

**2013-2014 Year-End Committee Report Form  
(Status as of 6/19/14)**

**Committee:** Curriculum and Research Committee

**Chair:** Stacy Gleixner

**Chair-Elect for 2014-2015:**

Pending election at first Senate meeting

**Number of Meeting held:** 16

**Items of Business Completed 2013/2014**

1. The following policies were drafted, discussed, presented to the Senate and passed:
  - a. S14-10 Master's Committee Structure and Processes and Thesis Embargoes
  - b. S14-9 Guidelines for Concentrations
  - c. S14-6 Policy and Assurance for Humane Care and Use of Animals at San Jose State University
  - d. S14-5 Guidelines for General Education (GE), American Institutions (AI), and the Graduation Writing Assessment Requirement (GWAR)
  - e. F13-2 Technology Intensive, Hybrid and Online Courses and Programs
2. Approved new Program Planning Guidelines.
3. Approved discontinuing the following concentrations:
  - a. Health Science, Concentration in Gerontology
  - b. Health Science, Concentration in Health Professions
  - c. Health Science, Concentration in Community Health Education
  - d. Life Science, Concentration in Biodiversity Stewardship
  - e. Special Education, Deaf and Hard of Hearing Education Specialist Credential
  - f. Nutrition Science, Concentration in Food Science and Technology
4. Approved an ORTU request for:
  - a. Accounting Advancement Center
5. Approved minors in:
  - a. Math Education
  - b. Forensic Science
  - c. Sociology of Education
6. Approved name changes for:
  - a. Business, Corporate Finance Management changed to Corporate Accounting & Finance
  - b. Sociology, Minor in Women, Gender and Sexuality Studies changed to Minor in Women, Gender and Sexuality Studies
  - c. Department of Geography changed to Geography and Global Studies
  - d. School of Library and Information Science changed to the School of Information
7. Approved program changes in:
  - a. MS Accountancy
  - b. MS Computer Engineering (online)
8. Approved new concentrations in:
  - a. MS Psychology, Clinical Psychology

- b. BA Sociology, Race and Ethnic Studies
- c. BA Sociology, Women, Gender, and Sexuality Studies
- 9. Approve proposal for EdD in Educational Leadership
- 10. Approved PE waivers for:
  - a. Animation
  - b. Industrial Design
  - c. Aviation
  - d. MS Engineering, Engineering Management
  - e. Industrial Technology
  - f. Music
- 11. Denied PE waiver for:
  - a. Computer Science

**Unfinished Business Items from 2013/2014**

- 1. The PE requirement policy passed the Senate but was not signed into University policy. It needs to be revisited as the existing policy is still unclear with regards to PE requirement being for all students versus lower division students only.
- 2. We began brainstorming ways to support ORTUs better to facilitate more RSCA. This needs to continue.
- 3. Request for name change MS program in Biological Sciences, Concentration Name Change to Ecology and Evolutionary Biology was sent back to the department with the concern that the concentration does not include courses in ecology and evolution.
- 4.

**New Business Items for 2014/2015**

- 1.

**Please return to the Office of the Academic Senate (ADM 176/0024) by June 28, 2012.**

## **Curriculum & Research**

### **Agenda**

Monday, May 5, 2014

2pm-4pm, ENGR 347

1. Approval of minutes from 4/21/14
2. PE Requirement
3. Thesis policy
4. Concentration Policy

## Curriculum & Research Minutes

Monday, May 5, 2014  
2pm-4pm, ENGR 347

**Present:** Stacy Gleixner, Peter Buzanski, Rebecca Kohn, Wynn Schultz-Krohn, JeanLuc Desalvo, Lynne Trulio, Lionel Cheruzel, Pam Stacks, Laura Hart, Patty Swanson, Dennis Jaehne (late),

**Absent:** Sutee Sujitparapitaya, Robert Sibley,

**Guests:** Shirley Reekie, Peggy Plato

**Start 2:00pm**

1. Approval of minutes from 4/21/14

**\*\*ACTION-** Approved minutes from April 21, 2014- **Unanimous, 6-Yes, 0-No, 1-Abstain**

2. PE Policy

- a. Sense of the senate had 3 in favor 2 against
- b. Shirley discussed data she has provided on a survey conducted with students and how nationally children are not getting physical activity in school as it is being limited to recess and extra curricular sports.
  - i. Lower division vs. All students- exposure is the most important thing, how it's resolved is not the issue. Clean up old policy to incorporate all students and clarify verbiage in policy.
- c. Issue around equity in relation to how the exemptions are playing out and for how long those exemptions will be allowed ([S13-3](#))
- d. Let's send with same policy number but major edits.
- e. Inconsistency about who takes it, who can afford it (in tough financial times and tough unit reductions(120 reductions)), other campuses **do/don't** require it. We need to find some equity with the requirements for this policy.

**\*\*ACTION-** Approve moving the "FOR" PE Policy to senate- 7-Yes, 4-No

- f. Ensure the case-by-case basis resolve is clear that it is for students, not departments.
- g. This new policy would mean ALL students, lower division AND transfers.
- h. Waivers are probationary for first year and must be reviewed each time the program adjusts curriculum and submits request via curricular process. This should hopefully ensure departments always reconsider whether or not PE can be added back into the program under a

**Comment [1]:** do not - is my understanding.

**Comment [2]:** as of AY 12-13, 3 of the 23 campuses still require 1 unit of PE activity towards meeting their Area E requirement.

restructure.

- i. Programs can apply for waivers as outlined in S13-3, If granted a compelling justification of waiver renewal will be required as part of the departments Program Review Process.

**Action Item:** Review google document on policy, add comments/edits

3. Thesis policy

- a. Fairly well received by senate. Grammatical edits mostly (from David Bruck)
- b. Please review offline

4. Concentration policy

- a. Concern over percentages in policy. What happens if percentage is less than a course.
- b. At least 10% of units for degree must have unique courses as part of requirement.
- c. Similar coursework should be around 30%.

**Meeting Adjourned 4:00pm**

## Curriculum & Research

### Agenda

Monday, April 21, 2014

2pm-4pm, ENGR 347

1. Approval of minutes from 4/18/14
2. Update on **GE Guidelines**
3. **Animal care policy.**
4. **Concentration policy**
5. **Thesis policy:** Referral from David Bruck
6. PE Requirement
7. **First Year Experiences:** Referral from Maureen S on First Year Experience courses
8. Update **MS program in Biological Sciences**, Concentration Name Change to ecology and evolutionary Biology
9. Continue brainstorm discussion on how to **enhance support to ORUs**

The remaining meetings are: May 5

## Curriculum & Research

### Minutes

Monday, April 21, 2014

2pm-4pm, ENGR 347

**Present:** Stacy Gleixner, Peter Buzanski, Rebecca Kohn, Wynn Schultz-Krohn, JeanLuc Desalvo, Lynne Trulio, Robert Sibley, Pam Stacks, Dennis Jaehne, Laura Hart, Patty Swanson,

**Absent:** Sutee Sujitparapitaya, Lionel Cheruzel,

**Guests:**

**Start 2:00pm**

1. Approval of minutes from 4/7/14

**\*\*ACTION-** Approved minutes from April 7, 2014, with minor grammar adjustment-  
**Unanimous, 8-Yes, 0-No, 0-Abstain**

2. Update on GE Guidelines

- a. passed
- b. still not signed- to date

3. Animal care policy.

- a. small discussion at first reading, mostly around what was changed.

**\*\*ACTION-** Approved moving Animal Care Policy to senate for final reading-  
**Unanimous, 8-Yes, 0-No, 0-Abstain**

4. Concentration policy

5. Thesis policy: Referral from David Bruck

- a. ISA working on existing policy regarding 290R special course
- b. Section III- Limit committee to ensure it flows properly
  - i. recommendation to have committee limited to 3-5 members, exceptions would be approved by GS&R.
  - ii. In regards to contentions on qualifications, College representative (Dean or designee) should make decision.
  - iii. Qualified Committee Members- Mix of T/TT Professors, Lecturers, Community/Industry representative with expertise on topic.
    1. At least half must be San Jose State faculty.
  - iv. Issues around who can be a chair of a committee, are they paid? example an adjunct as a chair, would they be compensated.
    1. leave statement as is
  - v. Decisions go to GS&R and it is their decision to make.

