Moderate Education Specialist Courses, and 15 units of
64 Concurrent Single Subject and Education Specialist Candidates Clinical Practice. The detailed list of course
65 requirement is provided in the catalogue description attached.
66
67 There is only one new course proposed accompanying this proposal: EDMX 575, Education Specialist Transition
68 Development Plan, 2 units. This course is developed and added to the updated Preliminary Mild/Moderate
69 Education Specialist program options to bring the options into compliance with new (2010) California Committee
70 on Teaching Credentialing (CCTCT) Education Specialist standards. UCC has reviewed the overall proposal and see
71 no additional issues to be addressed. UCC has voted and approved to forward it for review by the Academic
72 Senate.
73
74 For the complete curriculum associated with this proposal, visit the Curriculum Review
75 website:
76 http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2010-
77 11_curriculum.html#CoE
78
79 **Proposed Catalog Language for the**
80 **Single Subject/English Learner Authorization and Preliminary Mild/Moderate Education Specialist**
81 **Credential**
82
83 **Admission**
84
85 Admission requirements for the Single Subject (Secondary) Credential program and Preliminary
86 Mild/Moderate Education Specialist options are the same as the Multiple Subject Admission
87 Requirements.
88
89 Subject Matter Competency: Teacher education candidates in California are required to demonstrate
90 competence in the subject matter they will be authorized to teach. Subject matter competency must be
91 completed before beginning the program.
92
93 Information, test preparation, and registration are available online at www.ctcexams.nesinc.com
94
95 **Program Description**
96
97 The Single Subject Credential Program is offered as a Day and Evening program and may include
98 weekends. The subject areas available are: English, Mathematics, Science, Social Science, Spanish and
99 Physical Education. A Concurrent Single Subject and Preliminary Mild/Moderate Education Specialist
100 option also is available.
101
102 Single subject (high school) teacher education candidates enroll in a program designed to prepare them to
103 teach students in grades seven through twelve. Upon completion of the program, candidates receive a
104 Preliminary Single Subject Credential. Those who complete the concurrent option also receive the
105 Preliminary Mild/Moderate Education Specialist Instruction Credential that also authorizes instruction to
106 students in grades K through 12 and adults with a primary disability of Autism Spectrum Disorder,
107 Emotional Disturbance, Mild/Moderate Mental Retardation, Other Health Impairment (e.g. Attention
108 Deficit Disorder), or Specific Learning Disability.
109
110 **In the day program two-semester curriculum, candidates take courses in teaching and learning in high**
111 **schools, discipline and interdisciplinary specific methods, and multilingual/multicultural education.**
112 **The evening program is designed for individuals who work during the day and take evening and**
113 **weekend coursework with the exception of student teaching. Coursework is taught by a team of**

114 **instructors with class sessions and assignments geared to the particular needs of high school teachers**
115 **and learners. The teaching team is comprised of faculty from both the Colleges of Education and Arts**
116 **and Sciences and is assisted by educators from North County high schools who share expertise and**
117 **experiences and model exemplary high school practices.**
118
119 North County public secondary schools serve as sites for single subject field experiences. Supervision of
120 single subject clinical practice is a shared responsibility of a university faculty advisor and an on-site
121 liaison (a full time teacher at the school site). Two different opportunities at different school sites
122 constitute the field experience. Within these experiences there are opportunities to practice teaching in a
123 variety of subjects to diverse student populations with varying ability levels. During clinical practice,
124 candidates are encouraged to participate in school faculty activities outside of the classroom in order to
125 gain experience and expertise in the organizational and decision-making characteristic of a high school
126 culture.
127
128 An important aspect of the program is the acquisition of the authorization to teach English learners in
129 order to better serve the needs of students from diverse language and cultural backgrounds.
130 Requirements are met through the infusion of content and experience through specific courses and during
131 clinical practice experiences.
132
133 The California Commission on Teacher Credentialing has adopted Subject Matter Authorizations as an
134 alternative method to obtain an additional subject area authorization. It is recommended that candidates
135 obtain additional authorizations. Please attend a Supplementary Authorization and Subject Matter
136 Authorization Workshop as indicated at www.csusm.edu/coe/adbvising/CurrentStudentsInfo.html.
137
138 **COURSE SEQUENCE FOR SINGLE SUBJECT CREDENTIAL CANDIDATES**
139

Courses	Units
140 **Courses**	**Units**
141 EDSS 511	3
142 EDSS 521	3
143 EDSS 530	3
144 EDSS 531	2
145 EDSS 541	3
146 EDSS 555	3
147 *Total Core Common Coursework Units*	*17*

148
149 *Additional Single Subject subject area methods course requirements.*
150 *Each candidate enrolls in the appropriate subject area course for a total of 3 to 4 units.*

151 EDSS 543A (2 units) & EDSS 543B (2 units)	4
152 EDSS 544A (2 units) & EDSS 544B (2 units)	4
153 EDSS 545A (2 units) & EDSS 545B (2 units)	4
154 EDSS 546A (2 units) & EDSS 546B (2 units)	4
155 EDSS 547	3
156 KINE 401	3
157 *Total Subject Area Coursework Units*	*3-4*

158
159 **Single Subject Only Clinical Practice**

160 EDSS 571	6
161 EDSS 572	8
162 *Total Single Subject Only Clinical Practice Units*	*14*

163
164 ***Total Single Subject Program Units***   ***34-35***
165
166

167 **COURSE SEQUENCE FOR CONCURRENT SINGLE SUBJECT AND**
168 **MILD/MODERATE EDUCATION SPECIALIST CREDENTIAL CANDIDATES**
169

170 **Courses**		**Units**
171 EDSS 511		3
172 EDMX 622		4
173 EDSS 530		3
174 EDSS 531		2
175 EDSS 541		3
176 EDSS 555		3
177 *Total Core Common Coursework Units*	*18*	

178
179 *Additional Single Subject subject area methods course requirements.*
180 *Each candidate enrolls in the appropriate subject area course for a total of 3 to 4 units.*

181 EDSS 543A (2 units) & EDSS 543B (2 units)		4
182 EDSS 544A (2 units) & EDSS 544B (2 units)		4
183 EDSS 545A (2 units) & EDSS 545B (2 units)		4
184 EDSS 546A (2 units) & EDSS 546B (2 units)		4
185 EDSS 547		3
186 KINE 401		3
187 *Total Subject Area Coursework Units*	*3-4*	

188
189 *Additional Preliminary Mild/Moderate Education Specialist Courses*

190 EDMX 627		3
191 EDMX 631		3
192 EDMX 632		3
193 EDMX 633		3
194 EDMX 575		2
195 EDMS 521 or EDMX 521 Elementary Literacy	3	
196 EDMS 543 or EDMX 543 Mathematics Education	3	
197 *Total Additional Education Specialist Coursework Units*	*20*	

198
199 **Concurrent Single Subject and Education Specialist Candidates Clinical Practice**

200 EDSS 572		8
201 EDMX 572		7
202 *Total Concurrent Single Practice and Education Specialist*		
203 *Clinical Practice Units*	*15*	

204
205 *Total Concurrent Single Subject and Mild/Moderate*
206 *Education Specialist Program Units*   *56-57*
207
208 Candidates in the Concurrent Single Subject and Education Specialist option meet with
209 Single Subject and Education Specialist program coordinators on a regular basis for
210 course sequence and clinical practice advisement and scheduling.
211
212 **Candidate Learning Outcomes and TPA and TPE Assessment**
213
214 Candidate learning outcomes are defined by SB2042 as Teaching Performance Expectations. The CSUSM
215 College of Education identifies additional TPEs beyond the state required TPEs in explicitly address
216 concepts stated in the COE Mission Statement. See details regarding TPEs in the single subject and special
217 education clinical practice handbooks at the COE website, www.csusm.edu/COE. Candidate must be
218 successful in meeting Single Subject and Education Specialist Teaching Performance Expectations to
219 progress in clinical practice and to be recommended for a credential.
220
221 Beginning July 1, 2008, all candidates entering programs that result in the issuance of a Multiple or Single
222 Subject Credential must pass all Teaching Performance Assessment (TPA) assessments before an online

223 recommendation for the credential can be submitted to the California Commission on Teacher
224 Credentialing (CCTC) by the Student Services Center.
225
226 Beginning January 1, 2011, all candidates entering programs that result in the issuance of a Preliminary
227 Education Specialist Instruction Credential must demonstrate satisfactory performance through
228 coursework and verified clinical practice on the full range of Preliminary Education Specialist Teaching
229 Performance Expectations and develop a written Individualized Transition Development Plan for use in
230 the candidate's Clear Credential Program.
231
232 **Clear Credential Requirements**
233
234 Successful completion of the Single Subject program results in issuance of a 5-year Preliminary Single
235 Subject Credential. SB 2042 requires employment as a full-time teacher and completion of an induction
236 program to qualify for a Clear Single Subject Credential. Those who earn the 5-year Preliminary
237 Mild/Moderate Education Specialist Instruction Credential also must complete an induction program to
238 qualify for the Clear Education Specialist Instruction Credential. An essential clearing requirement is the
239 development of a written Individualized Induction Plan (IIP) of supported induction and job related
240 advanced professional preparation approved and signed by the clear credential candidate, an employer
241 designee, and a CCTC-approved clear credential program sponsor (e.g., district BTSA program,
242 university, County Office of Education). See the CCTC website for currently approved clear credential
243 sponsors. The IIP for employed Education Specialists must be written to clear all general and special
244 education preliminary credentials held, may include up to 12 semester units of university coursework,
245 and must be developed within 60 days of employment. Preliminary Education Specialist credential
246 holders not employed in a school setting may complete the Education Specialist clear credential
247 requirements if the parties signing the IIP agree to a setting and professional development activities that
248 allow demonstration of effective teaching to clear all preliminary credentials held.
249
250 _____
251
252 New Course being approved with this Credential:
253 EDMX 575   Education Specialist – Transition Development Plan   2

2nd reading – APC: Inactive Course Policy Revision
*** *No comments, no changes since first reading* ***

Summary of Changes made in the Inactive Courses Policy/Procedure.

