

AGENDA
Academic Senate Meeting
Wednesday, February 3, 2016, 1:00 - 2:50 p.m.
Reading Room – KEL 5400

- I. **Approval of Agenda**
- II. **Approval of Minutes** – 12/2/15 Academic Senate Meeting
- III. **Chair's Report**, [Deborah Kristan](#)
(Referrals to Committees attached) **Page 3**
- IV. **Vice Chair's Report**, [Michael McDuffie](#)
- V. **Secretary's Report**, [Laurie Stowell](#) (attached) **Page 3**
- VI. **President's Report**, Karen Haynes **TIME CERTAIN: 1:15 PM**
- VII. **Provost's Report**, Graham Oberem
- VIII. **ASCSU Report**, [David Barsky/Glen Brodowsky](#)
- IX. **CFA Report**, Darel Engen
- X. **ASI Report**, Jamaela Johnson
- XI. **WASC Update**, [Regina Eisenbach](#), Dean, Academic Programs
- XII. **Standing Committee Reports** (Oral and written, as attached.) **Page 5**
- XIII. **Consent Calendar*** (attached) **Page 3**
NEAC Recommendations
[UCC](#) Course & Program Change Proposals
- XIV. **Action Items** (Items scheduled for a vote, including second reading items.)
 - A. **FAC: Evaluation for Athletic Coaches Policy** (2 attachments)
 - **Evaluation for Athletic Coaches Policy** **Page 9**
 - **Coach Evaluation Forms** **Page 17**
 - B. **UCC: American Indian Studies (ASI) Minor** (2 attachments)
 - Report from UCC, American Indian Studies Minor **Page 39**
 - Catalog Copy, Minor in Native Studies **Page 41**
 - C. **SAC: Internship Policy**
 - Internship Policy **Page 43**
 - On-site Assessment Form **Page 47**
 - CSUSM Community Partnership Agreement, Sample **Page 50**
 - Background – Electronic Submission of Forms **Page 53**
 - D. **FAC: University RTP Document** (attachment) **Page 54**
 - F. **APC: Curriculum Proposers Policy**
 - Rationale **Page 61**
 - Administrative Reply to SP 2015 Senate-approved Proposal **Page 62**
 - Curriculum Proposers Policy with Revisions SP 16 **Page 63**

- XV. Discussion Items** *(Items scheduled for discussion, including first reading items.)*
- A. APC: Proposed Revision of Graduate Probation, Disqualification and Reinstatement Policy**
(2 attachments)
 - Rationale Statement for the Proposal **Page 67**
 - Graduate Probation, Disqualification and Reinstatement Policy with Proposed Revisions **Page 68**
 - B. APC: Proposed Revision of Undergraduate Probation, Disqualification and Reinstatement Policy** (2 attachments)
 - Rationale Statement for the Proposal **Page 72**
 - Undergraduate Probation, Disqualification and Reinstatement Policy **Page 73**
 - C. APC: Revised Academic Calendars for 2016-17 and 2017-18** (attachment) **Page 77**
 - D. APC: Academic Calendar for 2018-19 through 2020-21** (3 attachments)
 - Academic Calendar Assumptions for 2018-2021 **Page 79**
 - Calendar for 2018-19 through 2020-21 **Page 83**
 - View #2 – Calendar in Different View (in color) **Page 86**
 - E. Senate Chair: DRAFT EC/Senate Meeting Schedule for AY 16/17** (attachment) **Page 91**
- XVI. Presentations**
- A. TPAC: Open Access Presentation, Carmen Mitchell** (10 min.) *(PPT attached)* **TIME CERTAIN: 2PM**
Page 92
- XVII. Senators' Concerns and Announcements**

Next meeting: March 2, 2016, 1:00 PM to 2:50 PM, KEL-5400

SENATE CHAIR'S REFERRALS TO COMMITTEES

- APC: Final Exam Conflict Policy
- FAC: Lecturer Inclusion Policy
- FAC: Faculty Ethics Policy
- TPAC: AB 798 Funding /OER Adoption Incentive Program
- NEAC: Election Rules & Procedures – Chair Criteria
- BLP: Process for Creating New Departments
- BLP: Need for Policy/Procedures on Formation of New Departments

SECRETARY'S REPORT

- **EC Approval: Language change to Standing Rules of the Academic Senate. New language:**
3. changed to, “minor revisions to policies or other Senate documents would be placed on a consent calendar for approval of the Senate and be subject to the Consent Calendar process.” Updated document found at: <http://www.csusm.edu/senate/governance/index.html>
- **Sabbatical Leave Policy, approved by Senate 12/2/15, approved by Provost and President, effective 1/21/16.**
http://www.csusm.edu/policies/active/documents/Sabbatical_Leave%20.htmlhttp://www.csusm.edu/policies/active/documents/Sabbatical_Leave%20.html
- **Presidential Approval: 1/29/16** – The President has concurred with the findings and recommendation of the Academic Senate, and approved the discontinuation of the Children's Services and the Gerontology Services concentrations in the Human Development major. The President's confirming memo states, “the request has been supported and endorsed throughout the review process that was conducted in accordance with the University's Academic Program Discontinuance Policy.”

CONSENT CALENDAR

NEAC Recommendations

Committee	Seat and Term	Name
Program Assessment Committee (PAC)	15/16 Faculty At-large*	David Chien
University Global Affairs Committee (UGAC)	CSM Representative SP 15 (15/16)	Ali Ahmadinia
Academic Senate	CHABSS 15-17	Patty Seleski

*PAC will consider new meeting times for Spring'16.

UCC Course & Program Change Proposal

Programs/Courses Approved at UCC

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	To UCC	UCC Action
COMM	415		Communication and Social Protest	C	Vincent Pham	12/2/15	2/1/16
GBM	P-2		Global Business Management Option	P-2	Catalin Ratiu	12/4/15	1/25/16
GBM	428		Emerging Markets	C	Catalin Ratiu	12/4/15	2/1/16
PHYS	442		Physical and Geometric Optics	C	Justin Perron	12/8/15	1/25/16

Program/Course Changes Approved on UCC Consent Calendar

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	Reviewed by Dean of AP/Chair of UCC
LBST	P-2		Certificate in Applied GIS	P-2	Greig Tor Guthey	1/25/16
LTWR	P-2		Minor in LTWR	P-2	Rebecca Lush	1/25/16

Curriculum Reconciliation from CSM, approved by UCC 12/14/15:

BIOL 160, 175, 176, 178, 211, 216, 320, 323, 336, 338, 351, 352, 353, 354, 365, 368L, 370, 370L, 372, 372L, 379, 380, 380L, 381, 381L, 382, 383, 384, 386, 386L, 387, 387L, 388, 389, 390, 390L, 400, 400L, 401, 411, 411L, 420, 452, 463, 477, 477L, 480, 486, 487, 488, 495, 496, 498, 499, 502, 503, 504, 505, 512, 513, 514, 515, 520, 531, 532, 533, 535, 536, 537, 540, 560, 561, 563, 564, 565, 566, 576, 596, 597, 600, 620, 663, 683, 685, 686, 687, 690, 697, 698, 699

BIOT 355, 356, 357, 420, 450, 460, 498

CIS 341

CS 331, 421, 537, 612, 614, 673, 677, 678

Academic Senate Standing Committee Reports for Wednesday, 2/3/16 (EC and AS)

APC Report to Academic Senate (February 3, 2015)

Three APC items are on the Senate agenda for today

- Proposed changes to the Curriculum Proposers Policy (2nd reading; revised after the first reading)
- Proposed changes to the Graduate Probation, Disqualification and Reinstatement Policy (1st reading)
- Proposed changes to the Undergraduate Probation, Disqualification and Reinstatement Policy (1st reading)
- Proposed changes to the Academic Calendars for 2016-17 and 2017-18 (1st reading, but a request will be made to treat this as a 2nd reading)
- Proposed (new) Academic Calendars for 2018-19, 2019-20, 2020-21

APC has shared a draft revision of the On-Line Instruction Policy with TPAC, and plans to bring this to Senate after feedback from TPAC has been received.

APC expects is nearing completion of work on the GWRs (both the Graduation Writing Assessment Requirement and the Graduate Writing Assessment Requirement) and the AAWR (All-University Writing Requirement).

Policies on which APC is currently actively working are:

- Academic Program Discontinuance (revision)
- Impaction Declaration (new)
- Excess-Units Seniors (revision)
- Final Exam Conflict (new)

APC is hoping that several colleagues have answered the 4th Call for University Service and indicated a willingness to join our committee!

FAC report to Academic Senate **February 3, 2016**

Accomplishments

- University RTP document will be presented for the 2nd reading.
- The revised Grant Proposal Seed Money policy was returned to the Wes Schultz with some questions.

Current work:

- Review of Chemistry Department RTP policy
- Discussion about developing a university-level Lecturer Inclusion policy
- Review of Faculty Ethics policy
- Discussion of who is eligible for the Harry E. Brakebill Distinguished Professor Award (All Unit 3? Only faculty?)

NEAC Report to Senate 2/03/2016

1. NEAC initiated third a call for nominations to fill vacant committee seats. The call closed on February 1, 2016. NEAC's recommendations to the senate are part of the consent calendar.
2. NEAC is looking at data trends to determine whether or not article 8.4 of the Senate Constitution should be brought up for a revision consideration. Article 8.4: Adoption of Amendments states that in order for an amendment to this Constitution and Bylaws to become effective, more than one-half of the eligible faculty must vote in the referendum, and the amendment must receive a favorable vote of at least two-thirds.

PAC Report to Senate 2/3/16

The PAC has begun the semester by completing its executive summary of the Special Major Self Study and will complete its work on this Program Review once it receives Interim Dean Rider's response.

SAC report Jan. 2016

Internship policy:

SAC has made the changes requested by Senate and presents the policy for a 2nd reading to Senate.

Student Grade Appeal Policy

SAC has been working on removing inaccurate language from the document; SAC is working with the chair of SGAC on updating the policy to reflect the online submission process.

Engaged Education Definitions

SAC is working with various constituents on finalizing this document.

UCC Report to Senate: January 2016 meeting

UCC has reviewed 84 pieces of curriculum to date in this AY. Since the last Senate report, UCC has been engaged in the review of several P-2 forms, including the programs in: Global Business Management and Liberal Studies; along with continued reviewed of C forms to develop new courses, and C-2s to change currently existing courses.

Tasks Completed in December 2015

- TPAC met only once in December ----- 12/7/15.
- A draft for the Powerpoint presentation of open access policy was prepared and discussed. (note: presentation will be given to academic senate on 2/3/16).

Tasks in Progress

FYI: The first meeting of TPAC for the Spring 2016 semester is scheduled on 2/1/16 (note: 1st day of Spring 16 semester is on 1/25/16).

Please see below for the agenda for the TPAC 2/1/16 meeting.

Topic	Information
<i>Next Meeting</i>	<i>2/15/16 Brown Bag Faculty meeting from 1 –2 p.m , 2 –2:30 p.m. committee meeting</i>
Discussion on Final Draft of Powerpoint presentation: Information session for Open Access Policy – scheduled at Academic Senate 2/3/16	<i>Latest draft dated Jan. 20, 2016 (posted at Moodle) also see attached Final version due at Senate Office at 4 p.m today (2/1/16)</i>
Presentation at “All Chair Meeting” on 2/12/16 (Fri), noon	<ul style="list-style-type: none"> • Use the same version as the Academic Senate presentation on 2/3/16? • Who will be attending ?
Brown Bag Faculty Meeting (a) 2/15/16 (from) 1-2 p.m. KELLOGG 3010 (b) 2/23/16 (Tues) noon – 1 p.m. KELLOG 3010	<ul style="list-style-type: none"> • Use the same version as the Academic Senate Presentation on 2/3/16? • All TPAC members attend 2/15/16 brown bag (regular TPAC meeting time). • Final version of the questions for faculty survey on Open Access policy) will be conducted after the brown bag at 2 p.m. on 2/3/16 • Who will be attending the 2/23/16 brown bag?

Topic	Information
New Referral from Senate: <i>Open Educational Resources Adoption Incentive Program</i> (memo is uploaded at Moodle container)	<ul style="list-style-type: none">• Decide if the previous resolution (http://www.csusm.edu/senate/quicklinks/PDFs/RESOLUTION_CALM.pdf) is sufficient to fulfill item # 1 on p. 2 of the memo or a new resolution is needed.• Decide how to conduct item #2 on p. 2 of the memo. Co-ordinate with IITS and library on this task.
Feedback for the latest version of Online instruction policy from APC (posted at Moodle container)	

EVALUATION FOR ATHLETIC COACHES

Academic Affairs
POLICY (INTERIM FOR 08/09)
FAC 326-08

Effective Date: 9/8/2008

Rationale

FAC reviewed the procedure and forms for the periodic evaluation of Athletic Coaches. The committee thanks Head Coach Laurie Nevarez for her clarifications on the evaluation practices of the Department of Athletics during her visit to the Faculty Affairs Committee meeting of Sept. 28, 2015.

FAC has reviewed the documents for compliance with University course evaluation procedures and with the CBA, as well as for consistency in use of terminology. FAC wants to make sure that the periodic evaluation procedure includes all coach evaluation rights under CBA Article 15.

- FACs suggested the changes and wording submitted to Coaches' council to review. Head Coach Navarez responded that coaches have reviewed and accepted FAC recommendations.

EC Feedback request to add "Internal" to the optional peer evaluation form. FAC has added for clarification to the form. CBA definition of "peer" is internal.

"Periodic Evaluation of Temporary Faculty Unit Employees

"15.23 Full-time temporary faculty unit employees appointed for two (2) or more semesters or three (3) or more quarters, regardless of a break in service, must be evaluated in accordance with the periodic evaluation procedure. This evaluation shall include student evaluations of teaching performance for those with teaching duties, peer review by a committee of the department or equivalent unit as defined in provision 15.2, and evaluations by appropriate administrators. Evaluation of full-time temporary Coaching Faculty Unit Employees shall include an opportunity for peer input and evaluation by appropriate administrators.

"15.24 Part-time temporary faculty unit employees appointed for two (2) or more semesters or three (3) or more quarters, regardless of a break in service, shall be evaluated in accordance with the periodic evaluation procedure. Such evaluations shall include student evaluations of teaching performance for those with teaching duties, evaluations by appropriate administrators and/or department chair, and an opportunity for peer input as defined in provision 15.2 from the department or equivalent unit. Evaluation of part-time temporary Coaching Faculty Unit Employees shall include an opportunity for peer input and evaluation by appropriate administrators."

Academic Affairs

EVALUATION FOR ATHLETIC COACHES PROCEDURES (INTERIM FOR 08/09)
FAC 326-08

Effective Date: 9/8/2008

TITLE: Periodic Evaluation of Athletic Coaches

Definition: This document sets forth the procedures for the Periodic Evaluation of Aathletic Ceoaches. The provisions of this document are intended to be implemented in conformity with the CBA Article 15.:

Authority: The Collective Bargaining Agreement between California State University and the California Faculty Association.

Scope: Coaching faculty unit employees within the Department of Athletics.

Karen S. Haynes, President

Approval Date

Graham Oberem, Provost and VP for Academic Affairs

Approval Date

Implemented: 9/8/2008

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Academic Affairs

EVALUATION FOR ATHLETIC COACHES PROCEDURES (INTERIM FOR 08/09)
FAC 326-08

Effective Date: 9/8/2008

I. GENERAL ELEMENTS

The purpose of this ~~document policy~~ is to provide a procedures for ~~the annual~~ periodic- ~~evaluation of coaching faculty unit employees~~ performance review of coaching faculty. The ~~document policy~~ complies with the ~~follows the~~ procedures as set forth in the ~~for periodic evaluation in accordance with the~~ Collective Bargaining Agreement (CBA, ~~Article A15~~).¹ Within 14 days of appointment, the Director of Athletics will provide ~~coaches coaching faculty Unit 3 employees~~ with a copy of this procedure on ~~the Periodic Evaluation of Athletic Coaches~~ Coaching Faculty Unit 3 Employees.

Comment [AF1]: Is the footnote needed?

The custodian of the Personnel Action Files (PAFs) of athletic coaches shall be the Associate Vice President ~~for Faculty Affairs, for Planning and Academic Resources (CBA 11).~~

II. EVALUATION PROCESS FOR HEAD COACHES

A. The Working Personnel Action File: The Head Coach will submit a Working Personnel Action File (~~WPAF~~) (~~WPAF~~) consisting of items 1, 2, ~~and 3~~ and 5 -below.

1. Form A1, "CSUSM Intercollegiate Athletics; Season Goals ~~Meetings~~," with the Pre-season Goals ~~(and Post-season Assessment?)~~ sections completed.
2. A personal post-season assessment. This assessment may include a simple outline of which goals were met and which were not, or a more detailed discussion of how or why goals were or were not met. Supporting materials may be included as well.
3. Form D, "Peer Input" (optional).
4. Student-athlete evaluations. ~~Coaches do not need to submit these evaluations with their WPAFs.~~ The Director of Athletics will ~~directly~~ access the student-athlete evaluations; ~~coaches do not need to submit these evaluations with their WPAFs, for all coaches directly. Copies will be provided to the coaches; coaches do not need to submit these evaluations with their WPAFs.~~
5. An index of these materials, which shall be permanently placed in the Head Coach's Personnel Action File (PAF).