- vi. Failure to form a committee is the equivalent to not completing Thesis.
  - vii. Candidacy is contingent on having an approved committee.
  - c. Section V- Duplicates F69-12. There is an issue around the thesis, and embargoes. The University reserves the right to publish.
    - i. For research that involves students, participants (even University Personnel) must sign confidentiality agreement.
    - ii. Students may choose to embargo their thesis via commercial providers such as Proquest can be used.
- \*\*ACTION-** Move to first reading with senate, with minor adjustments and language clean up. **Unanimous, 11-Yes, 0-No, 0-Abstain**
- 6. PE Requirement
    - a. Moving forward against PE requirement, explicitly stating they debated for months with tie votes.
  - 7. First Year Experiences: Referral from Maureen S on First Year Experience courses.
  - 8. Update MS program in Biological Sciences, Concentration Name Change to ecology and evolutionary Biology
    - a. Department will be informed they need to include courses in ecology and evolution.
  - 9. Continue brainstorm discussion on how to enhance support to ORUs

## **Meeting Adjourned**

The remaining meetings are: May 5



## **Curriculum & Research**

### **Agenda**

Monday, September 9, 2013  
2pm-4pm, ENGR 347

1. Approval of minutes
2. Review of Program Planning Template, Guest: Jinny Rhee
3. Input on Math Education minor
4. Distance Education policy (attached), compare this version from last year's committee with the existing policy
5. GE Guidelines (there are two versions, a clean one and one with track changes), this was approved by BOGS in November of last year

Upcoming Meetings: September 30, October 7, October 28, November 4, November 25, December 2, 2013, January 27, 2014, February 3, February 17, February 24, March 17, April 7, April 21, May 5

## Curriculum & Research

### Agenda

Monday, April 7, 2014

2pm-4pm, ENGR 347

1. Approval of minutes from 3/17/14
2. Update on **GE Guidelines**
3. **Animal care policy.** We will review this policy and vote to send it to the Senate for a first reading. **Note: I have assigned all the faculty and student a couple of pages to carefully review. Please read that section more closely than the rest. To save time in the meeting, if you have proposed edits, email them to me before Monday afternoon.** Stacy Gleixner (p9-11), Peter Buzanski (p1&2), Rebecca Kohn (p3&4), Wynn Schultz-Krohn (p5&6), JeanLuc Desalvo (p7&8), Lynne Trulio (p 12&13), Lionel Cheruzel (p 14&15), Laura Hart (p 16&17), Robert Sibley (p18&19), Patty Swanson (p20&21) This draft policy is reorganized from the policy it is replacing but the content is the same except for the text in red (the track changes). The comment boxes are my summary of feedback from Larry Young (SJSU Animal Care Program Manager) and Shelley (IACUC Chair) on why those changes were made:
4. **Concentration policy** This includes modifications from UGS (in blue) and our modifications from last meeting (in red). Note UGS concern (in comment box) about moving forward non-approved proposals.
5. **Thesis policy:** Referral from David Bruck
6. **First Year Experiences:** Referral from Maureen S on First Year Experience courses
7. **Discontinued concentrations** (I will forward a separate email)
8. Continue brainstorm discussion on how to **enhance support to ORUs**

The remaining meetings are: April 21, May 5

## Curriculum & Research Minutes

Monday, April 7, 2014  
2pm-4pm, ENGR 347

**Present:** Stacy Gleixner, Peter Buzanski, Rebecca Kohn, Wynn Schultz-Krohn, JeanLúc Desalvo, Lynne Trulio, Lionel Cheruzel, Laura Hart, Robert Sibley, Pam Stacks, Dennis Jaehne

**Absent:** Sutee Sujitparapitaya, Patty Swanson,

**Guests:**

**Start 2:00pm**

1. Approval of minutes from 3/17/14

**\*\*ACTION-** Approved minutes from March 17, 2014- **12-Yes, 0-No, 0-Abstain**

2. Update on GE Guidelines

- a. Current policy is not being signed off on due to limitations that it places on chairs/departments, and the budget restrictions that are hidden in language regarding course size enrollments.
  - i. Class size impacts student learning as feedback is limited the more students you have in class
  - ii. If we are going to limit size, then we (University) needs to commit to new sections (funding)
  - iii. "Must" really limits departments and colleges and is draconian in the sense that it forces programs to have limits when only a few "bad seeds" (those who offer above cap) created the situation.
  - iv. Outcomes vs practice, we are focused on input and also need to focus on outcomes as well.
- b. GE Assessment certification reviews were supposed to be part of Program review process. Five year assessment reports have not been part of the Program planning process since 2009. New language requires annual assessment.
  - i. Including outcomes how students are achieving success
  - ii. Language will change to include an "And" statement
  - iii. UGS will run a report each census to identify courses that go above enrollment norm, and they will be alerted to include a justification as part of their annual assessment or be informed they will need to annual assess.
- c. Include the WASC writing rubric as part of the policy?

- i. It provides some restrictions that benefit the student experience by providing tips how to write and an evaluation to review their work.

**\*\*ACTION-** Approve making these adjustments and moving forward the newly adjusted GE Policy to senate as a final reading- **10-Yes, 0-No, 1-Abstain**

3. Animal care policy

- a. Grammatical edits mostly returned.
- b. please send any additional edits from members pages directly to Stacy so she can include before sending to senate.

**\*\*ACTION-** Approve moving forward to senate for first read- **10-Yes, 0-No, 1-Abstain**

4. Concentration policy

- a. People were more curious about what justification would include, if needed.
  - i. reasons for why it is one way versus another. (ie. why a concentration vs a full degree)
  - ii. editing to include grandfathering recent approvals into policy.
  - iii. Curriculum Coherence can be a justification as opposed to listing courses that do not.
  - iv. Should comply with a current TMC's that exists or the new program comes in with a 60-unit roadmap that is inimical to a 60/60 transfer program.

**\*\* Will email out for an e-vote**

5. PE Policy

- a. Due to there being double votes from a college the last vote. We will re-vote over email to develop a true vote that will hopefully tell us what policy should actually go to senate.
  - i. You will pick A or B, the winner will be sent to senate.

**\*\* Will email out for an e-vote**

6. Discontinued Concentrations

**\*\*ACTION-** Approve the discontinuations as a package- **11-Yes, 0-No, 0-Abstain**

**Meeting Adjourned 3:50pm**

The remaining meetings are: April 21, May 5

## **Curriculum & Research**

### **Agenda**

Monday, February 3, 2014  
2pm-4pm, ENGR 347

1. Approval of Meeting Minutes
  - a. December 2, 2013
  - b. January 27, 2014
2. PE Waiver request for Industrial Design
3. Policy Discussions

The remaining meetings are: February 17, February 24, March 17, April 7, April 21, May  
5

## Curriculum & Research

### Agenda

Monday, February 24, 2014

2pm-4pm, ENGR 347

1. Approval of minutes from 2/17/14
2. Approval of minutes 2/24/14
3. Review of ORTU requests for Accounting Advancement Center: GS&R had no noted concerns
4. Review of MS program in Biological Sciences, Concentration Name Change to ecology and evolutionary Biology: GS&R had no noted concerns:
5. Credit hour policy issue: <http://www.sjsu.edu/senate/docs/S12-3.pdf> This is a WASC requirement. The referral came to look at the compliance of this. The concern is that it is not being enforced. Discussion will be on how we can ensure that for WASC and if any modifications are needed to the policy.
6. **Time Certain: 3pm** Animal care policy. This draft policy is reorganized from the policy it is replacing but the content is the same except for the text in red (the track changes). The comment boxes are my summary of feedback from Larry Young (SJSU Animal Care Program Manager) and Shelley (IACUC Chair) on why those changes were made. Larry Young will be at the meeting to answer any questions.
7. Concentration policy Modifications were made based on feedback from Assoc Deans Also, requests were made to clarify what exceptions would be allowed.
8. Thesis policy: Referral from David B (my personal comments are what are in the comment box)
9. First Year Experiences: Referral from Maureen S on First Year Experience courses
10. Continue brainstorm discussion on how to enhance support to ORUs

The remaining meetings are: April 7, April 21, May 5

**Curriculum & Research**  
**Minutes**

Monday, February 24, 2014  
2pm-4pm, ENGR 347

**Present:** Stacy Gleixner, Peter Buzanski, Rebecca Kohn, Wynn Schultz-Krohn, JeanLuc Desalvo, Lynne Trulio, Lionel Cheruzel, Laura Hart, Elizabeth Weiss, Robert Sibley, Patty Swanson, Pam Stacks, Dennis Jaehne

**Absent:** Sutee Sujitparapitaya,

**Guests:** Larry Young (SJSU Animal Care Manager)

**Start 2:00pm**

1. Approval of minutes from 2/17/14

**\*\*ACTION-** Approved minutes from February 17, 2014- **8-Yes, 0-No, 1-Abstain**

2. Approval of minutes 2/24/14

**\*\*ACTION-** Approved minutes from February 24, 2014- **9-Yes, 0-No, 0-Abstain**

3. Review of ORTU requests for Accounting Advancement Center: GS&R had no noted concerns

**\*\*ACTION-** Approve Accounting Advancement Center request- **6-Yes, 0-No, 4-Abstain**

4. Review of MS program in Biological Sciences, Concentration Name Change to ecology and evolutionary Biology: GS&R had no noted concerns

- a. Would like to ensure that the CIP Code and the new title can match up before approving
- b. There are no courses in ecology and evolution if that is what they would like to offer the degree as.
- c. Process fix- Should we expect programs to provide an update to requirements if they are changing names to show course alignment (if applicable) with new name.