The location of revision in current policy document is listed in brackets, where appropriate. Most revisions occur broadly across the document

- Whereas/Resolved resolution language has been replaced by a shorter Executive Summary.
- The old policy statement (previously hidden in the Overview) has become an explicit policy. The language has been updated and made more precise, but there are no substantive changes. [Section II]
- The procedures have been updated:
    - The section on "Voluntary Inactivation of Course and Programs of Study" has been largely eliminated since the program inactivation part of this procedure has been superseded by the Academic Program Discontinuance Policy.
    - The inactivation process is now a biennial, rather than annual, process since the catalog is now biennial.
    - Courses slated for inactivation are those that have not been offered in a 3.5 year period; the old procedure targeted courses that had not been offered in 2.5 years.
    - Instead of defining "inactive" and "deleted" courses, inactive courses are divided into two groups: recently inactive (i.e., "re-activatable," [previously termed "inactive"]) and older inactive (i.e., re-activatable only via curricular review and approval process [previously termed "deleted"]).
    - Courses required for a program cannot be eliminated, but the appropriate Dean's office will be notified when such courses turn up as candidates for inactivation by virtue of not having been offered for three consecutive years. [Section III, A, 4]
    - When courses that are electives in programs are inactivated, they are removed from the program lists of electives in the catalog. [Section III, E]
    - "Office of Academic Programs" is replaced throughout by "Curriculum and Scheduling Office."

Rationale: *This policy establishes procedures for the removal of courses from the catalog that have not been offered for prolonged periods and for their reinstatement. Implementation of this policy establishes a regular cycle of communications between academic units, Academic Programs and the Academic Senate. The previous version of this policy contained a resolution, which was unnecessary and redundant. Further, the previous version provided policy for resolving inactive 'Programs of Study' which is addressed in the Academic Program Discontinuance Policy.*

Definition	*The policy governs the treatment of inactive courses.*
Authority	*Title 5 Section 40100*
Scope	*Courses that have not been offered for prolonged periods.*

I.   EXECUTIVE SUMMARY

This policy creates means by which courses offered infrequently may be periodically removed from the catalog, and, for a certain period of time, re-instated in the catalog upon the decision of the academic unit wishing to offer the course once again. By leaving open the possibility for rapid re-activation , this policy will ensure a more accurate catalog listing of Active courses, without requiring irreversible deletion of courses that are only temporarily removed from the catalog. This authority to remove courses from the catalog has always existed; current technology now allows a formalized procedure for doing so.

II.   POLICY

Courses that are not offered for several years shall be removed from the catalog and inactivated in the administrative database (i.e., PeopleSoft CMS).

Courses that have been recently inactivated will be reactivated upon notification from the department that it intends to offer them again.

53		Courses that have not been offered for many years must go through the curriculum review and approval
54		process in a manner similar to new courses.
55	III.	PROCEDURE

57   A.   Every other summer, the Curriculum and Scheduling Office will identify courses in the new catalog that
58   have not been offered in the preceding three academic years and that are not scheduled to be offered in
59   the fall. The following courses are exempt and will not appear on this list:

61   1.   Generic course titles under which varying individual topics are offered

63   2.   On-demand courses such as Independent research, Independent study, Internship, and Thesis

65   3.   Courses that appear in the catalog for articulation purposes and which are clearly identified as
66   currently unoffered by CSUSM

68   4.   Courses that are required for completion of a major, option, concentration, minor or certificate. The
69   Dean's Office of the college offering such a course will be notified that the course is not being
70   offered.

72   B.   The Curriculum and Scheduling Office will then notify the appropriate academic units by September 1
73   that these courses are subject to removal from the catalog. The academic units may reply by:

75   1.   Allowing the course to be inactivated (this is the default response)

77   2.   Correcting the report (e.g., pointing out that the course has not been in the catalog for three years,
78   that it has been offered within the past three years, that it is scheduled for the fall, that it is one of
79   the exempt types of courses listed above [See Section IIIA], or that it was scheduled, but cancelled
80   due to low enrollment)

82   3.   Committing to offer the course in the next two academic years.

84   C.   Academic units may choose voluntarily to place individual courses on Inactive status by notifying the
85   Curriculum and Scheduling Office in the November 1 report.

87   D.   Replies are due in the Curriculum and Scheduling Office by November 1. The Curriculum and Scheduling
88   Office will forward to the Academic Senate a list of all Inactivations as an information item for the
89   December meeting.

91   E.   Inactive courses have their status changed in PeopleSoft to "Inactive" (which keeps them from being
92   included in future class schedules) and are removed from all areas of the catalog where the course is
93   referenced (i.e., electives in majors and minors, and the list of course descriptions located in the course
94   section of the catalog) for the subsequent published catalog. If removal of the course affects the unit
95   value of a program requirement, then a P-2 form must be submitted.

97   F.   Requests for course re-activation must be included in the reply due in the Curriculum and Scheduling
98   Office by November 1. Academic Programs will forward to the Academic Senate a list of all re-activations
99   as an information item for the December meeting.

101   G.   A course that has been Inactive for two catalog publication cycles may be reactivated at the request (sent
102   to the Curriculum and Scheduling Office) of the department offering the course. Re-activated courses will
103   be announced in the next published catalog or catalog addendum, in both the elective lists for any majors
104   and minors for which the course had been applicable prior to inactivation and in the list of course
105   descriptions.

107   H.   Courses that have been inactive for longer than two catalog publication cycles must go through the usual
108   curriculum approval process as new courses.

4   APC has reviewed the Graduation Requirements for Baccalaureate Degrees and Academic Certificate Programs

5   (see Graduation Requirements for Baccalaureate Degrees and Academic Certificate Programs - Effective

6   8/24/2010;

7   http://www.csusm.edu/policies/active/documents/graduation_requirements_for_baccalaureate_degrees82410.ht

8   ml), from which the catalog copy (on page 100 of the 2010-21012 General Catalog) is drawn.

9   The text as posted on the Policy and Procedures website follows immediately below. Proposed changes are

10   indicated using track changes.

11   **Procedure**

12   **I. UNIT REQUIREMENT**

13   Every baccalaureate degree requires completion of a minimum of 120 semester units. Some choices of majors will

14   require more than 120 semester units; the descriptions of each major specify how many units are required.

15   At least forty (40) units shall be in upper-division credit and no more than seventy (70) units may be transferred

16   from a community college.

17   **II. MAJOR REQUIREMENTS**

18   Every baccalaureate degree must include an approved major. A major for a Bachelor of Arts degree must include

19   at least twenty-four (24) units exclusive of units used to meet the General Education requirement and a major for

20   a Bachelor of Science degree must include at least thirty-six (36) units exclusive of units used to meet the General

21   Education requirement. For a Bachelor of Arts degree, at least twelve (12) units required in the major shall be

22   upper-division courses, and for a Bachelor of Science degree, at least eighteen (18) units required for the major

23   shall be upper-division. Most majors require more than these minima.

24   **III. MULTIPLE MAJORS**

25   It is possible for a student to complete more than one major within one degree (for example, a B.A.). Each major

26   <u>after the first major</u> must consist of at least 24 semester units that are ~~completely separate and distinct from~~

27   ~~the~~<u>not counted toward any</u> other ~~majors'~~<u>major's</u> requirements ~~and General Education~~. To be recognized as

28   graduating with multiple majors, a student must declare the additional major(s) with the appropriate discipline or

29   program no later than the beginning of the student's final year of study. The completion of additional majors

30   within one degree will be noted at the time of graduation by appropriate entries on the student's transcript and on

31   the diploma. Majors appear on the diploma in the order in which the student has designated them to be the first

32   major, second major, etc.

33   It is also possible for a student to complete a major (or majors) in one degree concurrently with additional majors

34   from a different degree (for example, a major in a B.S. concurrently with another major from a B.A.). Each major

35   <u>after the first major</u> must consist of at least 24 semester units that are ~~completely separate and distinct from~~

36   ~~the~~<u>not counted toward any</u> other ~~majors'~~<u>major's</u> requirements ~~and General Education~~. By declaring which major

37   is the first major, second major, etc., the student also declares the order in which the degrees, and the majors

38   leading to these degrees, appear on the diploma and transcript. Students must make this declaration no later than

39   the beginning of the student's final year of study.

40   **IV. MINORS**

41   <u>An undergraduate student may elect to complete one or more minors; this is not a degree requirement. Unless the</u>

42   <u>description of the major(s) and minor contain additional stated restrictions, there is no restriction on double-</u>

43   <u>counting units in the major(s) and the first minor that a student declares.</u> After the first minor, each subsequent

44   minor must contain twelve units beyond those used for major requirements and other minors. Students may not

45   declare or receive a minor in the same subject or title as the major. ~~Unless the description of the major(s) and~~

46   ~~minor contain additional stated restrictions, there is no restriction on double-counting units in the major(s) and~~

47   ~~the first minor that a student declares.~~ Minors are awarded as part of a baccalaureate degree. The completion of

48   a minor will be noted on the student transcript, but not on the diploma.

49

50 ## V. ACADEMIC CERTIFICATES & CERTIFICATE PROGRAMS

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

55 Explanation of Changes:

56 - The first change is rephrasing the requirement on additional units necessary for a second or a third major.
57   Stating the rule in terms of the additional majors requiring units above those of the first major is a simpler
58   statement of the older 'completely separate and disjoint' requirement. This is an editorial change.*

59 - A second change is deleting references to General Education from this statement, since the General
60   Education Committee is the Senate committee (not APC) that is supposed to develop General Education
61   policy. See the paragraph below on a suggested referral to the GEC.

62 - Changing the placement of this sentence makes this paragraph much more readable. This is an editorial
63   change.*

64 * The significance of gaining approval for these editorial changes is that the text of this "Procedure" is reproduced
65 verbatim in the catalog (see pages 100 and 101 in the 2010-2012 General Catalog).

66 **Procedure**

67 I.   No student may use a course from their major area, or any course cross-listed with their major area, to satisfy
68 upper division general education (UDGE) requirements BB, CC, DD.

69 II. For interdisciplinary majors with a primary field, students are prohibited from using courses in their primary
70 field or any course cross-listed with their primary field. For majors in which students take courses from a variety of
71 fields and no primary field is named, students are not prohibited from taking courses in these fields. (E.g., Human
72 Development majors take courses in Biological Sciences, Psychology, and Sociology. They are not prohibited from
73 taking courses that are cross-listed with these fields.)

