MINUTES

Executive Committee of the Academic Senate
CALIFORNIA STATE UNIVERSITY SAN MARCOS
Wednesday, September 24, 2014
Kellogg 5207 – 12:00 noon – 2:00 pm

Voters Present: **Laurie Stowell**, Chair; **Vivienne Bennett**, Secretary; **David Barsky** (APC, ASCSU); **Chetan Kumar**, APC; **Suzanne Moineau**, UCC; **Carmen Nava**, FAC; **Toni Olivas** (Library)**; Barry Saferstein**, SAC; **Pat Stall**, BLP; **Richelle Swan**, NEAC; **Jill Weigt**, PAC; **Marshall Whittlesey**, GEC

Ex Officio Present: **Graham Oberem,** Provost**; Kamel Haddad,** Vice Provost**; Glen Brodowsky** ASCSU; **Darel Engen,** CFA

Parliamentarian: **Marshall Whittlesey**

Not Represented: **Deborah Kristan**, Vice Chair; LATAC

Staff: **Adrienne Durso**

(The meeting was called to order at 12:04 PM)

I. APPROVAL OF AGENDA
Addition: 1) FAC – **Online Student Evaluation of Teaching – Input Needed** (Nava)
    Motion #1   M/S/P*
    To approve the Agenda as amended.

II. APPROVAL OF MINUTES
    Motion #2   M/S/P*
    To approve the EC Minutes of 9/17/14 as amended

III. CHAIR'S REPORT, Laurie Stowell
Stowell officially referred the following:

A. NEAC: Considering the Replacement of Empty Seats left vacant after Spring Senate elections with, "At Large"

B. UCC: Streamlining Review (see attached)

Stowell will develop a rotation for committee reports at Senate. Presentations will be held at the AS October and November meetings with each kept to three minutes in length. • Updated information on the Wang award will be forwarded from Graham to Nava when received. • *Online Quality Teaching Initiative Task Force* – Veronica Añover is chairing this committee which encompasses a CSUSM and CSU initiative and includes two Faculty Fellows and three faculty associates. Twenty-two CSUs applied for a grant from the CO that stemmed from a Senate bill that will allow students in the CSU to take any course online from any CSU and every CSU has to accept that course, starting in 2016. Due to this bill, the CO wanted to assure quality of online instruction. The Task Force is also making recommendations about what quality online instruction might look like at CSUSM. The Task Force will submit recommendations to Haddad by 10/23/14, and will be presented to EC after Haddad meets with Añover and Stowell. Añover will likely be invited to speak to EC about the recommendations and then EC will discuss possible presentation to Senate. Discussion followed. Issues: Would certification be for course offerings, or for faculty? Would *courses*, or *faculty* be evaluated?; CFA should weigh in; In some programs, *all* course work must be

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completed within the program. Will campuses be forced to accept units to satisfy major requirements, as opposed to accepting them as elective credit? There may be impacts from this on FTES.

IV.   VICE CHAIR'S REPORT, Debbie Kristan
(Not present.)

V.   PROVOST'S REPORT, Graham Oberem

Dawn Formo will serve on the Chancellor's task force for Proven and Promising Practice Programs. Formo will work to identify point people on campus for various disciplines. • The call for nominations for the President's Awards will go out today. All are asked to encourage colleagues to nominate. Committees involve minimal workload and it is hoped there will be a rich pool of nominees. The Wang award announcement is past due. Criteria and processes are being evaluated by the CFA before information is released. Deadline for the award is currently 11/3/14. • Enrollment at Census was 9,844. The campus target was 8,390. We are currently 1,500 FTES over target. If last Spring's numbers hold this year, the penalty would be, roughly, $5.3-million. The average unit load for students is 12.5 units for undergrads; above the historical average of 12.3 units, which is statistically significant. Freshmen average load is 12.8 units.

VI.   VICE PROVOST'S REPORT, Kamel Haddad

Student Access Initiative – The meeting with ASI was successful. The preservation of U-hour and the time block structure were well received. ASI will place the Initiative on their next agenda as a resolution for endorsement. • The two meetings to discuss the Initiative with department chairs were postponed and are now scheduled 9/30/14, 11:30 AM to 1:00 PM; and, 10/1/14, 4:00 to 5:30 PM, followed by an open forum on Friday, 10/3/14, 11:00 AM to 12:00 Noon. Haddad, Patti Seleski and Pam Bell will facilitate. Feedback will be welcome from department chairs the following week. The only pre-scheduled programs in the schedule build process are auditoria, courses linked to physical disability documented with HR, and classes requesting active learning classrooms (MARK and ACD only). (An updated version of what was shared with ASI has been forwarded to EC and is attached.)