**\*\*TABLE-** until next meeting to clear up if it will be a CIP Code issue.

5. Credit hour policy issue: <http://www.sjsu.edu/senate/docs/S12-3.pdf> This is a WASC requirement. The referral came to look at the compliance of this. The concern is that it is not being enforced. Discussion will be on how we can ensure that for WASC and if any modifications are needed to the policy.

- a. No means for tracking, managing or assessing credit hour enforcement in the classroom or on paper.

- b. Looking for a recommendation for process of evaluation. Whether it becomes a department level decision at how/when they are reviewed, or do we make it part of the program planning process.
  - c. Will look at how this could be implemented into the Program Planning process.
  
- 6. Animal care policy. This draft policy is reorganized from the policy it is replacing but the content is the same except for the text in red (the track changes).
  - a. Looking to ensure that campus policy complies with national policy updates.
  - b. IACUC includes new language about animal use for instruction.
  - c. Written invite to approval meetings. It is important to keep them somewhat closed due to the discussions around animals and humans that is discussed.
  
- 7. Concentration policy modifications were made based on feedback from Assoc Deans
  - a. Most content changes were in 1-B1 and B2
  - b. 2A (in curricular proposals)- Concentrations should have the same learning outcomes to assist with program planning assessment.
    - i. Common core learning outcomes
  - c. A lot of grammatical changes
  - d. (1.A3) Delete and clarify statements on concentration curriculum requirements that do not have a common core in upper division. Faculty (COS) are okay with common core courses, but upper division limitations cause issues.
    - i. Will remove the upper division language from requirement statement.
  - e. "Betweens" should be changed to "Among"
  - f. Discussion that Title V has an update related, [EO 1071](#)
  
- 8. Thesis policy: Referral from GSR Associate Dean David Bruck
  - a. This predates the Chemistry request regarding total number of units for culminating experience.
  - b. Students adding and removing non-chair thesis committee members at will. Communication between student and department/faculty/chair to clarify process (checks and balances) on justifying removal of thesis committee members. What kind of impact could this have on policy.
  - c. Will rewrite/remove total number of units for sum units for the 299 course.
  - d. UNVS 290(R) policy?
  - e. Embargo? 5 years or 3? part of older policy?



- i. There are various impacts to embargo that affect thesis advisors and students.

9. First Year Experiences: Referral from Maureen S on First Year Experience courses

**\*\*TABLE- until next meeting**

10. Continue brainstorm discussion on how to enhance support to ORUs

**\*\*TABLE- until next meeting**

**Meeting Adjourned 4:00pm**

The remaining meetings are: April 7, April 21, May 5

## Curriculum & Research

### Minutes

Monday, February 17, 2014

2pm-4pm, ENGR 347

**Present:** Stacy Gleixner, Peter Buzanski, Rebecca Kohn, Wynn Schultz-Krohn, JeanLuc Desalvo, Lynne Trulio, Lionel Cheruzel, Laura Hart, Dennis Jaehne, Robert Sibley

**Absent:** Sutee Sujitparapitaya, Pam Stacks, Elizabeth Weiss, Patty Swanson,

**Guests:** Shirley Reekie (KIN Chair), Peggy Plato and Gong Chen (KIN Faculty), Stephen Branz (Associate Dean, UGS)

**Start 2:05pm**

1. Review of minutes from 2/3/14

**\*\* ACTION-** Approve minutes from 2/3/14. **9-Yes, 0-No, 0-Abstain**

2. PE Policy Requirement Discussion

- a. Philosophically they [kinesiology] support the waiver, but not complete elimination
- b. Programs that can't incorporate the 2 units, should apply for waiver on an annual basis to ensure they consistently are reviewing their content and making proper adjustments to re-incorporate the PE units.
- c. Area E currently on campus is a joke, there is no substance behind coursework related to wellness and physical activity.
- d. Students can petition for PE Waiver through a form on the UGS website (reviewed/approved by Kinesiology)
- e. A reluctant student is who benefits from this requirement. It helps create a better student by providing them this outlet. It helps provide a lifelong healthy lifestyle.
- f. PE Waiver renewals to possibly require department to present justification to C&R regarding changes that have made.
- g. A possible Physical Proficiency requirement that is non-unit based (such as the GVAR)?
- h. A recommendation to the senate needs to be made regarding what "version" we should go for. Stacy will bring in two versions to our next meeting for us to review.

3. ORU Discussion

**\*\* Table to next Meeting**

#### 4. GE Guidelines

- a. Class size: Old version said should be 25, new says must be 25.
  - i. Concern was that a department should be making decisions on class size, not policy.
  - ii. Clause that states courses that enroll above 25 must justify enrollment through assessment data.
  - iii. Its a pedagogical issue, can we really teach and adequately evaluate student work when enrollment is above 25 in writing intensive courses.
- b. Word count loss, 8k loss in writing from class
  - i. A3 critical thinking now a 6,000 word count, this is consistent with UC. This will make it consistent across all UC, CSU, CC.
  - ii. If word count is an issue, then C1 and C2 faculty were stating they actually do quite a bit of writing to cover the supposed loss in word count.
- c. Content Specialist (JIEPS) content reviewers have gone away and will now be conducted by BOGS.
  - i. Departments have gone straight to BOGS overlooking the mediary. BOGS has reviewed and approved without it. Does not see need to continue someone in that role.
- d. High order learning objectives- Concern over A1, A2 and prereq to A3
  - i. is it arbitrary?
  - ii. Grade posting prior to next sequence makes it hard for students to enroll, and the transfer credit issue also restricts enrollment.
- e. Categories
  - i. Issues in Category 1- minimal word changes are needed. GE areas satisfied within major degree programs.
  - ii. Issues in Category 2- Non GE coursework in the major. Substitute courses be passed with a C or better.

#### 5. Chemistry concerns on Unit cap for Thesis/Projects

**\*\* Table to next Meeting**

**Meeting Adjourned 4:00pm**

The remaining meetings are: February 24, March 17, April 7, April 21, May 5

## Curriculum & Research

### Minutes

Monday, February 3, 2014

2pm-4pm, ENGR 347

**Present:** Stacy Gleixner, Peter Buzanski, Rebecca Kohn, Wynn Schultz-Krohn, Pam Stacks, JeanLuc Desalvo, Lynne Trulio, Lionel Cheruzel, Laura Hart, Elizabeth Weiss, Patty Swanson, Dennis Jaehne

**Absent:** Sutee Sujitparapitaya

**Start 2:00pm**

1. Review of minutes from 12/2/13

**\*\* ACTION-** Approve minutes from 12/2/13. **6-Yes, 0 -No, 2 -Abstain**

2. Review of minutes from 1/27/14

**\*\* ACTION-** Approve minutes from 1/27/14 with note that 120 handout will be electronically sent by chair. **7-Yes, 0 -No, 1-Abstain**

3. PE Waiver- Industrial Design

**\*\* ACTION-** Approve PE Waiver for one year. **12-Yes, 0-No, 0-Abstain**

4. PE Policy- Handout

- a. When will it go into effect?
- b. facts of life and wellness play a factor, so does expenses and staying with in 120-unit requirements.
- c. Needs to be re-written to be update language and adjust age limit
- d. Invite kinesiology to participate in the discussion next meeting.
- e. Would more than likely need to happen in the upper division units.
- f. Outlining differences between waiver and exemptions, and what is required to obtain waiver/exemption.
- g. Address 120 waiver proposals.

5. Concentration Policy

- a. more varying requirements outside of core.
- b. Example ENVS: all the students take same prep, same core, then the requirements differ depending on concentration or elective path.
- c. Some programs/concentrations include minors in the portion of their requirements.
- d. We will need to ensure this matches for both undergrad and graduate studies programs. Minimum 30% similar and different for grad, 10% for undergraduate work.

- e. Clean up use of core and major requirements language.
- f. Committees should provide adequate feedback on why the proposal was approved or disapproved. Rationale for decision must be provided for department to make revisions.
- g. Existing concentrations, will they need to reapply?
  - i. UGS/GSR will review and identify what programs do not comply with new policy. Those out of compliance will need to resubmit to align with policy.
  - ii. Maybe we should consult with chairs regarding this process. There could be industry support to keep it the way they need. Possibly an exemption.
  - iii. Have current programs evaluate and provide report as to whether or not existing concentrations align with new policy and provide rationale for their variation, which will be approved.

