AGENDA
Executive Committee Meeting
CSUSM Academic Senate
Wednesday, March 2, 2016, 12:00 pm to 12:50 pm
Reading Room - KEL 5400

I. **Approval of Agenda**

II. **Approval of Minutes –** 2/24/16

III. **Chair's Report,** Deborah Kristan
Referrals
- APC: English Language Admissions Requirement Policy
- Rescinded: BLP – Determine if a policy is needed for formation of new departments

IV. **Vice Chair's Report,** Michael McDuffie

V. **Secretary's Report,** Laurie Stowell

VI. **Provost's Report,** Graham Oberem

VII. **Vice Provost's Report,** Kamel Haddad

VIII. **Consent Calendar**
- UCC Course & Program Change Proposals (attached to Agenda) *Page 2*

IX. **Committee Reports** (as written) *Page 6*

X. **Discussion Items**
   A. GEC: Credit/No Credit Grade Option Policy (attachment) *Page 13*
   B. APC: Writing Requirement Documents (4 attachments)
   - Combined Rationales for GWAR and AUWR *Page 16*
   - Graduation Writing Assessment Requirement (GWAR): Graduate Level Policy (attachment) *Page 18*
   - All-University Writing Requirement Policy (attachment) *Page 22*
   - Graduation Writing Assessment Requirement (GWAR): Baccalaureate Level Policy *Page 23*
   C. NEAC: Open Call for Empty Seats (see NEAC Committee Report) *Page 7*

VI. **EC Members' Concerns & Announcements**

SECRETARY'S REPORT

Executive Committee Meeting, 2/24/15: EC voted to approve changes to the Election Rules and Procedures Document, updating criteria for the Senate Vice Chair qualifications.

2/25/16 – Senate resolutions passed via electronic ballot:

- EC/AS 714-15 Resolution Honoring the Contributions of Arturo Ocampo, Associate Vice President for the office of Diversity, Educational Equity & Inclusion, and Ombuds Services

- EC/AS 715-15 Resolution in Response to Restructuring of the Office of Diversity, Educational Equity & Inclusion, and Ombuds Services into the Division of Community Engagement

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CONSENT CALENDAR*

UCC Course & Program Change Proposal

Programs/Courses Approved at UCC

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	To UCC	UCC Action
BRS	100		Explorations in Border Studies	C	Kim Knowles-Yanez	1/4/16	2/1/16
GBST	301		Constructing Global Identity	C	Patty Seleski	2/16/16	2/29/16
GSCM	P-2		Global Supply Chain Management Option	P-2	Robert Aboolian	2/19/16	2/29/16
GEOG	110		Intro to Physical Geography with Lab	C	Greig Tor Guthey	1/4/16	2/8/16
ID	381		Natural Science for Teachers	C-2	Jocelyn Ahlers	1/4/16	2/16/16
LBST	P-2		Liberal Studies Major: 3 Options	P-2	Jocelyn Ahlers	1/4/16	2/16/16
LBST	100		An Intro to Critical Education	C-2	Martha Gonzales	1/4/16	2/8/16
LBST	300		An Intro to Critical Education	C	Martha Gonzales	1/4/16	2/8/16
LBST	300	305	Perspectives in Liberal Studies	C-2	Jocelyn Ahlers	1/4/16	2/8/16
LING	255		Language Endangerment & Revitalization	C	Jocelyn Ahlers	1/27/16	2/8/16
OM	443		Supply Chain Information Management	C	Robert Aboolian	2/19/16	2/29/16

VSAR	180		Topics in Visual Art and Arts and Technology	C	Lucy Solomon	2/4/6	2/8/16
VSAR	380		Topics in Visual Art and Arts and Technology	C	Lucy Solomon	2/4/6	2/8/16

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
CHAD	P-2		B.A. in Child & Adolescent Development	P-2	Sara Bufferd	2/8/16
CHAD	496		Observation and Assessment Lab	C-2	Sharon Hamill	2/29/16
COMM	390		Research Methods and Design	C-2	Michelle Holling	2/8/16
COMM	402		Rhetorical Criticism	C-2	Michelle Holling	2/8/16
PSYC	330		Developmental PSYC: Infancy and Childhood	C-2	Miriam Shustack	2/15/16
PSYC	348		Developmental PSYC: Adolescence	C-2	Miriam Shustack	2/8/16
VSAR	102		The Computer and the Visual Arts	C-2	David Avalos	2/29/16
VSAR	110		Introduction to Sculpture	C-2	David Avalos	2/29/16