VII.   COMMITTEE CHAIR REPORTS

APC (Kumar) – Kumar shared priorities:
It was suggested that APC should move the Academic Freedom Policy to the top of list, as the work was finished last academic year and just needed to be approved. This item has WASC implications. Other items on the list: Guidelines for Syllabi; Policy on Curriculum Originating Off Campus; Credit Certificate Policy; Challenge Exam Policy; EL Roles and Responsibilities Policy; Policy that defines Online and Hybrid; and, Policy on Winter Intersession.

BLP (Stall) – BLP has been in communication with UCC to keep up to date on P-forms for Masters in Public Health, and the B.A. in Music Program. Information is still being requested for the Music Program. Status of Stateside Expansion to Extended Learning approved by Senate last spring needs to be checked. Stowell to follow up on this because it was sent back by Oberem along with the Policy to Expand Stateside Programs to Online. Stowell and Bennett to communicate with Staci Beavers and Matt Ceppi for clarification, and share with BLP. • To assist with P-form issues, BLP is working with Eisenbach and Haddad on Tips sheet which will assist the program initiation process.

FAC (Nava) – FAC's highest priority is the Wang award. Once information is available from the Chancellor's office, they will move forward. Going forward, the normal procedures will be restored. FAC is collaborating with Institutional Planning and Assessment to follow up on last year's pilot of online course evaluations of teaching. CFA's report on the applicability of RTP standards campus-wide has been received. • Guidelines for department

RTP standards have been online since 2009. FAC will revise and update this document. FAC will incorporate separate college/department RTPs and produce a single document to be used by peer review committees across campus.

GEC (Whittlesey) – GEC began the process of Lower Division GE curriculum review last year and will attempt to compete this fall. Of 100 courses proposed for recertification, two-thirds have been reviewed; 45 have been certified. Some departments have not yet submitted. Currently, GEC is beginning Upper Division GE course review. The process will follow that used for lower division, with upper division forms being required to look similar and include SLOs. Forms *may* go to Senate this year. • A petition process has been created for students who change their major, where some of their coursework may satisfy a GE requirement. Information for students will appear in the Catalog.

NEAC (Swan) – The first Call went out, producing 18 respondents for 75 seats (list attached). Calls will continue (last year there were seven Calls). • The fall Referendum (nine amendments to the Constitution and Bylaws) will go out for vote next Monday with voting closing 10/9/14. • NEAC's new charge is to look at EC proposal regarding changing long term vacant seats to, At Large seats.

PAC (Weigt) – PAC is working on nine program reviews this year and has divided into two committees in order to be able to process the workload, which is more than double that of last year. They thanked EC for stipends.

SAC (Saferstein) – SAC is reviewing the existing Internship policy and will report findings to the Internship Task Force to get further input before bringing its work to EC. • Revision of the Student Grade Appeal policy is nearly finished. • The Engaged Education Definitions are also in review.

UCC (Moineau) – UCC hopes to bring the B.A. in Music and MPH to Senate in the next few months. They are also working on Kinesiology options. An Online C-form will be rolled out by Spring. Efforts are being made to streamline UCCs workload and were discussed (see below).

XI. **DISCUSSION ITEMS**

    A. **UCC: Streamlining the Review Process, Moineau** (see attached)

        Moineau led discussion about the UCC Review Process. With the current process, curricular review of C and C-forms not associated with P or P-2 forms can take one year or more. It is believed this could be streamlined by allowing much of the work (i.e., C-2 forms as well as C forms not associated with P or P-2 forms) to be completed by the College Curriculum Committees. All C and C-2 forms not associated with P or P-2 forms coming from CAPCs would go directly to Senate. Opposition at Senate would send the given C and C-2 forms to UCC for closer review. This process would allow UCC to focus on the review of P and P-2 forms and their associated C, C-2 and D forms. Discussion followed.

    B. **SAC: Engaged Learning Definitions, Saferstein** (see attached)

        Initial discussion of the Engaged Learning Definitions (attached) began. SAC will be addressing what types of clearances are needed, in order to address liability and other implications. Some definitions have been derived from those of other campus' policies. Brief discussion followed.

