

AGENDA
Executive Committee Meeting
CSUSM Academic Senate
Wednesday, February 18, 2015, 12:00 –2:50 pm
Provost's Conference Room – Kellogg 5207

I. Approval of Agenda

II. Approval of Minutes – 2/11/15

III. Chair's Report, [Laurie Stowell](#)

Referrals to Committee:

- FAC: Application for Salary Increases for Market or Equity Purposes

IV. Vice Chair's Report, [Debbie Kristan](#)

V. Secretary's Report, [Vivienne Bennett](#)

VI. Provost's Report, [Graham Oberem](#)

VII. Vice Provost's Report, [Kamel Haddad](#)

VIII. Discussion Items

A. Masters in Public Health (CEHHS-SoN) (2 attachments) [Matt Escobar](#) Time Certain 12:10 PM

- UCC: Report on Masters in Public Health – Update with Answers from Proposer *Page 2*
- Appendix C. – MPH Suggested Roll Out Plan *Page 4*

B. Professional Certificate in Specialized Study in Cultural Competency in Healthcare (CHABSS)

Time Certain 12:20 PM

- BLP: Report on Certificate in Specialized Study in Cultural Competency and Healthcare *Page 5*
- UCC: Report on Professional Certificate in Specialized Study in Cultural Competency and Healthcare *Page 6*
- UCC: Catalog Copy – Certificate in Specialized Study in Cultural Competency and Healthcare *Page 7*

C. GEC: General Education Course Certification Request (attachment – (As separate Excel file)

D. FAC/NEAC: Lecturer Task Force – Proposal for Lecturer Compensation for Senate Service

E. BLP: Moving Self-Support Academic Programs to State Support (attachment) *Page 9*

F. Senate Officers: Resolution Regarding California Community Colleges Plan to Offer Four-Year Baccalaureate Degrees

IX. EC Members Concerns & Announcements

Next EC Meeting: 2/25/15, 12:00 – 2:00 PM, Kellogg 5207

1 [Email Trail – UCC Grad Sub Committee Chair / Denise Boren – re: Answers for EC – Masters in Public](#)
2 [Health](#)

3
4 **From:** Denise Boren <dboren@csusm.edu>

5 **Date:** Sunday, February 15, 2015 at 10:33 PM

6 **To:** Matthew Escobar <mescobar@csusm.edu>, Jeff Nessler <jnessler@csusm.edu>

7 **Subject:** Re: Question from Senate EC about the Masters in Public Health
8

9 Hello Matt - please see below the responses to your questions.
10

11 Denise Boren, PhD, RN

12 Director, School of Nursing

13
14 **From:** Matthew Escobar

15 **Sent:** Wednesday, February 11, 2015 1:12 PM

16 **To:** Denise Boren; Jeff Nessler

17 **Subject:** Question from Senate EC about the Masters in Public Health
18

19 Dear Denise and Jeff,
20

21 Pat Stall and I presented the MPH to the Senate Executive committee today. Senate EC had some
22 questions about faculty associated with the MPH program, and I've been asked to pass these questions
23 on to you. I anticipate that EC will vote on the MPH next Wednesday, so please try to get back to me
24 with your responses before then.
25

- 26 1. For the tenure track faculty that will teach for the MPH (Susan Andera, Nursing; Devan Romero,
27 Kinesiology):

- 28 a. How many courses per year will these faculty be teaching for the MPH? **For the first**
29 **year, I do not see them teaching in the MPH program as we were given permission to**
30 **hire a Director and a tenure track faculty member. If the Director gets 6 units release**
31 **time for her administrative responsibilities, then she will teach 3 units. The tenure track**
32 **will likely be given a course release for being a new faculty, but will still need 6 units of**
33 **teaching. Students have 3 courses, each course is 3 units for a total of 9 units for both**
34 **spring and fall. For summer, there is 2 courses so either the MPH faculty, or the**
35 **doctorally prepared faculty can teach courses. Moving forward, it is planned to hire a**
36 **third MPH faculty member and the three faculty will be able to cover the courses**
37 **scheduled. If needed have Susan and Devan can teach a course, or our fabulous**
38 **lecturers can teach courses as well, especially during the summer. (Jeff) I concur with**
39 **the response from Denise. We don't anticipate a great need for Devan to teach for the**
40 **MPH program, but in such cases we have enough qualified adjunct faculty to cover**
41 **Devan's KINE courses and would support her contribution to the MPH.**
42 b. Will these courses be treated as "overload", or will EL reimburse the
43 departments for their time (essentially buy the faculty out of some of their
44 normal departmental teaching)? **The courses they teach will be part of their**
45 **teaching load if they get an opportunity to teach in the MPH program and EL will**
46 **reimburse the departments for their time. (Jeff) We currently have tenure track**
47 **faculty that teach for the EL Temecula program as part of their regular teaching**