2nd reading – SAC: Student <u>Course</u> Grade Appeals Policy Revision

2 *** No comments, no changes since first reading   ***

3

4 ***Rationale:***   *This policy is updated to:*

5 *[1] bring it in line with EO1037 implemented 8/1/2009 that replaced EO792 (main change relates to the addition of*

6 *campus procedures for dealing with allegations of improper procedure, in addition to minor typographical changes);*

7 *[2] clarify of the authority of the Grade Appeals Committee when it finds in favor of the appealing student; and clarify*

8 *that grade can only stay or be increased as a result of the appeal;*

9 *[3] allow (secure) electronic notifications, and specify procedures for keeping electronic records;*

10 *[4] allow SGAC chair to facilitate the informal appeal;*

11 *[5] allow a replacement of no more than two member of a consulting panel (see item VI.C.6.b)*

12 *[6] add specific deadlines for completion of various tasks;*

13 *[7] provide a general "clean-up" (removal of references to non-existent policies, guidelines, offices, and/or positions*

14 *and replacing these with the appropriate ones; clarification of terms and language).*

15

Definition: Provides a means for students to seek redress of complaints regarding grades.

Authority: California State University San Marcos ~~Academic Freedom Statement~~<u>Faculty Ethics Policy</u>, ~~the Cal State San Marcos Interim Student Rights and Responsibilities Policy,~~ and Executive Order <u>1037</u>.~~792~~

Scope: The purpose of the Student <u>Course</u> Grade Appeals Policy and Procedures shall be to enable students to seek redress of complaints about <u>course</u> grade~~s~~ (hereafter referred to as "grade appeal<u>s</u>"). A grade appeal arises when circumstances prevent assignment of an earned <u>course</u> grade or cause an assigned <u>course</u> grade to be questioned by a student. This procedure shall also be available for the resolution of grade appeals alleging inappropriate application to the student of any other rules or policies of <u>California State University</u> ~~CSU~~ San Marcos. The burden of proof shall rest on the student.

16

17 **Procedure**

18 **I. Preamble**

19 The California State University San Marcos Student <u>Course</u> Grade Appeal Policy acknowledges the rights of

20 students and faculty as expressed in "Joint Statement of Rights and Freedoms of Students" drafted by the

21 American Association of University Professors, the United States National Student Association, the Association of

22 American Colleges, the National Association of Student Personnel Administrators, and National Association of

23 Women Deans and Counselors in 1967, <u>and </u>the rights of all members of the campus as outlined in the Ca<u>lifornia</u>

24 <u>State University</u> San Marcos ~~Academic Freedom Statement~~<u>Faculty Ethics policy</u>, ~~the Cal State San Marcos Interim~~

25 ~~Student Rights and Responsibilities Policy and of faculty as expressed in Executive Order 792~~. Executive Order

26 ~~792~~<u>1037</u> states that "faculty have the sole right and responsibility to provide careful evaluation and timely

27 assignment of appropriate grades" and that, "in the absence of compelling reasons, such as instructor or clerical

28 error, prejudice or capriciousness, the grade assigned by the instructor of record is to be considered final." (p. <u>7</u>~~5~~).

29

30 **II. Purpose**

31 The purpose of the Student <u>Course</u> Grade Appeal Policy and Procedures shall be to enable students to seek

32 redress of complaints about <u>a course</u> grade~~s~~ (hereafter referred to as "grade appeal~~s~~). A grade appeal arises when

33 circumstances prevent assignment of an earned grade or cause an assigned grade to be questioned by a student.

34 This procedure shall also be available for the resolution of grade appeals alleging inappropriate application to the

35 student of any other rules or policies of <u>California State University</u> ~~CSU~~ San Marcos.

36

37 **III. Terms and Definitions**

38 Throughout this document, the words, "shall," "will," and "must" refer to mandatory (required) actions. The words,

39 "may" and "should" refer to discretionary actions (i.e., recommended or voluntary, but not required). The word

40 "dean" refers to the dean or his/her designee. The word "principals" refers to the student appellant and the

41 instructor respondent.

42

43 **IV. Jurisdiction**

44 This policy applies solely to students' appeals of assigned <u>course</u> grade~~s~~. Separate grievance policies and

45 procedures have been established for discrimination and harassment grievances. Students wishing to initiate a

46 grievance against an administrator, faculty or staff member because of discrimination on the basis of sex, race,

47 color, national origin, age, disability, veteran status, religion, or sexual orientation are advised to obtain written

48   instructions on the filing of such grievances from the Office of Human Resources and Equal Opportunity or the
49   Office of the Dean of Students.
50   Separate policies and guidelines also exist for complaints involving Greek social service organizations or individual
51   members of a Greek Organization. These policies and guidelines may be found in the Greek Handbook available in
52   the Office of Student and Residential Life
53
54   **V. Membership**
55
56   **V.A. Committee Structure**
57   Membership of the Student Grade Appeals Committee (SGAC) shall consist of:
58   • Three students (two undergraduate, one graduate) to be named under procedures established by the Associated
59   Students Incorporated (ASI). Student members serving on this committee must be regular students in good
60   standing, as determined under the same regulations imposed for ASI Board members. Student alternates will be
61   named as needed; see section IV.E.
62   • Four faculty members and four faculty member alternates selected by the Academic Senate. All faculty
63   members of the committee and all faculty alternates must hold tenured appointments.
64   The Chair shall be elected yearly from the faculty membership of the committee.
65
66   **V.B. Chair's Duties**
67   The Chair is non-voting except in cases of a tied vote. The Chair shall be the administrative officer of the
68   committee. The duties of the office shall include arranging for appropriate times and places of committee
69   meetings and hearings; informing committee members of the committee's standing meeting time and place, and
70   the time and place of any hearings; informing in writing all interested parties of the times and places of committee
71   meetings or hearings which they are requested to attend and supplying them with a statement of ~~alleged~~
72   ~~grievances~~the grade appeal; informing all other interested parties that an appeal is pending; securing and
73   distributing to the committee written material appropriate for its consideration; arranging for the recording of
74   committee proceedings; maintaining committee records; and informing in writing all interested parties of the
75   recommendations of the committee.
76
77   **V.C. Service of Alternates**
78   Alternates shall be called upon as necessary to fill permanent or temporary vacancies (see section IV.E.,
79   "Vacancies."). Alternates shall serve on the committee as full voting members for grade appeal grievances.
80
81   **V.D. Terms of Service and Continuation**
82   The term of service on the ~~Student Grade Appeals Committee~~SGAC shall run from June 1 to May 31. All
83   committee members/ alternates shall serve two-year staggered terms, from June to May. All student members
84   shall serve one year terms. Committee members may serve consecutive terms of service.
85   The members who begin hearing an appeal shall continue as a panel for that appeal until it reaches resolution,
86   unless a member is unable to continue or is no longer eligible to serve. In the event that a particular grade appeal
87   extends beyond May 31, the members hearing that particular grade appeal shall continue with that appeal until
88   the committee's decision is rendered.
89
90   **V.E. Vacancies**
91   1. Permanent vacancies - When a permanent vacancy on the committee occurs mid-term, the Chair of the
92   committee shall request a replacement by one of the faculty alternates or, in the case of students, through an
93   appointment made by ASI. The replacement shall have full voting rights for the remaining term of office of the
94   original committee member.
95   2. Temporary vacancies - If a member of the committee is from the same immediate department or program or
96   has a close personal relationship with the student making the appeal, that member shall not participate in the
97   appeal process for that specific ~~grievance~~grade appeal. When, for good cause, a committee member cannot
98   consider a particular grade appeal, or if the committee identifies a conflict of interest, an alternate, with full voting
99   rights, shall be appointed to serve in his/her place for the specific grievance. In addition, a student appellant shall
100   have the right to have one member of the committee replaced with an alternate member for any reason within
101   two academic days prior to the committee's first review of the appeal. An alternate faculty member shall be
102   selected by the Chair of the committee. An alternate student member shall be appointed by ASI.
103
104

105	**V.F. Quorum and Voting**
106	The quorum (which must include at least one student member) for holding meetings and making grade appeal
107	recommendations shall be a majority of the seated members of the ~~Student Grade Appeals Committee~~SGAC. A
108	majority of members in attendance, including at least two faculty members, is required to make a grade appeal
109	recommendation. Only members of the committee who have reviewed the documents submitted and heard all
110	testimony elicited during the hearing on a grade appeal may vote on the grade appeal.
111	
112	**V.G. Confidentiality**
113	To protect all parties involved, all participants shall maintain confidentiality to the maximum extent possible at
114	every level of the appeal process. A breach of confidentiality is a breach of ethics, code of conduct, and FERPA.
115	No member of the committee shall discuss personal and/or pertinent information relating to a specific grade
116	appeal with any persons who are non-committee members except at the request of the committee as part of the
117	hearing processes defined in this document. This shall not preclude notification of proper authorities by the
118	Student Grade Appeal Committee in the event that the committee perceives the safety of any person or property
119	to be in jeopardy.
120	No member of the committee shall discuss personal and/or pertinent information relating to a specific grievance
121	with any of the principals throughout the course of the investigation and following the recommendation of the
122	committee except at the request of the committee and/or at a hearing.
123	Communication Guidelines: All ~~written~~ documentation and recommendations relating to individual grade appeals
124	shall be marked and handled "confidential," and are only for the use of those directly involved in the grade appeal
125	(interested parties). All ~~documents, tapes, etc.,~~records relevant to an individual grade appeal shall be
126	appropriately maintained for three years in locked file drawers located in the Academic Senate Office and then
127	shredded (for physical records), or in a secure electronic location and then destroyed (for electronic records).
128	Members of the committee shall not discuss the facts of any grade appeal through electronic mail, such discussion
129	must occur when the SGAC convenes. ~~~~Notifications and other procedural correspondence may be conducted
130	electronically.
131	
132	**VI. Grade Appeal Process**
133	Information and assistance for students who wish to avail themselves of the grade appeal process may obtain
134	information and assistance from the Office of the Dean of Students, ~~or~~ from the Associated Inc., or their faculty
135	advisor (as applicable) ~~Students Peer Advisor Program~~[I3]. Consultants may assist with:
136	1) defining the basis of the appeal using the criteria specified in this procedure;
137	2) explaining the options available to the student for resolving the grade dispute;
138	3) suggesting steps toward informal resolution;
139	4) completing the grade appeal form (advice and critique) and compiling supporting documentation.
140	Consultants are expressly prohibited from writing students' grade appeals or supporting documentation.
141	
142	**VI.A. Informal Process Deadlines**
143	The deadlines for completing the informal appeal process shall be as follows:
144	For courses taken during: Deadline for completion:
145	Previous fall semester March 15
146	Previous spring and summer semester October 15
147	A good faith effort to settle a dispute must be made before filing a formal grade appeal. Even after an appeal is
148	filed, efforts to resolve the dispute by informal means should continue. SGAC Chair may facilitate the resumption
149	of the informal appeal.
150	In order to seek resolution before the formal grade appeal filing deadline, students should begin the informal
151	resolution process as soon as possible. Any grade appeal policy and procedure of a college or department is
152	considered part of the informal process, and falls within the time restrictions as discussed in Step 1 through Step 3,
153	below.
154	
155	**VI.B. Informal Resolution Process**
156	The informal process consists of three steps. In order to file a formal appeal, the student shall be required to
157	submit a log of contacts, appointments (both requested and granted), and outcomes documenting his or her
158	attempts to achieve informal resolution at each step.
159	1. Step 1: The student must consult with the faculty member(s) involved to try to reach an agreement. If the
160	faculty member does not respond or if the student is unable to reach agreement in a reasonable length of time,
161	keeping in mind the filing deadline, then the student shall proceed to step 2.