**Meeting Adjourned 3:45pm**

The remaining meetings are: February 17, February 24, March 17, April 7, April 21, May 5

## Curriculum & Research Minutes

Monday, January 27, 2014  
2pm-4pm, ENGR 347

**Present:** Stacy Gleixner, Peter Buzanski, Rebecca Kohn, Wynn Schultz-Krohn, Pam Stacks, JeanLuc Desalvo, Patty Swanson, Lynne Trulio, Dennis Jaehne, Lionel Cheruzel, Laura Hart,

**Absent:** Sutee Sujitparapitaya, Annette Nellen,

**Start 2:00pm**

1. Review of minutes from 12/2/13

**\*\*TABLED** until next meeting due to internet being down

2. Sociology-

a. Concentration in Race and Ethnic Studies

b. Concentration in Women, Gender and Sexuality Studies

- Department chair is open to other department courses that align with the concentrations as substitutions to their elective list with approval from advisors.

-Departments should be able to "own" their concentrations as it is from their field perspective.

-Recommend they update elective list and/or add statement regarding substitution of courses from other departments with advisor approval.

**\*\* ACTION-** Approve Sociology Concentration in Race and Ethnic Studies, pending addition of statement allowing substitution of elective courses from other departments- **10-Yes, 0-No, 1-Abstain**

**\*\* ACTION-** Approve Sociology Concentration in Women, Gender and Sexuality Studies, pending addition of statement allowing substitution of elective courses from other departments- **10-Yes, 0-No, 1-Abstain**

3. PE waivers

a. Difficult to understand C&R's role in approving waivers, when they can't determine how much core/critical coursework has been cut. More substantial exceptions should be outlined. Review this as part of overall PE policy review.

b. We have to assume They [departments] are doing their due diligence in ensuring they are cutting what isn't critical

c. Approval of PE Waivers

i. Animation/Illustration- 2nd Request, removed majority of electives

that were on prior proposal.

1. It was noted that BFA's did not technically need to reduce to 120, campus mandate and they accommodated request.

**\*\* ACTION-** Approve Animation/Illustration PE Waiver for one year- **9-YES, 0-NO, 1-ABSTAIN**

ii. Aviation/Technology- Approval for two department waivers for PE.

1. These departments have same requirements as the other engineering programs, but are not professionally accredited by ABATE, which is why their request came separate from the rest of College of Engineering.

**\*\* ACTION-** Approve Aviation and Technology PE Waivers for one year- **9-YES, 0-NO, 1-ABSTAIN**

#### 4. PE Policy

- a. Original Policy [S73-5](#), outlined exceptions to PE Policy, including (but not limited to) Veteran's, ROTC, disabled persons, transfer students.
- b. [F96-12](#) passed senate through floor, that all exceptions be eliminated and will only be considered on a case-by-case basis.
- c. In a straw vote, how would C&R vote on keeping requirement for all students, 6 said Yes.
- d. It is seen as helping to create a well-rounded individual by helping build skills in creating a healthy lifestyle to assist with stress from everyday life, school and/or professional stresses.
- e. Students already have too much to take, adding PE is just more fees students have to pay above and beyond their current requirements.
- f. We would have to ensure the PE units are built into the TMC's (SB 1440, Transfer Model Curriculum packages with Community Colleges).

**\* TABLED-** until next week, Chair will develop a draft policy for discussion on who/how exemptions/waivers might work.

#### 5. Concentration Referral

- a. Concentrations are a local permitted variation of a degree (i.e. Chancellor's office does not need to approve, but the concentration does live in the CO Database)
- b. Discussions on concentrations is around there being common core coursework.
- c. A concentration should mostly mirror a baseline degree, differing after common core requirements.
- d. Departments should be able to prove a demand for concentration area in proposals

- e. If policy is created what will happen to current programs that don't align.
- f. Would there be exceptions to common core unit areas.

6. Other Business

- a. After we review PE and Concentration policies we will revisit certificate policy to clean up issues that are popping up.
- b. 120 Reduction Project has been completed. All SJSU degrees, except BM Music Education, have reduced to 120 units. A project summary report was handed out to show how reductions were accomplished.
  - i. Will be electronically sent by chair.

**Meeting Adjourned 3:46pm**

The remaining meetings are: February 3, February 17, February 24, March 17, April 7, April 21, May 5



## Curriculum & Research

### Agenda

Monday, November 25, 2013

2pm-4pm, ENGR 347

1. Review of minutes from 11/4 (attached and on C&R Google Drive)  
[https://drive.google.com/a/sjsu.edu/?tab=mo#folders/0B3D7qv8Ay8\\_HNzgxNmUwNzgtMjUyYS00YjBmLWI5ZjktNTQxNTY0MjEyZDQ2](https://drive.google.com/a/sjsu.edu/?tab=mo#folders/0B3D7qv8Ay8_HNzgxNmUwNzgtMjUyYS00YjBmLWI5ZjktNTQxNTY0MjEyZDQ2)
2. Time certain 2: Name Change of School of Information and Library Science to School of Information
3. (attached and on C&R Google Drive)  
<https://drive.google.com/a/sjsu.edu/?tab=mo#folders/0B2mlgwOdtz6VeXVIZTBINXR0aFk>
4. Time certain:2:30 EdD proposal, files on Google Drive:  
<https://drive.google.com/a/sjsu.edu/?tab=mo#folders/0B2mlgwOdtz6VLVV0XzlyQno4Y28>
5. Online MS in Computer Engineering Program (attached and on Google drive)  
<https://drive.google.com/a/sjsu.edu/?tab=mo#folders/0B2mlgwOdtz6VNjdXcmdJMjVCU2s>
6. Master's in Accountancy, files on Google drive:  
<https://drive.google.com/a/sjsu.edu/?tab=mo#folders/0B2mlgwOdtz6VYjY4YjBrVTU5TWs>
7. UGS for the Minor in Sociology of Education, files on Google drive  
<https://drive.google.com/a/sjsu.edu/?tab=mo#folders/0B2mlgwOdtz6VT3Q5SIF4YkNXTGc>
8. Forensic Science Minor, files on Google drive  
<https://drive.google.com/a/sjsu.edu/?tab=mo#folders/0B2mlgwOdtz6VWThJcWhkSUxuNUE>
9. Sociology Concentration in Race and Ethnic Studies, files on Google Drive  
<https://drive.google.com/a/sjsu.edu/?tab=mo#folders/0B2mlgwOdtz6VNF9Ib2ppMIBqZ2s>
10. Animation/Illustration PE waiver  
<https://drive.google.com/a/sjsu.edu/?tab=mo#folders/0B2mlgwOdtz6VSkQ4Tk92REdQb28>

The remaining meetings are: December 2, 2013, January 27, 2014, February 3, February 17, February 24, March 17, April 7, April 21, May 5

## **Curriculum & Research**

### **Agenda**

Monday, November 4, 2013

2pm-4pm, ENGR 247

1. Review minutes from 10/28
2. MS Computer Eng online program
3. EdD proposal
4. Review revised draft of AS 1520

The remaining meetings are: November 25, December 2, 2013, January 27, 2014, February 3, February 17, February 24, March 17, April 7, April 21, May 5

## **Curriculum & Research**

### **Agenda**

Monday, December 2, 2013

2pm-4pm, ENGR 347

1. Review of minutes from 11/25
2. MSE, NEW Concentration in Engineering Management
3. EdD proposal
4. UGS for the Minor in Sociology of Education
5. Sociology Concentration in Race and Ethnic Studies
6. Concentration in Women, Gender and Sexuality Studies
7. Animation/Illustration PE waiver

The remaining meetings are: January 27, 2014, February 3, February 17, February 24, March 17, April 7, April 21, May 5

## Curriculum & Research

### Minutes

Monday, December 2, 2013

2pm-4pm, ENGR 347

**Present:** Stacy Gleixner, Peter Buzanski, Rebecca Kohn, Wynn Schultz-Krohn, Pam Stacks, Katherine Harris, Patty Swanson, Annette Nellen (via phone), Lynne Trulio, Stephen Branz (Jaehne Proxy)

**Absent:** Sutee Sujitparapitaya, Dennis Jaehne, Lionel Cheruzel, Laura Hart,

**Guests:** Len Wesley(MSE), Yasser Dessouky (ISE), Ahmed Hambaba (COE)

**Start 2:00pm**

1. Review of minutes from 11/25

**\*\*ACTION-** Approve minutes from November 25th- Unanimous, **8-YES, -NO, -ABSTAIN**

2. MSE NEW Concentration in Engineering Management

- a. Previously proposed in 2012, were asked to rework the leadership and ownership of the program, related to the abundance of Business courses.
- b. Also addressed the issue around the amount of Business courses that were offered and the relationship. A discussion with Business leadership was conducted and a memo of support from Business was submitted.
- c. Long term is to grow this into its own program outside of a concentration. When they get to that point they will address the issue regarding general engineering courses that are offered versus the ISE courses offered as part of program.
- d. Math pre-requisites will be the limitation to students from outside engineering. Similar to ISE they would accept non-engineering majors as long as candidates prepare for the pre-requisites needed.