Timeline:-

o The WPAF shall be submitted to the Director of Athletics by June. 1

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B. ~~Goal~~Pre-season goals-setting and post-season assessment follow-up meetings: Prior to each season of competition, the Head Coach and the Director of Athletics will meet to set goals for the upcoming season. Goals will be set in the areas of team athletic performance, team academic performance, fundraising, and recruiting; an "other" category will also be available for any program-specific goals that may apply. It is expected that the goals will be

¹ ~~The Periodic Evaluation of Temporary Faculty Unit Employees includes coaching faculty unit employees and is governed by Article 15 of the Collective Bargaining Agreement.~~

Academic Affairs

EVALUATION FOR ATHLETIC COACHES PROCEDURES (INTERIM FOR 08/09)
FAC 326-08

Effective Date: 9/8/2008

challenging but realistic ~~—~~ not unreasonable or unattainable. These goals will be documented in the “Pre-season Goals” section on Form A1: CSUSM Intercollegiate Athletics: Season Goals, “Pre-season Goals.”

At the conclusion of each season, the Head Coach and the Director of Athletics will meet to assess whether or not the set pre-season goals ~~set~~ were met. If the goals were not met, they will discuss the reasons. The post-season assessment will be documented in the “Post-season assessment” section on Form A1: CSUSM Intercollegiate Athletics: Season Goals, “Post-season Assessment.”

Timeline:

- o The Pre-season Goals meetings will be held before the first official contest.
- o The Post-season Assessment meetings will be held as soon as possible after the conclusion of the season, as possible

- C. Student-athlete evaluations: Head Coaches will be evaluated by their student-athletes using Form B1, “Student-Athlete Evaluation of CSUSM Intercollegiate Athletics (Head Coach).”

The Office of Institutional Research will ~~generate~~ the evaluations ~~for~~ ~~each~~ team to complete near the conclusion of the season at a team meeting at which the coach being evaluated will not be present. The evaluation results will be sent to the Director of Athletics and, after the completion of the season, to the coach.

Timeline:

- o The student-athlete evaluations for all fall, winter and spring sports will be administered during the same period as spring semester course evaluations.

- D. Peer Input (optional): Coaches have the option of submitting a peer evaluation using form, Form D, “Peer Input,” as part of their WPAFs.

- E. Performance Appraisal: The information submitted with the WPAF, including documentation of the pre-season goal setting and post-season goal assessment meetings, student-athlete evaluations, and peer input (if any), will form the basis for the Head Coach’s Performance Appraisal to be done by the Director of Athletics. The Director of Athletics will complete Form C1, “Cal State San Marcos Athletics; Performance Appraisal for Head Coaches,” and provide a copy to the Head Coach. The Head Coach will be given at least five (5) days notice of the placement of Form C1 in his/her PAF.

- F. The Head Coach may request an external review of the materials submitted for evaluation. Such a request must document the special circumstances that necessitate an external reviewer. The request must be approved by the President or the President’s designee.

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Comment [AF2]: 11/18 EC feedback – internal or external peer feedback. Change title through out.

Comment [I3]: Need to generate peer evaluation form.

Comment [AF4]: Add optional peer input form

Academic Affairs

EVALUATION FOR ATHLETIC COACHES PROCEDURES (INTERIM FOR 08/09)
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Effective Date: 9/8/2008

~~Within ten (10) days following receipt of the evaluation, the HC may attach or submit a response or rebuttal to the evaluation and/or request a meeting with the evaluator.~~

Timeline:

- o The Periodic Evaluation ~~must~~ be completed by June 15.

III. EVALUATION PROCESS FOR ASSISTANT COACHES

- A. ~~The Working Personnel Action File: The Assistant Coach will submit a Working Personnel Action File (WPAF) consisting of items 1, 2, and 3 and 5 below of the components below as part of the Working Personnel Action File (WPAF).~~
~~AD will have access to athlete evaluations (item 3) for all sports. Therefore, item 3 will not need to be submitted by the assistant coach as part of their WPAF.~~

1. Form A2, "CSUSM Intercollegiate Athletics: Season Goals," with the Pre-season Expectations and Post-season Assessment sections completed, ~~with the goal section completed.~~
2. A personal post-season assessment. This assessment may include a simple outline of which goals were met and which were not, or a more detailed discussion of how or why goals were or were not met. Supporting materials may be included as well.
3. Form D, "Peer Input" (optional).
4. Student-athlete evaluations. ~~Coaches do not need to submit these evaluations with their WPAFs. The Director of Athletics will directly access the student-athlete evaluations; coaches do not need to submit these evaluations with their WPAFs. Copies will be provided to the coaches.~~
- ~~4.5. An index of these materials, which shall be permanently placed in the Assistant Coach's Personnel Action File (PAF). The AD will access the student evaluations for all coaches directly, coaches do not need to include the evaluations as part of their WPAF.~~

Timeline:

- o The WPAF shall be submitted to the AD by Jun. 1.

- B. ~~Pre-season expectations Goal setting and post-season assessment follow-up meetings; Prior to each season of competition, the Head Coach will meet with each Assistant Coach to set~~

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EVALUATION FOR ATHLETIC COACHES PROCEDURES (INTERIM FOR 08/09)
FAC 326-08

Effective Date: 9/8/2008

~~goals~~ discuss expectations -for Assistant Coach performance for the upcoming season. Duties with respect to attendance at practice and competition; work with student-athletes; and administrative duties will be set; an “other” category will also be available for any program-specific duties that may apply. These goals will be documented in the “Pre-season Expectations” section on Form A2: CSUSM Intercollegiate Athletics: Season Expectations.
“Pre-season Expectations.”

At the conclusion of each season, ~~after the WPAF is submitted~~ the Head Coach will meet again with each Assistant Coach to assess whether or not the ~~goals expectations~~ were met. If ~~goals expectations~~ were not met, they will discuss the reasons. The post-season assessment will be documented in the “Post-season Assessment” section on Form A2: CSUSM Intercollegiate Athletics: Season Expectations. “Post-season Assessment.”

The goals set and the follow-up assessment will be documented on Form A2 “CSUSM Intercollegiate Athletics: Season Goals.”

Timeline:

- o The Pre-season Expectations meetings will be held before the first official contest.
- o The Post-season Assessment meetings will be held as soon as possible after the conclusion of season as possible.

- C. Student-athlete evaluations: Assistant Coaches will be evaluated by their student-athletes using Form B2, “Student-Athlete Evaluation of CSUSM Intercollegiate Athletics (Assistant Coach).” Because of the unique responsibilities of track and field Assistant Coaches, they will be evaluated using with a separate form, Form B3, “Student-Athlete Evaluation of CSUSM Intercollegiate Athletics (Assistant Track and Field Assistant Coach).”

The Office of Institutional Research will generate the evaluations for each team to complete near the conclusion of the season at a team meeting ~~at~~ which the coach being evaluated will not be present. The evaluation results will be sent to the Director of Athletics AD and, after the completion of the season, to the ~~Head and~~ Assistant Coach.

Timeline:

- o The student-athlete evaluations forms for all fall, winter, and spring sports will be administered during the same period as spring semester course evaluations.

- D. Peer Input (optional): Coaches have the option of submitting a peer evaluation using Form D: “Peer Input,” as part of their WPAFs, documentation of their coaching from their peers.

Peer input will be submitted as part of the Working Personnel Action File (WPAF). All deadlines applying to the WPAF in this document apply to peer input, also.

- E. Performance Appraisal: The information submitted with from the WPAF, including documentation of the pre-season expectations setting and post-season assessment follow-up meetings, student evaluations, and peer input (if any) will form the basis for the Assistant

Comment [15]: Need to generate peer evaluation form.

EVALUATION FOR ATHLETIC COACHES PROCEDURES (INTERIM FOR 08/09)
FAC 326-08

Effective Date: 9/8/2008

Coach's Performance Appraisal to be done by the Director of Athletics with input from the Head Coach. The Director of Athletics will complete Form C2, "Cal State San Marcos Athletics: Performance Appraisal for Assistant Coaches," and provide a copy to the Assistant Coach. The Assistant Coach will be given at least five (5) days notice of the placement of Form C2 in his/her PAF, be part of the informational basis for a coach's performance appraisal to be completed by the head coach and AD. The AD will complete Form C2, "Cal State San Marcos Athletics Performance Appraisal for Assistant Coaches" with input from the Head Coach.

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- F. The Assistant Coach may request an external review of the materials submitted for evaluation. Such a request must document the special circumstances that necessitate an external reviewer. The request must be approved by the President or the President's designee.

The AD and/or the Head Coach will then meet with each assistant coach to review the performance appraisal. The Head Coach, AD and assistant coach will sign the performance appraisal form; the assistant coach's signature will indicate that she/he has reviewed the form and had an opportunity to discuss it with the Head Coach and/or AD, not necessarily that she/he agrees with the appraisal. Copies of the performance appraisal form will be given to the coach and placed in the coach's Personnel Action File (PAF).

Timeline:

- o The Periodic Evaluation Performance appraisal forms must be completed by June 15.

IV. COACHING FACULTY REBUTTAL/RESPONSE PROCESS

Per Article 15 of the Collective Bargaining Agreement between the CFA and the CSU, the Head Coach or Assistant Coach may submit a rebuttal or response statement or response in writing and/or request a meeting be held to discuss the evaluation within ten (10) days following receipt of the evaluation. A copy of the response or rebuttal statement shall be placed with Form C1/C2 in the coach's PAF.

V. FORMS TO BE USED FOR EVALUATION OF COACHING FACULTY

- A. Form A1: CSUSM Intercollegiate Athletics: Season Goals Meetings – form for head coaches.
- B. Form A2: CSUSM Intercollegiate Athletics: Season Goals Expectations Meetings – form for assistant coaches.
- C. Form B1: Student-Athlete Evaluation of CSUSM Intercollegiate Athletics (Head Coach)
- D. Form B2: Student-Athlete Evaluation of CSUSM Intercollegiate Athletics (Assistant Coach)

Academic Affairs

EVALUATION FOR ATHLETIC COACHES PROCEDURES (INTERIM FOR 08/09)
FAC 326-08

Effective Date: 9/8/2008

- 294 E. Form B3: Student-Athlete Evaluation of CSUSM Intercollegiate Athletics (Track and Field
295 Assistant Coach)
296
297 | F. Form C1: Cal State San Marcos Athletics; Performance Appraisal for Head Coaches
298
299 | G. Form C2: Cal State San Marcos Athletics; Performance Appraisal for Assistant Coaches
300
301 H. Form D: Peer Input (optional)

FORM A1: CSUSM INTERCOLLEGIATE ATHLETICS: SEASON GOALS

HEAD COACH: _____

SPORT: _____ SEASON: _____

PRE-SEASON GOALS	POST-SEASON ASSESSMENT
	<i>Supporting documentation, such as team statistics, may be attached.</i>
1. Team athletic performance	1. Team athletic performance
2. Team academic performance/Graduation	2. Team academic performance/Graduation
3. Fundraising	3. Fundraising
4. Recruiting	4. Recruiting
5. Student-Athlete Experience	5. Student-Athlete Experience
Head Coach Signature* Date	Head Coach Signature** Date
Director of Athletics Signature Date	Director of Athletics Signature Date
* Head Coach signature indicates agreement that goals set are challenging but realistic – not unrealistic or unattainable.	** Signature does not necessarily indicate agreement with the post-season goal assessment. It indicates that you have reviewed it and had an opportunity to discuss it with your supervisor.

FORM A2: CSUSM INTERCOLLEGIATE ATHLETICS: SEASON ~~GOALS~~EXPECTATIONS

As part of the coach evaluation process, the ~~H~~ead ~~C~~oach and Director of Athletics will meet with all ~~A~~ssistant ~~C~~oaches at the beginning of each season to set expectations for the assistant coach. They will meet again at season's end to assess whether those expectations were met.

ASST. COACH: _____

SPORT: _____ **SEASON:** _____

PRE-SEASON EXPECTATIONS	POST-SEASON ASSESSMENT
1. Attendance	1. Attendance
Practice:	Practice:
Competition:	Competition:
2. Work with student-athletes	2. Work with student-athletes
3. Administrative duties	3. Administrative duties
5. Academics	5. Academics
Asst. Coach Signature* Date	Asst. Coach Signature** Date
Head Coach Signature Date	Head Coach Signature Date
Director <u>of</u> Athletics Signature Date	Director <u>of</u> Athletics Signature Date
*Signature indicates agreement that expectations set are reasonable.	** Your signature here does not necessarily indicate that you agree with the post-season goal assessment. It indicates that you have reviewed it and had an opportunity to discuss it with your supervisor.

**FORM B1: STUDENT-ATHLETE EVALUATION OF
CSUSM INTERCOLLEGIATE ATHLETICS (HEAD COACH)**

We would appreciate your honest responses to the following evaluation questions. The information from this questionnaire will be kept strictly confidential.

SPORT: _____ HEAD COACH'S NAME: _____

NUMBER OF YEARS IN SPORT AT CSUSM: _____ YEAR IN SCHOOL: _____

ROLE ON TEAM (STARTER, RESERVE, ETC.) _____

DO YOU INTEND TO PARTICIPATE IN ATHLETICS AGAIN NEXT SEASON? _____

WHY OR WHY NOT? _____

EVALUATION OF OVERALL EXPERIENCE IN ATHLETICS

	A great deal	Somewhat	Not at all
How has your technical skill in your sport improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A great deal	Somewhat	Not at all
How has your knowledge of your sport improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A great deal	Somewhat	Not at all
How has your physical fitness improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A great deal	Somewhat	Not at all
How has your overall athletic performance improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How satisfied are you with your overall experience in intercollegiate athletics this year?

**Highly
satisfied**

☐

**Somewhat
satisfied**

☐

**Somewhat
dissatisfied**

☐

**Highly
dissatisfied**

☐

EVALUATION OF HEAD COACH

Please rate your **head coach** on the following items by marking the appropriate box. If you wish, in the line below the box you may add any comments that you feel are appropriate.

Your head coach...	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
Has knowledge and expertise in your sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeps informed of current techniques and strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attends all practices and contests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistently maintains office hours as scheduled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses practice time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercises appropriate control in practice and contests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides a safe, healthy environment for student-athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your head coach...	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
Demonstrates professional conduct with officials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates professional conduct with athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays a professional appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your head coach...	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
Develops and clearly communicates team goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes and clearly communicates team (or meet/tournament/etc.) selection criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes and clearly communicates team rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies team discipline appropriately and consistently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your head coach...	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
Provides opportunity for discussion and questions of areas of concern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivates athletes effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates awareness of and compliance with NCAA DII and university rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands athletic eligibility rules and informs athletes of those requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizes away trips that are well-planned and efficiently run	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizing home contests and events that are well planned and efficiently run	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall, how effective has your **head coach** been this year?

Highly effective

☐

Somewhat effective

☐

Somewhat ineffective

☐

Highly ineffective

☐

What do you consider to be the strengths of your head coach?

~~If you believe If your head coach has anysome weaknesses, describe them below.~~
~~What do you consider to be the weaknesses of your head coach (if anyare they),~~
~~and what suggestions do you have that might help your head coach be more~~
~~effective?~~

~~(Take out question, redundant with next question)~~

What suggestions do you have that might help your head coach be more effective?

Please include any other comments you feel are appropriate.

**FORM B2: STUDENT-ATHLETE EVALUATION OF CSUSM
INTERCOLLEGIATE ATHLETICS (ASSISTANT COACH)**

We would appreciate your honest responses to the following evaluation questions. The information from this questionnaire will be kept strictly confidential.

SPORT: _____ ASSISTANT COACH'S NAME: _____

NUMBER OF YEARS IN SPORT AT CSUSM: _____ YEAR IN SCHOOL: _____

ROLE ON TEAM (STARTER, RESERVE, ETC.) _____

Overall, how effective has your **assistant coach** been this year?

**Highly
effective**

☐

**Somewhat
effective**

☐

**Somewhat
ineffective**

☐

**Highly
ineffective**

☐

What do you consider to be the strengths of your assistant coach?

~~If you believe your assistant coach has some weaknesses, what are they and what suggestions do you have that might help your head coach be more effective?~~

~~What do you consider to be the weaknesses of your assistant coach (if any), and what suggestions do you have that might help your assistant coach be more effective?~~

~~—(Take out above sentence and change to the following to mirror head coach's evaluation wording:~~

~~-What suggestions do you have that might help your assistant coach be more effective?)~~

Please include any other comments you feel are appropriate.

**FORM B3: STUDENT-ATHLETE EVALUATION OF CSUSM INTERCOLLEGIATE
ATHLETICS (TRACK AND FIELD ASSISTANT COACH)**

We would appreciate your honest responses to the following evaluation questions. The information from this questionnaire will be kept strictly confidential.

SPORT: _____ ASSISTANT COACH'S NAME: _____

NUMBER OF YEARS IN SPORT AT CSUSM: _____ YEAR IN SCHOOL: _____

ROLE ON TEAM (STARTER, RESERVE, ETC.) _____

DO YOU INTEND TO PARTICIPATE IN ATHLETICS AGAIN NEXT SEASON?

WHY OR WHY NOT? _____

EVALUATION OF OVERALL EXPERIENCE IN ATHLETICS

	A great deal	Somewhat	Not at all
How has your technical skill in your sport improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How has your knowledge of your sport improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How has your physical fitness improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How has your overall athletic performance improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How satisfied are you with your overall experience in intercollegiate athletics this year?

**Highly
satisfied**

☐

**Somewhat
satisfied**

☐

**Somewhat
dissatisfied**

☐

**Highly
dissatisfied**

☐

EVALUATION OF ASSISTANT COACH

Please rate your **assistant coach** on the following items by marking the appropriate box. If you wish, in the line below the box you may add any comments that you feel are appropriate

Your assistant coach...	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
Has knowledge and expertise in your sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeps informed of current techniques and strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attends all practices and contests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistently maintains office hours as scheduled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses practice time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercises appropriate control in practice and contests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides a safe, healthy environment for student-athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your assistant coach...	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
Demonstrates professional conduct with athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivates athletes effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall, how effective has your **assistant coach** been this year?