162 2. Step 2: The student shall consult with the person at the next level of supervision if Step 1 does not result in a
163 satisfactory agreement. If the parties do not respond or reach agreement in a reasonable length of time, the
164 student shall proceed to step 3.
165 3. Step 3: The process shall continue at the level of dean, or the administrative director of equivalent rank. If the
166 dean does not respond or an agreement is not reached and the student wishes to pursue the appeal process, the
167 student shall file a formal grade appeal.
168 NOTE: Grade appeals involving administrators who have served as the instructor for the course should be directed
169 to the ~~Student Grade Appeals Committee~~SGAC after Step 1.
170
171 **VI.C. Formal Process**
172 If a student decides to file a formal grade appeal, the grade appeal must be postmarked or stamped as received by
173 the University's Academic Senate Office no later than March 15 (for courses taken during the previous Fall
174 semester) or October 15 (for Spring and Summer semesters). In the event of extenuating circumstances, the
175 Provost or designee shall be able to waive the deadline.
176 **VI.C.1. Basic Guidelines for Grade Appeals**
177 a. The SGAC presumes that the grade~~s~~ assigned is~~are~~ correct. It is the responsibility of the student appealing an
178 assigned grade to demonstrate otherwise. (See CSU Exec Order ~~792~~1037, p.~~5~~9)
179 b. Students may only appeal grade assignments on the following bases:
180 1) an instructor refuses to (or cannot) assign a grade;
181 2) the instructor is not available to review possible computational error;
182 3) the student believes the grade assigned is inequitable or capricious, unreflective of course performance, or
183 inconsistent with other grade assignments in the course.
184 c. The SGAC shall only recommend grade changes when a preponderance of the evidence supports the student's
185 claim that the grade was improperly assigned, based on appeal grounds listed in paragraph (b), above.
186 d. The burden of proof shall lie with the student.
187
188 **VI.C.2. How to File**
189 Where informal resolution fails, the student may file a formal grade appeal in writing to the Student Grade
190 Appeals Committee (SGAC), stating the specific allegations and the desired remedy, accompanied by available
191 documentary evidence. The grade appeal must be submitted by completing the Formal Notice of Student Grade
192 Appeal form (Appendix A). Students may obtain a formal grade appeal form at the following locations:
193 Office of Associated Students Incorporated
194 Office of the Dean of Students
195
196 **VI.C.3. Filing Deadline**
197 The written grade appeal must be postmarked or stamped as received no later than March 15 for the prior fall
198 session or October 15 for the prior Spring/Summer session. In the event of extenuating circumstances, the Provost
199 or designee shall be able to waive the deadline.
200
201 **VI.C.4. Withdrawal and Termination of Formal Process**
202 A student has the right to withdraw his/her grade appeal at any stage of the proceedings, in which case the
203 proceedings shall terminate immediately. Efforts to resolve the dispute by informal means may continue
204 throughout the formal process. Written notification by the ~~complainant~~ appellant to the Student Grade Appeals
205 Committee is required to terminate the proceedings. The Student Grade Appeals Committee address is:
206 Student Grade Appeals Committee
207 c/o Academic Senate Office
208 California State University San Marcos
209 San Marcos, CA 92096-0001
210
211 **VI.C.5. Preliminary Screening**
212 Upon receipt of the written grade appeal, the Chair of the Student Grade Appeal Committee will review the grade
213 appeal to determine if:
214 1) the Student Grade Appeals Committee has jurisdiction (See section "Purpose" and "Jurisdiction" page 1.); and
215 2) the filing deadline has been met; and
216 3) the informal process, steps 1 through 3 has been completed.

217 If any the three above conditions have not been met, the Chair of the Student Grade Appeals Committee shall
218 respond in writing, within seven (7) calendar days to the complainant stating which condition(s) has not been met
219 and terminating the appeal.
220 If the above conditions have been met, the Chair shall send written notice of receipt of a grade appeal within seven
221 (7) calendar days to all parties involved in the informal process. The Chair shall also provide the instructor (the
222 person responsible for assigning the student's grade) with a complete copy of documents submitted by the
223 student, and request that the instructor provide a written response and relevant documentation, including the
224 course syllabus and grade roster, to the committee within ten (10) calendar days.
225 If the instructor identified in the appeal cannot be contacted through reasonable efforts because he/she is no
226 longer in residence or is on leave or vacation, the committee shall provide an additional notification period not
227 exceeding one semester. If the instructor cannot be contacted by the end of one semester it is the responsibility of
228 other qualified faculty to review the grade (CSU Executive Order 792 1037, p.5). Executive Order 1037 specifies that
229 "Qualified faculty" means one or more persons with academic training comparable to the instructor of record who
230 are presently on the faculty at California State University San Marcos. Typically, this is the department or program
231 chair.
232
233 **VI.C.6. Consideration of Grade Appeals**
234 Upon review of documentation from the instructor and the student, the committee Chair shall establish and
235 distribute to the principals a timeline for resolution of the appeal. If additional information is needed, the
236 committee shall use appropriate means to collect relevant data. Any party within the University community who is
237 contacted by the Student Grade Appeals Committee Chair for information relevant to a specific appeal shall
238 cooperate and provide full disclosure of information. This may include, but is not limited to, requesting that the
239 instructor(s) provide academic records such as grade roster, graded materials in his/her possession and other
240 documents such as syllabi and assignments that may be pertinent to the appeal.
241 The SGAC may establish and consult with a panel of 2-3 faculty members knowledgeable about grading practices,
242 teaching strategies, or classroom management. This panel of experts shall include at least one individual from the
243 general academic discipline or area of the course in which the disputed grade(s) occurred.
244 a. The SGAC shall select the panel from a pool of faculty willing to serve as consultants, submitted by the chairs,
245 program directors, or center directors of appropriate academic units.
246 b. The panel shall not include a faculty member objected to by either the student or faculty member involved in
247 the dispute. Either the student or faculty member may ask for the replacement of no more than two members of
248 the panel. Such a request must be made in writing and within no more than seven (7) calendar days of the
249 notification by SGAC.
250 c. The SGAC shall make its recommendation in the grade appeal based on information received during its fact-
251 finding, including information provided by the panel of faculty.
252
253 **VI.C.7. Hearing Process**
254 The committee shall attempt to make its recommendation on the basis of the documentation provided by the
255 student, the instructor, and any other parties from whom it has requested information. If, by a majority vote, the
256 committee determines a need for a hearing, the hearing process will proceed as follows:
257 The committee shall determine who will be involved in the hearing process.
258 The committee may seek advice from a "panel of experts" from the appropriate area as noted above.
259 The committee may invite persons having information related to the grade appeal to testify in the hearing.
260 The committee Chair shall reserve the appropriate facility and notify all parties involved of the hearing date(s) and
261 location.
262 The hearing shall be conducted according to the following standards:
263 The hearing is a fact-finding/information gathering proceeding, not a judicial process.
264 There shall be no confrontation or cross-examination of witnesses by instructor and the student.
265 Only the committee and those currently providing information shall be present during that portion of the hearing.
266 The Chair shall preside at the hearing.
267 Only the committee members, including the Chair, shall ask questions.
268 • All hearings will be tape audio- or audio and video-recorded. Tape Recordings will be available for review by the
269 student, the instructor, and committee members in a specially supervised place. Recordings of hearings shall only
270 be copied for Student Grade Appeal Committee record-keeping purposes.
271 Once all information has been received, including information obtained through hearings, the committee will
272 issue a recommendation.
273