**\*\*ACTION-** Approve MSE Concentration in Engineering Management- **8-YES, -NO, 1-ABSTAIN**

3. EdD proposal

- a. Strong argument for need. Understand that this program is set up to prepare superintendents. We are the right type of University to do this type of program. Issue of rigor was biggest focus. Two parts to issue, Comprehensive exam, and proposals defenses and dissertations. Frustrated with College for not addressing issue about rigorous nature for coursework. Focused on Organizational theory, learning and

management, would prefer instructional focused but it is not. Case analysis at an organizational level, rigor will come from how the Faculty runs the course. Proof is how it is implemented and graded. Has potential to be good.

- b. Rigor is an issue. However, we are aware of the state's request to offer this much needed program. In the end some of these students may come back to teach for universities such as our own, with the type of background they will obtain from this degree.
  - i. Some schools [districts] are looking for these types of skillsets.
  - ii. The scholarship that the individual brings is what will make them a successful candidate as an EdD.
  - iii. GS&R is part of dissertation review process.
- c. Ongoing attention to rigor of program. List a similar statement as GSR regarding rigor. That assessment of rigor in coursework is part of Program Review, it should be assessed at a doctoral level. This is new territory for CSU, there are no standards or policies and we want to ensure success.

**\*ACTION ITEM:** Letter will be sent out for review by committee by Wednesday so any comments can be added.

**\*\*ACTION-** Approve Proposal for EdD in Educational Leadership- **9 -YES, 0-NO, 0-ABSTAIN**

4. UGS for the Minor in Sociology of Education

- a. Support from COEd was sent via email memo, they had asked to adjust a few courses.

**\*\*ACTION-** Approve to Minor in Sociology of Education- Unanimous, **9-YES, 0-NO, 0-ABSTAIN**

5. Sociology Concentration in Race and Ethnic Studies

- a. Concern over the lack of university wide courses. English suggested courses that would be beneficial to the program.
  - i. Does not appear they looked beyond their own college. There could be additional courses across campus that might benefit this concentration.
  - ii. Recommend adding additional university wide coursework to broaden experience about race and ethnic studies, or ensure they are aware of other courses that address similar issues. It would be nice for them to see what other substitutions are available across campus. A mechanism for determining other options should be developed so a list can be provided to UGS.
  - iii. More than a sociology perspective, it also addresses other broader issues around race and ethnicity. Were they looking at it only

having a sociology perspective?

- iv. Sociology is a discipline it has away of studying issues. We should veer towards their determining what a sociology degree looks like. Give them some latitude to determine what is required, don't harp on their being more interdisciplinary.
- v. They need a legitimate substitution list that includes what that [substitution] coursework is, with the hope they are looking outside of program.
- vi. Ask for reasoning behind selection of course options (reasons why they are merely within COSS) within the areas, and were courses from other programs considered. Rationale behind course decisions.

**\*\*Tabling until we receive feedback regarding their reasoning behind Race and Ethnicity Breadth coursework. Once received an e-vote will occur.**

6. Concentration in Women, Gender and Sexuality Studies

- a. Similar issues to Race and Ethnic studies around courses from other programs.
- b. Option courses are the issue again.
- c. State this is needed across campus, but does not include cross campus coursework. If they are truly going to be interdisciplinary, then their coursework should represent that by including courses from outside their own college.
- d. Same as above, ask for reasoning behind selection of course options (reasons why they are merely within COSS) within the areas, and were courses from other programs considered. Rationale behind course decisions.

**\*\*Tabling until we receive feedback regarding their reasoning behind coursework. Once received an e-vote will occur.**

7. PE waivers

- a. Animation

**\*\*ACTION-** Approve PE Waiver for Animation for 1 Year- **1-YES, 6-NO, 1-ABSTAIN**

- b. Music

**\*\*ACTION-** Approve PE Waiver for Music for 1 year- **8-YES, 1-NO, 0-ABSTAIN**

- c. Computer Science

**\*\*ACTION-** Approve PE Waiver for Computer Science for 1 year- **1-YES, 6-NO, 1-ABSTAIN**

**Meeting Adjourned 4:01pm**

The remaining meetings are: January 27, 2014, February 3, February 17, February 24,  
March 17, April 7, April 21, May 5

## Curriculum & Research

### Agenda

Monday, January 27, 2014

2pm-4pm, ENGR 347

1. Old Business: Finish reviewing Sociology's concentration in Women Studies and Race and Ethnic Studies. If you recall from last month, our main concern was that they were not including courses outside of their College and felt that they were "planting a flag" on these areas. Wendy is open to including other courses as options. **I will forward her email to me stating that which we can include in with the proposals. If you feel you need more from Sociology, let me know.**
2. PE Waiver requests in Aviation and Technology
3. Revision to PE policy: **long email chain on this (forwarded)** and Dennis can also provide the back story at our meeting. There has been recent confusion on F96-12 so it needs to be rewritten. At Monday's meeting, we will discuss the old policy, current practice, and what we as a committee want the new policy to state. I will then make up a draft for the following meeting. Here is the old policies:  
<http://www.sjsu.edu/senate/docs/F96-12.pdf>  
<http://www.sjsu.edu/senate/docs/S73-5.pdf>
4. Concentration referral from UGS

The remaining meetings are: February 3, February 17, February 24, March 17, April 7, April 21, May 5



## Curriculum & Research

### Minutes

Monday, November 25, 2013

2pm-4pm, ENGR 347

**Present:** Stacy Gleixner, Peter Buzanski, Rebecca Kohn, Dennis Jaehne, Wynn Schultz-Krohn, Pam Stacks, Katherine Harris, Patty Swanson, Lionel Cheruzel, Laura Hart, Annette Nellen, Lynne Trulio,

**Absent:** Sutee Sujitparapitaya,

**Guests:** Linda Main and Sandy Hirsh (Library Science), Wendy Ng (Sociology and Interdisciplinary Studies), Arnold Danzig (EdLeadership)

**Start 2:00pm**

1. Review of minutes from 11/4

a. clarify what "Feel" means, we adjusted state "Believe that"

**\*\*ACTION-** Approve minutes from November 4th, with minor correction- **Unanimous, 9-YES, 0-NO, 0-ABSTAIN**

2. Name Change of School of Information and Library Science to School of Information

a. Looking for name change to adjust to changes in the field by dropping the Library Science aspect of the title. Degrees (and names of degrees) won't change. Other campuses/university changing to same type of format.

i. The change doesn't just follow what private schools are doing, but what the field is changing and moving towards this area of "information". It will make us comparable and inclusive to the field it represents.

b. Have also queried other programs to ensure the Information Science name doesn't affect other programs.

i. Dennis asked that they send over the email or memo that states programs approve/support change.

**\*\*ACTION-** Approve Name Change to School of Information- **Unanimous, 12-YES, 0-NO, 0-ABSTAIN**

3. EdD Educational Leadership

a. How does an Applied Ed doctorate ensure Rigor?

i. Arnold Danzig- Does not think rigor should be in our minds, fair spin on how we conceptualize this program.

ii. Arnold Danzig- The faculty review of the courses is where the rigor

should be reviewed and critiqued.

1. Stacks has reviewed the course proposals for the program. The extent and the variety of assignments and their construction had quite a bit of thought put into them and how they build towards a “culminating experience” that is even at the course level.
  2. See more administrative leadership growth more than curriculum development and pedagogy.
  3. The course proposals have been circulating for some time (from previous proposal), and have been reviewed and updated prior to resubmitting proposal.
  4. Rigor and Content are major issues, there needs to be more depth from student’s previous experience and what they obtain in the classroom. Strong leaders need to have not only the leadership aspects, but also the instructional pedagogies that are need to work with faculty under them in the workplace.
    - a. Request that they more clearly express the difference in level of coursework between Masters and Doctorate as they come across very similar in content and rigor.
- b. Admission process regarding experience
- i. Through writings (personal statements), letters of reference, and other supportive materials. We (Arnold Danzig) anticipate holding interviews as well.
- c. Budget states that there will be some campus support. The budget states tuition savings and if so when does that come in and when does it become savings.
- i. Are all the things being listed the only things that you will get and are the marginal costs accurate.
  - ii. What will you do if the cohorts don’t fill to support the reserve.
    1. Danzig believes that cohort 1 by year 3 will start to develop the reserve.
    2. Separate from GS&R budget request that we need spelled out is how that budget is allocated.

**\*\*TABLE UNTIL DECEMBER 2**

4. Online MS in Computer Engineering Program
  - a. Stacy believes we no longer need to review this one due to WASC changing their stance on substantive changes in modality.
  - b. Biggest issue was security and the proctoring of online testing.