load. EL reimburses the College for their teaching assignments. I don't believe this would be any different.

- c. If EL is reimbursing departments, how will this affect the integrity of the Nursing and Kinesiology curricula? Both departments have excellent lecturers that can replace Devan and Susan for a course per year. We have doctoral lecturers who can teach in either our departments or in the MPH program. (Jeff) I agree with the response from Denise – we currently have the lecturers to cover these courses. In addition, the vast majority of applicants to the KINE lecturer pool are individuals with a Public Health background. If needed, we would not have any trouble finding additional qualified lecturers.
- d. Do the corresponding department chairs (Denise, Jeff) support these faculty teaching for the MPH? Yes, we are very committed to assisting with the launch of a MPH program at CSUSM. The program will be a wonderful addition to our college. (Jeff) Yes, Kinesiology supports the MPH program and we look forward to finding additional ways to work collaboratively in this area. We feel that the benefits of having this program will far outweigh the minor impact that it may have on our faculty.

2. For the new hires for the MPH (1 faculty director and 1 other TT faculty):

- a. Will the full teaching load of these faculty be MPH courses (i.e. will they teach only for the MPH program)? Yes, they will be dedicated to the MPH program.
- b. Please revise your Appendix C (attached) to reflect the probable teaching assignments of both of the TT faculty that will be hired for the program this Spring. See attached.

Thanks,
Matt Escobar

Matthew Escobar, Ph.D.
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APPENDIX C -- MPH SUGGESTED ROLL-OUT PLAN