Highly effective	Somewhat effective	Somewhat ineffective	Highly ineffective
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do you consider to be the strengths of your assistant coach?

~~If you believe your assistant head coach has some weaknesses, what are they and what suggestions do you have that might help your head coach be more effective? What do you consider to be the weaknesses of your assistant coach (if any), and what suggestions do you have that might help your assistant coach be more effective?~~

~~(Take out above sentence and change to the following to mirror head coach's evaluation wording: -What suggestions do you have that might help your assistant coach be more effective?)~~

Please include any other comments you feel are appropriate.

**FORM C1: CAL STATE SAN MARCOS ATHLETICS:
PERFORMANCE APPRAISAL for
HEAD COACHES**

Name _____ Sport _____

Appraisal Period _____ Years in Current Position _____

Team GPA _____ Graduation Rate _____

Conference/ National Championship Appearances _____

Awards / Special Recognition for Coach / Athletes

The following scale will be used to rate performances in each of the areas listed below. Ratings of ~~unsatisfactory and marginal unacceptable~~ performance or ~~of outstanding exceptional~~ performance will be accompanied by written comments.

NA	Not Applicable or not observed	3	Satisfactory
1	Unsatisfactory	4	Commendable
2	Marginal	5	Outstanding

I. COMMITMENT TO THE GOALS OF THE UNIVERSITY/DEPARTMENT OF ATHLETICS

- a. Demonstrates commitment to the mission and purpose of the university _____
- b. Demonstrates commitment to the mission and purpose of Athletics _____
- c. Communicates effectively with internal groups: other coaches and staff _____
- d. Works cooperatively with internal groups: other coaches and staff _____
- e. Communicates effectively with external groups: faculty, boosters, media, fans, and parents _____
- f. Conducts self and program in a professional manner at all times _____
- g. Attends meetings and Athletics Department functions as requested _____
- h. Supports community events through team and personal participation _____
- i. Demonstrates commitment to NCAA Division II and CCAA Compliance _____
- j. Sets meaningful goals for team athletic achievement _____

COMMENTS

II. ADMINISTRATIVE QUALITIES

- a. Effectively plans, administers, and monitors team scheduling _____
- b. Effectively plans, administers, and monitors team travel _____
- c. Completes reports promptly and maintains organized records _____
- d. Has developed and enforces written team rules and expectations
on and off the field, and on and off the campus _____
- e. Arranges a competitive competition schedule within budgetary limits _____
- f. Makes effective use of Assistant Coaches and student workers _____
- g. Manages sport budget effectively _____
- h. Participates in the promotion of the sport _____
- i. Demonstrates adherence to Athletic~~s~~ Department policies relating to
purchasing and travel _____
- j. Makes effective use of resources _____
- k. Overall management of the sports program _____

COMMENTS

III. COACHING SKILLS

- a. Displays a technical knowledge of the sport for competitive NCAA DII play _____
- b. Maintains a current knowledge of sport rules and trends _____
- c. Demonstrates ability to effectively teach players in sport techniques _____
- d. Demonstrates ability to motivate players to produce maximum results _____
- e. Exercises control, leadership, and sound judgment during practices
and competitive events _____
- f. Maintains a positive rapport with and shows respect toward athletes _____
- g. Provides a positive role model for student athletes _____

COMMENTS

IV. RULES COMPLIANCE

- a. Understands and complies with NCAA DII rules and regulations _____
- b. Understands and complies with applicable university student-athlete recruitment policy _____
- c. Understands, instructs athletes regarding, and enforces university Student-Athlete Code of Conduct _____
- d. Understands and complies with university regulations _____
- e. Understands and complies with Athletics Department policies and procedures. _____

COMMENTS

V. ATHLETE ACADEMIC ACHIEVEMENT

- a. Promotes student-athlete academic progress _____
- b. Works cooperatively with academic support services to monitor the academic progress of student-athletes _____
- c. Makes a consistent effort toward the improvement of graduation rates for team members _____
- d. Overall team academic achievement _____
- e. Supports and encourages student-athletes in the use of academic resources and advising _____

COMMENTS

VI. RECRUITING

- Establishes an effective recruiting system that is consistent with NCAA DII, university, and department philosophy and available budgets
- Establishes a rapport with regional high schools and coaches
- Responds promptly to all inquiries and correspondence
- Accurately assesses prospective student-athletes and effectively awards available athletic aid within institutional and team limits

COMMENTS

OVERALL RANKING AND COMMENTS

Overall Ranking: _____

- 1 Unsatisfactory
2 Marginal
3 Satisfactory
4 Commendable
5 Outstanding

A copy of this evaluation will be placed in your Personnel Action File five (5) or more days from this date, pursuant to personnel policy. Within ten (10) days following receipt of this evaluation, you may attach or submit a response or rebuttal to this evaluation to your Personnel Action File and/or request a meeting with the evaluator.

By signing this form, you are **not** indicating that you agree with the evaluation. Your signature indicates that you have been provided with a copy of this evaluation, ~~and have had an opportunity to discuss it with your sports supervisor.~~

Signature of Head Coach	Date
-------------------------	------

Signature of Director of Athletics Director _____ Date _____

**FORM C2: CAL STATE SAN MARCOS ATHLETICS:
PERFORMANCE APPRAISAL for
ASSISTANT COACH**

Name _____

Sport _____

Appraisal Period _____

Years in Current Position _____

The following scale will be used to rate performances in each of the areas listed below. Ratings of ~~unsatisfactory and marginal~~ acceptable performance or ~~of outstanding~~ exceptional performance will be accompanied by written comments.

NA	Not Applicable or not observed	3	Satisfactory
1	Unsatisfactory	4	Commendable
2	Marginal	5	Outstanding

I. COMMITMENT TO THE GOALS OF THE UNIVERSITY / DEPARTMENT OF ATHLETICS

- a. Demonstrates commitment to the mission and purpose of the university _____
- b. Demonstrates commitment to the mission and purpose of Athletics _____
- c. Communicates effectively with internal groups: other coaches and staff _____
- d. Works cooperatively with internal groups: other coaches and staff _____
- e. Communicates effectively with external groups: faculty, media, fans, and parents _____
- f. Conducts self and program in a professional manner at all times _____
- g. Attends meetings and Athletics Department functions as requested _____
- h. Supports community events through personal participation _____
- i. Demonstrates commitment to NCAA DII & CCAA Compliance _____
- j. Sets meaningful goals for team athletic achievement _____

COMMENTS

II. ADMINISTRATIVE QUALITIES

- a. Effectively assists with team scheduling (if applicable) _____
- b. Effectively assists with team travel (if applicable) _____
- c. Completes reports promptly and maintains organized records _____
- d. Enforces written team rules and expectations on and off the field, and on and off the campus _____
- e. Maintains expenditures within budget parameters _____
- f. Participates in the promotion of the sport _____
- g. Demonstrates adherence to Athletics Department policies relating to purchasing and travel _____
- h. Makes effective use of resources _____
- i. Keeps abreast of departmental communications, including via e-mail and voice-mail _____

COMMENTS

III. COACHING SKILLS

- a. Displays a technical knowledge of the sport for competitive NCAA DII play _____
- b. Maintains a current knowledge of sport rules and trends _____
- c. Demonstrates ability to effectively teach players in sport techniques _____
- d. Demonstrates ability to motivate players to produce maximum results _____
- e. Exercises control, leadership, and sound judgment during practices and competitive events _____
- f. Maintains a positive rapport with and shows respect toward athletes _____
- g. Provides a positive role model for student-athletes _____

COMMENTS

IV. RULES COMPLIANCE

- a. Understands and complies with NCAA DII rules and regulations _____
- b. Understands, instructs athletes regarding, and enforces university Student-Athlete Code of Conduct _____
- c. Understands and complies with university regulations _____

COMMENTS

V. ATHLETE ACADEMIC ACHIEVEMENT

- a. Promotes student-athlete academic progress. _____
- b. Works cooperatively with academic support services to monitor the academic progress of student-athletes. _____
- c. Makes a consistent effort toward the improvement of graduation rates for team members. _____
- d. Supports and encourages student-athletes in the use of academic resources and advising. _____

COMMENTS

VI. RECRUITING

- a. Understands that the head coach is responsible for recruiting, and coordinates all recruiting efforts with the head coach _____
- b. Understands NCAA DII rules governing contact with recruits _____
- c. Makes no offers or promises regarding university admissions, scholarships, etc., without the prior written approval of the head coach _____
- d. Establishes a rapport with regional high schools and coaches _____
- e. Responds promptly to all inquiries and correspondence _____
- f. Accurately assesses prospective student-athletes _____

COMMENTS

OVERALL RANKING AND COMMENTS

Overall Ranking: _____

- | |
|------------------|
| 1 Unsatisfactory |
| 2 Marginal |
| 3 Satisfactory |
| 4 Commendable |
| 5 Outstanding |

COMMENTS BY DIRECTOR OF ATHLETICS

A copy of this evaluation will be placed in your Personnel Action File five (5) or more days from this date, ~~pursuant to personnel policy.~~ Within ten (10) days following receipt of this evaluation, you may attach or submit a response or rebuttal to this evaluation to your Personnel Action File and/or request a meeting with the evaluator.

By signing this form, you are **not** indicating that you agree with the evaluation. Your signature indicates that you have been provided with a copy of this evaluation, ~~and have had an opportunity to discuss it with your sports supervisor.~~

Signature of Assistant Coach Date

Signature of ~~Athletic~~ Director of Athletics Date

Signature of Head Coach Date

FORM D: INTERNAL PEER INPUT (OPTIONAL)

HEAD OR ASSISTANT COACH'S NAME

SPORT

YEAR

INTERNAL PEER NAME

RELATIONSHIP TO COACH

PROVIDE ASSESSMENT OF COACH'S PERFORMANCE BELOW:

PEER SIGNATURE:

DATE:

Report from the University Curriculum Committee (UCC), American Indian Studies Minor

In September 2015, UCC began review of a P-2 proposal form to substantively change the Native Studies Minor. The core proposed changes included: 1) a change in name from Native Studies to American Indian Studies; 2) a redesign of the focus of the minor to center on American Indian epistemologies from a distinctly tribal perspective; and 3) a revamping of the coursework to ensure students develop critical perspectives and understand the theoretical frameworks related to American Indian communities.

Prior to submitting the P-2 form, the proposer (Dr. Proudfit) engaged in a careful analysis and evaluation, working with local tribal communities and an American Indian Studies Advisory Committee to restructure the minor. The title change was made to better reflect the political status of tribal nations and how they determine their identity. The proposal creates a more focused curriculum aimed at providing intellectual engagement and a critical understanding of tribal sovereignty, the culture and identity of North American Tribal nations.

UCC's review process centered on the academic soundness and quality of the proposed curriculum to meet the aims described. The coursework was completely revamped with a proposed objective to focus the course of study more specifically on American Indian epistemologies. The Native Studies minor, as it currently exists, includes curriculum from a number of departments within CHABSS and in CSM. The proposal came to UCC with the intent to design and deliver a curriculum from the unique perspective of faculty within AIS. Along with the P-2 came 3 C forms and 2 C-2 forms to create new coursework for the minor and crosslist two AIS courses with Sociology, and one with Political Science.

Below is a list of the departments impacted by the curriculum changes along with their noted position on this proposal, and any subsequent response by Dr. Proudfit.

- 1) Anthropology – noted opposition if ANTH 480/481 remained crosslisted with AIS 480/481. Anthropology also noted concern that the curriculum was limited and excluded relevant coursework from other disciplines, including History, Liberal Studies, Anthropology and Literature and Writing Studies. The proposer removed ANTH/AIS 480/481 from the proposal at this time. These courses are not part of the current NATV minor, but were proposed as part of the P-2 changes for inclusion.
- 2) Biology – indicated support for the proposed removal of BIOL 338
- 3) Communication – indicated support for the proposed removal of COMM 330
- 4) Economics – indicated support for the proposed removal of ECON 325
- 5) History – indicated support for the proposed removal of HIST 337, 338a, 338b, and 356.
- 6) Literature and Writing Studies – indicated support provided a humanities course be **required**. Literature and Writing Studies did not indicate any particular course be required, just that *a course* be required. LTWR 345 was included in the proposal as an **elective**.
- 7) Music – indicated support for the proposed removal of MUSC 390, 422
- 8) Political Science – indicated support for the proposal and agreed to cross-list PSCI 418 with AIS 468
- 9) Sociology – indicated support for the proposal and agreed to crosslist SOC 348 and 468 with AIS

The P-2 form also came to UCC with an indication that Liberal Studies was an impacted discipline. Liberal Studies indicated that they did not feel that they could sign off in support of the changes as they are

currently proposed. Liberal Studies noted that the restricted focus limited student choices from a more broad array of relevant courses from a number of disciplines.

The proposed coursework for the minor now focuses very specifically on American Indian epistemologies. It includes 21 units: a 3 unit required course that is an Introduction to American Indian Studies, 15 units of primary coursework to be selected from six AIS (crosslisted with SOC and PSCI) UD courses, and 3 units of elective coursework to be selected from three AIS and one LTWR UD courses. (Please see the Catalog Copy in the agenda).

The P-2 proposal came to UCC approved by majority vote from CHABSS's CAPC, and supported by CHABSS' Dean Adam Shapiro.

UCC carefully considered the proposal in light of the stated objective to refine and refocus the program on understanding the theoretical frameworks and present issues related to American Indian Communities. UCC also considered the feedback provided by each impacted discipline, CHABSS' CAPC, CHABSS' Dean Shapiro and Dr. Proudfit. The proposed curriculum was deemed to be sound and provided a unique focus to our campus. UCC voted to recommend the AIS P-2 form and all associated C and C-2 forms for Senate approval. UCC also voted to bring the P-2 form as a discussion item due to the substantive nature of the changes.

The proposed 21-unit minor will be housed within the new Department of American Indian Studies. It was designed to offer students an integrated knowledge platform to understand the diverse needs and interests of American Indian communities in California and beyond. It also aims to build knowledge and sensitivity to work successfully with American Indian communities.

New courses include:

AIS 101: INTRODUCTION TO AMERICAN INDIAN STUDIES

AIS/SOC 370: AMERICAN INDIAN WOMEN AND ACTIVISM

AIS/SOC 400: CONTEMPORARY AMERICAN INDIAN HEALTH AND WELLNESS

MINOR IN NATIVE STUDIES

Office:

SBSB 2237

Telephone:

(760) 750-4619

Program Coordinator:

Joely Proudfit, Ph.D.

Faculty:

Jocelyn Ahlers, Ph.D.

Bonnie Bade, Ph.D.

Jule Gómez de García, Ph.D.

E.A. Schwartz, Ph.D.

Program Offered:

- Native Studies Minor

Earning this broadly interdisciplinary minor reflects an awareness of the indigenous heritage as well as the issues which contemporary native communities and peoples confront. Students will focus on native peoples in the United States and Mexico but will have opportunities to consider the experience of native peoples in a global context. The Native Studies Minor demands a range of knowledge focused in four areas: indigenous cultures, history, and the social and environmental contexts of native life. It makes use of the strengths of university faculty members in anthropology, communication, history, music, visual arts, biology, and economics.

The minor prepares students who expect to work with native communities to understand those communities in a broad cultural, historical, social, and environmental context. Students who earn the minor should have the particular knowledge and sensitivity necessary to work successfully as educators, administrators of businesses and tribal and other governmental bodies, and members of other professions serving native communities.

Eighteen reservations are located all or in part in San Diego County, and the California and urban American Indian population is upwards of thirty thousand (not including members of indigenous communities based in Mexico). Much of that population is in the area served by the university. This minor serves as an essential link between the university and the diverse Indian communities within its area of responsibility; a central goal of the program is to strengthen relationships between the university and these communities.

Requirements

Completion of the minor requires twenty-one units of credit, fifteen of which must be upper-division courses, and twelve of which must be completed at CSUSM. Courses must be completed with a grade of C or better to count toward the minor.

One course must be an internship (NATV 498 or a relevant internship in any other discipline), approved by the native studies coordinator, which brings the student into direct contact with a native community.

In addition, at least one course must be chosen from each of the four areas below, plus two electives taken from any of the areas below; NATV 380 may also be used as an elective. With consent of the program coordinator, as many as six units of Independent Study (NATV 390) may be counted toward the minor.

- I. History courses provide a knowledge of the broad issues and problems of native history as well as an understanding of the specific periods discussed.

	Units
Select one course:	3
HIST 337	HIST 338A
HIST 338B	

- II. Culture courses provide a framework that expose the student to the complexity and diversity of native cultures and encourage further exploration and participation. Students need to recognize that the content of these courses might not address native populations specifically. However, they need to hold in mind the examples of native communities they know in terms of both their own experience and in examples provided in other courses. Students will be expected to take these insights and apply their lessons during their internship.

Select one course:	2-3
ANTH 302	MUSC 390
ANTH 325	MUSC 422

- III. Social Context courses provide a framework that allows students to understand the relationships between native peoples and the larger societies in which they live, and should help students understand the meanings of native identity. Students need to recognize that the content of these courses might not address native populations specifically. However, they need to hold in mind the examples of native communities they know in terms of both their own experience and in examples provided in other courses. Students enrolled in the minors will be expected to take these insights and apply their lessons during their internship.

Select one course:	3
ANTH 200	COMM 330
HIST 356	

IV. Environmental Context courses provide a framework that allows students to understand environmental changes as they affect native communities, especially those located in rural areas such as the reservations, which are the homes and/or homelands of most native populations in the United States. Students need to recognize that the content of these courses might not address native populations specifically. However, they need to hold in mind the examples of native communities they know in terms of both their own experience and in examples provided in other courses. Students enrolled in the minor will be expected to take these insights and apply their lessons during their internship.