X. **EC MEMBERS CONCERNS AND ANNOUNCEMENTS**

    Nava stated FAC is waiting for updates from Matt Ceppi regarding results from pilot program for online student course evaluations. Nava would like to see the data before there is consideration of implementing this program.

• Stowell to follow up with Nava and Ceppi.

The meeting was adjourned at 2:04 PM

Respectfully submitted by Adrienne Durso, Senate Coordinator.

Approved by the Executive Committee: /~~Vivienne Bennett~~   10/15/14

                                       Vivienne Bennett, Secretary   *Date*

*Next meeting: October 1, 2014 ~ 12:00-12:50 p.m. ~ **Commons 206***

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UCC Recommendation: Curricular Review Process

1.   Training of the CAPCs to take on a more careful, detailed review of curriculum within the colleges.

2.   C-2 forms once approved by CAPC move on to Regina or trained staff for careful review related to form compliance and any possible discipline impact that CAPC may not have noticed. They move to Senate consent calendar from there.

3.   P-2 forms once approved by CAPC move to Academic Programs to be carefully reviewed by Regina and the Chair of UCC. Regina and chair determine if UCC review is necessary. If not, they go to Senate consent calendar.

4.   C forms **not** associated with a P form follow # 3 but will be reviewed by Regina the chair, and UCC rep(s) from the associated college. If they are determined not to impact other programs/disciplines and have not called into play the opposition to curriculum form/process at the CAPC level, they move to Senate consent calendar.

5.   **Any** curriculum that has called into play the opposition to curriculum process/form at the CAPC level, but still approved to move on from the college level goes on to UCC for a greater level of external review.

6.   Any P forms and C forms associated with P forms go to UCC for full review.

Approved Class Meeting Times Proposal - Main Campus

Table I - 2 hrs/week

MW/MF/WF	TR
7:30 AM - 8:20 AM	3:30 PM - 4:20 PM
8:30 AM - 9:20 AM	4:30 PM - 5:20 PM
9:30 AM - 10:20 AM	
10:30 AM - 11:20 AM	
11:30 AM - 12:20 PM	
12:30 PM - 1:20 PM	
1:30 PM - 2:20 PM	

Table II - 3 hrs/week

MWF	TR
7:30 AM - 8:20 AM	7:00 AM - 8:15 AM
8:30 AM - 9:20 AM	8:30 AM - 9:45 AM
9:30 AM - 10:20 AM	10:00 AM - 11:15 AM
10:30 AM - 11:20 AM	11:30 AM - 12:45 PM
11:30 AM - 12:20 PM	1:00 PM - 2:00 PM - University Hour
12:30 PM - 1:20 PM	2:00 PM - 3:15 PM
1:30 PM - 2:20 PM	

MW	TR
2:30 PM - 3:45 PM	
4:00 PM - 5:15 PM	
5:30 PM - 6:45 PM	5:30 PM - 6:45 PM
7:00 PM - 8:15 PM	7:00 PM - 8:15 PM
8:30 PM - 9:45 PM	8:30 PM - 9:45 PM

Table III - 4 hrs/week

MW/MF/WF	TR
7:30 AM - 9:20 AM	
8:30 AM - 10:20 AM	
9:30 AM - 11:20 AM	
10:30 AM - 12:20 PM	
11:30 AM - 1:20 PM	
12:30 PM - 2:20 PM	3:30 PM - 5:20 PM
MTWF or MWRF	**MW or TR (1.5-2.5)**
50 minutes/day starting on any half hour between 7:30 and 1:30	One yellow timeblock on one day and 2 consecutive yellow timeblocks on the other day.

University Hour: to move to TR 1-2pm (no classes scheduled)

For combination LEC (2 hrs/wk) and LAB/ACT (3 hrs/wk): Use any 2-hour pattern from Table I for LEC, and 3 one-day consecutive GREEN timeblocks or 2 one -day consecutive YELLOW timeblocks from Table I or II for LAB.

For combination LEC (3 hrs/wk) and LAB/ACT (3 hrs/wk): Use any 3-hour pattern from Table II for LEC, and 3 one-day consecutive GREEN timeblocks or 2 one-day consecutive YELLOW timeblocks from Table I or II for LAB.

