AGENDA
Executive Committee Meeting
CSUSM Academic Senate
Wednesday ~ October 1, 2014 ~ Commons 206 ~ 12:50 pm
Commons 206

I.   **APPROVAL OF AGENDA**

II.   **APPROVAL OF MINUTES** – 9/24/14

III.   **CHAIR'S REPORT** – Laurie Stowell

        Referrals
        A. NEAC: Recommendations

IV.   **VICE CHAIR'S REPORT** – Debbie Kristan

V.   **PROVOST'S REPORT** – Graham Oberem

VI.   **VICE POVOST'S REPORT** – Kamel Haddad

VII.   **CONSENT CALENDAR**

VIII.   **COMMITTEE REPORTS** (2 min. each)

IX.   **DISCUSSION ITEMS**
        A. APC Curriculum Proposers Policy (attached)

        B. Engaged Education Definitions (attached)
        EO 1064 http://www.calstate.edu/eo/EO-1064.html

        CSUSM Service Learning Definition:
        http://www.csusm.edu/policies/active/documents/definition_community_service_learning_course.html

X.   **EC MEMBERS' CONCERNS & ANNOUNCEMENTS**

Next meeting: October 8, 2014 ~ *12:00-2:00 p.m. ~ Kellogg 5207*

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
http://www.calstate.edu/cce/resource_center/documents/CCE_ResGuide_2011_webvs_Final.pdf).
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.

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.

International Service Learning. 2014. Rutgers Center for Global Education 2010 [cited April 15 2014]. Available from http://studyabroad.rutgers.edu/index.cfm?FuseAction=Abroad.ViewLink&Link_ID=4593FF15-ED36-68EA-D602557B0503D8F1.

Rationale	On May 15, 2002, the Academic Senate approved a resolution from APP (the Academic Policy and Planning Committee) on "Qualifications of Originators of Course and Program Proposals" that read (in entirety):

> Whereas, The curriculum is within the purview of the faculty; now, therefore, be it
>
> *Resolved*, that any changes to, deletions, or additions to curriculum must have a faculty member as originator.

Since that point in time, Academic Programs and the Academic Senate have followed the practice articulated in this resolution, but it has not been officially recognized as a University policy. The question of who can propose curriculum has been raised this year in the Academic Senate and referred to the Academic Policy Committee. Additionally, the University has approved a policy on Academic Program Discontinuance that lays out the procedure for discontinuing a program.

This policy acknowledges the separate discontinuation process and reaffirms the decade-old existing University practice of requiring all other curriculum proposals to have a faculty proposer-of-record.

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

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5   Karen S. Haynes, President   Approval Date
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8   *For P&P's proposed by Academic Senate, also include the following signature line:*
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11   Graham E. Oberem   Approval Date
12   Provost and Vice President for Academic Affairs
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I.   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.

II.   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.

III.   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 II 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.
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