	Units
Select one course:	3
ANTH 370	BIOL 339
BIOL 338	ECON 325

V. Internship in Native Studies

NATV 498 or equivalent internship approved by Native Studies Coordinator	3
--	---

Total Units	20-21
-------------	-------



1 **SAC**

2
3 Rationale: This policy is being created to comply with the Chancellor's Office Executive
4 Order 1064 "Student Internships" which requires campuses to "develop, maintain and
5 publish a student internship policy governing internships where the university makes the
6 placement". The Executive Order provides policy guidelines for academic, for-credit
7 internships; **not** under its purview are internships that are "teacher preparation placement
8 or clinical placements such as for nursing, counseling, physical therapy or occupational
9 therapy", as well as non-credit internships. This policy uses the purview and internship
10 definition of the Executive Order. To foster compliance with the Executive Order issued
11 in 2011, the President convened a task force on student placements; it recommended the
12 creation of a University Office of Internships as designated campus office, to fulfill the
13 functions defined for such an office in EO 1064. The Office of Internships manages an
14 online database which lists organizations with whom the University has a fully executed
15 partnership agreement; the database allows students to electronically upload required
16 documents such as the placement guidelines, emergency contact information, and the
17 learning agreement. The University provides general and professional liability insurance
18 policies that afford coverage for students during credit bearing placements with
19 community agencies provided there is a written agreement in place between the
20 University and the hosting community organization.

21
22 *For Action Items (Second Reading): Please include a table with columns (1) listing*
23 *comment/suggestion received and (2) committee's response/action taken to address.*
24

Suggestion: delete line 95:

**"Additionally, the University Office of
Internships is responsible for:"**

Action: Line 95 was deleted

25
26
27 **CALIFORNIA STATE UNIVERSITY SAN MARCOS**
28 **INTERNSHIP POLICY**
29

30 **I. Definition**

- 31 1. Internships integrate a student's academic study with practical experience in a
32 cooperating organization.
33 2. Internships are designed to serve educational purposes by offering experience in a
34 business, non-profit, government setting, educational or other workplace setting.
35 3. For purposes of this policy, "internship" does not include teacher preparation
36 placements, social work placements, or clinical placements such as for nursing,
37 counseling, physical therapy or occupational therapy (as per Executive Order 1064,
38 III).
39 4. Internships can be for undergraduate or graduate coursework, on-campus or off-
40 campus, paid or unpaid, full-time or part-time. This policy applies to internships for
41 academic credit.
42 5. An internship site is the organization or CSUSM office at which the internship takes
43 place.

II. Academic Responsibilities for Internship Planning

Prior to placing students in internships, the **supervising faculty member** should consult with their department/academic unit about departmental internship practices, and with the University Office of Internships about procedures and information resources (the required forms are online, have electronic signature fields, and are available at the Office of Internships website). The supervising faculty member is responsible for the following:

1. Verifying the potential for the internship opportunity to provide an educationally appropriate environment and experience;
2. Determining appropriate selection criteria and basic skills required of students for each particular internship (e.g. minimum GPA, class status, major).
3. Collaborating with an appropriate individual(s) from the host organization to supervise the student at the internship site.
4. Developing and approving a Learning Agreement for the student. The Learning Agreement shall include the performance expectations, the learning outcomes, the logistics, and specific number of hours per unit of academic credit to be granted. (See the [CSUSM credit hour policy](#) regarding the amount of instruction and student work expected for each credit hour). The Learning Agreement shall be signed by the supervising faculty member, site supervisor, and student, and submitted by the student to the University Office of Internships.
5. Directing F-1 and J-1 visa international students who are pursuing a paid or unpaid internship to the Office of Global Education regarding work authorization; directing domestic students interning abroad to the Office of Global Education for travel insurance information.
6. Providing students with special needs an individualized education plan that provides reasonable accommodations to allow the student to participate. The Office of Disabled Student Services (DSS) is responsible for authorizing DSS services and may be consulted for assistance in Learning Agreement development.

After an internship is completed, the **supervising faculty member** is responsible for:

7. Evaluating the student's performance in the academic internship and awarding academic credit.

III. Administrative Responsibilities for Internship Planning

Prior to placing students in internships, the **University Office of Internships** is responsible for the following:

1. Ensuring compliance with CSU system and campus risk management requirements.
2. Conducting a site visit to identify the potential risks of the internship site and ensuring an On-Site Assessment form. The site visit may be bypassed if the campus can demonstrate and document sufficient knowledge of the internship site. This could be accomplished through online review, published materials, direct contact with the site or completion of a Learning Site Self-Assessment form by the site.

3. Reviewing emergency preparedness processes and crisis response plan with the student and agency supervisor;
4. Managing an online database accessible to CSUSM students and faculty, which lists available internships and provides information about enrolling in those internships.
5. Conducting a student orientation that includes conduct expectations, health and safety instructions, and emergency procedures and contacts.

Additionally, the ~~University Office of Internships~~ is responsible for:

6. Administering an annual review of the internships, both for educational purposes and for safety to the students. Such reviews should take into account information gathered from on-site supervisors, faculty, university staff, and student experience.
7. Retaining together all required documentation for three years. Such documents must be retained consistent with system-wide and campus document retention guidelines. Such documentation includes:
 - a. Name and contact information for the internship site,
 - b. Student information,
 - c. An emergency contact form to be completed by each student,
 - d. In cases where the internship placement is not required as part of an academic program in which the student is enrolled, or the student is under 18 years of age, the liability waiver form set forth in Executive Order 105 must be completed.
 - e. In cases when a student completes an internship at their place of employment, a document signed by the site supervisor verifying that the time invested by the student in the internship is above and beyond the student's regular work duties, will be submitted to the Office of Internships
 - f. The Participation and Guideline Form; and a Learning Agreement to be signed by the student, supervising faculty member, and site supervisor. The Learning Agreement form must address the work to be provided by the student, the learning outcomes, and the placement logistics, including hours and pay.
 - g. Written agreement of the internship site to meet campus expectations, including a signed University Community Partnership Agreement between the internship site and the University that addresses both the internship site's and the University's role in the internship, as well as the student's responsibilities. The University Office of Internships will ensure the execution of such agreement.

Authority

Executive Order 1064

Scope

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131 This policy applies to all individuals involved with internships; as such term is defined
132 herein.

133
134 **Responsible Division**
135 Community Engagement
136
137

On-Site Assessment Form

Contact information

Organization Name:	
Contact Person Name/Title:	
Address:	
City:	
State/Zip:	
Phone:	
Fax:	
Email:	
Website:	

Organization Type

- | | | |
|--|--------------------------------------|---|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Faith Based | <input type="checkbox"/> Middle School |
| <input type="checkbox"/> Alternative Education | <input type="checkbox"/> For Profit | <input type="checkbox"/> Non-Profit |
| <input type="checkbox"/> College/University | <input type="checkbox"/> Government | <input type="checkbox"/> Technical/Vocational |
| <input type="checkbox"/> Elementary School | <input type="checkbox"/> High School | <input type="checkbox"/> Youth Based |
| <input type="checkbox"/> Other | | |

Issue(s) Addressed (check all that apply)

<input type="checkbox"/> Advocacy	<input type="checkbox"/> Environmental Sustainability	<input type="checkbox"/> Immigration/Naturalization
<input type="checkbox"/> Agriculture	<input type="checkbox"/> Food Security	<input type="checkbox"/> Labor/Employment Development
<input type="checkbox"/> Animal Welfare	<input type="checkbox"/> Global Issues	<input type="checkbox"/> Law/Legal Services
<input type="checkbox"/> Arts & Culture	<input type="checkbox"/> Health – Aging & Hospice Care	<input type="checkbox"/> Media
<input type="checkbox"/> Community/Econ Dev.	<input type="checkbox"/> Health – Chronic Disease	<input type="checkbox"/> Poverty
<input type="checkbox"/> Community Gardening	<input type="checkbox"/> Health – Community Wellness	<input type="checkbox"/> Public Safety
<input type="checkbox"/> Conflict Resolution/Peace &	<input type="checkbox"/> Health – Mental Wellness	<input type="checkbox"/> Transportation
<input type="checkbox"/> Education - (early childhood)	<input type="checkbox"/> Health – Nutrition	<input type="checkbox"/> Social Services
<input type="checkbox"/> Education - (K-6)	<input type="checkbox"/> Health –Physical Fitness	<input type="checkbox"/> Technology
<input type="checkbox"/> Education - (middle school)	<input type="checkbox"/> Health – Policy & Practices	<input type="checkbox"/> Violence Prevention
<input type="checkbox"/> Education - (high school)	<input type="checkbox"/> Health – Public Health	<input type="checkbox"/> Voter Registration
<input type="checkbox"/> Education/Youth (After/Before Sch.)	<input type="checkbox"/> Health –Substance Abuse	<input type="checkbox"/> Women’s Rights Issues
<input type="checkbox"/> Education (Literacy)	<input type="checkbox"/> HIV/AIDS	<input type="checkbox"/> Youth Development/Programming
<input type="checkbox"/> Education (Mathematics)	<input type="checkbox"/> Homelessness	<input type="checkbox"/> Youth – Foster Care
<input type="checkbox"/> Education (Physical Education)	<input type="checkbox"/> Housing	<input type="checkbox"/> Other: _____

On-Site Assessment Form

Logistics

How will students check in at site?	
How will students track hours at the site?	
Do students meet with site supervisor prior to starting?	
Are students provided with a work space?	
Will students be asked to bring anything with them?	
Will students be asked to buy anything? If so, will they be reimbursed?	
Will students be working under supervision?	
Will students be working at alternate sites?	
What are required of students prior to starting? Fingerprinting? Background checks? Who pays for this?	
Who should site contact in case of emergency?	
Who should university contact in case of emergency?	
Will students be asked to drive for this placement? (Please see footnote 1).	

Risk Identification and Tour of Site

Does the site provide a safety orientation?	
Is there adequate parking for students?	
Will students be working in a high crime area?	
Will students be interacting with individuals who have a criminal background or a history of physical violence?	
Will learning site request emergency contact information for students?	
Will student be required to work alone at night (between 6pm and 8pm?)	
Is learning site home based? (Please see footnote 2).	
Are exits clearly marked?	
Is there an emergency evacuation plan?	
Is there any damage to site that may create a hazard for students?	

On-Site Assessment Form

Does the learning site carry liability insurance? Any other insurance?	
Document and discuss any risks involved with this learning site.	

Privacy and Evaluations

Are students allowed to take pictures or videos?	
Will students be asked to sign a confidentiality waiver?	
Will there be evaluations required? By whom?	

Service-Learning Agreement/ Learning Plan / Orientation

Discussed and reviewed service-learning agreement.	
Discussed and reviewed learning plan.	
Discussed what should be included in an onsite orientation for students.	

Learning Site Representative Signature: _____ **Date:** _____

Title: _____

University Representative Signature: _____ **Date:** _____

Title: _____

Footnotes:

1. Discuss any driving requirements with university risk manager.
2. Home-based learning sites should have a separate attachment specifying where meetings with students should take place (ie: a public location or on campus).
3. Learning sites should have orientations for all student volunteers going over items discussed in the site checklist.



California State University San Marcos
University Community Partnership Agreement
Agreement #: [Click here to enter text.](#)

This agreement ("**Agreement**") is between the Trustees of the California State University on behalf of **California State University San Marcos ("University")** and [Click here to enter text.](#) ("**Learning Site**"). This Agreement shall be effective as of the date of the last Parties signature. In consideration of the mutual promises set forth below, the University and Learning Site ("**parties**") agree as follows:

I. Learning Site's Responsibilities

- A. Identify the student's supervisor. The supervisor agrees to meet with the student regularly to facilitate the student's learning experience, provide support, review progress on assigned tasks, verify service hours and give feedback.
- B. Provide an orientation that includes a site tour; an introduction to staff; a description of the characteristics of and risks associated with the Learning Site's operations, services and/or clients; a discussion concerning safety policies and emergency procedures; and information detailing where students check-in and how they log their time.
- C. Provide student with a written description of the student's tasks and responsibilities.
- D. Provide appropriate training, equipment, materials and work area for students prior to students performing assigned tasks or working with the Learning Site's clients.
- E. The Learning Site will be responsible for additional requirements as determined by Learning Site such as a background check, fingerprinting and/or a tuberculosis test. California law may require the Learning Site to obtain STUDENT's fingerprints and submit them to the Department of Justice, and/or the Federal Bureau of Investigation, for a criminal background check. It is the Learning Site's responsibility to 1) determine whether such requirements are required; 2) obtain the requirements from the STUDENT(s); and 3) obtain criminal background clearance from the appropriate agency, and 4) maintain the confidentiality of any results as required by federal and state law.
- F. Evaluate the student if requested by the University and contact the University if the student fails to perform assigned tasks or engages in misconduct.
- G. Notify the University as soon as is reasonably possible of any injury or illness to a student participating in a learning activity at the Learning Site.
- H. Learning Site shall familiarize itself with student privacy laws (FERPA) and adhere to it accordingly.

II. University's Responsibilities

- A. The University will advise the student(s) of their responsibility to:
1. Participate in all training required by the Learning Site.
 2. Exhibit professional, ethical and appropriate behavior when at the Learning Site.
 3. Complete all assigned tasks and responsibilities in a timely and efficient manner.
 4. Abide by the Learning Site's rules and standards of conduct.
 5. Maintain the confidentiality of the Learning Site's proprietary information, records and information concerning its clients.
- B. The University will advise student(s) that neither the University nor the Learning Site assumes any financial responsibility in the event he/she is injured or becomes ill as a result of his/her participation a learning activity at the Learning Site.
- C. Provide the student(s) with general and professional liability insurance in the amount of \$1,000,000 per occurrence, \$3,000,000 general aggregate. This insurance only applies if both parties have signed this Agreement.

III. General Provisions

- A. This Agreement will become effective as of the date last written below and continue for a period of **5 years** unless terminated by either party after giving the other party 30 days written notice of the intent to terminate. If the Learning Site terminates this Agreement, it will permit any student working at the Learning Site at the time of termination to complete his/her work. At the 5 year termination date the agreement can be renewed once it has been reviewed, updated as applicable and executed by the appropriate parties.
- B. The Learning Site and the University agree to indemnify, defend and hold harmless each other from any and all liability for any personal injury, damages, wrongful death or other losses and costs, including but not limited to reasonable attorney fees and defense costs, arising out of the negligence or willful misconduct of their respective officers, employees, agents or volunteers in the performance of this Agreement. This paragraph will survive expiration or termination of this Agreement.
- C. Each party agrees to maintain general liability coverage of at least \$1,000,000 per occurrence, \$2,000,000 aggregate and to provide evidence of coverage upon request. Insurance must be placed with insurers with a current A.M. Best rating of at least A: VII.
- D. The Learning Site and the University will meet upon request or as necessary to resolve any potential conflicts and to facilitate a mutually beneficial experience for all involved.
- E. The Learning Site may dismiss a student if the student violates its standards, mission or goals. The Learning Site will document its rationale for terminating a student and provide the University with a copy of the rationale upon request.
- F. Students participating in a learning activity at the Learning Site are not officers, employees, agents or volunteers of the University or the Learning Site.
- G. Nothing contained in this Agreement confers on either party the right to use the other party's name without prior written permission, or constitutes an endorsement of any commercial product or service by the University.
- H. This Agreement may not be altered unless both parties agree in writing. The parties agree to follow all applicable federal, state and local laws and regulations, including but not limited to laws prohibiting discrimination and harassment.
- I. Any notices required by this Agreement will be deemed to have been duly given if communicated to the following individuals.

IN WITNESS WHEREOF, this Agreement has been executed by the parties as of the date last written below.

Learning Site: [Click here to enter text.](#)

California State University San Marcos

By: _____ Date: _____
Authorized Signatory

By: _____ Date: _____
Authorized Signatory

Jill Litschewski
Associate Director of Internships

In case of student injury, contact: Cal State San Marcos, University Police (760) 750-4567
Return the completed form to Procurement, Contracts & Support Services,
California State University San Marcos, San Marcos CA 92096-0001 or fax (760) 750-3286.

Associated Background Information to the Internship Policy Forms submitted electronically

The required forms are available online at the Office of Internships website/the S4 database. The actual information is gathered electronically through the Chancellor's office system-wide S4 [database](#). Faculty teaching a designated internship course, and their students, are able to access the database. Office of Internships <https://www.csusm.edu/community/internships/>

Short LIST OF DOCUMENTS/FORMS related to Internships – Roman numerals refer to the Internship policy.

Student submits:

1. Student Information and Emergency Contact Information (III.7b,c)
2. Learning Agreement (required, but there is no official form; II.4)
3. Participation and Guideline Form (III. 7f)
<https://www.csusm.edu/community/documents/Student%20Internship%20Participation%20Guidelines.pdf>

in exceptional cases (see policy), student submits:

- liability waiver / Informed consent (III.7d)
https://www.csusm.edu/studenttravel/documents/travel_release.pdf
- time sheet or other document signed by the site supervisor verifying that the time invested by the student in the internship is above and beyond the student's regular work duties (required, but there is no official form; III. 7e)

Community partner submits:

1. questions when they initiate a request to the Office of Internships - the link to the questionnaire is [here](#). (questions are taken from the CSU's Managing Risk in Service Learning resource guide; III.1)
2. On-Site Assessment form or Learning Site Self-Assessment form (III.2, sample attached)
3. University Community Partnership Agreement (III.7g, sample attached)

* * *

Rationale:

The U-RTP was revised and approved by the President in summer 2015 with a proviso that the Senate addresses comments from the provost on two items: service credit at another university; and refereeing of a book, journal article, monograph or conference paper recognized as evidence of research.