	Initial roll-out: OPTION IN HEALTH PROMOTION & EDUCATION (at least yrs 1&2)			2nd option added if demand exists (earliest: yr 3)			3rd option added several yrs down the road if demand exists			
	COURSE	FACULTY	OPTION ROLL-OUT/ENROLLMENT/HIRING PLAN	Core	HPE	GH	Core	HPE	GH	EPB
Fall	PH 501 Foundations of Public Health and Policy PH 502 Foundations of Health Systems Organization and Delivery PH 504 Biostatistics	TT Faculty, PH, TBD (hired Spring 201 TT Director/Faculty, PH, (hired Spring TT Director/Faculty, PH, (hired Spring 2015)	Roll-out Health Promotion and Health Education Option Hire one TT faculty AY 2015/16							
Spring	PH 503 Social and Behavioral Determinants of Health PH 505 Epidemiology PH 506 Environmental Determinants of Health	TT Director/Faculty, PH TT Faculty, PH, TBD TT Faculty, PH, TBD								
Summer	PH 507 Research Methods and Proposal Writing PH 530 Health Disparities, Diversity, and Culture	Deborah Morton, PhD Epidemiology, instructor Linnea Axman, Lecturer, SoN								
Fall	PH 531 Methods of Community Health Education PH 532 Health Program Planning, Implementation and Evaluation PH 533 Health Promotion and Health Education Strategies PH 598 Culminating Experience (Project or Thesis) PH 501 Foundations of Public Health and Policy PH 502 Foundations of Health Systems Organization and Delivery PH 504 Biostatistics	TT Faculty PH, TBD TT Faculty, PH, TBD TT faculty, PH, TBD ARR TT Faculty, PH, TBD TT Faculty, PH, TBD TT Faculty, PH, TBD	Roll-out Global Health Option Cohort 2 Health Promotion and Health Education Option Hire one TT faculty AY 2016/17 Director - preparing for accreditation	PH 501 PH 502 PH 504 PH 503 PH 505 PH 506 PH 507						
	PH 595 Elective PH 598 Culminating Experience (Project or Thesis) PH 503 Social and Behavioral Determinants of Health PH 505 Epidemiology PH 506 Environmental Determinants of Health	TT Faculty, PH, TBD TT Faculty, PH, TBD ARR TT Faculty, PH, TBD TT Faculty, PH, TBD TT Faculty, PH, TBD			PH 531 PH 532 PH 533	PH 561 PH 562 PH 563	PH 501 PH 502 PH 504			
				PH 595	elective	elective	PH 503 PH 505 PH 506			
	PH 507 Research Methods and Proposal Writing PH 530 Health Disparities, Diversity, and Culture PH 560 Principles of Global Humanitarian Emergencies	Deborah Morton, PhD Epidemiology, instructor Linnea Axman, Lecturer, SoN Lecturer TBD		PH 598/599			PH 507			
Fall	PH 531 Methods of Community Health Education PH 532 Health Program Planning, Implementation and Evaluation PH 533 Health Promotion and Health Education Strategies PH 561 Global Health: Chronic and Infectious Diseases PH 562 Global Health Policy and Practice PH 563 Community-Based Participatory Research in Public Health PH 598 Culminating Experience (Project or Thesis) PH 501 Foundations of Public Health and Policy PH 502 Foundations of Health Systems Organization and Delivery PH 504 Biostatistics	TT Faculty, PH, TBD TT Faculty, PH, TBD TT Faculty, PH, TBD TT Faculty, PH, TBD TT Faculty, PH, TBD TT Faculty, PH, TBD ARR TT Faculty, PH, TBD TT Faculty, PH, TBD TT Faculty, PH, TBD	Roll-out Emergency Response and Biosecurity Option Cohort 2 Global Health Option Hire one TT faculty AY 2017/18				PH 530 PH 531 PH 532 PH 533	PH 560 PH 561 PH 562 PH 563	PH 515 PH 516 PH 517 PH 518	
							PH 595			
							elective	elective	elective	
							PH 598/599			
Spring	PH 595 Elective Elective Health Promotion and health Education Elective Global Health PH 598 Culminating Experience (Project or Thesis) PH 503 Social and Behavioral Determinants of Health PH 505 Epidemiology PH 506 Environmental Determinants of Health									
Summer	PH 507 Research Methods and Proposal Writing PH 515 Fundamentals of Emergency Management PH 560 Principles of Global Humanitarian Emergencies									
Fall	PH 516 Public Health Preparedness and Response PH 517 Public Health Biosecurity PH 518 Public Health Leadership and Risk Communication PH 561 Global Health: Chronic and Infectious Diseases PH 562 Global Health Policy and Practice PH 563 Community-Based Participatory Research in Public Health PH 598 Culminating Experience (Project or Thesis) PH 501 Foundations of Public Health and Policy PH 502 Foundations of Health Systems Organization and Delivery PH 504 Biostatistics		Cohort 2 Emergency Response and Biosecurity Cohort 3 Health Promotion and Health Education Hire one TT faculty AY 2018/19							

1 **Report from BLP, Professional Certificate in Cultural Competency and Healthcare: (CHABSS)**
2 **October 31, 2014**
3

4 The budget and Long Range Planning Committee (BLP) has reviewed the proposed Professional
5 Certificate in Cultural Competency and Healthcare as well as the resource implications of the program's
6 launch. We thank proposers, Konane Martinez, Bonnie Bade, and Laurette McGuire, and Extended
7 Learning representatives, Nicole Roe and Al Kern, for their input and assistance as we reviewed the
8 program's resource implications. This program will be launched through self-support.
9

10 **Program Demand:**

11 This program was written to assist healthcare organizations and their employees to meet federal and
12 state standards for cultural and linguistic competency and proficiency. The requirement to meet the
13 standards is directly tied to accreditation requirements for many healthcare entities. Since this is an
14 online program, there are a large number of health care organizations in the San Diego area as well as
15 nationwide who may take this certificate program. Information from the Bureau for Labor Statistics
16 indicate a high need for such training.
17

18 **Resource Implications:**

19 *Faculty, staff and space:*

20 In addition to the CSUSM qualified faculty there is a team of 8-10 professionals who will be adjuncts in
21 this program. That is sufficient support should the demand grow significantly. Salaries are provided
22 through the self-support model. Since there will be no need for any new full time faculty and adjuncts
23 will teach from off-campus, there are no anticipated additional faculty or classroom spaces needed. All
24 staff advising and staff assistance for this program will be funded by EL who also provides additional
25 staff for the Department on an as-needed basis.
26