- i. Will use ProctorU, according to greensheets.
- c. Will offer both online and physical programs, both State and Special Session

**\*\*ACTION-** Approve MS Computer Engineering offering online- **Unanimous, 12-YES, 0-NO, 0-ABSTAIN**

5. Master's in Accountancy

- a. Adjusting current MS Accountancy to 30 units, with option to obtain 2 certificates as well. It eliminates courses that served those who didn't have accounting backgrounds. The certificates are the courses that were eliminated and are now certificates to prepare those who need them prior to MSA enrollment.
- b. Will assist with recruitment for Fall 14
- c. Slight re-arrangement of course requirements.

**\*\*ACTION-** Approve MS Accountancy program changes- **Unanimous, 12-YES, 0-NO, 0-ABSTAIN**

6. Minor in Sociology of Education

**\*\*TABLE UNTIL DECEMBER 2**

7. Forensic Science Minor

- a. Discussion revolved around why a minor vs. a certificate.

**\*\*ACTION-** Approve Minor in Forensic Science- **Unanimous, 10-YES, 0-NO, 0-ABSTAIN**

8. Sociology Concentration in Race and Ethnic Studies

**\*\*TABLE UNTIL DECEMBER 2**

- WGSS Concentration- Came from the merger of SISS. They have wanted to create a major, but can't without the numbers. They were asked to develop a concentration to assist with moving towards an official major.

9. Animation/Illustration PE waiver

**\*\*TABLE UNTIL DECEMBER 2**

**Meeting Adjourned 4:00pm**

The remaining meetings are: December 2, 2013, January 27, 2014, February 3, February 17, February 24, March 17, April 7, April 21, May 5

## **Curriculum & Research**

### **Agenda**

Monday, November 4, 2013

2pm-4pm, ENGR 247

1. Review minutes from 10/28
2. MS Computer Eng online program
3. EdD proposal
4. Review revised draft of AS 1520

The remaining meetings are: November 25, December 2, 2013, January 27, 2014, February 3, February 17, February 24, March 17, April 7, April 21, May 5

## Curriculum & Research Minutes

Monday, November 4, 2013  
2pm-4pm, ENGR 247

**Present:** Stacy Gleixner, Peter Buzanski, Rebecca Kohn, Dennis Jaehne, Lynne Trulio, Lionel Cheruzel, Wynn Schultz-Krohn, Pam Stacks, Katherine Harris, Laura Hart,

**Absent:** Sutee Sujitparapitaya, Annette Nellen, Patty Swanson

**Guest:** Arnold Danzig (AD), Ed Leadership.

**Start 2:04pm**

1. Review minutes from 10/28
  - a. Room Number was actually 247
  - b. Add additional note regarding Student response time from faculty being same as Face-to-Face.

**\*\*ACTION-** Approval of October 28, 2013 meeting minutes. **8 approve, 1 Abstain**

2. MS Computer Eng online program

3. EdD proposal

- a. Arnold Danzig (AD) is here to address concerns over EdD Proposal
  - i. Push to move this forward has been from recent legislation.
  - ii. 3 year program, third year is dissertation.
  - iii. Expecting 15 students in first cohort ranging from current administrative roles or teaching leadership roles.
  - iv. Doctorate will be practitioner based not research
  - v. Focus will be on P-12
  - vi. Tuition number templates are taken from the CSU chancellor's budget pages. Based on 3 semesters in an AY, its a different funding model than normal CO budgets.
  - vii. CoEd Faculty were consulted and had choice to decide whether they wanted to take part in developing the EdD.
  - viii. Dissertation is focused around the workings of an issue more than the research aspect of a typical dissertation.
  - ix. Courses are encouraged to provide momentum with the Comprehensive exam culminating the experience to prepare them for the next phase of the dissertation phase.
    1. Concern- Some districts require an IRB process as well, which may require students to go through two IRB

processes.

- b. The Program seems similar to that of the MA programs offered in CoEd. What is the difference?
  - i. The MA's are centered around the credential, not doctorate learning.
  - ii. The doctorate will provide more framework and theory behind the practice, not as much fieldwork as in the MA programs
- c. Infrastructure resources? Library specifically, how does this compare to normal practices?
  - i. Rebecca-Just like DNP, Interlibrary loans will be very important. The library believes that we could support the program.
  - ii. It was discussed (at Library Board) that there are still costs associated with what the library undertakes to make offerings available for doctorate programs.
- d. Being smart practitioners is what they are looking at developing.
- e. Arnold Danzig- There are programs out there that are online, shorter time to complete, less money, yet the "cheap" can't replace the quality and that is what we are looking for.
- f. Admission requirements- Do they need to be currently employed in a district?
  - i. Arnold Danzig-Not necessarily, but it is focused towards those that are currently employed
  - ii. Ensuring marketing to P12 area, cleaning up materials to be more clear
- g. Faculty Budget- Where is the money coming to support a full-time faculty member?
  - i. Dean and provost are very supportive.
- h. Online Learning environment might be quite cumbersome for their student population who may not have the technical savvy to be successful in online or hybrid environments.
  - i. Setting up courses like OT and LIS pre-orientation, can assist with helping address this issue with students prior to major course enrollments.
- i. Budget issues- Budget document did not match up with the proposal numbers.

**\*\* Tabling** until we can obtain budget before vote.

- 4. Review revised draft of AS 1520
  - a. Pre-cursor statement- "May" instead of "will" for financial impact due to class size.
  - b. Distributed Instruction- Not really TV anymore or just leave as other

modality.

- i. Move under technology? will then encompass modality on this
- c. Timely interactions- Shall provide appropriate and timely interactions between faculty and students and among students as in-person classes. (this is not a comparison between same course, just in general)
  - i. Senate floor issue was how do you identify a reasonable feedback period that is based on enrollment. (i.e. 300 students, how long to respond to papers, assignments etc).
  - ii. Delete items that compare, since we still have issues with timely response for in-person interactions. We don't have a campus policy for in-person, so why put one on distance learning.
  - iii. Will now read as " shall provide opportunity for appropriate and timely interactions between faculty and students per University policy.
- d. Faculty- Faculty have joint ownership of work depending on amount of extraordinary support by University (as written in Udacity contracts).
  - i. There is no way to determine what extraordinary means or how it is met.
  - ii. The word "Any" leads that we know what that means and we can't make that determination.
  - iii. Ownership of Intellectual Property in the collective bargaining agreement is determined by the level of University support, XX and extraordinary
- e. Technical support- faculty will ensure that their curriculum meets current accessibility requirements.
- f. Workload- Though they may differ, college and departments use the same existing process as for in-person.
- g. Modality- It was the understanding that modality and pedagogy were the same and that they needed to be approved via Minor Course Changes. Dennis stated no, modality changes are at the department level process.
  - i. Approval about relevant department through the same procedures that the department reviews pedagogical changes in in person.

**\*\*ACTION- Final reading at senate- unanimous- 10-Yes, 0-No**

### **Meeting Adjourned 4:00pm**

The remaining meetings are: November 25, December 2, 2013, January 27, 2014, February 3, February 17, February 24, March 17, April 7, April 21, May 5

**Curriculum & Research**  
**Agenda**

Monday, October 28, 2013  
2pm-4pm, ENGR 247

1. Review minutes from 10/7/13
2. MS Computer Engineering, program proposal
3. Review feedback from Senate on Online
4. If time permits: Review feedback from Senate on GE Guidelines

Upcoming Meetings: November 4, November 25, December 2, 2013, January 27, 2014, February 3, February 17, February 24, March 17, April 7, April 21, May 5



## Curriculum & Research Minutes

Monday, October 28, 2013  
2pm-4pm, ENGR 247

**Present:** Stacy Gleixner, Peter Buzanski, Laura Hart, Rebecca Kohn, Dennis Jaehne, Lynne Trulio, Lionel Cheruzel, Wynn Schultz-Krohn

**Absent:** Sutee Sujitparapitaya, Pam Stacks, Annette Nellen, Patty Swanson, Katherine Harris

**Start 2:04pm**

1. Review minutes from 10/7/13
  - a. Date was not changed from previous.

**\*\*ACTION-** Approval of October 7, 2013 minutes with date corrected. **6 approve, 1 Abstain**

2. MS Computer Engineering, program proposal
  - a. What's great about reviewing this program is that it might be helpful in addressing items of importance for our Online Learning Policy
  - b. This program specifically is adjusting modality, it is already an existing program on campus as a face-to-face.

**\*\* Table until next meeting** due to some C&R members not getting materials for review.

3. Review feedback from Senate on Online
  - a. Modality- [S04-3](#) outlines policy to propose changes to modality and other areas. Maybe a broader look at Modality changes/Substantive Changes with WASC (no longer required), should we redefine S04-3? Which seems to outline WASC requirements.
    - i. Should this be mostly revolved around courses not programs?
    - ii. Should we split the areas between course vs. programs, also split between online and face-to-face type courses/programs.
    - iii. Clear on policy regarding department approval. If not included, then it should be included and outline exactly what the department needs to approve.
  - b. Missing Clause on course size.
    - i. Cathy Cheal noted that size does not matter between online and face-to-face, C-factor does not limit size (its an old limitation, it used for scheduling processes now) the department does.
    - ii. Policy already protects courses like GE.
    - iii. Course delivery support- Add information regarding class size.
  - c. Faculty Contact Hours- As defined by policy [AS1524](#) first reading (this past month) rescind AS6813.
    - i. Student Feedback- Response time would be similar to face-to-face and reflect University Policy.