First Reading Comments	FAC Response
Documentation of service credit	<ul style="list-style-type: none"> I.B.5.c clarifies the need to document service credit in the WPAF: “If service credit was awarded at initial appointment, the candidate should include evidence of accomplishments from the years for which service credit was awarded.” FAC also accepts the Provost’s recommendation for additional emphasis of this point in I.B.5.g: “Where a candidate was awarded service credit at an initial appointment, the statements should also describe the Candidate’s accomplishments from the years for which service credit was awarded.”
Clarify the role of service credit in review, retention, and tenure requests.	<ul style="list-style-type: none"> FAC accepts the Provost’s recommendation to clarify the type of review those who receive service credit undergo. Change to II.A.2: “If one year of service credit is given, the review process begins with the first year level review in the Candidate’s first year at CSUSM. If two years of service credit are given, the review process begins with a third year level review.” Change to II.A.5 to define typical timing of early tenure requests: “At CSUSM, early tenure is typically requested in Year Five for those without service credit, in Year Four for those with one year of service credit, or in Year Three for those with two years of service credit.”
What constitutes “sustained”?	In II.A.5, FAC recommends deletion of “sustained record of achievement” and addition of “record of achievement at CSUSM.”
<ul style="list-style-type: none"> Ambiguity introduced with the addition “other items deemed relevant to department” since the University procedures take precedence over department standards and procedures. Suggestion to change department to discipline? Consider leaving out entirely. 	<ul style="list-style-type: none"> Original issue in I.B.6.g: The Provost questioned whether refereeing of a book, journal, article, monograph, or conference paper should be considered “research.” Because in some disciplines the answer is “yes,” FAC attempted to cover all possibilities by deleting the specific “refereeing” comment and adding “Other items deemed relevant by the department RTP standards.” This led to the first reading comments. FAC agrees to delete and leaves it to departments to specify discipline specific examples of appropriate research activities.

I. PERSONNEL FILES

A. *Personnel Action File (PAF)*

1. Each faculty member shall have a Personnel Action File (PAF). This is a confidential file with exclusive access of the faculty member and persons with official business. (11)
2. The President of the University designates where such files will be kept and who will act as Custodian of the File (COF). The COF will keep a log of all requests to see each file. The COF shall monitor the progress of all evaluations ensuring that proper notification of each step of the evaluation is given to the Candidate, each committee and administrator as specified in these procedures. (11)
3. The PAF is the one official personnel file for employment information relevant to personnel recommendation or personnel actions regarding a Candidate. Faculty members may review all material in their PAF, including pre-employment materials. Faculty members may submit rebuttals to any item in the file, except for pre-employment materials. Faculty may request the removal of any letters of reprimand that are more than three years old. (18) Material submitted to the PAF must be identified by the source generating the material. Identification shall indicate the author, the committee, the campus office, or the name of the officially authorized body generating the material. (11)
4. Contents of Personnel Action File (PAF). The PAF contains the following materials:
 - All recommendations and decision letters that have been part of the RTP process.
 - All indices of all WPAFs.
 - The file concerning initial appointment.
 - A curriculum vitae from each review.
 - The Candidate's summaries for each RTP-related review.
 - All rebuttals and responses.
 - Letters of commendation.
 - Letters of reprimand, until removed under CBA Article 18.
 - All fifth year post-tenure reviews.
 - Documentation of any merit awards or salary adjustments.¹

B. *Working Personnel Action File (WPAF)*

1. During periods of evaluation, the Candidate shall create a WPAF specifically for the purpose of evaluation. It shall contain materials they wish to be considered, as well as materials required by campus policy. Evaluating committees and administrators shall be responsible for identifying and providing materials relating to evaluation required by campus policy but not accessible to the Candidate. The WPAF is deemed incorporated by reference in the Personnel Action File (PAF) during the period of evaluation. (15)

¹ Documentation of any merit awards or salary adjustments is an optional element in a PAF and WPAF except as required by previous contracts.

- 54
- 55 2. The WPAF is part of the review process. All parties to the review shall maintain
- 56 confidentiality regarding this file. (15)
- 57
- 58 3. The President, Peer Review Committee members, Department Chair (only if the
- 59 Chair completes a separate Department Chair review), Promotion and Tenure
- 60 Committee members, Custodian of the File and persons with official business shall
- 61 have access to the file. (11)
- 62
- 63 4. The WPAF shall be complete by the deadline announced in the RTP Timetable. Any
- 64 material added after that date (e.g., a publication listed as “in press” and subsequently
- 65 published, a grant application funded after the WPAF submission date, course
- 66 evaluations unavailable at time files were due, or conference proposals accepted after
- 67 file has been submitted) other than faculty and administrative evaluations generated
- 68 during the evaluation cycle and responses and rebuttals by the faculty unit employee
- 69 being evaluated must have the approval of the Peer Review Committee and must be
- 70 material that becomes available only after the closure date. Copies of the added
- 71 material shall be provided to the faculty employee. New materials must be reviewed,
- 72 evaluated, and commented upon by the Peer Review Committee and the Department
- 73 Chair (if applicable) before consideration at subsequent levels of review. Once
- 74 approved by the PRC, the Dean and subsequent reviewers shall be notified
- 75 simultaneously and they have the option of changing recommendations. (15)
- 76
- 77 5. Guidance on the WPAF:
- 78 a. An item in the WPAF may be included in whichever category the Candidate sees
- 79 as the best fit. However, a single item may not be inserted in two different
- 80 categories.
- 81 b. The emphasis of the WPAF will be on the accomplishments of the Candidate
- 82 since the beginning of the last university-level review and not included as part of
- 83 that review, i.e., items can only be considered in one promotion review. For
- 84 retention review, the emphasis will be on the time period since the last retention
- 85 review. For promotion to Associate Professor /Associate Librarian/SSP II AR or
- 86 tenure, the emphasis will be on the time period since hiring. For promotion to
- 87 Professor/Librarian/SSP-AR III, the emphasis will be on the time period since the
- 88 review for the Candidate’s last promotion or since hiring if hired as an Associate
- 89 Professor /Associate Librarian/SSP II AR.
- 90 ~~c. service credit was awarded, the Candidate should include evidence of~~
- 91 ~~accomplishments from the other institution(s) for the most recent years of~~
- 92 ~~employment.~~ If service credit was awarded at initial appointment, the candidate
- 93 should include evidence of accomplishments from m the years for which service
- 94 credit was awarded.
- 95
- 96 ~~e.d.~~ This procedures document does not specify standards. Each Department may
- 97 develop its own standards, including guidance on criteria in that unit, in
- 98 accordance with the “Guidelines for Department RTP Standards” (September 28,
- 99 2009). It is the responsibility of the Candidate to seek out and understand these
- 100 standards. See V.A.1. and V.B.5. below.

~~e.~~e. In constructing the WPAF, the Candidate should be selective, choosing documents, texts, or artifacts that are most significant and representative of their work. The WPAF should be focused and manageable. In order for a Candidate to make the best case while minimizing file size, statements such as “available upon request” may be used. Materials mentioned as “available upon request” or cited in reflective statement and/or curriculum vitae are considered part of the WPAF. Reviewers at any level can obtain such documentation during the time of the review directly from the Candidate or directly from the cited source, without the notification of any other level of review. Information in the public domain relevant to the material presented in the WPAF, but not specific to the Candidate (e.g., journal acceptance rates, publication peer-review process, and/or publisher information), are considered part of the WPAF and can be accessed by reviewers at any level without notification.

~~e.f.~~e.f. The evidence of success in Teaching, Research/Creative Activity and Service shall consist of up to 30 items total in the WPAF that are representative of the work described in the narrative. The Candidate will determine how to distribute the items among the three categories; however, each category ~~will~~must contain evidence.

~~f.g.~~f.g. The reflective statements included in the WPAF shall not exceed 15 pages in combined length. The Candidate will determine how many pages to devote to each statement. The statements will describe the Candidate’s contributions in the areas of Teaching, Research/Creative Activity, and Service. Where a candidate was awarded service credit at an initial appointment, the statements should also describe the Candidate's accomplishments from the years for which service credit was awarded.

~~g.h.~~g.h. The Candidate shall be notified of the placement of any material in her/his WPAF, and shall be provided with a copy of any material to be placed in the WPAF at least five days prior to such placement. (11)

- Material inserted into the WPAF by reviewing parties is subject to rebuttal or request for removal by the faculty member undergoing review.
- Required or additional material relevant to the review may be added during the initial period of “review for completeness” by the faculty member undergoing review or other parties to the review.

6. The WPAF, when submitted by the Candidate, shall contain:
 - a. The “WPAF Checklist” (see Faculty Affairs website), completed and signed by the Candidate.
 - b. A Memorandum from the Candidate stating the action the Candidate is requesting:
 - periodic review (typically 1st/3rd/5th)
 - 2nd Year Retention
 - 2nd Year Retention with optional tenure and/or promotion review
 - 4th Year Retention (3rd or 5th year for faculty off-cycle)
 - 4th Year Retention w/ optional Tenure and/or Promotion Review (3rd or 5th year for faculty off-cycle)
 - Tenure and/or Promotion Review

If applicable, the memorandum shall state any special conditions of initial appointment, such as award of years of service credit or completion of terminal degree.

- c. A current curriculum vitae including all the accomplishments of the Candidate's career.
- d. For faculty applying for periodic reviews, retention, tenure, or tenure and promotion, all personnel reviews since hire. For faculty applying for promotion after the award of tenure (or tenure and promotion), all personnel reviews beginning with the previous promotion review or original appointment materials. For faculty applying for tenure after promotion, all personnel reviews beginning with original appointment materials. Personnel reviews (including recommendations, rebuttals and responses) are defined as:
 - periodic reviews
 - retention, tenure and promotion reviews
 - five-year post-tenure reviews
- e. A reflective statement for each section: Teaching, Research/Creative Activity, and Service.
- f. Evidence of teaching success** (for all faculty unit members who teach) and equivalent professional performance based on primary duties assigned in the job description (for non-teaching faculty).²
 - The reflective statement on teaching.
 - The complete university-prepared reports of the Student Evaluations of Instruction for all courses taught (15.)
 - Selected items (a minimum of 1 item) documenting the teaching accomplishments discussed in the reflective statement, such as:
 - Peer evaluation
 - Self-evaluation
 - Videotape of class session
 - Instructional materials (e.g., syllabi, lesson plans, lecture notes, multimedia presentations, course assignments)
 - Product of your teaching/Evidence of student learning (e.g., completed student assignment, paper, thesis, exam, project, performance)
 - Teaching award, fellowship or honor
 - Other relevant items chosen by the faculty member
- g. Evidence of success in research and creative activity** (for teaching faculty and librarians) and continuing education/professional development (for SSP-ARs).
 - The reflective statement on research and creative activity.
 - Selected items (a minimum of 1 item) representing research and creative activity, such as:
 - Publications
 - Publications in press or under review (with documentation)
 - Creative performances (dance, music performance art, theatre), exhibits, videos, slides, recordings, CD-ROMS, multimedia,

² Non-teaching faculty include librarians and SSP-ARs.

- performance texts, installations, photographs, musical scores, directing or choreography, curating, producing
- Presentations at professional meetings
- Funded grants
- Research/creative activity in progress
- Instructional materials development
- Applied research/scholarship
- Invited address
- Research/creative activity award, fellowship or honor
- Editing of a journal, book, or monograph
- Unpublished research
- Unpresented/Unperformed creative activity
- Unfunded grant proposal
- ~~Other items deemed relevant by the department RTP standards. Refereeing of a book, journal article, monograph, conference paper~~
- Other relevant items chosen by the faculty member

h. Evidence of success in service.

- The reflective statement on service.
- Selected items (a minimum of 1 item) representing service to the campus, system, community, discipline, and/or profession, such as:
 - Committee activity
 - Consultanship to community organizations
 - Advising a student group
 - Mentoring of faculty and/or students
 - Office held and participation in professional organizations
 - Service award, fellowship or honor
 - Editing of a journal, book, or monograph
 - ~~Refereeing of a book, journal article, monograph, conference paper~~
 - Other relevant items chosen by the faculty member
- Department/Unit/College/Library/School/SSP-AR standards for retention, tenure and promotion.
- A complete index of the material contained in the WPAF. (This should be located at the beginning of the WPAF.)

7. The WPAF may also be submitted in electronic format. Guidelines for electronic submission may be obtained from the office of the AVP of Faculty Affairs.

II. REVIEW PROCESS SCHEDULE

A. Tenure and Promotion to the Rank of Associate Professor/Associate Librarian/SSP-AR II

1. All probationary (non-tenured) faculty members shall undergo annual review. The normal review process schedule depends on the probationary status of the Candidate. If the Candidate's initial appointment is on the tenure track at the rank of Assistant Professor, Senior Assistant Librarian (which normally requires a doctorate or other appropriate terminal degree), or SSP-AR I without credit for prior years of service, the review process schedule is as follows:

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- First, third, and fifth years: PRC level and Dean/Director review
 - Second and fourth years: PRC, Dean/Director and President review
 - Sixth year: Mandatory review for promotion and tenure by Department Chair,³ Peer Review Committee, Dean, and Promotion and Tenure Committee with a recommendation to the President
2. Tenure-track probationary faculty may be given credit for a maximum of two years of service at another institution. The amount of credit allowed shall be stipulated at the time of employment and documented in a letter to the faculty member. This letter should be included in the file. ~~If one or two years of credit are given, the review process begins with the first year level review.~~ If one year of service credit is given, the review process begins with the first year level review in the Candidate's first year at CSUSM. If two years of service credit are given, the review process begins with a third year level review. The mandatory promotion and tenure decision is shortened by the number of service credit years given. (13)
3. If a probationary faculty member without a doctorate or appropriate terminal degree is hired at the rank of Instructor, Assistant Librarian, or SSP-AR I, the Candidate may choose not to count the time as Instructor/Assistant Librarian/SSP-AR I toward the mandatory sixth year tenure and promotion review. The Candidate must stipulate her/his choice at the time of initial appointment to a tenure track position.
4. Normally, a probationary faculty member shall not be promoted during the probationary period of six years of full-time service. A probationary faculty member shall normally be considered for promotion at the same time they are considered for tenure. Probationary faculty members shall not be promoted beyond the rank of Associate. (13, 14)
- ~~4.5.~~ At the request of the Candidate or on the initiative of the Department, a Candidate may be considered for Promotion and Tenure prior to the sixth year of service. (13, 14) In that event, the sixth-year-level review substitutes for the annual review. Promotion or tenure prior to the normal year of consideration requires clear evidence that the Candidate has a ~~sustained~~ record of achievement at CSUSM that fulfills all criteria for promotion or tenure as specified in University, College/Library/School, and Department standards. At CSUSM, early tenure is typically requested in Year Five for those without service credit, in Year Four for those with one year of service credit, or in Year Three for those with two years of service credit. Prior to the final decision, Candidates for promotion before the mandatory sixth-year review may withdraw from consideration without prejudice at any level of review. (13, 14)
- ~~5.6.~~ Mandatory sixth-year consideration entails recommendations to the President for the Candidate's tenure and promotion. (13)

³In cases when the Department Chair elects to make separate recommendations on the Candidates in her/his Department.

APC – Rationale re: Curriculum Proposers Policy Revision

Rationale

On November 5, 2014, the Academic Senate approved a policy proposal from APC that reaffirmed a University practice (dating back to the May 15, 2002 passage by the Academic Senate of an Academic Policy and Planning Committee resolution on “Qualifications of Originators of Course and Program Proposals”) of requiring curriculum proposals to have a faculty proposer-of-record.

This policy included all lecturers in its definition of faculty eligible to serve as official proposers-of-record. Provost Oberem provided feedback in which he suggested that lecturers should have a three-year contract before submitting curriculum proposers independently; they could still work with a more senior colleague who would serve as the official proposer-of-record prior to that point. One important point noted by APC in its discussions on this policy is that, regardless of who the course proposer is, the assignment of academic work is governed by the order prescribed in the CBA.

This proposal, if approved by the Senate would replace the November 5, 2014 proposal, which Provost Oberem has not yet signed (while waiting for Senate response to his letter of August 25, 2015).

Changes to the Policy Revision since the First Reading (December 2, 2016)

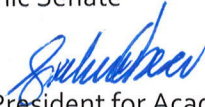
- It was brought to the attention of APC that, in the CBA, multi-year and three-year appointments are distinct; a three-year appointment is not a special type of multi-year appointment. (This is the only comment received by APC.) APC has modified the policy proposal to include all lecturers with a contract that is longer than one year.



MEMORANDUM

DATE: August 25, 2015

TO: Laurie Stowell
Secretary, Academic Senate

FROM: Graham Oberem 
Provost and Vice President for Academic Affairs

SUBJECT: Senate-proposed "Curriculum Proposers Policy"

Before signing the new "Curriculum Proposers Policy," I wish to query the intent of the policy (copy enclosed). As it is written, any faculty member may create or change a degree program. Any faculty member can also create, make changes to or delete individual courses. The way that this policy is written, any lecturer, even someone who may be in their first semester of teaching at CSUSM, who does not yet have a record of satisfactory performance and who has also not had an opportunity to demonstrate commitment to CSUSM, could propose a graduate program, make a change to a concentration, or submit a form to delete an existing course.

While I have a lot of respect for our lecturers and I value their many contributions to the University, I would prefer to see this policy offer better protection for the integrity of the curriculum. I would suggest that for this policy, the requirement should be that a lecturer must have a three-year contract to allow them to participate in these curricular actions. Lecturers with such contracts have demonstrated their ability in the classroom and their commitment to CSUSM. Lecturers who are not yet incorporated into the policy in this way could work with a tenure-track faculty member as a sponsor for their proposal.