For 1 day/week courses: (Eg: credential, some graduate) Combine consecutive one-day GREEN or YELLOW timeblocks

Dedicated classrooms: Three classrooms in MARK will be dedicated MW after 2:30 PM and TR before 3:30 PM to once a week 2-unit or twice a week 4-unit classes (expected use: 24 hours per week per classroom). Proposals to dedicate a classroom to a given program will be considered by the Office of Planning and Academic Resources.

DEFINITIONS OF ENGAGED LEARNING ACTIVITIES AT CSUSM

Co-Curricular/Engaged Education: Scheduled activities outside of the classroom that enhance student understanding of concepts and activities that are introduced in the classroom. Engaged learning activities provide students with opportunities to develop deeper knowledge and expertise related to the practical settings in which topics of study apply.		
Activity	**Defining Characteristics**	**Key Ideas**
Research	**Structure:** Credit-bearing independent course project involving multiple visits to site or sites outside of the classroom allowing application of course concepts outside the classroom, with positive learning outcomes for the student. **Supervision:** Faculty **Ultimate goal:** Promoting student learning and personal development through the application, contemplation, and integration of course concepts in conjunction with practice in the routine setting to which those concepts apply.	Multiple visits to sites outside of the classroom in order to collect and/or analyze data related to the environments and activities in which the course topic applies. Examples include studies in organizational settings and studies of geographical or biological environments. Students engaging in research outside the classroom as part of their coursework learn about and reflect upon the application of concepts and research methods in the conditions of actual research practice. They also have access to data that would not be available in the classroom. This provides content-specific practice in certain research methods. Research that supports students' understanding of the connection between actual lab or field research environments and their academic course work.
Service learning	**Structure:** Credit-bearing course project allowing application of course concepts outside the classroom, with positive learning outcomes for both student and community **Supervision:** Faculty **Ultimate goal:** Promoting student learning and personal development through application, reflection, and integration; fostering stronger ties	Service-learning is an educational methodology which combines community service with explicit academic learning objectives, preparation for community work, and deliberate reflection. Students participating in service-learning provide direct and indirect community service as part of

	between institution and community; meeting relevant community needs; disseminating work done into the public discourse	their academic coursework, learn about and reflect upon the community context in which service is provided, and develop an understanding of the connection between service and their academic work. These learning experiences are designed through a collaboration of the community and the institution or academic unit/program, relying upon partnerships meant to be of mutual benefit. Improvement and sustainability of the experiences and the partnerships are enhanced through formal assessment activities that involve community, faculty, student and institutional perspectives (Gelmon, Holland, Driscoll, Spring, & Kerrigan, 2001).
Senior experience	**Structure:** Student groups working with local businesses or organizations. **Supervision:** Faculty **Ultimate goal:** Application of classroom knowledge to real-world business problems that help students enhance their skills to be the future business leaders of tomorrow.	Senior Experience is the capstone course for the business administration major. Under the direction of a faculty supervisor, small groups of students work on real-world projects submitted by local businesses and organizations. A trade show is held at the conclusion of the semester to showcase students and their projects (COBA website). Teams of students work with businesses as consultants on real-life problems.

| Internships | **Structure:** On- or off-campus organizations partnering with CSUSM academic departments to provide unpaid or paid internships for academic credit.
Note: Many internships obtained for academic credit are unpaid; however, employers are encouraged to offer students a regular wage. If unpaid, the employer must ensure the internship meets federal guidelines from the Department of Labor (DOL): http://www.dol.gov/whd/regs/compliance/whdfs71.htm#.UHXKLRXA_cw

Supervision: Students will be supervised both on site by a designee at the internship organization and by the instructor of the course providing the academic credit. Faculty supervisors will communicate with internship organization supervisors to assess student performance prior to assigning credit or grades.

 Ultimate Goal: To provide students with a high impact educational practice in which they can apply learned academic skills to real world experience.
Ultimate goal: Promoting student experiential learning and professional development within their field of study in a professional setting off campus. | An academic internship is a University-sanctioned activity that formally integrates the student's academic study with practical experience with a cooperating on- or off-campus organization. An internship may be paid or unpaid, part-time or full-time but in all cases must be a closely monitored, structured activity that complements academic experience from the classroom environment by including agreed upon scope and outcomes[1].