274 **VI.C.8. Recommendation**
275 The SGAC shall recommend one of two courses of action: that
276 (a) the original grade was properly assigned and should therefore remain on the student's record or
277 (b) the original grade was improperly assigned and the student's work should therefore be reevaluated, and the
278 assigned grade should be increased. ~~The committee shall not evaluate the student's performance nor shall it~~
279 ~~recommend a new grade.~~
280 The SGAC recommendation shall go to the instructor of record, the student, the instructor's Department Chair or
281 Program Director, the Dean of the college offering the course, the Provost, and the Office of Enrollment Services
282 if a grade change is recommended. The recommendation will be transmitted within ~~twenty-one~~ten (10) calendar
283 days of the completion of the committee's information gathering procedures and deliberations.
284 ~~The recommendation shall not be subject to appeal.~~
285 If a grade change is recommended the instructor of record shall ~~promptly~~ notify the Student Grade Appeals
286 Committee of the course of action taken within fourteen (14) calendar days.
287 CSU Executive Order ~~792~~1037, p. 8~~5~~ specifies that:
288 "If the instructor of record does not assign a grade, or if he/she does not change an assigned grade when the
289 necessity to do so has been established by appropriate campus procedure.." (i.e. SGAC recommendation), "it is
290 the responsibility of other qualified faculty to do so."
291 Executive Order ~~792~~1037 further specifies that "Qualified faculty" means one or more persons with academic
292 training comparable to the instructor of record who are presently on the faculty at ~~Cal State San Marcos~~California
293 State University San Marcos. The qualified faculty (typically the department or program chair) shall notify the
294 SGAC of the course of action taken within fourteen (14) calendar days after receiving the SGAC's request.
295
296 **VI.C.9. Appeal of Violations of Procedure**[OM4]
297 The only possible further action after the SGAC reached its recommendations is allegation of violation of
298 procedure. Either the student or the instructor may appeal the procedure by which decision of the SGAC was
299 reached.
300 The sole basis for such an appeal shall be that the SGAC so substantially departed from the guidelines and
301 procedures set forth herein as to have seriously prejudiced the outcome of the case. It is recognized that a
302 procedurally perfect process is impossible to achieve and therefore not required to satisfy due process. It must be
303 shown that the violation has had an actual and not merely a speculative adverse effect on the final decision of the
304 grade appeal.
305 Such an appeal should be submitted to the Provost or the Provost's designee within fourteen (14) days of the
306 SGAC's official recommendations. The Provost or the Provost's designee shall reply within fourteen (14) days of
307 the appeal.
308 The Provost or the Provost's designee may:
309 (a)   Reject the appeal, in this case, the decision of the SGAC shall be final; or
310 (b)   Direct the SGAC to reconsider the case, correcting the prior error, and submit a report.
311
312 **VII. Annual Reports**
313 The SGAC Chair shall report to the President of ~~Cal State San Marcos~~California State University San Marcos and
314 Academic Senate by September 1 the number and disposition of cases heard the previous academic year. (See
315 CSU Exec Order ~~792~~1037, p.~~9~~7).
316
317 ~~**VIII. Revisions to the Student Grade Appeal Policy and Procedure**~~
318 ~~The Student Grade Appeals Committee, through a recommendation to the Executive Committee of the Academic~~
319 ~~Senate, may initiate revisions to the Student Grade Appeals Policy and Procedures.~~
320

321 **Appendix A**[I5]
322
323 California State University, San Marcos
324 Formal Notice of Student Grade Appeal
325 Instructions
326 Before completing this form, please take the time to carefully read the Student Grade Appeal Policy and
327 Procedure, paying particular attention to the basic guidelines for grade appeals (Section V.B.1.b). After reading
328 the policy and procedures, complete this form as thoroughly as possible. You may request assistance to complete
329 this form from the Office of the Dean of Students.
330 Confidentiality will be maintained in accordance with Student Grade Appeals Policy and Procedures,
331 "Confidentiality," Section IV.G.
332 Once you have completed this form, place in a sealed envelope and send it to:
333 Student Grade Appeals Committee
334 C/O Office of the Academic Senate
335 California State University, San Marcos
336 San Marcos, CA 92096-0001
337 Please type or print clearly
338 Date:
339 STUDENT INFORMATION
340 Name: Student
341 ID Number:
342 Current Address:
343 Street
344 City
345 State ZIP
346 Home Phone: Message Phone:
347 Expected Graduation: E-Mail Address:
348 CLASS INFORMATION
349 Class: Semester:
350 Title:
351 Instructor(s):
352 BASIS FOR GRADE APPEAL
353 Check all that apply and provide evidence and documentation for each basis checked.
354 o The instructor refuses to (or cannot) assign a grade
355 o The instructor is not available to review possible computational error.
356 o The grade assigned is:
357 o A result of an instructor or a clerical error
358 o Inequitable or capricious
359 o Unreflective of course performance
360 o Inconsistent with other grade assignments in the course
361 NARRATIVE
362 Please provide a brief chronological description of the events and actions leading to the assignment of your grade.
363 Please be sure to include the names of any individuals who may have relevant information. If the space provided
364 here is insufficient, please append the entire narrative on separate, typed pages.
365
366 EXPLANATION OF THE APPEAL
367 For each box checked under "Basis for Appeal" please provide a brief explanation showing how the events and
368 actions cited in your narrative compel a change in your grade. Explain each basis separately, even if this requires
369 citing the same events more than once. If the space provided here is insufficient, please append the entire
370 explanation on separate, typed pages.
371
372 DOCUMENTARY EVIDENCE
373 Please append any documents that support your appeal (e.g., copies of your work, copies of correspondence with
374 your instructor or other individuals involved with your appeal). In the space below, please list the documents you
375 have appended.
376 DOC. NO. DATE DOCUMENT TITLE AND DESCRIPTION
377 1.

378 2.
379 3.
380 4.
381 5.
382 6.
383 7.
384 8.
385 9.
386 10.
387 11.
388 12
389 13.
390 14.
391 15.
392
393 REMEDY SOUGHT
394 ACKNOWLEDGEMENT AND RELEASE
395 I have received and read the Student Grade Appeals Policy and Procedures and understand what I am required to
396 do in the Formal Grade Appeals Procedures.
397 Initials_____
398
399 I hereby release to the Student Grade Appeals Committee all documents, including my academic records, that
400 may be pertinent to the Committee's investigation.
401 Initials_____
402 I certify that, to the best of my knowledge, the information I have provided is accurate and the circumstances
403 surrounding the problem are as I have described them.
404 _____ _____
405 Signature Date
406 INFORMAL RESOLUTION LOG
407 DATE PERSON(S) CONTACTED ACTIONS AND OUTCOMES

2

3   **BLP Report:** The Budget and Long Range Planning Committee (BLP) has reviewed the P-Form for an additional
4   Option for the Bachelor's of Science in Business Administration. This option will be offered solely at CSUSM's
5   Temecula facility as a self-support program run through Extended Learning. It represents an adaptation of
6   CSUSM's existing BSBA options, as it was not feasible to offer any of the existing options at this separate facility.
7   BLP's review included attention to the enrollment prospects for the proposed program as well as its
8   accompanying resource implications. We thank Professor Kathleen Watson, the proposer and also the COBA
9   representative to BLP, for her collegial attention to our feedback and our queries. Dean Guseman and Associate
10   Dean Eisenbach were also very helpful as we prepared this report. BLP submits the following to the Academic
11   Senate to assist senators in their consideration of the proposal.

12

13   <u>Program Demand</u>: The P-form does not address enrollment projections, but a viable self-support program at
14   Temecula would require a minimum cohort size of 22 students. It is not clear whether the program would be
15   delivered in its early years in the event that enrollment falls just short of that minimum.

16

17   It is believed that a CSUSM program offered at Temecula will be cost-competitive with comparable programs in
18   the region. Data provided by COBA provide a preliminary estimate of students' anticipated costs for this self-
19   support program: 64 Units (upper-division coursework) @ $425/unit + $157/semester fee for Temecula site=
20      $28,142 for 2 years of upper-division coursework. The program's most likely competitor is believed to be the
21   University of the Redlands; the projected cost of that BSBA is $38,085.
22   *For purposes of comparison:* projected CSUSM tuition/fees for two years of upper-division coursework at the main
23   campus are $11,558/year tuition and fees x 2 years =$23,116 (based on numbers available at CSUSM's website,
24   factoring in next year's projected fee increases).

25

26   <u>Resource Implications</u>:
27   *Curricular & Faculty Resources:* All of the courses in this curriculum are already offered at CSUSM. No new faculty
28   lines will be required to launch and deliver this option. All current COBA faculty members are potentially eligible
29   to participate in delivering this program at the off-site location. Tenure-track faculty members may be offered the
30   opportunity to teach a course in this option either as an "overload" course to earn extra compensation or as part of
31   their normal Academic Year teaching load. According to the draft "MOU" developed between COBA and
32   Extended Learning, the anticipated faculty compensation for this program is $3250 per unit of instruction. COBA
33   does not anticipate difficulties in soliciting sufficient participation by tenure-track or lecturer faculty to deliver this
34   option; however, careful attention will need to be paid to how delivering this option may affect the availability of
35   sufficient faculty resources to maintain existing programs at CSUSM's main campus.

36

37   *IITS/Library Resources*: As a self-support program, this new option is expected *not* to place demands on "stateside"
38   IITS or Library resources; instead, all relevant IITS and Library costs must be built into course fees for students at
39   the Temecula site. While IITS has an "MOU" with Extended Learning to cover its support operations, careful
40   ongoing attention must be paid to Library resources both to ensure adequate access to students at the Temecula
41   site and to ensure that costs are not shifted to "stateside" budgets. One concern expressed in the Library's report
42   was that "offsite access" for "core print business reference sources that do not circulate" will need to be addressed;
43   if additional resources must be purchased, such expenses will need to factored into the fee structure, certainly
44   increasing the program's cost. Additionally, with increasing attention to the Library's inflationary subscription
45   costs, it is likely that such costs will also need to be factored into the Temecula fee structure on an annual basis.

46

47   **Addendum to BLP's report on the Proposed Business Administration Option (Temecula)**
48   Several questions were posed by E.C. members regarding this program proposal, and the replies we received are
49   provided below:

50

51   Questions:
52   *1. How will the Catalog language noting that this option is only available at the Temecula site be enforced? For*
53   *example, what will stop current BSBA students from attempting to change their options?*

54

55   <u>From Regina Eisenbach (Associate Dean, COBA)</u>: "This is a David Barsky question. He and I discussed a notation
56   indicating this is a Temecula program – and the courses will only be offered there. Also, since the option is