27 *IITS and Library:*

28 The library memo indicates existing resources that will meet some of the needs of the program. They
29 will need to purchase the *Journal of Cultural Diversity* (\$374.00 per year) and the *Encyclopedia of*
30 *Immigrant Health* (\$1100.00). The EL budget includes \$6500.00 for the first year and \$2000 per year in
31 subsequent for library support and expenses.
32

33 This program will be evaluated annually with regard to library and technology needs to ensure sufficient
34 support. It is anticipated that due to the online format, there will also be increased need for support
35 from IITS. As is the case with all EL programs, IITS receives approximately 1.5% of the program's gross
36 revenue to provide support.
37

38 Since this program is designed as a cohort model for working professionals with 8-week courses, EL will
39 need to monitor students closely and advise them accordingly with regard to rules regarding such issues
40 as continuous enrollment.
41

42 **Recommendation:**

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44 BLP unanimously recommends approval of the Professional Certificate in Cultural Competency and
45 Healthcare.
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47

Report from the University Curriculum Committee (UCC), Certificate of Specialized Study in Cultural Competency in Health Care

In May 2014, UCC received a P-form to create a new Certificate of Specialized Study in Cultural Competency in Health Care. Six new courses (C-forms) are associated with the certificate. UCC's review process was focused on the academic soundness and quality of both the proposed courses and the certificate as a whole. Following extensive review and consultation with Konane Martinez (Anthropology) from Nov. 2014 through Feb. 2015, UCC voted to recommend the P-form and all associated C-forms for Senate approval.

The proposed certificate is designed to increase the cultural and linguistic competency of health service professionals (or students interested in becoming health service professionals), as required by several federal and state regulatory mandates, including US Executive Order 13166. The certificate will be awarded to students who successfully complete six two-unit courses (12 units total), all of which will be offered exclusively online. The program will be offered through Extended Learning. CHABSS faculty Bonnie Bade (Anthropology), Konane Martinez (Anthropology), Laurette McGuire (Anthropology), and Michael McDuffie (Philosophy) will be the primary tenure-track faculty associated with the program. Registered nurses, junior/senior level undergraduates (in any major), and Bachelor's degree holders (in any major) will be eligible to apply for the certificate program. The courses which make up the certificate are listed below:

CCHC 500	Clinical Care and Cultural Competency
CCHC 510	Special Populations and Health Care
CCHC 520	Medical Ethics in Cross Cultural Context
CCHC 530	Communication, Language Access, and Health Literacy
CCHC 540	Palliative Care in Diverse Communities
CCHC 550	Practicing Cultural Competency

For the complete curriculum associated with this proposal, visit the Curriculum Review website, lines 72 to 78: http://www.csusm.edu/academic_programs/catalogcurricula/2014-15_curriculum_chabss.html

Proposed Catalog Language for the Certificate of Specialized Study in Cultural Competency in Health Care

The Cultural Competency in Health Care Certificate (CCHCC) is an online academic certificate for health service professionals that focuses on the delivery of culturally- and linguistically-appropriate health care. The CCHCC arms health care professionals with the skills and knowledge to best serve an increasingly diverse community of patients, including transnational migrants, farm laborers, indigenous communities, refugees, and other minority populations, focusing not only on primary and preventative care, but also chronic, palliative, and end of life care. The CCHCC instructs nurses, hospital administrators, physicians, clinic directors, and other health service professionals on ethics, language access, cultural awareness, state and federal mandates on cultural competency, and institutional preparation for cultural competency accreditation.