GO/mab

Enclosure

cc: Deborah Kristan, Chair, Academic Senate

Implementation Date: mm/dd/yyyy

Definition	The purpose of this policy is to establish who may initiate changes, deletions and additions to curriculum.
Authority	<i>The president of the university</i>
Scope	<i>This policy applies to all credit-bearing courses taught at CSUSM, and programs consisting of such courses.</i>

Karen S. Haynes, President

Approval Date

Graham Oberem, Provost and VP for Academic Affairs

Approval Date

Implemented:

Implementation Date: mm/dd/yyyy

I. Definition of Faculty

For the purpose of this policy, “faculty” include tenured and tenure-track persons holding faculty rank in an academic unit at CSUSM and lecturers holding an appointment in an academic unit at CSUSM at the time the proposal is submitted. Persons holding MPP appointments are excluded, regardless of retreat rights.

II. Policy Statement

The official proposer-of-record for any of the following types of curriculum proposals must be a member of the faculty as defined in section I at the time the curriculum proposal is submitted to the curriculum review and approval process:

- creation of, and changes to, graduate degree programs;
- creation of, and changes to, undergraduate majors;
- creation of, and changes to, concentrations, tracks and options;
- creation of, and changes to, minors;
- creation of, and changes to, certificate programs (including Extended Learning) for credit;
- creation of, and changes to, credential programs; and
- creation of, changes to, and deletion of individual courses.

III. Exceptions

This policy does not apply to academic discontinuation of the programs specifically addressed in the Academic Program Discontinuance Policy:

- undergraduate and graduate degree programs;
- concentrations, tracks and options;
- minors;
- certificate programs (including Extended Learning) for credit; and
- credential programs.

Implementation Date: mm/dd/yyyy

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Definition	The purpose of this policy is to establish who may initiate changes, deletions and additions to curriculum.
Authority	<i>The president of the university</i>
Scope	<i>This policy applies to all credit-bearing courses taught at CSUSM, and programs consisting of such courses.</i>

Karen S. Haynes, President

Approval Date

Graham Oberem, Provost and VP for Academic Affairs

Approval Date

Implemented:

Implementation Date: mm/dd/yyyy

I. Definition of Faculty

For the purpose of this policy, “faculty” include tenured and tenure-track persons holding faculty rank in an academic unit at CSUSM and lecturers holding ~~an~~ a multi-year or three-year appointment in an academic unit at CSUSM at the time the proposal is submitted. Persons holding MPP appointments are excluded, regardless of retreat rights.

II. Policy Statement

The official proposer-of-record for any of the following types of curriculum proposals must be a member of the faculty as defined in section I at the time the curriculum proposal is submitted to the curriculum review and approval process:

- creation of, and changes to, graduate degree programs;
- creation of, and changes to, undergraduate majors;
- creation of, and changes to, concentrations, tracks and options;
- creation of, and changes to, minors;
- creation of, and changes to, certificate programs (including Extended Learning) for credit;
- creation of, and changes to, credential programs; and
- creation of, changes to, and deletion of individual courses.

III. Exceptions

This policy does not apply to academic discontinuation of the programs specifically addressed in the Academic Program Discontinuance Policy:

- undergraduate and graduate degree programs;
- concentrations, tracks and options;
- minors;
- certificate programs (including Extended Learning) for credit; and
- credential programs.

APC – Rationale re: Graduate Probation, Disqualification and Reinstatement Policy
Revision

Rationale This referral originated in Graduate Studies out of a need for separate procedures required by the professional accreditation of certain master's and credential programs in the College of Education, Health and Human Services.

APC concurred with the suggestion that – for the programs mentioned above – probation, disqualification and reinstatement for non-academic reasons should be overseen by the Office of the Dean of CEHHS, rather than the Office of Graduate Studies, as the former office will have a better understanding of what accreditation requires.

APC is also proposing a simplification of the terminology used in the policy: shortening the terms academic-administrative probation/disqualification/reinstatement to administrative probation/disqualification/reinstatement. This should avoid help minimize confusion on the part of readers of the policy.

Graduate Probation, Disqualification, and Reinstatement

Definition:	It is the policy of California State University San Marcos to place graduate students on academic or administrative probation when their overall work is less than satisfactory, as reflected in a deficient cumulative grade point average, or other failure to make adequate academic progress. Graduate students are dismissed from the university through academic <u>or administrative</u> disqualification when the conditions needed to achieve good standing are not met in a timely fashion. Consideration for reinstatement is provided through a petition process.
Authority:	Executive Order 1038
Scope:	Students admitted to Graduate Standing: Conditionally Classified; Post baccalaureate Standing: Classified; and Graduate Standing: Classified. Students admitted to Post baccalaureate Standing: Unclassified will be governed by the <u>undergraduate</u> Undergraduate policy on Academic Probation, Disqualification, and Reinstatement Policy.
Responsible Division:	Academic Affairs
Approval Date:	07/31/2014
Implementation Date:	07/31/2014
Originally Implemented:	04/03/2003

Procedure

I. PROBATION

A. A student will be placed on academic probation if, during any academic term, the student fails to maintain a cumulative grade point average (GPA) of at least 3.0 in all units attempted subsequent to admission to the program.

B. A student may also be placed on administrative ~~academic~~ probation by the Dean of Graduate Studies for any of the following reasons (see Section IV for exclusions):

1. Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms. (Note: A student whose withdrawal is directly associated with a chronic or recurring medical condition or its treatment is not to be subject to administrative probation for such withdrawal.)
2. Repeated failure to progress toward the stated degree objective or other program objective, including that resulting from assignment of 15 units of No Credit, when such failure appears to be due to circumstances within the control of the student.
3. Failure to comply, after due notice, with an academic requirement or regulation, as defined by campus policy, which is routine for all students or a defined group of students

(examples: failure to complete a required examination, failure to complete a required practicum, failure to comply with professional standards appropriate to the field of study, failure to complete a specified number of units as a condition for receiving student financial aid or making satisfactory progress in the academic program).

C. The student shall be advised of probation status promptly, and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification, should probation not be removed. Notification shall occur through one of the following actions, as appropriate:

1. Students whose GPA places them on academic probation shall be informed in writing by the department/program's graduate coordinator or designee prior to the beginning of the next term (with a copy provided to the Dean of Graduate Studies).
2. Students shall be placed on administrative-~~academic~~ probation by the Dean of Graduate Studies, following consultation with the program/department. The probationary student shall be informed in writing by the graduate dean (with a copy provided to the department/ program).

The Dean of Graduate Studies shall inform Registration and Records when students have been placed on or removed from administrative-~~academic~~ probationary status so that student records can be updated.

D. When a student is placed on academic or administrative probation, s/he must work with the program coordinator to develop a plan for remediation, including a timeline for completion. In the case of administrative-~~academic~~ probation, the remediation plan must be approved by the Dean of Graduate Studies, who will send a letter to the student documenting the plan.

E. Without the approval of the Dean of Graduate Studies, a student cannot be advanced to candidacy if s/he is on either academic or administrative-~~academic~~ probation.

II. DISQUALIFICATION

A. A student who has been placed on administrative-~~academic~~ probation may be disqualified from further attendance by the Dean of Graduate Studies ([see Section IV for exclusions](#)) if:

1. The conditions in the remediation plan (or removal of administrative-academic probation) are not met within the period specified; or
2. The student becomes subject to academic probation while on administrative-~~academic~~ probation; or
3. The student becomes subject to administrative-~~academic~~ probation while on administrative-~~academic~~ probation for the same or similar reason for which he/she has been placed on administrative-~~academic~~ probation previously, although not currently in such status.

When such action is taken the student shall receive written notification including an explanation of the basis for the action.

B. In addition, the Dean of Graduate Studies, in consultation with the graduate program coordinator, may disqualify a student who at any time during enrollment has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to

render him/her unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification.

C. Disqualification may be either from further registration in a particular program or from further enrollment at the campus, as determined by the Dean of Graduate Studies. A student disqualified for academic deficiency may not enroll in any regular session of the campus without permission from the appropriate campus authority, and may be denied admission to other educational programs operated or sponsored by the campus.

D. In the even that a student fails the thesis/project defense will result in disqualification from a program. The thesis/project committee will specify the time period and/or conditions of the repeated defense.

E. A student may repeat a comprehensive examination once. Failure of the second comprehensive examination results in disqualification from a program. The comprehensive exam committee will specify the time period and/or conditions of the repeated examination.

F. Students who are disqualified at the end of an enrollment period should be notified by the Dean of Graduate Studies before the beginning of the next consecutive regular enrollment period. Students disqualified at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term. In cases where a student ordinarily would be disqualified at the end of a term, save for the fact that it is not possible to make timely notification, the student may be advised that the disqualification is to be effective at the end of the next term. Such notification should include any conditions ~~which~~that, if met, would result in permission to continue in enrollment. Failure to notify students does not create the right of a student to continue enrollment.

III. REINSTATEMENT

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

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

IV. EXCLUSIONS

Administrative-~~academic~~ probation, disqualification and reinstatement for students in professionally-accredited graduate programs or the teacher credential program within the College of Education, Health, and Human Services are handled by a separate process and are not governed by this document. Note that this exclusion pertains only to administrative-~~academic~~ probation, disqualification and reinstatement, and not to academic probation, disqualification and reinstatement. Reinstatement for credential students is handled by a separate process in the School of Education and is not governed by this document.

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APC – Rationale re: Undergraduate Probation, Disqualification and Reinstatement Policy Revision

Rationale These are largely companion changes in terminology reflecting similar changes in the graduate policy. APC is proposing a simplification of the terminology used in the policy: shortening the terms academic-administrative probation/disqualification/reinstatement to administrative probation/disqualification/reinstatement. This should avoid help minimize confusion on the part of readers of the policy.

APC also updated reference to various offices:

- Office of Registration and Records becomes Office of the Registrar;
- Office of the Dean of COAS (for review of reinstatement petitions from undeclared students) becomes Office of the Dean of CHABSS; and
- The reference to office of the Director of the school (of the student's major) has been removed now that there are no schools existing outside of colleges.

Definition:	The policy governs the policies on probation, disqualification, and reinstatement of undergraduate students.
Authority:	Executive Order 1038
Scope:	Undergraduate students according to their class levels based on units accumulated.
Responsible Division:	Academic Affairs
Approval Date:	07/14/2009
Implementation Date:	07/31/2014
Originally Implemented:	05/05/2003

Procedure

I. EXECUTIVE SUMMARY

It is the policy of California State University San Marcos to place undergraduate students on academic probation if at any time the cumulative grade point average in all college work attempted or cumulative grade point average at CSUSM falls below 2.0. Undergraduate students are subject to academic disqualification when their grade point average in all units attempted or in all units attempted at CSUSM falls below standards established by class level. Consideration for reinstatement is provided through a petition process.

II. ACADEMIC PROBATION

An undergraduate student will be placed on academic probation if, during any academic term, the overall GPA or the cumulative Cal State San Marcos GPA falls below 2.0 (a C average). The student shall be advised of probation status promptly. An undergraduate student shall be removed from academic probation when the overall GPA and the cumulative Cal State San Marcos are both 2.0 or higher.

III. ADMINISTRATIVE-~~ACADEMIC~~ PROBATION

A student may also be placed on administrative-~~academic~~ probation by the Office of the Registrar~~tion and Records~~ for any of the following reasons:

A) Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms. (Note: A student whose withdrawal is directly associated with a chronic or recurring medical condition or its

treatment is not to be subject to administrative-~~academic~~ probation for such withdrawal.)

B) Repeated failure to progress toward the stated degree objective or other program objective, including that resulting from assignment of 15 units of NC (No Credit), when such failure appears to be due to circumstances within the control of the student.

C) Failure to comply, after due notice, with an academic requirement or regulation, as defined by campus policy which is routine for all student or a defined group of students (examples: failure to complete a required CSU or campus examination, failure to complete a required practicum, failure to comply with professional standards appropriate to the field of study, failure to complete a specified number of units as a condition for receiving student financial aid or making satisfactory progress in the academic program).

IV. NOTIFICATION OF ACADEMIC PROBATION AND ADMINISTRATIVE-~~ACADEMIC~~ PROBATION

The student shall be notified in writing by the Office of ~~the~~ Registration and Records prior to the beginning of the next term of their probation status, and shall be provided with the conditions for removal from probation along with circumstances that would lead to disqualification, should probation not be removed.

V. ACADEMIC DISQUALIFICATION

Undergraduate students on academic probation shall be subject to academic disqualification when:

- As a freshman (less than 30 semester units completed) the student falls below a grade point average of 1.50 in all units attempted or in all units attempted at CSUSM;
- As a sophomore (30-59 semester units completed) the student falls below a grade point average of 1.70 in all units attempted or in all units attempted at CSUSM;
- As a junior (60-89 semester units completed) the student falls below a grade point average of 1.85 in all units attempted or in all units attempted at CSUSM; or
- As a senior (90 or more semester units completed) the student falls below a grade point average of 1.95 in all units attempted or in all units attempted at CSUSM.

VI. ACADEMIC DISQUALIFICATION OF STUDENTS NOT ON PROBATION

Undergraduate students not on academic probation shall be disqualified when:

- At the end of any term, the student has a cumulative grade point average

- below 1.0 (a grade of D), and
- The cumulative grade point average is so low that it is unlikely, in light of their overall education record, that the deficiency will be removed in a reasonable period.

VII. ADMINISTRATIVE-~~ACADEMIC~~ DISQUALIFICATION

A) An undergraduate student who has been placed on administrative ~~academic~~-probation may be disqualified if any of the following occur:

- The conditions for removal of administrative ~~academic~~-probation are not met within the period specified.
- The student becomes subject to academic probation while on administrative ~~academic~~-probation.
- The student becomes subject to administrative ~~academic~~-probation for the same or similar reason that the student has previously been placed on administrative ~~academic~~-probation, although the student is not currently in such status.

When such action is taken, the student shall receive written notification including an explanation of the basis for the action.

B) Special Cases of Administrative-~~Academic~~ Disqualification

In addition, an appropriate campus administrator, in consultation with the Office of ~~the Registration and Records~~, may disqualify a student who at any time during enrollment has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to render him/her unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification.

VIII. CONSEQUENCES OF DISQUALIFICATION

Students who have been disqualified, either academically or administratively may not enroll in any regular campus session (e.g., open university) without permission from the Office of ~~the Registration and Records~~ and may be denied admission to other educational programs operated or sponsored by the University.

IX. NOTIFICATION OF ACADEMIC DISQUALIFICATION AND ADMINISTRATIVE-~~ACADEMIC~~ DISQUALIFICATION

Students who are academically or administratively disqualified at the end of an enrollment period shall be notified by the Office of ~~the Registration and Records~~ before the beginning of the next consecutive regular enrollment period. Students disqualified at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term. In cases where a student ordinarily would be disqualified at the end of a term, save for the fact that it is not possible to make timely notification, the

student may be advised that the disqualification is to be effective at the end of the next term. Such notification should include any conditions ~~which~~that, if met, would result in permission to continue in enrollment. Failure to notify students does not create the right of a student to continue enrollment.

X. REINSTATEMENT

Students who have been disqualified, either academically or administratively, may petition for reinstatement. Reinstatement must be based upon evidence that the causes of previous low achievement have been removed. Reinstatement will be approved only if compelling evidence is provided, indicating their ability to complete the degree program. Petitions are reviewed by the Office of the Dean of the college ~~or the Director of the school~~ of the student's major program, or, in the case of undeclared majors, the Office of the Dean of the College of Humanities, Arts, Behavioral and Social Sciences. The review must consider the probable impact of any medical condition on previous unsatisfactory academic performance. Students who petition for reinstatement and have not attended for more than one regular term must also apply for admission to the University, meeting all deadlines and requirements for admissions eligibility.

XI. NOTICE IN CAMPUS BULLETINS

A summary of the provisions for probation and disqualification shall appear in the General Catalog. Procedures for orientation of new students shall include distribution of written materials concerning all aspects of probation and disqualification as well as provisions for review and reinstatement.

2016-2017 ACADEMIC CALENDAR

SUMMER 2016 Term

June 6 (Mon)	First day of classes for 10-week Summer classes and classes in first half-Summer block
July 4 (Mon)	Independence Day holiday — campus closed
July 9 (Sat)	Last day of classes for classes in first half-Summer block
July 11 (Mon)	First day of classes for classes in second half-Summer block
August 1 (Mon)	Initial Period for filing applications for Spring 2017 begins
August 13 (Sat)	Last day of classes for 10-week Summer classes and classes in second half-Summer block
August 18 (Thur)	Grades due from instructors; last day of Summer term

FALL 2016 Semester

August 23-26 (Tue-Fri)	Faculty pre-instruction activities
<i>To Be Determined</i>	Convocation for faculty and staff
August 29 (Mon)	First day of classes
September 5 (Mon)	Labor Day holiday — campus closed
October 1 (Sat)	Initial period for filing applications for Fall 2017 begins
October 21 (Fri)	Last day of class for first session of Fall half-semester classes*
October 22 (Sat)	First day of class for second session of Fall half-semester classes*
November 11 (Fri)	Veteran's Day – campus closed
November 24-25 (Thur-Fri)	Thanksgiving holiday – campus closed (No classes scheduled for Saturday, November 26)
December 10 (Sat)	Last day of classes
December 12-17 (Mon-Sat)	Final examinations
December 22 (Thur)	Grades due from instructors; last day of Fall semester
<i>To Be Determined</i>	Staff accumulated holidays – campus closed

SPRING 2017 Semester

January 18-20 (Wed-Fri)	Faculty pre-instruction activities
January 23 (Mon)	First day of classes
March 17 (Fri)	Last day of class for first session of Spring half-semester classes*
March 18 (Sat)	First day of class for second session of Spring half-semester classes*
March 20-25 (Mon-Sat)	Spring break
March 31 (Fri)	Cesar Chavez Day — campus closed
May 12 (Fri)	Last day of classes
May 13-18 (Sat-Fri)	Final examinations
May 19-20 (Fri-Sat)	Commencement
May 25 (Thur)	Grades due from instructors; last day of Spring semester

(Note: This calendar is not intended to be construed as an employee work calendar.)