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COMMITTEE REPORTS TO SENATE – 3/2/16

APC Committee Report:

At least four APC items are on the Senate agenda for today:
- 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

Three other items may also be on the agenda (action by the Senate Officers and the Executive Committee):
- Proposed changes to the Graduation Writing Assessment Requirement (GWAR): Graduate Level Policy (1st reading)
- Proposed changes to the All-University Writing Requirement Policy (1st reading)
- Proposed (new) Graduation Writing Assessment Requirement (GWAR): Baccalaureate Level Policy (1st reading)

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.

Policies on which APC is currently actively working are:
- Academic Program Discontinuance (revision)
- Impaction Declaration (new)
- Excess-Units Seniors (revision)
- Final Exam Conflict (new)

BLP Committee Report:

- BLP is currently working on a revision of the UAMP policy.

FAC Committee Report:

Accomplishments
- Changes to Grant Proposal Seed Money Policy presented to Academic Senate for first reading today
- Changes to Harry E. Brakebill Distinguished Professor Award presented to Academic Senate for first reading today

45 • CHEM and CSIS Department RTP policies returned to the departments with
46 comments
47 • Faculty Grants Committee policy returned to FGC for further consideration
48
49
50 **Current work:**
51 • Review of MATH Department RTP policy
52 • Review of LBST RTP policy (it has been returned FAC with changes based on FAC
53 feedback)
54 • Discussion of Faculty Ethics policy
55 • Discussion about developing a university-level Lecturer Inclusion policy
56
57 ───────────────────────────────
58 **GEC Committee Report:**
59
60 - GEC is currently surveying instructors of CC and DD courses regarding their
61 awareness and knowledge of General Education Program Learning Outcomes
62 in order to determine how to proceed with GE assessment. We will be
63 reviewing responses in March and determining an assessment plan in April.
64
65 - GEC is bringing forth a pilot project to address issues regarding the new
66 minimum grade requirement for "Golden Four" GE courses. These courses
67 will now require a C- in order for students to earn GE credit. The project is at
68 Executive Committee and hopefully the Senate this semester.
69
70 - GEC continues to review GE proposals as they are received.
71
72 ───────────────────────────────
73
74 **NEAC Committee Report:**
75
76 1. NEAC would like to make a change to the way calls for filling vacant seats are
77 initiated. The current practice is that NEAC issues a call to eligible faculty to
78 either nominate someone or self-nominate themselves for consideration for
79 filling the vacant seat(s). At the end of the call period, NEAC reviews the list
80 of nominees for the seats and submits a recommendation to EC to place on
81 the consent calendar for approval by the senate.
82
83 NEAC recommends changing this to keeping an open call for all vacant seats
84 so that eligible faculty may self-nominate for vacant seats as they become
85 available. Adrienne (the senate office) will keep and maintain a posted list of
86 the vacant seats on the senate website so that eligible faculty can go there
87 any time to identify seats and self nominate. NEAC will still review the names
88 of the nominees on a monthly basis as they come up and make
89 the appropriate recommendation to EC.