[1] See, for example, the "Learning Plan" in the 2011 CSU Resource Guide for Managing Risk in Service Learning, pp. 46-47 |
| Clinical practice experiences in nursing and education | **Structure:** Individual placements in K-12 classrooms (education), clinics or hospitals (nursing) where candidates apply knowledge learned from coursework to the contexts in which they will work professionally.

Supervision: Placement facilitated by placement coordinators within either the SOE or SON. Field supervision is completed by faculty.

Ultimate goal: (1) Application of theoretical knowledge into professional contexts; (2) Compliance with accrediting organizations and credentialing bodies | Clinical Practice experiences model the belief that relevancy is crucial in professional education. Learning developed in the university courses is designed to complement and support the candidate's fieldwork.

Clinical Practice experiences in both the School of Education and the School of Nursing will be specifically excluded from oversight by Engaged Education as they have specific mandates from outside |

		accrediting agencies
International Service Learning (AACU calls it Global Learning)	**Structure**: Credit-bearing course project providing a structured and culturally-immersive academic experience in another country, working reciprocally with local institutions to address host community needs while developing our students' cross-cultural understanding of daily life and global issues. **Supervision**: Faculty *Supervision may be on or off site and may include direct supervision of the student work, indirect supervision through coursework, or indirect supervision through the Office of Global Education - **Ultimate goal**: Provides students with valuable international experience that requires engagement and dialogue in order to widen their perspectives and deepen their intercultural understanding. Helps develop global citizens by providing an experiential foundation for global understanding and global action. Allows students to critically analyze and reflect on the service activity for a better appreciation of course content. Cultivates and enables long-term, and mutually-beneficial engagements between the university and specific international partners. Establishes and enhances university reputation outside the United States	**International Service Learning (ISL)** is a variation on global education. Combining aspects of traditional study abroad and international volunteerism, these programs give students the opportunity to earn credit abroad while participating in community-based service projects in communities around the globe (Rutgers University). It emphasizes organized service activities that meet/addresses community needs, provide direct interaction and cross-cultural dialogue with others, allow reflection and connection of experience with course content, and a provide a deeper understanding and appreciation of the host country, discipline, and their own responsibilities as citizens, locally and globally (Bringle & Hatcher 2011).

*Works Cited

Service Learning: Gelmon, Sherrill B., Holland, Barbara A., Driscoll, Amy, Spring, Amy, & Kerrigan, Seanna (2001). Assessing Service-Learning and Civic Engagement: Principles and Techniques. Campus Connect: Brown University, Providence, RI., p. v

Internships: Learning Plan" in the 2011 CSU Resource Guide for Managing Risk in Service Learning, pp. 46-47
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International Service Learning/Global Education: Bringle, R. G., and J. A. Hatcher. (2011). International Service Learning. In

International Service Learning: Conceptual Frameworks and Research (Ed.) R. G. Bringle, J. A. Hatcher, and S. G. Jones. Sterling, VA: Stylus Publishing, Inc.

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NEAC RECOMMENDATIONS
Sept. 24, 2014

Committee	Seat & Term	Name
Academic Senate	CHABSS- 14-16	Kenneth Mendoza
Faculty Affairs Committee	Library 14-16	Ann Fiegen
Library and Academic Technology Advisory Committee	CSM 14-16	Karno Ng
UCC Grad Subcommittee	CoBA at large	Glen Brodowsky
UCC Grad Subcommittee	CEHHS at large	Elvira Gomez
Arts and Lectures Committee	Faculty at large	Aníbal Yáñez-Chávez
Community Engagement Faculty Advisory Committee	Library	Melanie Chu
Coordinating Committee for Diversity Mapping	CoBA 14-15	Dennis Guseman
Coordinating Committee for Diversity Mapping	CSM (Fall 2014) CSM (Spring 2015)	Rocio Guillen Stephen Tsui
Faculty Awards Selection Committee	Library	Torie Quiñonez
Faculty Center Advisory Council	CHABSS-BSS (Fall 2014)	Marion Geiger
Faculty Center Advisory Council	Library 14-16	Tricia Lantzy
Long-Range Academic Master Plan Taskforce	Library 14-15	Allison Carr
Long-Range Academic Master Plan Taskforce	CoBA 14-15	Bruce Rich
Provost's Space Advisory Group	CSM 14-15	Andre Kundgen
Student Grade Appeals Committee	Faculty at large 14-16	Susie Lan Cassel
University Intellectual Property Committee	CoBA	Bruce Rich