- d. Support for Faculty-
    - i. Workload (b5) in accordance with CSU/CSEA bargaining agreement. Right now labor agreement is that the Associate Dean/Dean determines the workload. The Chair currently does the work with the hopes the dean supports decisions, as part of the faculty contract.
  - e. Contracts- Clarify who is the University, President or designee.
  - f. 4B-Intellectual rights to materials developed for a course. At what point is it the University's and what is faculty members.
    - i. University can not "sell course" without support from department/TT faculty.
4. Review feedback from Senate on GE Guidelines
- a. Who teaches ENGL 1B was a concern
  - b. Assessment issues, possible inconsistencies (none outlined due to time)
  - c. Posting department adjustment approvals
  - d. Bulleted HIGH points to Stacy for review prior to next reading.

Adjourned 3:57p

Upcoming Meetings: November 4, November 25, December 2, 2013, January 27, 2014, February 3, February 17, February 24, March 17, April 7, April 21, May 5

## Curriculum & Research

### Agenda

Monday, October 7, 2013

2pm-4pm, ENGR 347

**Present:** Stacy Gleixner, Peter Buzanski, Laura Hart, Wynn Schultz-Krohn, Rebecca Kohn, Lionel Cheruzel, Patty Swanson, Lynne Trulio, Kathy D. Harris, Pam Stacks, Dennis Jaehne, Annette Nellen

**Absent:** Sutee Sujitparapitaya

#### **Start 2:00pm**

1. Review of minutes from 9/30/13

**\*ACTION-** Approve Meeting Minutes from 9/9/13- **8 Approve**

2. Review GE Guidelines

- a. Remove or adjust Category 3 regarding waivers. President won't forward- Is included still to accommodate any changes in administrative leadership.
- b. Page 4- Took C3 (ENGL 1B) matches with CSU Definition of C1/C2, critical writing and thinking for A3.
- c. Page 5- rescinded older policy and added updated information. Keeping duplicated statements to ensure "Reader" gets all information.
- d. Page 5 and 6- Categories:
  - i. 1- states GE work is in coursework
  - ii. 2- coursework is rigorous enough to receive credit for areas,
    1. Rigorous could be used to meet general policy but not full GE content. Should we use a different word/phrase? Maybe Technically Rigorous, omitting rigorous, bad light or pandora's box? Substitution of a high caliber course that can meet GE requirements.
    2. Programs wanting to use courses to meet GE adjustment must obtain approval from BOGS.
  - iii. 3- waivers to GE's (not currently accepted by Administration).
    1. These waivers must be proposed to C&R and their recommendation is forwarded to Provost. Provost and President request waiver from Chancellor office.
- e. Insert asterisk stating where the writing limitations came from. (A2, A3 and Z)
- f. Really highlight something, use MUST, in any other case use SHALL (vote unanimous to include MUST where it is needed)
- g. We include more content than required by CSU in history areas.
- h. 100w area has been reviewed by the coordinators of 100w courses.

**\* ACTION-** Approve moving this policy forward for a first read. **Unanimously approved. (12 Yes)**

3. Review feedback received on Technology Intensive, Hybrid, and Online Courses and Programs
  - a. Cathy Cheal- Feedback from teaching courses online. Process for traditional courses should be the same for online courses, there are different levels of online teaching methodologies just like traditional courses. Technology is

consistently changing whether teaching online or not. Never include money or numbers as they are always changing. Hard to make generalizations to a specific number when varying methods can be developed. Made methods work for enrollments, if needed. Not the way to go for the future, since methods are varying for the future. Technology duplicates what you know then varies from there, which is why enrollments should not be linked. Writing online courses are hard to do with more than 25 students. Using something like the c-factor might help in creating restrictions for enrollments.

- b. Enrollment caps are an issue across the board. The CSU Classifications while list limits, the university does not abide by those. Deans and Chairs raise caps as required by course interest, funding or directives from administration with no regard for workload.
  - c. The enrollment issue should be addressed with Faculty Affairs and Union to ensure the faculty workload is addressed.
  - d. Add something into policy to not pit traditional vs online. Some faculty have been penalized for trying to offer online courses when that is what they were hired to do
4. Update of MS Clinical Psych
- a. Will send out over email for vote, unless numerous issues come out in email discussions
5. Name Change for Global Studies
- a. Will send out over email for vote, unless numerous issues come out in email discussions
  - b. Lynne stated we might want to check with department as a re-vote may have happened and change may have occurred.

**ADJOURN: 4:00pm**

Upcoming meetings: October 28, November 4, November 25, December 2, 2013, January 27, 2014, February 3, February 17, February 24, March 17, April 7, April 21, May 5

## Curriculum & Research

### Agenda

Monday, September 30, 2013

2pm-4pm, ENGR 347

**Present:** Stacy Gleixner, Peter Buzanski, Laura Hart, Wynn Schultz-Krohn, Rebecca Kohn, Lionel Cheruzel, Patty Swanson, Lynne Trulio, Kathy D. Harris, Annette Nellen, Pam Stacks, Dennis Jaehne

**Absent:** Sutee Sujitparapitaya

#### **Start 2:00pm**

1. Review of minutes from 9/9/13 (attached)

#### **\*ACTION-** Approve Meeting Minutes from 9/9/13- **6 Approve, 1 Abstain**

2. Election for C&R rep to President's Commission for Diversity (anyone interested in nominating themselves for this, let me know)
  - a. Mission of the committee is to formulate an action oriented plan to address some pressing issues around diversity on this campus
  - b. Tentatively scheduled to meet every other Wed at 2

#### **\*ACTION-** Nomination of Stacy Gleixner- **Unanimously Approved**

3. GE Guidelines, this was approved by BOGS in November of last year
  - a. *Guest Presenter- Steve Brantz*
  - b. *redefined SLO's as outcomes*
  - c. *Link to the 4 essential outcomes (and definitions) so they are clearly explicit. (AAC&U link to where descriptions were derived from).*
  - d. *Ethics was not well defined in the last round of ge areas.*
  - e. *A3 changing from Critical thinking to Critical thinking and writing, removing C3*
  - f. *Category 1- programs will satisfy GE areas within major degree programs, i.e. through coursework.*
  - g. *Category 2- Satisfy GE areas by the substitution of a more rigorous non-GE coursework in the major. (i.e. Engineers, Intensive Science)*
  - h. *Category 3- "Waiver" of a core (lower division) GE Area.*
  - i. *Guidelines for greensheets are clarified in CFD (i.e. GE outcomes and statements, Credit hours, etc)*
  - j. *At a minimum all writing shall be assessed for grammar, clarity, conciseness, and coherence for all GE areas and courses. Writing Intensive GE areas have additional requirements specified in their Content Sections.*
  - k. *A1 and A2 prerequisite to A3.*
  - l. *ENGL 1B is not a graduation requirement, even though we tell students that.*
  - m. *American Institutions never used to have Learning outcomes up until last Spring. Redefining numbering from F1,2,3 to US1,2,3*
  - n. *SJSU Studies- 100w is highly recommended to be completed or co-registered before being able to take R,S and V. Also meet minimum GPA*
  - o. *Z more about disciplinary writing, critical thinking items found their way into this area as well.*
  - p. *GE Policy- GE, GVAR and AI currently being proposed.*
  - q. *Would be active Fall 2014, full implementation Fall 2016.*
4. Review of Certificate for Regulatory Science

- a. *Who is the target audience, prerequisites, what kind of background is needed?*
  - b. *Do we need to be approving this? NO.*
  - c. *Certificates do not need to be reviewed by C&R unless major issues arise at the UGS/GSR level.*
5. Review of MS Clinical Psych: *note GS&R's concern in their letter*
- a. *Approval from GS&R states it is looking for guidance as to whether or not beefing up assessment is necessary in revising now or asking that of them later*
  - b. *Ask for more assessment data? 5 members felt important to ask for more, Lionel states important to ask now instead of later to ensure we strengthen assessment.*
  - c. *Admission requirements, duplicates information, asks for GRE but does not require a min/max score- so why have it required?*
  - d. *Stacy will ask GS&R if there was additional background to their statement on assessment.*
  - e. *We will ask them to inform us of the program assessment plan on course outcomes.*
6. Review of Math Education minor, implemented our suggestion of having pre-req to minor to be three math classes
- a. *Issue around other majors who may have a large math background, have access to*
  - b. *Restructured to say "Students interested must have the equivalent of 9 units of upper division math.*