90
91   NEAC believes that this is not contrary to the election rules and procedures
92   which state that when vacancies arise on Standing Committees due to a
93   faculty member being on leave or due to a faculty member's resignation,
94   NEAC shall issue a call for a volunteer replacement to serve for the duration
95   of that faculty member's absence. What NEAC is asking is that we keep an
96   open call for vacant seats until such seats are filled. This will make it easier
97   for faculty to sign up rather wait for calls that have typically come out twice
98   or three times a semester.
99
100
101   **PAC Committee Report:**
102
103   -   The PAC has processed the Self-Studies for this year's 7 Program Reviews
104   and is now working on processing the External Reviewer Reports, the Deans'
105   responses, and departmental responses. Additionally, the committee is
106   working on its recommendations for each Program Review and processing
107   the Interim Reports received to date. The committee co-chairs have just met
108   with the 6th and last set of External Reviewers who will be visiting campus
109   this year.
110
111
112
113   **SAC Committee Report:**
114
115   Internship policy:
116   • The policy was presented for a 2nd reading to Senate and has passed.
117
118   Student Grade Appeal Policy
119   • SAC continues to work with the chair of SGAC on updating the 18-page policy
120   to reflect the online submission process.
121   • SAC is developing a flowchart/checklist that visualizes the process.
122   • SAC recommends creating a webpage with information about the process
123   (with a link to the policy, the flowchart, and other resources). Many
124   universities have a webpage with information about the grade appeal
125   process; SAC sees this as an important resource which will help students
126   understand the administrative process of the university, and will alleviate
127   problems that currently occur in the process.
128
129
130   Engaged Education Definitions
131   • SAC is working with various constituents on finalizing this document.
132
133
134

135 **<u>UCC Report to Senate:</u>**
136
137 UCC has reviewed 97 pieces of curriculum to date in this AY. Since the last Senate
138 report, UCC has been engaged in the review of several P-2 forms, along with
139 continued reviewed of C forms to develop new courses, and C-2s to change currently
140 existing courses.
141

Tasks Completed in January 2016

(1) The following open access presentations were conducted:

Event	Date / Time	Number of Attendance
All-Chair Meeting	2/12/16 (Fri.) , noon to 12:15 p.m.	~ 20
Faculty Brown Bag	2/ 15/16 (Mon.) 1:00 p.m—2:30 p.m.	2
Faculty Brown Bag	2/23/16 (Tues.) noon −1:00 p.m.	2

(2) Feedback was collected from the open access presentation. See Page 2 and Page 3.

Tasks in Progress

Preparation of the faculty survey on open access. (opt-in / opt-out option).

Collected Feedback from Open Access Policy Presentation on 2/12/16

- "I want to encourage the committee to flesh out the Pros and Cons more, so that the Con views were given some fair representation. This kind of balance is something that we take seriously in the Academic Senate."

- Ideas for 'opt out' cons

—Imposes additional terms and conditions of employment on faculty, which requires careful consideration and appropriate consent.

—Creates potential workload and difficulties for faculty in negotiating open access terms with co-authors and/or publishers.

—Creates workload for faculty to file opt-out forms when desired or necessary.

—Creates potential workload for faculty in locating or creating shareable copies of articles, when "official" published pdf's may not be placed on open access.

—Imposes on faculty the need to inform themselves on the whys and wherefores of open access policy and publishing.

- "I suggest you start the presentation with a broad overview of how OA fits into academic publishing. Based on comments I've heard from folks at the brown bag, I believe there is some confusion about whether an OA policy would limit the places where faculty can publish.

  So, for instance, you could start the presentation with a flow chart:

  you (faculty member) publish an article. is the journal open access?
  —> yes - you are done (or link to the article, or optional place a copy in ScholarWorks)
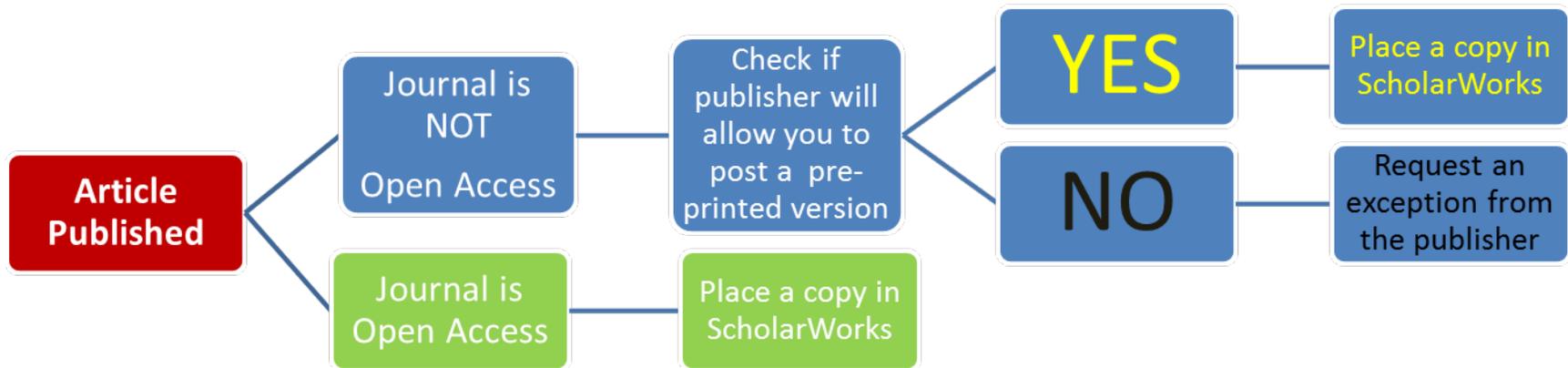 —> no - does the publisher allow you post a copy?
          —> yes - place a copy in scholar works, you're done
          —> no - request an exception from the publisher "