**Some Fall and Spring semester classes meet in a half-semester term.*

2017-2018 ACADEMIC CALENDAR

SUMMER 2017 Term

June 5 (Mon)	First day of classes for 10-week Summer classes and classes in first half-Summer block
July 4 (Tue)	Independence Day holiday — campus closed
July 8 (Sat)	Last day of classes for classes in first half-Summer block
July 10 (Mon)	First day of classes for classes in second half-Summer block
August 1 (Tue)	Initial Period for filing applications for Spring 2018 begins
August 12 (Sat)	Last day of classes for 10-week Summer classes and classes in second half-Summer block
August 17 (Thur)	Grades due from instructors; last day of Summer term

FALL 2017 Semester

August 22-25 (Tue-Fri)	Faculty pre-instruction activities
<i>To Be Determined</i>	Convocation for faculty and staff
August 28 (Mon)	First day of classes
September 4 (Mon)	Labor Day holiday — campus closed
October 1 (Sun)	Initial period for filing applications for Fall 2018 begins
October 20 (Fri)	Last day of class for first session of Fall half-semester classes*
October 21 (Sat)	First day of class for second session of Fall half-semester classes*
November 10 (Fri)	Veteran's Day (observed) – campus closed (No classes scheduled for Saturday, November 11)
November 23-24 (Thur-Fri)	Thanksgiving holiday – campus closed (No classes scheduled for Saturday, November 25)
December 9 (Sat)	Last day of classes
December 11-16 (Mon-Sat)	Final examinations
December 21 (Thur)	Grades due from instructors; last day of Fall semester
<i>To Be Determined</i>	Staff accumulated holidays – campus closed

SPRING 2018 Semester

January 17-19 (Wed-Fri)	Faculty pre-instruction activities
January 22 (Mon)	First day of classes
March 16 (Fri)	Last day of class for first session of Spring half-semester classes*
March 17 (Sat)	First day of class for second session of Spring half-semester classes*
March 19-24 (Mon-Sat)	Spring break
March 30 (Fri)	Cesar Chavez Day (observed) — campus closed
May 11 (Fri)	Last day of classes
May 12- 18-17 (Sat- Fri Thur)	Final examinations
May 18-19 (Fri-Sat)	Commencement
May 24 (Thur)	Grades due from instructors; last day of Spring semester

(Note: This calendar is not intended to be construed as an employee work calendar.)

**Some Fall and Spring semester classes meet in a half-semester term.*

**APC Academic Calendar Assumptions
December 9, 2015**

APC presents the AY 2018-2021 calendars with the following assumptions and restrictions.

- **The Fall semester** begins on a Monday and contains fifteen weeks of instruction, but we lose four weekdays: Labor Day, Veterans Day, Thanksgiving Day, and the Friday after Thanksgiving Day. The exact dates are determined by working back from the last Wednesday or Thursday before December 24, and declaring that day to be the last day in the grading period. For most years, this last grading day will be a Thursday which gives a four-day grading period (Monday through Friday) with final exams ending the preceding Saturday; occasionally there will only be a three-day grading period (Monday through Wednesday). There are thus always **71 instructional days in the Fall**. Since the day of the week for Veterans Day changes from year to year, there is **no fixed pattern of MTWRF(Sa) frequencies**. For already approved 2014-15, 2015-16, 2016-17 and 2017-18 calendars, these were 14-14-15-14-14-(14), 14-15-14-14-14-(14), 14-15-15-14-13-(14) and 14-15-15-14-13-(13), respectively. **For the proposed 2018-19, 2019-20 and 2020-21 calendars, these will be 13-15-15-14-14-(14), 13-15-14-14-14-(14) and 14-15-14-14-14-(14)**, respectively. Saturday classes do not meet over Thanksgiving weekend or on November 11 if it is a Saturday.
- **The Spring semester** begins on either the Monday or Tuesday after Martin Luther King, Jr. Day. The exact dates are determined by setting the faculty preparation period to begin on the earliest Wednesday or Thursday that can be placed in the state February period (which can begin in January but be no longer than 45 calendar days). For most years, the first day will be a Wednesday which gives a three-day faculty preparation period (Wednesday through Friday); occasionally there will only be a two-day faculty preparation period. It effectively contains fifteen weeks of instruction, one complete week for Spring Break week, and one more holiday. The holiday is Martin Luther King, Jr. Day in years where instruction begins the Tuesday immediately following Martin Luther King, Jr. Day (in which case Spring Break is moved to the same week as Cesar Chavez Day), and it is Cesar Chavez Day in years where instruction begins Monday following Martin Luther King, Jr. Day (in which case Spring Break is moved up to the midpoint of the semester, the ninth week after the start of instruction). There are always a total of **74 instructional days** in the Spring. Since the “additional holiday” (besides Spring Break) is either Martin Luther King, Jr. Day (always a Monday) or Cesar Chavez Day which falls on different days of the week each year, there is **no fixed pattern of MTWRF(Sa) frequencies**. For already approved 2014-15, 2015-16, 2016-17 and 2017-18, these were 14-15-15-

- 15-15-(14), 15-15-15-14-15-(14), 15-15-15-15-14-(14) and 15-15-15-15-14-(14), respectively. The **MTWRF(Sa) frequency pattern for the proposed 2018-19, 2019-20 and 2020-21 calendars will be 14-15-15-15-15-(14), 14-15-15-15-15-(14) and 15-15-14-15-15-(14)**. Saturday classes meet on the weekend at the beginning of Spring Break, but not on the weekend at the end of Spring Break.
- **Together** the Fall and Spring semesters always contain **145 instructional days**, the minimum required number. There are usually fourteen Saturdays in the Fall and always 14 Saturdays in the Spring, but these are not officially counted as “instructional days,” since Saturday is not a typical class day.
 - **Summer session** runs for **10 weeks**. The first day of instruction is a Monday at least one full week after grades are due for the Spring semester, and the last day of instruction is a Saturday at least one full week before the fall faculty preparation period. The MTWRF(Sa) frequency pattern varies from year to year depending on the location of Independence Day. Also, when the 4th of July is a Friday, there are no Saturday classes on July 5; this occurred in Summer 2014. For already approved 2014-15, 2015-16, 2016-17 and 2017-18, these were 10-10-10-10-9-(9), 10-10-10-10-9-(9), 9-10-10-10-10-(10) and 10-9-10-10-10-(10), respectively. **For the proposed Summers of 2018, 2019 and 2020 these will be 10-10-9-10-10-(10), 10-10-10-9-10-(10) and 10-10-10-10-9-(9)**, respectively. Note that in 2020, the 4th of July falls on a Saturday, so there will be classes on neither July 3 (Independence Day observed) nor July 4.
 - **All grading for the Fall semester is completed before Winter Break**. There are either four days in this grading period (Monday through Thursday) unless December 25 falls on a Friday or Saturday, in which case the grading period is shortened to three days (Monday through Wednesday); this occurs in Fall 2020.
 - **Final exams and grading**. There is an entire week set aside for final exams in the Fall semester; it runs Monday through Saturday. Final exams run from Saturday through Thursday in the Spring; there are no final exams on Friday (Commencement). The Saturdays of finals week count as academic work days (academic work days are instructional days, faculty preparation days, final exam days and grading days).
 - There is a four-day (Tuesday through Friday) **faculty preparation period** the week before class start in the Fall; Convocation is held during this period. There is usually a three-day (Wednesday through Friday) faculty preparation period for the Spring semester; occasionally there are only two days (Thursday and Friday) in this preparation period – this shortening of the faculty preparation period occurs in Spring 2020.
 - There is a four-day (Monday through Thursday, after Commencement weekend) **grading period** at the end of the Spring semester.

- There is **no instruction in the week before the Fall faculty preparation period**, and Summer session grades are due the Thursday of that week. This allows working days for grading, as Summer session classes end the preceding week. In most years, the rules for determining the positions of the Spring and Fall semesters leave twelve full weeks after the week in which Spring grades are due and the week with the fall Faculty Preparation period, and Summer Session is assigned to the middle ten weeks. In Summer 2020, there are 13 available weeks. Based on past practice (Summer 2015), APC has put the additional “free” week between the Summer Session and the Fall semester.
- There is **one full week of "processing time"** between the end of the Spring semester and the start of Summer session. At least this much time is necessary for Advising and EMS Operations/Registrar to act on Spring grades for disqualification, etc.
- **Determination of the halfway point of each term:** The first half-semester in the Fall and Spring semesters is the Friday of the eighth week; the second half-semester begins the next day (Saturday). The first five-week session in Summer concludes on a Saturday (or Thursday, if Independence Day falls on a Friday or Saturday) and the second five-week session begins on the following Monday.

Additional Comments:

- **Impact on Lecturer Benefits:** By delaying the start of the Spring semester, these calendars meet the Chancellor’s Office requirement for CSU San Marcos that the January pay-period be the fifth pay period of the Fall semester rather than the first pay-period of the Spring semester. This makes many lecturers eligible for an additional month of benefits (in January).
- **Alignment of Spring Break with Easter:** The Academic Senate asked the old APP to investigate this back in 1997-98, and APP concluded that there was too much variability in terms of when Easter Sunday falls. In the four years in question with this new set of calendars, Easter Sunday is observed:
 - April 21, 2019: This is the Sunday at the end of the second week following the proposed Spring Break (which occurs after 10 weeks of instruction).
 - April 12, 2020: This is the Sunday at the end of the week following the proposed Spring Break (which occurs after 10 weeks of instruction).
 - April 4, 2021: This is the Sunday at the end of the week following the proposed Spring Break (which occurs after 8 weeks of instruction).
- **Observance of Cesar Chavez Day.** The new calendars move Spring Break away from Cesar Chavez Day whenever this is possible.
 - If classes do not begin until the week after Martin Luther King, Jr. Day, then it is possible to remove a full week of classes (for Spring Break) and Cesar Chavez day from the Spring instructional days and still met the minimum requirement for total instructional days in the academic year.
 - If classes meet the week of Martin Luther King, Jr. Day and Spring Break were moved to any other week besides the week with Cesar Chavez Day,

then the calendar would be one instructional day short, and these calendars are already at the minimum. In those years, taking Spring Break in the week with Cesar Chavez Day effectively removes only four days of instruction from the week – because all CSU campuses are required to be closed in observance of Cesar Chavez Day; any other week would remove five days.

Note that the location of Spring Break will occasionally jump back and forth between the week after the eighth week of classes and the week after the tenth week of classes. In the four proposed calendars, there is the following pattern:

- Spring 2019: Spring Break contains Cesar Chavez Day and occurs after 10 weeks of instruction.
- Spring 2020: Spring Break contains Cesar Chavez Day and occurs after 10 weeks of instruction.
- Spring 2021: Cesar Chavez Day falls in the week after Spring Break, which occurs after 8 weeks of instruction.

AB 970. Assembly Bill 970 prohibits the CSU Board of Trustees from increasing mandatory systemwide fees within the 90 days prior to the start of the Fall semester (or quarter) at any CSU campus. One CSU campus was required to delay the start of its Fall 2013 semester in order to allow a 90-day interval between the May Board of Trustees meeting and its originally scheduled start. While the dates have not yet been set for Board of Trustees meetings in 2017 and beyond, it is very unlikely that the proposed calendars would need to be further adjusted as part of the CSU system complying with AB 970.

2018-2019 ACADEMIC CALENDAR

SUMMER 2018 Term

June 4 (Mon)	First day of classes for 10-week Summer classes and classes in first half-Summer block
July 4 (Wed)	Independence Day holiday — campus closed
July 7 (Sat)	Last day of classes for classes in first half-Summer block
July 9 (Mon)	First day of classes for classes in second half-Summer block
August 1 (Wed)	Initial Period for filing applications for Spring 2019 begins
August 11 (Sat)	Last day of classes for 10-week Summer classes and classes in second half-Summer block
August 16 (Thur)	Grades due from instructors; last day of Summer term

FALL 2018 Semester

August 21-24 (Tue-Fri)	Faculty pre-instruction activities
<i>To Be Determined</i>	Convocation for faculty and staff
August 27 (Mon)	First day of classes
September 3 (Mon)	Labor Day holiday — campus closed
October 1 (Mon)	Initial period for filing applications for Fall 2019 begins
October 19 (Fri)	Last day of class for first session of Fall half-semester classes*
October 20 (Sat)	First day of class for second session of Fall half-semester classes*
November 12 (Mon)	Veterans Day (observed) – campus closed
November 22-23 (Thur-Fri)	Thanksgiving holiday – campus closed (No classes scheduled for Saturday, November 24)
December 8 (Sat)	Last day of classes
December 10-15 (Mon-Sat)	Final examinations
December 20 (Thur)	Grades due from instructors; last day of Fall semester
<i>To Be Determined</i>	Staff accumulated holidays – campus closed

SPRING 2019 Semester

January 16-18 (Wed-Fri)	Faculty pre-instruction activities
January 21 (Mon)	Martin Luther King, Jr. Day — campus closed
January 22 (Tue)	First day of classes
March 15 (Fri)	Last day of class for first session of Spring half-semester classes*
March 16 (Sat)	First day of class for second session of Spring half-semester classes*
April 1-6 (Mon-Sat)	Spring break
April 1 (Mon)	Cesar Chavez Day (observed) — campus closed
May 10 (Fri)	Last day of classes
May 11-16 (Sat-Thur)	Final examinations
May 17-18 (Fri-Sat)	Commencement
May 23 (Thur)	Grades due from instructors; last day of Spring semester

(Note: This calendar is not intended to be construed as an employee work calendar.)

**Some Fall and Spring semester classes meet in a half-semester term.*

2019-2020 ACADEMIC CALENDAR

SUMMER 2019 Term

June 3 (Mon)	First day of classes for 10-week Summer classes and classes in first half-Summer block
July 4 (Thur)	Independence Day holiday — campus closed
July 6 (Sat)	Last day of classes for classes in first half-Summer block
July 8 (Mon)	First day of classes for classes in second half-Summer block
August 1 (Thur)	Initial Period for filing applications for Spring 2020 begins
August 10 (Sat)	Last day of classes for 10-week Summer classes and classes in second half-Summer block
August 15 (Thur)	Grades due from instructors; last day of Summer term

FALL 2019 Semester

August 20-23 (Tue-Fri)	Faculty pre-instruction activities
<i>To Be Determined</i>	Convocation for faculty and staff
August 26 (Mon)	First day of classes
September 2 (Mon)	Labor Day holiday — campus closed
October 1 (Tue)	Initial period for filing applications for Fall 2020 begins
October 18 (Fri)	Last day of class for first session of Fall half-semester classes*
October 19 (Sat)	First day of class for second session of Fall half-semester classes*
November 11 (Mon)	Veterans Day – campus closed
November 28-29 (Thur-Fri)	Thanksgiving holiday – campus closed (No classes scheduled for Saturday, November 30)
December 7 (Sat)	Last day of classes
December 9-14 (Mon-Sat)	Final examinations
December 19 (Thur)	Grades due from instructors; last day of Fall semester
<i>To Be Determined</i>	Staff accumulated holidays – campus closed

SPRING 2020 Semester

January 16-17 (Thur-Fri)	Faculty pre-instruction activities
January 20 (Mon)	Martin Luther King, Jr. Day — campus closed
January 21 (Tue)	First day of classes
March 13 (Fri)	Last day of class for first session of Spring half-semester classes*
March 14 (Sat)	First day of class for second session of Spring half-semester classes*
March 30-April 4 (Mon-Sat)	Spring break
March 31 (Tue)	Cesar Chavez Day — campus closed
May 8 (Fri)	Last day of classes
May 9-14 (Sat-Thur)	Final examinations
May 15-16 (Fri-Sat)	Commencement
May 21 (Thur)	Grades due from instructors; last day of Spring semester

(Note: This calendar is not intended to be construed as an employee work calendar.)

**Some Fall and Spring semester classes meet in a half-semester term.*

2020-2021 ACADEMIC CALENDAR

SUMMER 2020 Term

June 1 (Mon)	First day of classes for 10-week Summer classes and classes in first half-Summer block
July 2 (Thur)	Last day of classes for classes in first half-Summer block
July 3 (Fri)	Independence Day holiday (observed) — campus closed (No classes scheduled for Saturday, July 4)
July 6 (Mon)	First day of classes for classes in second half-Summer block
August 1 (Sat)	Initial Period for filing applications for Spring 2021 begins
August 8 (Sat)	Last day of classes for 10-week Summer classes and classes in second half-Summer block
August 13 (Thur)	Grades due from instructors; last day of Summer term

FALL 2020 Semester

August 25-28 (Tue-Fri)	Faculty pre-instruction activities
<i>To Be Determined</i>	Convocation for faculty and staff
August 31 (Mon)	First day of classes
September 7 (Mon)	Labor Day holiday — campus closed
October 1 (Thur)	Initial period for filing applications for Fall 2021 begins
October 23 (Fri)	Last day of class for first session of Fall half-semester classes*
October 24 (Sat)	First day of class for second session of Fall half-semester classes*
November 11 (Wed)	Veterans Day – campus closed
November 26-27 (Thur-Fri)	Thanksgiving holiday – campus closed (No classes scheduled for Saturday, November 28)
December 12 (Sat)	Last day of classes
December 14-19 (Mon-Sat)	Final examinations
December 23 (Wed)	Grades due from instructors; last day of Fall semester
<i>To Be Determined</i>	Staff accumulated holidays – campus closed

SPRING 2021 Semester

January 20-22 (Wed-Fri)	Faculty pre-instruction activities
January 25 (Mon)	First day of classes
March 19 (Fri)	Last day of class for first session of Spring half-semester classes*
March 20 (Sat)	First day of class for second session of Spring half-semester classes*
March 22-27 (Mon-Sat)	Spring break
March 31 (Wed)	Cesar Chavez Day — campus closed
May 14 (Fri)	Last day of classes
May 15-20 (Sat-Thur)	Final examinations
May 21-22 (Fri-Sat)	Commencement
May 27 (Thur)	Grades due from instructors; last day of Spring semester

(Note: This calendar is not intended to be construed as an employee work calendar.)