**\*ACTION- Approve Math Education Minor- Unanimously Approved (12 Yes)**

7. Review feedback received on Technology Intensive, Hybrid, and Online Courses and Programs
- a. *Class size, suggestions to limit class to specific numbers*
  - b. *No policy that sets class size, unless GE which are determined by GE Policy*
  - c. *Course Classifications do not determine course size. Used to be related to money and space, no longer the factor. However it is still sometimes used that way by Colleges.*
  - d. *Academic Integrity*
    - i. *Proctored exam*
    - ii. *University should pay for proctor exam*
    - iii. *Shouldn't tell faculty how to structure exam*
  - e. *Department approval of entering into a contract. Stepping on academic freedom if department has to vote.*

**ADJOURN- 4:00pm**

Upcoming meetings: October 7, October 28, November 4, November 25, December 2, 2013, January 27, 2014, February 3, February 17, February 24, March 17, April 7, April 21, May 5

**Curriculum & Research**  
**Meeting Minutes**  
**Monday, September 9, 2013**  
2pm-4pm, ENGR 347

**Present:** Stacy Gleixner, Peter Buzanski, Laura Hart, Wynn Schultz-Krohn, Rebecca Kohn, Lionel Cheruzel, Dennis Jaehne, Patty Swanson, Lynne Trulio, Annette Nellen

**Absent:** Sutee Sujitparapitaya, Jean-Luc Desalvo (Katherine D. Harris), Pam Stacks

**Start 2:00pm**

1. Approval of minutes

- a. *It was noted that Katherine D. Harris would be representing Jean-Luc Desalvo this semester while he is on sabbatical.*

**\*ACTION-** Approve Meeting Minutes from August 26, 2013: **7 Yes, 1 Abstention**

2. Review of Program Planning Template, Guest: Jinny Rhee

- a. *Jinny is here to present and answer any questions regarding the newly proposed PPC Guidelines.*
- b. *Add to Strengths and Weaknesses, Challenges and opportunities- Unique attributes to program, especially student involvement as a resource via grad assistants, research assistants. "describe the type of students in your program and how they provide program vitality (i.e. through research support, ethnic group involvement, etc)." Changing list to bullet points to show emphasis on this area and specifically highlighting student, faculty and program accomplishments.*
- c. *3.a. Attach appropriate minutes as support documentation that something did happen (part of appendices), evidence that department faculty is/are engaged in decision making.*

**\*ACTION-** Approve PPC Guidelines: 10 Yes, **Unanimously approved.**

3. Input on Math Education minor

- a. *Update- Still awaiting response to questions regarding coursework and majors who would be taking this minor.*

4. Distance Education policy- compare this version from last year's committee with the existing policy

- a. *Decision at last meeting (8/26) was to finalize the proposed document from last year, to prepare for senate.*
- b. *Suggest sending out for first read (even though document states it already*

had one) so we can get the feedback to adjust the proposal. This is controversial so having a first read my help assist us in building a stronger policy.

- c. *Rationale vs Whereas? There are no Whereas' and then switched to rationale, just want to make sure we are clear and clean up anything that is not the way we prefer.*
- d. *Capitalize 'U' in University to express that the University is the source. OR state SJSU (Not departments or colleges).*
- e. *Last maintenance paragraph "Is the responsibility of San Jose State University to support (staff and training)" remove word 'should'*
- f. *Global Definitions- Is 'online' encompassing all areas of online education? Define "Online Education". Header needs to be adjusted/changed. Remove Distance, as they may incorporate off campus learning. Define distributed education. Call "Technology Mediated".*
  - i. *Leave as is until we get feedback regarding what will need more clarity.*
  - ii. *need to be concerned of student access to online modalities.*
- g. *Principles- University will provide faculty with information on the legalities for faculty regarding use of off campus resources and tools. (Intellectual property, Copyright and FERPA legalities). Make a point Add a clause regarding sending students to other sites (public domain) for coursework, ie presentations, videos, articles, etc. Some of these sites may require students to share data in which then their data becomes shared.*
- h. *Reorganize support and information to not include "student". Deleted criteria repetitive from other sections, proctoring moved, and academic integrity. Students right to know modality.*
- i. *3c. Resource implications- University will provide adequate resources to allow courses to be taught online. Strike approval by dean as they do not typically have a clear understanding of resources needed to change the modality. "College Dean must be informed of Modality change, so dean can consider resource implications"*
- j. *Concerns over omitted items from old policy such as faculty contracts.*

**Adjourned at 4:00pm**

Upcoming Meetings: September 30, October 7, October 28, November 4, November 25, December 2, 2013, January 27, 2014, February 3, February 17, February 24, March 17, April 7, April 21, May 5



## Curriculum & Research

### Meeting Minutes

Monday, August 26, 2013

2pm-4pm, ENGR 347

**Present:** Stacy Gleixner, Peter Buzanski, Laura Hart, Wynn Schultz-Krohn, Rebecca Kohn, Lynne Trulio, Pam Stacks, Lionel Cheruzel, Annette Nellen, Dennis Jaehne

**Absent:** Patty Swanson, Sutee Sujitparapitaya, Jean-Luc Desalvo

1. Introductions

2. Meeting management issues-

a. Communication ideas: Dropbox versus Google docs

*-sending materials no later than Thursday prior to meeting*

*-Emailing files is preferred method, can always find the materials there.*

*-Maybe email and file in Google Drive to ensure another option available to find materials.*

b. Meeting organizational ideas

*-Agendas a week ahead of time*

c. Any agenda items/issues to be added for this semester

*-Distance (Online) Learning Policy*

*-Program Planning updated guidelines coming to next meeting*

*-GE Guidelines*

*- Will start putting this back on agenda in September. Big push since next round of 120 reductions are due in December.*

*Faculty and Student outreach to help them gain understanding of how important GE's still are to overall experience and educational objectives (i.e. MOOCS).*

*-Double review between UGS/GS&R and C&R, is this an issue?*

*-No*

*-Certificates*

*-creating an FAQ, a bit of confusion over process for new policy and what's acceptable for units toward degree.*

*- Research, Scholarship and Creative Activities Task Force Report*

*-Wynn stated it felt funding based, at least that is what seemed to come across. Waiting for budget funding changes in next Academic Year.*

*Wynn S. will email documentation that she has to Stacy.*

3. Name Changes-

- a. Business, Corporate Finance Management  
-Change to Corporate Accounting & Finance

**\*ACTION-** Approve Name change to Corporate Accounting & Finance, **Unanimously Approved.**

- b. Sociology, Minor in Women, Gender and Sexuality Studies

**\*ACTION-** Approve Name change to Minor in Women, Gender and Sexuality Studies, **Unanimously Approved**

4. Minor-

- a. Math Education Minor

*-Required courses have many hidden pre-requisites which limit what majors can be involved even though proposal states specific majors could take minor (but pre-requisites raise overall unit count to 21 when students have to take additional courses to meet pre-req).*

*-Stacy found that the courses listed do not actually have course pre-requisites.*

*- Ask for Math background as opposed to limiting minor to specific majors. Thus allowing students from additional departments opportunity to take part. Specify type of courses and extent of math background requirements.*

*-Will invite proposer to come and discuss some of the issues the committee has.*

5. Online Education: revision of S01-10:<http://www.sjsu.edu/senate/docs/S01-10.pdf>

- a. C&R worked on a draft of that last year. *That draft is also in the Dropbox: Policy-Distance Ed folder.* Let's start with a discussion of what content in the old policy and the in the draft from last year we want to move forward with and what are the big concern items.

*-No campus wide review of pedagogy. Best reposed with department as it is their speciality.*

*-Online capabilities shouldn't be driven by department, but by interested faculty members.*

*-Course size limitations, generally determined by department unless its a GE.*

*- Some feel department chair is enough, others feel that full faculty should support move to online for specific courses.*

*-New course vs. Conversion, it was stated last year that if it should be reviewed then it should be reviewed same as all course change*

*processes.*

*-Ensuring student credibility is maintained (i.e. that it is the student taking course)*

*-Course fees online and in course, how or do you add fees?*

*-Costs, reduce costs by not needing facilities, but more money to contract faculty and run specific testing proctoring software.*

*-If university is pushing to save money, then they need to bare the financial implications to ensure it doesn't fall on student.*

*-Issues around access as well*

*-Students would prefer a hybrid or proctor exams for online.*

**Next Meeting:** Math Minor Rep will be invited, Review the Distance Policy (1518), GE guidelines, Program Planning Guidelines (tentative).

**Adjourned at 3:55pm**

Upcoming Meetings: September 9, September 30, October 7, October 28, November 4, November 25, December 2, 2013, January 27, 2014, February 3, February 17, February 24, March 17, April 7, April 21, May 5