Flow Chart Created Based on Collected Feedback on Open Access

Overview of Academic Publishing and Open Access

Implementation Date: XXXX

Definition	No GE course taken at CSUSM may be taken with a Credit/No Credit option.
Authority	Academic Senate Recommendation,
Scope	This policy applies to all students enrolled in CSUSM.

Rationale: As a result of an executive order, grades C- or D are no longer sufficient to earn GE credit in "The Golden Four" CSU requirements: writing, oral communication, critical thinking and mathematics/quantitative reasoning. At CSUSM, the mathematics/quantitative reasoning requirement is the B4 requirement. The proposed policy change comes forward from GEC as a way to pilot a possible solution for CSUSM students who have, in certain B4 courses, mastered enough material to meet the General Education requirement for this area without achieving a sufficient level of proficiency for a successor course. Without this policy change, there will be students in Fall 2016 who complete their B4 class and do not earn GE credit because of the letter grade they receive, even though they may have done sufficiently well to fulfill the requirement.

GEC convened a subcommittee (consisting of David Barsky, Andre Kundgen, Patti Garnet, and David McMartin) during the Fall semester to identify a possible solution. Their proposal went to GEC in the Spring semester. GEC has discussed it, and voted to sending it to EC for placement on the Senate agenda.

1. *Effective Fall 2016, all CSU campuses must require completion of each of the "Golden Four" courses with a grade of C or better as part of their General Education requirements. (Executive Order 1100, General Education Breadth Requirements http://www.calstate.edu/EO/EO-1100.html)*
2. *One of the "Golden Four" is area B4 (Mathematics/Quantitative Reasoning), which contains several courses that serve a dual role as GE courses and as prerequisite courses for a higher-level class such as calculus and/or requirements for a major. For these courses, there are two different critical thresholds of student achievement: one at which students have achieved a level of subject mastery sufficient for the General Education B4 requirement, and a higher one at which students have achieved sufficient mastery either to take a successor course (e.g., MATH 132 for students taking MATH 115, and MATH 160 for students taking MATH 125) or to apply skills gained in the course to a quantitative major (e.g., MATH 132 for PBUS students and MATH 160 for STEM majors).*
3. *Up until now, it has been possible to distinguish between these two different levels by assigning grades of*
   - *A, A-, B+, B, B-, C+ or C to students who have both achieved the requirements laid out by the General Education program for area B4 courses AND who are ready to take the next course;*

35   •   *C-, D+, D or D- to students who have achieved the requirements laid out by the*
36   *General Education program for area B4 courses but who are NOT ready to take the*
37   *next course.*
38   4. *The General Education Committee appointed a subcommittee in Fall 2015 to make*
39   *recommendations on how to comply with the requirements of Executive Order 1100 while not*
40   *disadvantaging students who had demonstrated sufficient mastery of mathematics in these*
41   *courses without meeting the higher standard of being ready to take a subsequent*
42   *mathematics course. This resolution allows for CR/NC shadow courses (GEM 115, GEM*
43   *125, GEM 132 and GEM 160) to be created that would serve as the vehicles for recording*
44   *that students in MATH 115 (College Algebra), MATH 125 (Pre-Calculus), MATH 132*
45   *(Survey of Calculus) and MATH 160 (Calculus with Applications, I) had achieved this*
46   *intermediate level of subject mastery.*

47
48 No GE course taken at CSUSM may be taken with a Credit/No Credit option.
49

> **Comment [YM1]:** This is the original policy. It is literally a single sentence.