**Some Fall and Spring semester classes meet in a half-semester term.*

June 2017

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July 2017

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August 2017

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September 2019

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October 2019

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November 2019

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December 2019

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March 2020

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May 2020

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June 2020

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July 2020

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November 2020

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December 2020

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January 2021

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February 2021

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March 2021

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April 2021

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May 2021

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June 2021

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July 2021

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August 2021

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September 2021

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October 2021

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November 2021

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December 2021

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January 2022

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February 2022

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March 2022

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April 2022

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May 2022

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June 2022

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July 2022

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August 2022

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2018-2021

September 2022

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October 2022

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30	31					

November 2022

Su	M	Tu	W	Th	F	Sa
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27	28	29	30			

December 2022

Su	M	Tu	W	Th	F	Sa
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CSUSM ACADEMIC SENATE MEETING SCHEDULE 2016/17

Academic Senate

Unless otherwise noted, meetings are held in KEL5400 (Reading Room), begin at 1 p.m., and run until approximately 2:50 p.m.

Fall 2016

August 25	Convocation: 9 - 11 a.m. (Location TBD)
August 30	New Senator Orientation 10-11 a.m.
September 7	Senate Meeting
October 5	Senate Meeting
November 2	Senate Meeting
December 7	Senate Meeting

Spring 2017

January 19	Spring Assembly: 9 – 10:30 a.m. (Continental Breakfast 9-10:30 a.m.)
February 1	Senate Meeting
March 1	Senate Meeting
April 5	Senate Meeting
April 19	Senate Meeting
May 3	Joint Senate Meeting (with newly elected 16/17 Senators)

All members of the CSUSM faculty are encouraged to join us. *Only current, elected Senators may vote.*

Because the Senate is not a governing board, meetings of the Academic Senate are not subject to the Brown Act. The decision to allow press/public into an Academic Senate meeting may be made by the Senate.

Executive Committee

Except as noted, the EC meets from 12-1:50 pm in KEL 5207 and on Senate days, from 12-12:50pm in KEL 5400 (Reading Room).

Fall 2016

August 24	(Committee Chair Orientation 10-11 am/ EC Retreat 11 am – 3:00 pm)
September 7, 14, 21, 28	
October 5, 12, 19, 26	
November 2, 9, 16, 30	
December 7, 14	

Spring 2017

January 25	
February 1, 8, 15, 22	
March 1, 8, 15, 29	(Spring Break is March 20-25)
April 5, 12, 19, 26	
May 3	



OPEN ACCESS AT CAL STATE SAN MARCOS

Technology Policy & Advisory Committee

Karno Ng, Chair

Carmen Mitchell, Library

Barbara Taylor, IITS Staff

Sara Bufferd, CHABSS

Fang Fang, CoBA

Kathy Hayden, CEHHS

Adam Petersen, Academic Affairs Staff

Brian Newbury, Student Representative

Rhiannon Ripley, Student Representative

Jennifer Fabbi, Dean, Library

Kevin Morningstar, Dean, IITS

WHAT DO YOU MEAN BY OPEN ACCESS?



Photo by Thomas Hawk found via Flickr: <http://flic.kr/p/s3K4G>

What is Open Access?

According to Peter Suber, the Director of the Harvard Open Access Project:

Open-access literature is digital, online, free of charge, and free of most copyright and licensing restrictions.

Open Access removes price barriers (subscriptions, licensing fees, pay-per-view fees) and permission barriers (most copyright and licensing restrictions). The Public Library of Science shorthand definition — "free availability and unrestricted use" — succinctly captures both elements.

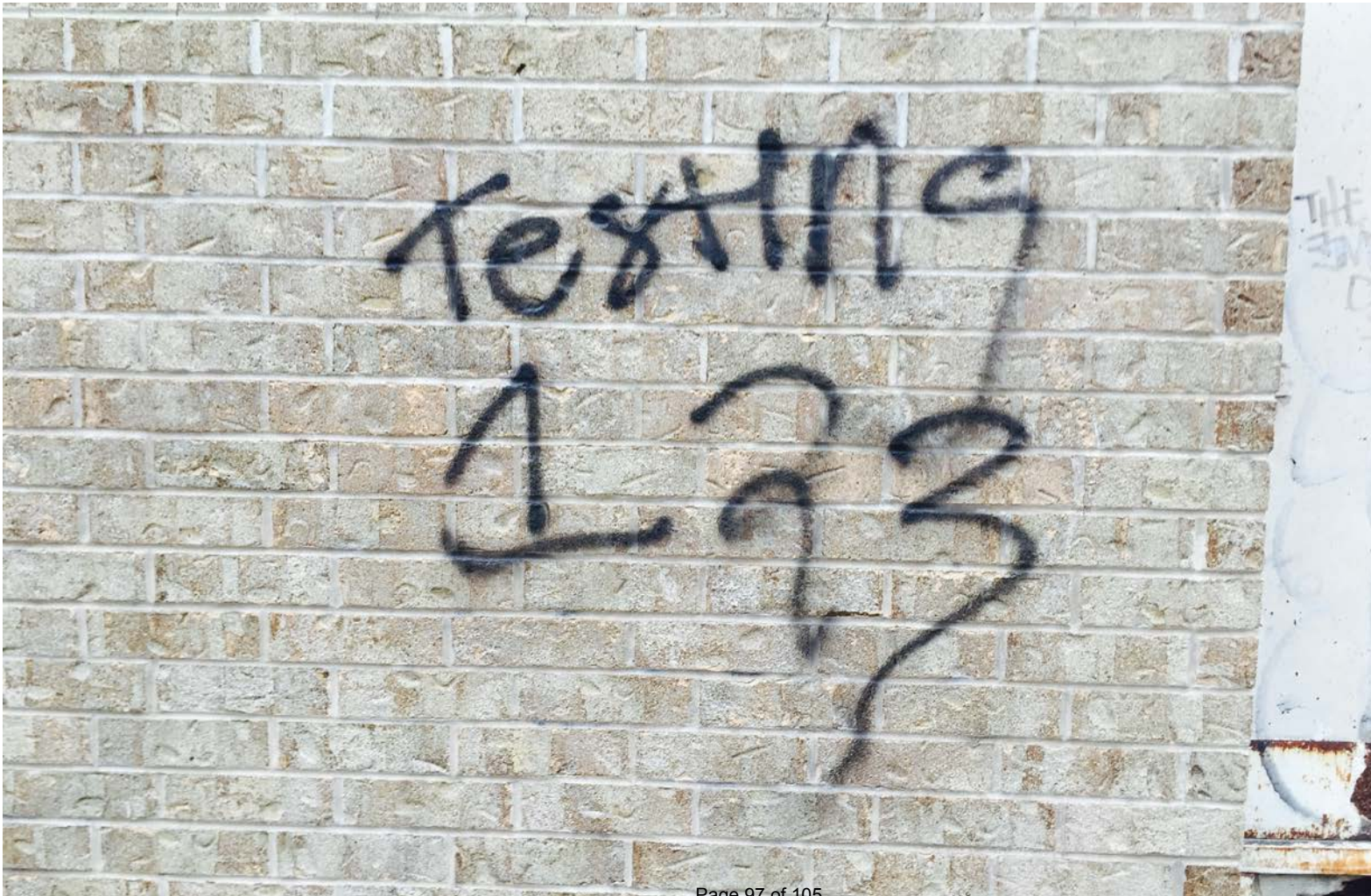
WHAT IS OPEN ACCESS?

- There is some flexibility about which permission barriers to remove. For example, some Open Access providers permit commercial re-use and some do not. Some permit derivative works and some do not. But all of the major public definitions of Open Access agree that merely removing price barriers, or limiting permissible uses to "fair use" ("fair dealing" in the UK), is not enough.

WHAT ORGANIZATIONS HAVE OA POLICIES?

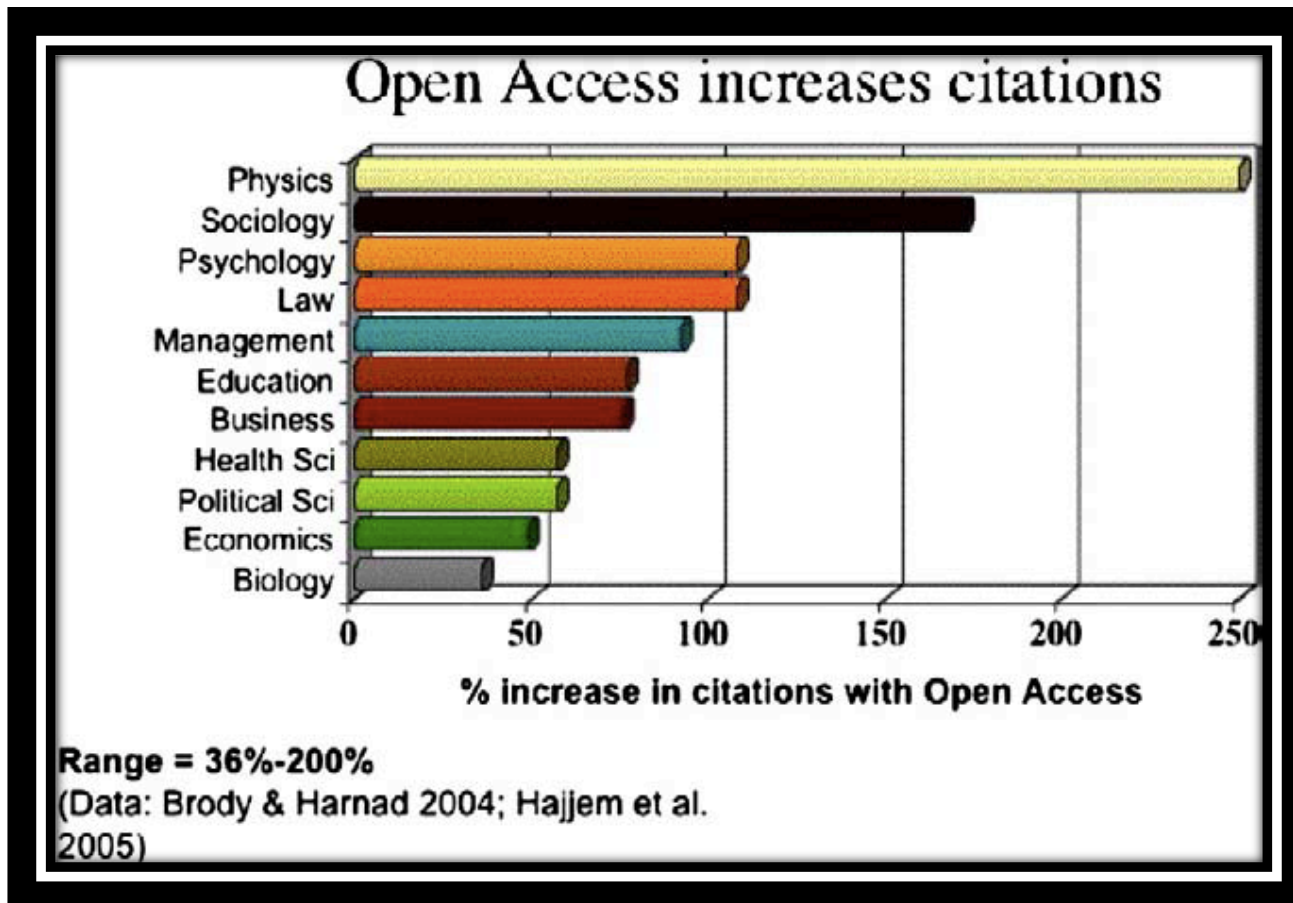
- 769 organizations worldwide with OA policies:
 - **Countries (UN Geoscheme) (769)**
 - [Africa](#) (19)
 - [Americas](#) (197)
 - [Asia](#) (45)
 - [Europe](#) (468)
 - [Oceania](#) (40)
- US Organizations include:
 - University of California System
 - Harvard University
 - Duke University
 - MIT
- More at the Registry of Open Access Repository Mandates and Policies:
<http://roarmap.eprints.org/view/country/840.html>

WHY WOULD CSUSM WANT AN OA POLICY?



WHY HAVE AN OA POLICY?

- An OA policy helps faculty to negotiate with publishers.
 - Don't give away all of your scholarship to for-profit publishers. Keep some rights to reuse your work!
- Increases the visibility of and access to your scholarship and research.
 - Make research and scholarly output available to anyone with access to a computer and the internet.
 - Research shows that openly available papers are cited more often: http://sparceurope.org/oaca_table/
 - One central location for content from the campus.



C. Hajjem, S. Harnad and Y. Gingras, "Ten-Year Cross-Disciplinary Comparison of the Growth of Open Access and How It Increases Research Citation Impact," *IEEE Data Engineering Bulletin* 28 (4) (2005): 39-47.

OPT OUT VS OPT IN

- Opt out: The default for faculty articles is that they will be made available via ScholarWorks. (Also called a “mandate.”)
 - Faculty may elect to opt-out of the policy on an article-by-article basis with no restrictions.
 - Opt-out policies may increase rights retention for faculty.
 - Orgs with opt-out policies have higher rates of article deposits.

OPT OUT VS OPT IN

- Opt in: Faculty would have to specify that they want their work to be included in ScholarWorks.
- Not the accepted best practice for an OA policy.
 - http://cyber.law.harvard.edu/hoap/Good_practices_for_university_open-access_policies
- Gives publishers more leeway to say “no” when faculty ask to retain some rights to their work.
- System is currently in place for faculty members to opt in via the CSUSM Resolution in Support of Open Access.

OPT- IN OPTION

PROS

- Resolution was already approved.
- No change in current article submission process to publisher.
- Faculty can deposit the article to the library any time.
- Library will assist with rights negotiation/contract amendments.

CONS

- Need to fill out an opt-in form for each article to be deposited.
- Minimize faculty participation and reduce citation of faculty work.
- Campus communities might have less access to the articles.

OPT- OUT OPTION

PROS

- More leverage with publishers for retaining rights.
- More articles will be made available with little faculty work required.
- Best practice for OA Policies.
- Library will assist with rights negotiation/contract amendments.
- No restrictions on opting-out.

CONS

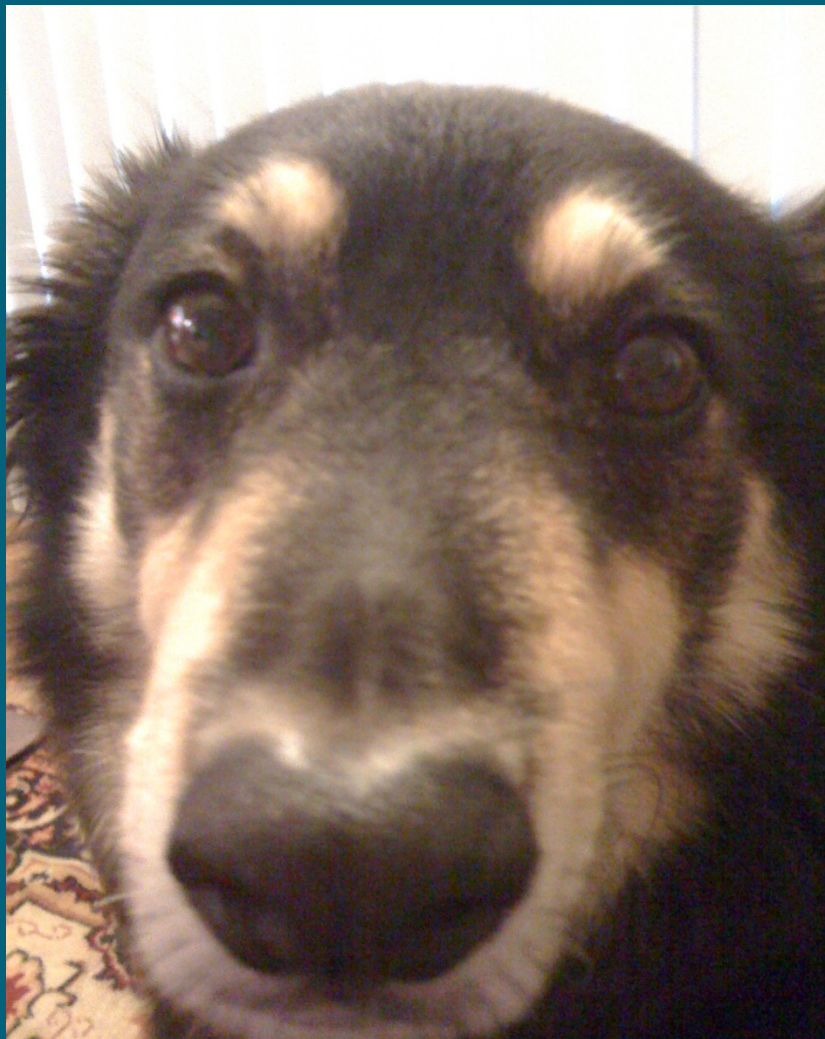
- Need to fill out an opt-out form for each article you don't want included.



WHAT ELSE TO CONSIDER?

- Promote dissemination of knowledge, which can lead to faster innovations in the sciences and math.
- Many funding agencies (like the National Science Foundation) have implemented Open Access Policies that require data and significant findings from grant funded research to be made available over the length of the project and beyond.
 - Requirements vary by discipline, and funder.
 - Many organizations utilize their IR to archive and make data sets available.

Photo of Katharine Burr Blodgett from the Smithsonian Institution Archives, found via Flickr: <http://flic.kr/p/64C89A>



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Questions?