57 completely different – i.e. different foundation courses – it could take a campus student longer if they choose to
58 switch. Also, there is a cost difference, as you know, between the programs."
59
60 From Jennifer Jeffries (AVP for Planning, Accreditation, and Assessment): "Locations of programs can be
61 catalogue content. That info is also handled on the website of the college offering the program. David would
62 consult with CoBA on this issue."
63
64 *2. Given the "bottom line" cohort size requirement of 22 students, what happens if there is attrition in a cohort that*
65 *drops the cohort below the "magic number" after it has already launched? (Questions came up both about students*
66 *who choose to leave the program and students who may fail courses along the way.)*
67
68 From Jennifer Jeffries (AVP for Planning, Accreditation, and Assessment): "Under the WASC teach-out provision,
69 the university is obligated to provide a pathway for completion for students in the program regardless of self-
70 support status or geographic location of instruction. Should the number of students decline, Extended Learning
71 would reduce EL overhead in order to compensate for attrition. Additionally, since this is a new program startup,
72 EL would front startup costs in order to make the program a "go". An example of this would be that if there were
73 20 students, EL would provide the additional funds needed to round out to the minimum of 22 students from our
74 program development/reserve fund. If we felt that there wasn't a market for this program, we would be more
75 cautious and not offer to front-load startup costs. However, the interest in the program in Southwest Riverside is
76 such that EL is confident that front loading the start up costs is a viable model for initiating the degree program at
77 CSUSM Temecula. Extended Learning would be in consultation with CoBA in all these decisions."
78
79 *3. Concerns continue to be raised about how the effectiveness of the program at Temecula will be assessed and how it*
80 *will be included in Program Reviews. What steps are in place to ensure that this program is encompassed in ongoing*
81 *COBA assessment and PEP activities?*
82
83 From Regina Eisenbach (Associate Dean, COBA): "A degree in Temecula will be the same quality as a degree on
84 campus. Thus, whatever assessment we do on campus, such as the CSU wide Business Assessment Test, will be
85 done there. Also, there is a course release built into the cost of the program for a faculty director/coordinator – so
86 that person will have oversight over these issues."
87
88 From Jennifer Jeffries (AVP for Planning, Accreditation, and Assessment): "All degree programs, and options
89 contained therein, are subject to the program review process and annual assessment activities regardless of where
90 the program (or its option) is delivered and regardless of whether it is offered via state side or self support." [Note
91 from BLP: A program being offered through both state-support and self-support deliveries does not undergo
92 separate reviews for these distinct deliveries. The BSBA to be offered at Temecula would not be subject to a
93 separate Program Review process.]
94
95 **UCC Report:** UCC has finished its review of the new option of B.S. in Business Administration, proposed as a new
96 option offered through Extended Learning towards students in Temecula. The new option is housed in the College
97 of Business Administration. The purpose of the option is to serve the unique needs of the students in Temecula
98 and yet utilize the current resources the most effective way possible. The option is created by cutting across
99 departments in the colleges so one area is not over-burdened.
100
101 The program requires that students take a total of 64 units, including 9 units of GE credits, 26 units of Business
102 Foundation Courses, 20 units of business electives chosen from selected courses in at least 3 options, and 9 unit
103 capstone courses. The Foundation business courses include BUS 302-Foundation of Business Environments (2),
104 BUS 304-Data Analysis (4), FIN 304-Introduction to Corporate Finance (4), MIS 304-Principles of Management
105 Information Systems (4), MKTG 305-Principles of Marketing (4), MGMT 305-Organizational Behavior (4), OM 305-
106 Operations Management (4). The elective courses will be selected based on the coordination among CoBA
107 options. The capstone courses are: BUS 444-Strategic Management in Global Environments (4), BUS 492-Problem
108 Assessment and Critical Thinking (1), and BUS 493- Problem Analysis and Implementation (4).
109
110 This is a 64-unit undergraduate bachelor degree that combined a list of existing CoBA foundation courses across
111 department. There is no new course proposed accompanying this application. During the review process, the
112 committee has raised a series of questions/concerns. ***The major concern relates to the program offered through***
113 ***Extended Learning, such as the ensuring of the program quality, the impact on faculty workload, and the***

114   *impact on future students demand on our main campus. In addition, the committee also expressed concerns on*
115   *the possible online/hybrid courses.*
116
117   The following specific questions have been raised during the discussion. Regina Eisenbach, Associate Dean of
118   CoBA, was invited to UCC to address those questions. Below is a summary of the questions/answers:
119
120   **PART 1:** The following questions considered by the committee as being directly related to curriculum:
121
122   1. **Q:** How will the students choose electives?
123   **A:** The program is a cohort-based program. Students will not have the freedom to choose electives, per se.
124   The electives are just courses CoBA may offer differently to each cohort, based on student interest and faculty
125   availability.
126
127   2. **Q:** How different is the proposed program is from existing programs?
128   **A:** In existing programs, all the students take the 4-unit version core course of their own option, but 2-unit
129   versions from other business areas. For example, Marketing students are required to take Mktg 305 (4 unit
130   Principle of Marketing) but other business students (e.g. accounting, finance, MIS, etc.) only take Mktg 302
131   (the 2 unit counterpart of Mktg 305, Foundations of Marketing). In this new program, students are required to
132   take all the 4 unit version core courses, plus a few electives approved by the college.
133
134   3. **Q:** Where do Temecula students take Lower Division courses?
135   **A:** Usually, at Mt. San Jacinto College. The college has agreed and expressed great interest in providing the
136   necessary lower division courses.
137
138   4. **Q:** Is there possible attraction of the Temecula program to our existing students in San Marcos?
139   **A:** Not likely. Most of the existing students have already claimed an option here and cannot find the necessary
140   elective courses in Temecula.
141
142   5. **Q:** How long do student need to finish the program?   **A:** Approximately 6 semesters.
143
144   6. **Q:** How would students take electives?   **A:** Will be a collaborative effort by CoBA
145   faculty. Strictly speaking they are not electives because students won't have choices in a cohort.
146
147   7. **Q:** What is the value of the Temecula degree compared to the degree here?
148   **A:** Value of the degree should be the same at both campuses.
149
150   8. **Q:** Is there any plan to bring the program back to campus?   **A:** No plan.
151
152   9. **Q:** Will EL students have higher expectations since they pay more? **A:** They might.
153
154   10. **Q:** Nursing students at Temecula have complained about the unavailability of personal advising. Has CoBA
155   thought about it?
156   **A:** CoBA has not thought about it yet.
157
158   11. **Q:** What is the student capacity here?   **A:** We are impacted as a major.
159
160   **PART 2:** The following questions are considered by the committee as not being directly related to curriculum.
161   However the committee feels that the questions should be acknowledged to the senate when reviewing the
162   proposal:
163
164   1. **Q:** The IITS report has mentioned the cost of online courses. The committee did not find any online courses in
165   the proposal.
166   **A:** There is no pure online course. However, some sessions of BUS 304 (Business Statistics) have been taught
167   as hybrid courses. CoBA has not decided whether to offer pure face-to-face lecture or a hybrid statistics course.
168
169   2. **Q:** What is the Assessment plan of the Temecula program?

170   **A:** Nothing different from what we do here. Students will take exit exams prior to graduation (the BAT exam)
171   as one way to evaluate their learning.
172
173 3. **Q:** Who will be teaching the program?
174   **A:** Courses will be offered to current CoBA faculty on an overload basis. No plan to hire more adjunct faculty.
175
176 4. **Q:** What is the ultimate goal, to help eventually build another CSU at Temecula or purely revenue driven?
177   **A:** CoBA has been asked by the administration of our campus to look into the possibility of meeting the
178   demand up there. Communities in Temecula have expressed strong interest to our central administration.
179
180 5. **Q:** Are there resources for program assessment and course assessments? Any state subsidy?
181   **A:** The assessment resource will come mostly from EL. EL has promised on course support and administrative
182   support. CoBA advisors are currently working on training EL advisors. There is course release built into the cost
183   of the program for a faculty coordinator/director who will be involved with program assessment.
184
185 6. **Q:** Will faculty hold office hours at Temecula?   **A:** Yes. They will have offices and hold office hours.
186
187 7. **Q:** Are the scholarships offered here available to Temecula students? **A:** They should be.
188
189 8. **Q:** Student accessibility to the services such as library, writing center, etc.? **A:** Not available.
190
191 9. **Q:** What are the RTP implications? Who can ensure junior faculty will not be teaching too many overload
192   courses and affecting their research and service activities? In SoN, faculty are bought out to teach in Temecula.
193   But compensation is lower comparing to teach in the state support program. How is CoBA faculty being
194   compensated?
195   **A:** Department chairs should have a conversation with the faculty who teach the programs. CoBA has talked to
196   EL and has been offered a rate that all the CoBA faculty have agreed upon.
197
198 For the complete curriculum associated with this proposal, visit the Curriculum Review website. The
199 proposal is in Packet #7.
200 http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2010-
201 11_curriculum.html#CoBA
202
203   **Proposed Catalog Language for the Option in Business Administration**
204
205 **Business Administration Option (55 units)**
206 This option is only available to students earning their degree at CSUSM Temecula.
207 The coursework of this option provides a broad exposure to all the business disciplines with the intention
208 of giving the student a general background in business. Further study in 3 additional disciplines provides
209 greater depth in certain areas, thus preparing students for a variety of career opportunities.
210
211 <u>Foundations of Business </u> (26 units)
212

213	BUS 302		2
214	BUS 304		4
215	FIN 304	4	
216	MIS 304	4	
217	MGMT 305		4
218	MKTG 305		4
219	OM 305	4	

220
221 <u>Business Administration Option Electives</u>   20 units taken from selected courses in at least 3 options
222
223 <u>Capstone</u> (4 units)
224 BUS 444   4
225
226 <u>Senior Experience</u> (5 units)
227 BUS 492   1
228 BUS 493   4

229

1   **1st reading – APC: Graduation Requirements for Second Bachelor's Degrees**

2

3   *Rationale: APC has reviewed the Second Bachelor's Degree Requirements. These requirements last appeared in the 2004-2006*
4   *General Catalog (they were removed during a time when we were not accepting candidates for a second bachelor's degree) and*
5   *with minor modifications date back to the original 1990-1991 General Catalog; no explicit campus policy exists in the Policies and*
6   *Procedures database.[1] Since the last appearance of these requirements in the catalog, legislation has been passed exempting*
7   *students with baccalaureate degrees who return to the CSU for a degree in nursing are exempt from all coursework except the*
8   *coursework that is "unique and exclusively required to earning a nursing degree from that institution." (Education Code 66055.8)*
9   *The old requirements specifically named what are now first-year proficiency requirements in English and mathematics; APC felt that*
10   *these requirements could safely be deleted since they would be applied to students who have already earned a baccalaureate.*
11

Definition	*The policy governs the requirements for bachelor's degrees earned by students who already hold a bachelor's degree.*
Authority	*Title 5 Sections 40403 – 40405 and Education Code Section 66055.8*
Scope	*Students pursuing a second bachelor's degree.*

12

13   I.   EXECUTIVE SUMMARY

14

15   This policy establishes the requirements that a student who already holds a bachelor's degree must satisfy in order to receive a
16   second bachelor's degree.