50
51 **Exception**: For the academic years 2016-17, 2017-18 and 2018-19 students may meet the General
52 Education Area B4 Mathematics/Quantitative Reasoning Requirement with a grade of Credit (CR) in
53 GEM (General Education Mathematics) courses specifically approved by the General Education
54 Committee. This exception will be limited to the case of a student enrolled in a General Education
55 B4 course with an otherwise normal grading mode, who may be, as described below, moved to a
56 corresponding GEM course, assigned a grade of Credit (CR), and considered to have fully met the
57 B4 requirement.
58
59 Conditions under which a student would satisfy the General Education Mathematics/Quantitative
60 reasoning Requirement with a grade of Credit (CR):
61   1) A student enrolls in a course meeting all of the following conditions:
62   a) The course is approved for Area B4;
63   b) The course is either an Enrollment Requirement for a subsequent course or a required
64   Preparation for the Major course; and
65   c) The department offering the course has received approval from the General Education
66   Committee for a grade of Credit (CR) in a corresponding GEM course to satisfy the Area
67   B4 requirement; and
68   2) The student has not yet met the Area B4 requirement; and
69   3) The student performs at a level that indicates adequate mastery of the General Education
70   objectives for the course, but insufficient technical proficiency either to meet the enrollment
71   requirements of a subsequent course or to apply the skills gained in the course within a
72   major.
73
74 When conditions 1-3 are all met, the student is administratively withdrawn from the original course
75 at the end of the semester, enrolled in a corresponding GEM course (with the same course number

Implementation Date: XXXX

76 and course units), and assigned a grade of Credit (CR). This student has now met the Area B4
77 requirement.
78
79 **Procedure:** The Senate Office will communicate to the GEC Chair in Fall 2018 to appoint a
80 subcommittee to evaluate the efficacy of the first two years of allowing students to meet the Area B4
81 requirement with grades of Credit (CR) grades in GEM courses, and to make recommendations to
82 terminate or continue the use of such courses.
83
84
85
86
87
88 _____   _____
     Karen S. Haynes, President   Approval Date
89
90
91 _____   _____
92   Graham Oberem   Approval Date
93   Provost and Vice President for Academic Affairs
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107 Revised: 07/01/16
108 Implemented: 03/13/1991
109

1   Combined Rationales for
2   1. Graduation Writing Assessment Requirement (GWAR): Graduate Level Policy
3   2. All-University Writing Requirement Policy
4   3. Graduation Writing Assessment Requirement (GWAR): Baccalaureate Level
5   Policy
6
7   APC was given the referral by Executive Committee to "Clarify [the] distinction
8   between the two meanings of GWAR (including review of the All-University Writing
9   Requirement and the question of whether it is an "all-university" requirement, or
10   only an undergraduate requirement)."
11
12   Some background:
13   •   Undergraduates meet the Graduation Writing Assessment Requirement through
14   the All-University Writing Requirement
15   •   Graduate students meet the Graduation Writing Assessment Requirement
16   through program-specific methods as outlined in a separate Graduate Writing
17   Assessment Requirement Policy
18   •   Despite its name, the All-University Writing Requirement only specifically
19   mentions undergraduate courses. There are some Founding Faculty documents
20   that state that the 2500 word requirement applies to all undergraduate courses,
21   and other that state quite unequivocally that it applies to every University
22   course.
23   •   EO 665 (Determination of Competence in English and Mathematics)
24   [http://www.calstate.edu/EO/EO-665.pdf] actually refers to two similarly
25   named requirements:
26   ◦   Graduation Writing Assessment Requirement (GWAR): Baccalaureate Level
27   ◦   Graduation Writing Assessment Requirement (GWAR): Graduate Level
28   • Our Senate constitution specifically gives "general oversight of all issues related to
29   … the Graduate Writing Assessment Requirement." The Constitution does not
30   specify which GWAR is overseen by the GEC, but when the current APC Chair
31   drafted this language for the Constitution in 1999, it was intended to refer to
32   the undergraduate GWAR.
33
34   APC is bringing three related items to the Senate.
35
36   1. Revise the existing Graduate Writing Assessment Requirement Policy to change
37   references throughout to Graduation Writing Assessment Requirement
38   (GWAR): Graduate Level
39   2. Break the current All University Writing Requirement Policy into two parts:
40   A. A policy focused on the AUWR itself, which will require writing in all degree-
41   credit courses at CSUSM. This extends the requirement to graduate courses,
42   but also authorizes the Graduate Dean to exempt certain courses. The APC
43   understands that most graduate courses do already meet the AUWR (or could
44   do so without much difficulty) but that there may be special situations such as
45   TA oversight courses in which the writing requirement might not be practical.
46   This policy will retain the name "All-University Writing Requirement" (except