Federal and state governmental bodies have developed a comprehensive set of regulatory mandates related to cultural and linguistic competency in health care including United States Executive Order 13166 and the National Standards for Culturally- and Linguistically-Appropriate Services in Health Care (CLAS). Additionally, accreditation agencies such as the Joint Committee for Accreditation of Healthcare Organizations (JCAHO) and the National Committee for Quality Assurance (NCQA) have established rigorous standards in the areas of cultural and linguistic competency and proficiency for health care organizations. The aim of the CCHCC Program at CSUSM is to develop a workforce that can excel in the planning and delivery of culturally competent health care. Cultural competency, when developed and implemented as a framework, enables systems, agencies, and groups of professionals to understand the needs of groups accessing health information and health care in an inclusive partnership where the provider and the user of the information meet on common ground. Cultural competence benefits consumers, stakeholders, and communities, leads to a reduction of health disparities, and supports positive health outcomes. Training in cultural and linguistic issues can provide those working in the health care fields with skills that can positively impact patient care through the delivery of services that are respectful and responsive to the health beliefs, practices, and cultural and linguistic needs of a diverse national population.

Admission and Application Requirements

- Applicants should be an undergraduate student with junior/senior status, or have completed a Bachelor's degree (in any field), or be a Registered Nurse (RN).
- Applicants must submit a current resume, a personal statement, and a CCHCC Program Application www.csusm.edu/EL/CCHCC.
- Applicants must be proficient in English.

44

45 Total Units 12

46 CCHC 500 (2)

47 CCHC 510 (2)

48 CCHC 520 (2)

49 CCHC 530 (2)

50 CCHC 540 (2)

51 CCHC 550 (2)

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53

54 New Courses being approved with this Degree Program:

55 CCHC 500 Clinical Care and Cultural Competency

56 CCHC 510 Special Populations and Health Care

57 CCHC 520 Ethics and Culture in Medicine

58 CCHC 530 Cross Cultural Health Communication

59 CCHC 540 Palliative Care in Diverse Communities

60 CCHC 550 Practicing Cultural Competence in Health Care

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BLP: Moving Self-Support Academic Programs to State Support

Rationale: As CSUSM first contemplated opening new academic programs via Extended Learning as fully self-support programs, many asked how such programs might be moved "stateside" once California's budget situation improved and CSUSM could again contemplate enrollment expansion. As we stand now at the cusp of such long-awaited growth, we should examine how such moves might happen. While it is possible to bring self-support programs into the state-supported budget, the benefits and costs (including potential costs to other stateside programs) must be evaluated before any such moves are made. Such a proposal must ultimately be approved by the Chancellor's Office. This document establishes a consistent, consultative process for considering whether existing self-support programs should be moved to the "stateside" budget. We are aware of no such proposals at this time; this document is intended as a preemptive measure to allay possible concerns.

Definition: Policy and procedure for the moving of self-support, for-credit programs to state support

Authority: The President of the University.

Scope: Self-support, for-credit programs considered for moves to ~~EL~~ the state budget

Principles: Any proposed move of a self-support program to the state-supported budget would require consideration of the following:

1. What potential costs and benefits will accrue to a self-support program moved to the state-supported budget? For example:
 - a. how would moving the program stateside affect student tuition/fees?
 - b. can we anticipate any impact on student recruitment?
 - c. what impact can we anticipate on revenues?
 - d. how would currently enrolled students be affected?
2. What potential costs and benefits will accrue to other existing state-supported programs and other units if an existing self-support program is moved to the state-supported budget?
 - a. what is the anticipated effect on FTES?
 - b. what existing (and new) program costs would be added to the Academic Affairs budget? These costs should include FTES, FTEF, Library resources, IITS, advising and other staff resources, and lab and any equipment costs.
 - c. any other potential impacts on existing stateside programs should also be taken into account, including space needs and prioritizations for space assignments.
3. Any other potential costs and benefits, including those to the community and the region, should be addressed.
4. Given the need for thoughtful planning, such programs should be incorporated into the respective unit's 3-year rolling plans in a timely fashion. If the program is not on its respective unit's 3-year plan when the proposal is submitted for review, the proposer should explain why that is the case.

Process: When the Academic Senate is asked to approve any new program, the Budget & Long-Range Planning (BLP) committee assesses likely resource impacts. Moving existing self-support offerings to the state-supported budget requires a re-assessment of resource impacts. Before any existing self-support program moves to the state-supported budget, a proposal addressing all of the points noted above shall be developed by a current CSUSM faculty member. The review of that proposal, submitted by a faculty member from within the program in question, will include the following steps:

1. review by any appropriate College-level committees;
2. review by the Dean of the appropriate College(s) as well as the Dean of Extended Learning;

- 53 3. review by BLP;
- 54 4. consideration for approval by the Academic Senate.