17

18   II.   POLICY

19

20   In order to receive a second bachelor's degree, students who hold a bachelor's degree from California State University San
21   Marcos or another accredited institution of higher education must:
22   1.   Complete a minimum of thirty (30) units in residence at CSU San Marcos beyond the first bachelor's degree.
23   2.   Complete the major requirements for the second degree. Units from the first degree may be counted, but a minimum
24   of twenty-four (24) upper-division units in residence in the major for the second bachelor's degree must be earned subsequent
25   to earning the first bachelor's degree.
26   3.   Complete all lower-division General Education requirements, including the U.S. History, Constitution and American
27   Ideals requirement, if not already successfully completed as part of the first degree. Exceptions: Students whose first degree is
28   from the California State University or the University of California are not required to take any additional lower-division General
29   Education coursework. Second bachelor's candidates returning for a degree in nursing are exempt from any lower-division
30   General Education requirements, including the U.S. History, Constitution and American Ideals requirement, that are not
31   specifically required for the nursing major.
32   4.   Complete all upper-division General Education requirements. Exceptions: Students whose first degree is from CSU San
33   Marcos are not required to take any additional General Education coursework. Second bachelor's candidates returning for a
34   degree in nursing are exempt from any upper-division General Education requirements that are not specifically required for the
35   nursing major.
36   5.   Complete all other CSU San Marcos graduation requirements in effect at the time of catalog selection. Exception:
37   Second bachelor's candidates returning for a degree in nursing are exempt from any other CSU San Marcos requirements that
38   are not specifically required for the nursing major.
39
40   Second bachelor's degree candidates are required to achieve a 2.0 grade point average each semester to maintain good
41   academic standing.

---

[1]After this policy left APC, it was brought to the attention of the committee that there is a 1991 policy (Second Bachelor's Degree Admission Requirements APP-026-91) that has some connection to this policy (although it combines admission and graduation requirements and mostly concerns admission requirements, whereas this policy is focused exclusively on graduation requirements): "Students who have a previous bachelor's degree from a regionally accredited institution of higher education may apply to receive a second bachelor's degree. Applicants must secure written approval from the department chair of the major in which they seek the degree. Such approval should specify any overlap units in both first and second degrees. Applicants must have a 2.0 grade point average for prior work and must meet graduation requirements as specified in the Graduation Requirements section of the catalog."

1 **1st reading – APC: English Language Admissions Requirement for Non-native Speakers of English**

2

3 ***Rationale:*** *For the past decade, CSU San Marcos has engaged in an active campaign to recruit international*
4 *students. Our efforts are intended to enhance the international character of our campus and classrooms by adding a*
5 *variety of global perspectives. International students also enhance the revenue of the campus, as all 100 international*
6 *students generate an additional $1.6 million.*

7

8 *In a review of current policies and practices, one element stands out as a significant impediment to increasing*
9 *international student enrollment—our TOEFL requirement.*

10

11 *The CSU system minimum TOEFL score is 61 for undergraduate and 80 for graduate admission. Currently, 16 of our*
12 *sister CSU campuses use these minima for admission. Only three campuses—San Diego State, San Luis Obispo, and*
13 *San Marcos—require the same minimum score of 80 for both undergraduate and graduate admission. So San Marcos*
14 *stands alone in the system as the only non-impacted campus with a TOEFL requirement of 80 for undergraduates.[8]*

15

16 *The Office of Admissions and the Office of Global Affairs have concluded that our TOEFL requirement puts us at an*
17 *unnecessary competitive disadvantage vis-à-vis both other campuses in our own system and other systems, such as*
18 *SUNY and Florida. When recruiting abroad, there is no articulable reason we can give prospective students for our*
19 *higher TOEFL requirement and we lose those prospects with lower scores to other universities.*

20

21 *Changing our undergraduate TOEFL requirement to 61 and our IELTS requirement to 5.5 will put us on a level playing*
22 *field with comparable campuses and allow us to significantly increase our international enrollment. Based on the*
23 *experience of other CSU campuses, this change will not have any measurable effect on our retention or graduation*
24 *rate of these students.*

25

26 *Plans have been made to provide additional support for these students through workshops and other means to ensure*
27 *that they perform well in our classes.*

28

Definition   *The policy governs the admission of students whose native language is not English.*

Authority   *Title V Sections 40752.1 and 41040*

Scope   *Undergraduate applicants whose native language is not English and who have not attended schools*
at the secondary level or above for at least three years full-time where English is the principal
language of instruction.

Graduate and post-baccalaureate applicants whose native language is not English and whose
preparatory education was principally in a language other than English must demonstrate
competence in English

29

30 I.   EXECUTIVE SUMMARY

31

32   This policy establishes English proficiency requirements for applicants whose native language is not
33   English.

34

35

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[8] Another acceptable score is the IELTS examination. The system minimum for graduate admission is 6.0, but there is no system minimum for undergraduate admission. CSU San Marcos currently requires 6.0 for both undergraduate and graduate admission.

II.   POLICY

A. Undergraduate applicants

All undergraduate applicants whose native language is not English and who have not attended schools at the secondary level or above for at least three years full-time where English is the principal language of instruction must present a score of 61 or above on the internet-based Test of English as a Foreign Language (TOEFL) with a score no lower than 19 on the Writing section, and no section score below 14.

Alternatively, applicants may present a score of 500 or above on the paper-based TOEFL, a score of 173 or above on the computer-based TOEFL, or an International English Language Testing System (IELTS) score of 5.5 or above.

Individual degree programs may require a higher score.

B. Graduate and post-baccalaureate applicants

All graduate and post-baccalaureate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a post-secondary institution where English is the principal language of instruction must receive a minimum score of 80 on the internet-based Test of English as a Foreign Language (TOEFL), a minimum score of 500 on the paper-based TOEFL, a minimum score of 173 on the computer-based TOEFL, or an International English Language Testing System (IELTS) minimum score of 6.0.

Individual degree programs may require a higher score.

Mark-up of 2010-12 catalog statements (including changes required by the 2011 CSU system mandatory catalog copy) showing how these statements will read in the next catalog:

***~~TOEFL~~ English Language* Requirement**

All undergraduate applicants whose native language is not English and who have not attended schools at the secondary level or above for at least three years full-time where English is the principal language of instruction must present a score of 61~~80~~ or above on the internet-based Test of English as a Foreign Language (TOEFL) with a score no lower than 19 on the Writing section, and no section score below 14. ~~(550 on the paper-based TOEFL).~~ Applicants taking the computer-based TOEFL must present a score of 173 or above, and applicants taking the paper-based TOEFL must present a score of 500 or above. Applicants may also submit International English Language Testing System (IELTS) results. An IELTS score of ~~6.0~~5.5 or above is required.

Some CSU campuses and majors may require a higher score. A few campuses may also use alternative methods of assessing English fluency: Pearson Test of English Academic (PTE Academic), the International English Language Testing System (IELTS), and the International Test of English Proficiency (ITEP). Each campus will post the tests it accepts on its website and will notify students after they apply about the tests it accepts and when to submit scores.

CSU minimum TOEFL standards are:

	Internet	Computer	Paper
Undergraduate	61	173	500
Graduate	80	213	550

84   *~~TOEFL~~ Graduate and Post-baccalaureate <u>English Language</u> Requirement*

85

86   All graduate and post-baccalaureate applicants, regardless of citizenship, whose native language is not English

87   and whose preparatory education was principally in a language other than English must demonstrate competence

88   in English. Those who do not possess a bachelor's degree from a post-secondary institution where English is the

89   principal language of instruction must present a score of 80 or above on the internet-based <u>Test of English as a</u>

90   <u>Foreign Language (</u>TOEFL<u>) or</u> 550 on the paper-based TOEFL~~)~~. <u>Applicants taking the computer-based TOEFL</u>

91   <u>must present a score of 213 or above.</u> Applicants may also submit IELTS results. An IELTS score of 6.0 or above is

92   required. <u>Some programs require a higher score; please refer to individual programs for specific requirements.</u>

93

94   <u>Several CSU campuses may use alternative methods for assessing fluency in English including Pearson Test of</u>

95   <u>English Academic (PTE Academic), the International English Language Testing System (IELTS), and the</u>

96   <u>International Test of English Proficiency (ITEP).</u> ~~Some CSU campuses may use alternative methods for assessing~~

97   ~~fluency in English.~~

1   **DRAFT** CSUSM Academic Senate Meeting Schedule 2011/12
2
3   **Academic Senate**
4   *(Unless otherwise noted, meetings are held in COM 206, begin at 1 p.m., and run*
5   *until approximately 2:50 p.m.)*
6
7   <u>Fall 2011</u>
8
9   August 25   Convocation: 9 - 11 a.m., Location TBD
10   New Senator Orientation: 1 – 2:15 p.m. – Location TBD
11   September 7   Senate Meeting
12   October 5   Senate Meeting
13   November 2   Senate Meeting
14   December 7   Senate Meeting
15
16   <u>Spring 2012</u>
17
18   January 19   Spring Assembly: 9 – 10:30 a.m. – Location TBD
19   February 1   Senate Meeting
20   March 7   Senate Meeting
21   April 4   Senate Meeting
22   April 18   Senate Meeting
23   May 2   Joint Senate Meeting (with newly elected 12/13 Senators)
24
25   All members of the CSUSM faculty are encouraged to join us. *Only elected Senators may vote.*
26
27   Because the Senate is not a governing board, meetings of the Academic Senate are not subject to the Brown Act. The decision
28   to allow press/public into an Academic Senate meeting may be made by the Senate.
29
30
31   **Executive Committee**
32   *(Except as noted, the EC meets from 12 - 2 p.m. in KEL 5207. On Senate meeting days,*
33   *the EC meets from 12 – 12:50 p.m. in COM 206.)*
34
35   <u>Fall 2011</u>
36
37   Date TBD   Joint retreat with AALC
38   August 31   Committee Chair Orientation / Business Items review
39   September 7, 14, 21, 28
40   October 5, 12, 18, 26
41   November 2, 9, 16, 30
42   December 7
43
44   <u>Spring 2012</u>
45
46   January 25
47   February 1, 8, 15, 22, 29
48   March 7, 14, 28 *(Spring Break is March 19 – March 24)*
49   April 4*, 11, 18*, 25
50   May 2*
51
52   *Meeting will begin at 11:30 a.m.*

Kathleen Watson / Professor of Management & Organizational Behavior / Chair, Department of Management and Marketing

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MEMORANDUM

DATE: April 5, 2011

TO: Emily F. Cutrer, Provost and Vice President for Academic Affairs
               Rika Yoshii, Chair of the Academic Senate

FROM: The Next Steps Task Force members
               Ranjeeta Basu, Denise Boren, Charles De Leone, Regina Eisenbach, Kit Herlihy, Pamela
               Kohlbry, Janet McDaniel, Graham Oberem, Janet Powell, Patty Seleski, Gabriela
               Sonntag, Pat Stall, Kathleen Watson (Chair)

SUBJECT: Report of the Next Steps Task Force

Following the March 16 meeting of the Executive Committee of the Senate, the Provost, and some
members of the Next Steps Task Force, we reported your feedback to the entire task force. Some
wording changes were made to the March draft, particularly clarification under General Principles. The
recommendations remain the same. The task force concluded that a prescriptive approach to faculty
workload would not be a good fit across diverse Academic units. Therefore our report provides
recommendations regarding the proposals from the February 2010 Ad-hoc Workload committee, and
principles to guide the assignment, evaluation, and reporting of workload.