47   that All-University will be hyphenated).
48   B. A policy to be called Graduation Writing Assessment Requirement:
49   Baccalaureate Level that simply says that undergraduate students meet this
50   system-level requirement through the writing that they do in courses that are
51   governed by the All-University Writing Requirement. This reaffirms the
52   current practice.
53
54 These policy proposals come from APC, but have also been shared with the GEC,
55 which has endorsed them. The proposals have also been sent for comment to the
56 Graduate Studies Council, which is scheduled to review them at its mid-March
57 meeting.
58

~~Graduate~~ Graduation Writing Assessment Requirement (GWAR): Graduate Level Policy

Definition:	The ~~Graduate Studies:~~ Graduation Writing Assessment Requirement (GWAR): Graduate Level Policy outlines the procedures for assessing master's student writing proficiency and the criteria for each CSUSM master's program to determine that a master's student has met the GWAR: Graduate Level.
Authority:	Academic Affairs
Scope:	The purpose of this policy is to fulfill the California State University (CSU) Graduation Writing Assessment Requirement (GWAR): Graduate Level for master's students.
Responsible Division:	Academic Affairs
Approval Date:	??/??/2016~~09/30/2008~~
Implementation Date:	??/??/2016~~09/30/2008~~
Originally Implemented:	09/30/2008

Policy

Students enrolled in master's programs at California State University must fulfill the Graduation Writing Assessment Requirement as described in the Procedure below prior to advancement to candidacy.

Procedure

I. This Graduation Writing Assessment Requirement (GWAR): Graduate Level applies to graduate students enrolled in master's programs.

II. The writing requirement must be completed before a graduate student advances to candidacy. A student may satisfy the ~~graduate writing requirement~~GWAR: Graduate Level in one of two ways:

- an acceptable standardized test score, such as the Analytical Writing subtest of the Graduate Management Admissions Test (GMAT) or the Graduate Record Examinations (GRE)
- a paper(s) that receive(s) a passing score as described in Point 5 below.

III. The College/Department/Program from which the student will receive the graduate degree determines the manner by which a student satisfies or does not satisfy the ~~graduate writing requirement~~GWAR: Graduate Level.

IV. The College/Department/Program from which the student will receive the graduate degree determines the passing score on standardized tests.

23 V. If a student is satisfying the graduate writing requirement through a submission of a paper(s), the
24 student's writing should demonstrate graduate level skills in:

25 • style and format
26 • mechanics
27 • content and organization
28 • integration and critical analysis.

29 VI. The paper(s) will be scored using a rubric (1 - 4) in each of four areas: "I. Style and Format", "II.
30 Mechanics", "III. Content and Organization", and "IV. Integration and Critical Analysis". The minimal
31 acceptable combined score from all of the four (I-IV) sections is 10 points, with no scores of "1" on any
32 section, resulting in a minimum of a 2.5 average for all sections. A master's program may establish a higher
33 minimum average score for passing.   VII. Each master's program will have a remediation protocol for
34 admitted graduate students who do not satisfy the ~~graduate writing requirement~~GWAR: Graduate Level on
35 their first attempt. Each master's program will specify the maximum number of attempts that students may
36 be allowed to satisfy the GWAR: Graduate Level.   VIII. Each master's program will file its respective
37 GWAR: Graduate Level and remediation protocol with the Office of Graduate Studies and Research
38 (OGSR). Each master's program will provide the OGSR with annual aggregate student GWAR: Graduate
39 Level performance data.

40 **Rubric Used to Evaluate Student Submissions to Satisfy the ~~Graduate Studies~~ Graduation Writing**
41 **Assessment Requirement: Graduate Level**

42 **I. STYLE AND FORMAT**

43 4: In addition to meeting the requirement for a "3," the paper consistently models the language and
44 conventions used in the scholarly/ professional literature appropriate to the student's discipline. The
45 manuscript would meet the guidelines for submission for publication in a peer reviewed journal in the
46 student's field of study.
47
48 3: While there may be minor errors, conventions for style and format are used consistently throughout the
49 paper. Demonstrates thoroughness and competence in documenting sources; the reader would have little
50 difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the paper.
51 Suitably models the discipline's overall scholarly style.
52
53 2: The style and format are broadly followed, but inconsistencies are apparent. There is selection of less
54 suitable sources (non-peer reviewed literature, web information). Weak transitions and apparent logic gaps
55 occur between topics being addressed. The style may be difficult to follow so as to detract from the
56 comprehensibility of the manuscript.
57
58 1: While some discipline-specific conventions are followed, others are not. Paper lacks consistency of style
59 and/or format. It may be unclear which references are direct quotes and which are paraphrased. Based on
60 the information provided, the reader would have some difficulty referring back to cited sources. Significant
61 revisions would contribute to the comprehensibility of the paper.

62 **II. MECHANICS**

63 4: In addition to meeting the requirements for a "3," the paper is essentially error-free in terms of
64 mechanics. Writing flows smoothly from one idea to another. Transitions effectively establish a sound
65 scholarly argument and aid the reader in following the writer's logic.
66
67 3: While there may be minor errors, the paper follows normal conventions of spelling and grammar
68 throughout. Errors do not significantly interfere with topic comprehensibility. Transitions and
69 organizational structures, such as subheadings, are effectively used which help the reader move from one

70 point to another.
71
72 2: Grammatical conventions are generally used, but inconsistency and/or errors in their use result in weak,
73 but still apparent, connections between topics in the formulation of the argument. There is poor or improper
74 use of headings and related features to keep the reader on track within the topic. Effective discipline-
75 specific vocabulary is used.
76
77 1: Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure,
78 and/or other writing conventions make reading difficult and interfere with comprehensibility. There is some
79 confusion in the proper use of discipline-specific terms. Writing does not flow smoothly from point to
80 point; appropriate transitions are lacking.

III. CONTENT AND ORGANIZATION

82 4: In addition to meeting the requirements for a "3," excels in the organization and representation of ideas
83 related to the topic. Raises important issues or ideas which may not have been represented in the literature
84 cited. Would serve as a good basis for further research on the topic.
85
86 3: Follows all requirements for the paper. Topic is carefully focused. Clearly outlines the major points
87 related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting
88 and holds the reader's attention. Does a credible job summarizing related literature. General ideas are
89 expanded upon in a logical manner thereby extending the significance of the work presented beyond a re-
90 statement of known ideas.
91
92 2: Ideas presented closely follow conventional concepts with little expansion and development of new
93 directions. Certain logical connections or inclusion of specific topics related to the student's area of study
94 may be omitted. Ideas and concepts are generally satisfactorily presented although lapses in logic and
95 organization are apparent. The reader is suitably introduced to the topic being presented such that the
96 relationship to the student's area of study is obvious.
97
98 1: The paper is logically and thematically coherent, but is lacking in substantial ways. The content may be
99 poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may
100 be ignored or inadequately explored. Overall, the content and organization needs significant revision to
101 represent a critical analysis of the topic.