If you would like to meet to discuss the final report, members of the task force will be available. We look
forward to your response.

The California State University

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

NEXT STEPS TASK FORCE
REPORT SUBMITTED JOINTLY TO THE EXECUTIVE COMMITTEE
OF THE ACADEMIC SENATE AND TO THE PROVOST AND
ACADEMIC AFFAIRS LEADERSHIP COUNCIL
April 6, 2011

The Next Steps Task Force was charged with examining how to implement the recommendations of the February 2010 Ad-hoc Workload committee. This report first outlines general principles to guide the assignment, evaluation, and reporting of workload. We then discuss implementation issues specific to teaching, research, and service.

I. GENERAL PRINCIPLES
1. We recognize that all faculty are expected to account for 15 Weighted Teaching Units (WTUs) of work per semester and that each WTU is the equivalent of approximately three hours of faculty effort per week. While it is impossible for every semester to be equal, faculty are responsible for a full workload on an annual average basis.

2. The following assumptions concerning past practice are reflected in the report:

    - The general framework for approaching workload will remain in place.
    - Workload patterns will be, as they are currently, comprised of teaching[1], research, and service.

3. Departments/unit levels should decide whether workload reports of individual faculty should be open to all faculty members in the department or equivalent unit.

4. There is no "one size fits all" way of reporting workload due to the significant differences across the colleges/units. Consequently, decisions about reporting workload should be made at the College/Library/department/unit level.

II. INSTRUCTION
The Ad-hoc Workload committee report had specific proposals for the use of "Z-factors" to account for:
- Class size – i.e. awarding WTUs for classes where the number of students enrolled exceeds the norm established by the CSU. (See Table 1 in the Workload Committee report.)
- Supervision courses – i.e. theses and independent studies

After consultation with department chairs, program directors, and relevant faculty across the colleges, we determined what implications these Z factors would have and whether implementation is possible.

Implications
a. Z factors for class size
    The impact of adopting the Z factors for colleges other than CoAS would be minimal since they don't have too many classes that fall into these categories. In CoAS the cost of implementing the Z factor would be substantial. For instance, if the Z-factor had been in effect this year the annual cost would have been over $670,000 in extra WTUs (that would either be paid for additional WTUs for existing large class sections or additional sections because of reduced class sizes). If the adoption of Z-factors is accompanied with the requisite increase in funding then the increased faculty workload associated with teaching more students would be adequately compensated/recorded and quality of instruction and student success in these classes would increase (classes would be taught as they were

---

[1] For the Library, this includes professional performance.

50   designed to be taught as per the C factors). If the Z-factor is adopted without requisite funding then
51   this would lead to a cutting back of course offerings or seats thereby accommodating fewer students.
52
53   When adopting the Z-factor consideration should also be given to the faculty member's overall
54   course load and number of students in any given semester. For example, if a faculty member is
55   teaching a very low enrollment course, they should be able to balance that with a very large
56   enrollment course by adjusting the WTUs across courses.
57
58   b. Z factors for supervision courses
59   • Independent study
60   The committee concluded that independent studies are normally at the discretion of the instructor.
61   Independent study is generally not a routine part of instructional workload, and should be offered
62   only if the circumstances warrant it – e.g. to help a student graduate, work on a specific faculty
63   research project, etc.
64
65   • Thesis supervision
66   Because theses involve intensive faculty work and are usually a required part of programs, the
67   committee found that these are distinct from independent study. The current practices across the
68   campus differ. For example, the College of Education awards 1 WTU once faculty have chaired 4
69   completed Master's Theses. The College of Business has Master's Projects as part of a course,
70   thus faculty are compensated with WTUs for the course. The College of Arts and Sciences does
71   not currently recognize thesis supervision as part of a TT faculty members planned teaching
72   workload.
73
74   Formally recognizing both independent study and thesis supervision as part of TT faculties
75   planned teaching load would incur an annual cost of more than $540,000. Of this approximately
76       $300,000 is in the supervision of graduate research projects/theses.
77
78 Recommendations
79 1. We recognize that increasing class sizes has a significant impact on faculty workload and the Z-
80   factor is an attempt to correctly record that increased workload. But we also recognize that the
81   adoption of the Z-factor will increase the cost of offering instruction. Therefore we recommend that
82   the Z-factor be adopted but only with an increase in funding for instruction.
83 2. The colleges' current practices with regard to independent study and thesis supervision should be
84   continued. However, should the Dean's Office or department chair formally request faculty to take
85   on independent studies (e.g. if a course is cancelled and it is the only way to graduate students in a
86   timely manner), then those WTU's should be formally recognized as part of an instructors negotiated
87   teaching load.
88 3. We recommend that all colleges should assign WTUs for thesis supervision but we recommend that
89   each college/department/unit level determine for themselves how they would do so.
90
91 **III. RESEARCH/CREATIVE ACTIVITY**
92 The Ad-hoc Workload committee report had specific proposals for the use of "R-factors" to account for
93 differences in research workload of faculty. After consideration of this report, and input from faculty in
94 the different colleges and disciplines, the committee determined that standardizing the effort associated
95 with a particular number of WTU's would be difficult due to the variations across disciplines.
96
97 Due to these difficulties, the committee recommends that research workload be negotiated at the local
98 level (college/library/department/unit level) with an understanding that research effort may vary across
99 faculty. In order to ensure fairness and transparency in the claiming of research WTU's, the committee,
100 recommends that the following principles (combined with this report's general principles) guide the
101 assignment and evaluation of faculty research workload.

102 <u>Principles</u>:
103 1. In general, all faculty should devote at least some effort to research/creative activity in order to stay
104   engaged in their discipline. More effort devoted to research/creative activity is consistent with
105   tangible products of the effort, such as a paper/grant/applied and/or creative
106   works/chapter/conference presentation/report, etc.
107 2. In particular, junior faculty are expected to devote effort to research/creative activity in order for
108   them to establish a productive research/creative activity program.
109 3. When university resources are devoted to research/creative activities, there is an expectation that
110   faculty will provide some evidence of progress on the research/creative activity.
111 4. In the rare case when there is a pattern of reporting little or no progress on the project or activity, it is
112   expected that the appropriate administrator will work with the faculty member to develop a plan of
113   action.

114 **IV. SERVICE**
115 Although Service was not addressed in the original workload report, it is an important, valued activity in
116 a faculty member's workload. Consequently, we recommend the following principles to help with
117 evaluating and reporting service:
118
119 <u>Principles</u>:
120 1. Within the 15 WTUs reported each semester, 3 WTUs are allocated for the routine service expected
121   of all CSU faculty members. This corresponds to a range of 4 – 9 hours of work per week on service.
122   Each department/equivalent unit will define the appropriate load for its faculty. Appropriate service
123   will vary across rank and tenure status. Routine service usually includes activities at the department
124   level that are divided among faculty. In general, faculty performing service activities to which they
125   are elected or appointed and which are unavailable to other faculty will be reported as additional to
126   "routine" service.
127 2. The university will develop a consistent documentation tool in the workload reporting system for
128   service activities that are common to faculty in all units such as university-wide service.
129 3. The university will develop a consistent documentation tool for service activities that are common to
130   faculty within each unit such as serving as graduate program coordinators and as representatives on
131   unit-level committees. Tasks that are specific to departments/programs will be determined at the
132   department/program level.
133 4. Appropriate campus entities (e.g., Academic Senate, administrative offices in consultation with
134   faculty) will determine appropriate assigned time for faculty service (e.g., Academic Senator, service
135   on a Senate committee, IRB service, special tasks associated with campus initiatives such as
136   accreditation).
137 5. Reporting of professionally-related service performed outside of CSUSM such as work for
138   disciplinary or community organizations will be determined through department/unit discussions
139   and/or discussions with other appropriate bodies.
140 6. In the rare case when there is a pattern of little or no service activity, it is expected that the
141   appropriate administrator will work with the faculty member to develop a plan of action.
142
143

144 **V. FINAL RECOMMENDATIONS AND IMPLEMENTATION**
145
146 As stated earlier, the Next Steps Task Force was charged with developing implementation
147 recommendations. The information above represents months of conversation among the task force
148 members as well as consultation with faculty across the university.
149
150 We began with an attempt to be very specific, but found that a prescriptive approach to faculty workload
151 that would fit all units in Academic Affairs was not practical. Consequently, the principles described
152 above are what we felt would be most useful to faculty and administrators who seek to more accurately
153 evaluate, measure, and report workload.
154
155 Toward that end, the office of Academic Resources worked with IITS to develop an online workload
156 reporting system – the Faculty Activity Report (FAR). This system was piloted over the 2010/2011
157 academic year and uses the following timeline:
158

	Spring Semester FAR	Fall Semester FAR
FAR open to Faculty	Nov 15	Apr 15
Workload discussions within departments or equivalent unit and Dean's office		
FAR Closed to Faculty	Final Day of Drop/Add	Final Day of Drop/Add
Administrative Review		
APDB due	Census	Census

159
160 Once this system is in place, it will help improve accuracy and transparency of workload reporting and
161 reduce the errors currently found in the APDB.
162