IV. INTEGRATION AND CRITICAL ANALYSIS

103 4: In addition to meeting the requirement of a "3," the document presents the current state of knowledge for
104 the topic being addressed utilizing a diversity of opinions. These various, and possibly conflicting, opinions
105 are presented in a balanced manner and seamlessly woven together to illustrate a complete grasp of the
106 literature across multiple research approaches utilizing appropriate national and international peer-reviewed
107 journals. Essential findings of multiple sources are accurately and concisely paraphrased, analyzed, and
108 integrated. Original sources are clearly identified and correctly cited in both the body of the text and the
109 reference section. Organizationally, smooth and effective transitions between topics lead the reader through
110 an orderly discussion of the topic being addressed. The gaps in current knowledge are clearly identified and
111 significant directions and approaches that fill these gaps are identified.
112
113 3: There are inconsistencies in the organization and logic of the presentation, but still clear analysis of the
114 presented materials. While synthesis of all aspects of the topic may show varying degrees of development,
115 the overall consistency, thoroughness, and analysis result in a well-crafted document.
116
117 2: Identification of key topics or uncertainties in the field may be incomplete. New concepts resulting from
118 a synthetic presentation of ideas is poorly developed or lacking. Complex topics and related concepts are
119 awkwardly presented and linkages among topics may be unclear.
120

121   1: Weakness is evident in the coverage of the field and analysis resulting in incorrect or poorly developed
122   synthesis of results. Analysis is limited to categorizing and summarizing topics. The resulting manuscript
123   degrades the comprehensibility of the document and the identification of knowledge gaps.

124

All--University Writing Requirement

Definition:	This policy outlines the pro-rated all-university graduation requirement for writing.
Authority:	President of the University.
Scope:	~~Undergraduate students.~~All degree-credit courses
Responsible Division:	Academic Affairs
Approval Date:	~~07/25/2013~~??/??/2016
Implementation Date:	~~07/25/2013~~??/??/2016

~~Procedure~~Policy

~~All CSU undergraduate students must demonstrate competency in writing skills as a requirement for graduation. At Cal State San Marcos, undergraduate students complete the graduation writing assessment through the All-University Writing Requirement. This requirement mandates that~~ With limited exceptions, every ~~undergraduate~~ course carrying degree credit at ~~the University~~CSUSM must have a writing component ~~which~~ that can be achieved in a variety of ways depending on the course. The writing requirement for each individual ~~undergraduate~~ student~~s~~ will vary by course units, as follows:

- 3 units and up = 2,500 words (approximately 10 pages)
- 2 units = 1,700 words
- 1 unit = 850 words

Thus, each ~~undergraduate~~ student will write a minimum of 850 words for a one-unit course, a minimum of 1,700 words for a two-unit course, or a minimum of 2,500 words for courses of three units or more. All writing will be in English or a written language that meets the university's "~~L~~language ~~O~~other ~~T~~than English ~~R~~requirement" (LOTER).

The Dean of Graduate Studies may exempt certain graduate courses from this requirement.

~~All University~~Graduation Writing Assessment Requirement~~:~~ Baccalaureate Policy

Definition:	~~This~~ The Graduation Writing Assessment Requirement: Baccalaureate Level P~~p~~olicy ~~outlines the pro-rated all-university graduation requirement for writing~~describes how CSUSM undergraduates meet this CSU system requirement.
Authority:	President of the University.
Scope:	Undergraduate students.
Responsible Division:	Academic Affairs
Approval Date:	~~07/25/2013~~??/??/2016
Implementation Date:	??/??/2016~~07/25/2013~~
Originally Implemented:	07/25/2013 (As part of the All University Writing Requirement Policy)

~~Procedure~~Policy

All CSU undergraduate students must demonstrate competency in writing skills as a requirement for graduation. At Cal State San Marcos, undergraduate students complete the G~~e~~raduation W~~w~~riting A~~a~~ssessment Requirement: Baccalaureate Level through their coursework, as all CSUSM undergraduate courses must meet the All-University Writing Requirement. ~~This requirement mandates that every undergraduate course at the University must have a writing component which can be achieved in a variety of ways depending on the course. The writing requirement for individual undergraduate students will vary by course units, as follows:~~

~~• 3 units and up = 2,500 words (approximately 10 pages)~~

~~• 2 units = 1,700 words~~

~~• 1 unit = 850 words~~

~~Thus, each undergraduate student will write a minimum of 850 words for a one-unit course, a minimum of 1,700 words for a two-unit course, or a minimum of 2,500 words for courses of three units or more. All writing will be in English or a written language that meets the university's "language other than English requirement" (LOTER).~~

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