

## 2014-2015 Year-End Committee Report Form

**Committee:** Curriculum & Research

**Chair:**  
Noelle Brada-Williams

**Chair-Elect for 2015-2016:**

Ravisha Mathur

Associate Professor, Child and Adolescent Development

**Number of Meeting held:  
15 (14 with the chair who was  
elected in September)**

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### Items of Business Completed 2014/2015

1. Evaluation and response to the proposed BA degrees by the California Community Colleges (culminating in SS-S15-2).
2. Evaluation of curricular proposals such as new concentrations in Cybersecurity, Business Analytics, a minor in Human Systems Integration, and the discontinuation of others.
3. Review of proposals for new ORTU's the Silicon Valley Global Engineering and the Silicon Valley Big Data and Cybersecurity Center.
4. A policy on the Writing Skills test, modifying the GE Policy passed as S15-4.

### Unfinished Business Items from 2014/2015

1. Although C & R passed a resolution on Credit by Exam which was then passed at the last 2014/2015 senate meeting, it was never signed by the president and C & R had to reconsider it in 2015/2016.
2. Policy resolution on internships and service learning (implementation of EO 1064).
3. Review of our minor and certificate policies.

### New Business Items for 2015/2016

1. Explore how the university can best do a thorough evaluation of its diversity education
2. Core competencies assessment
3. Program planning changes, including review of the PE waiver.

**Please return to the Office of the Academic Senate (ADM 176/0024) by July 6, 2015.**

## Curriculum & Research

### Agenda

Monday, September 8, 2014

2pm-4pm, ENGR 347

1. Intros of new members, review scope of work
2. Recap of last year's work and outcomes
  - a. Last year's old business
    - i. ORUs - Stacy Gleixner's comments for Spring 2014 C&R agendas:
      - Moving forward RSCA on this campus: Discussion of how to support ORUs better: We currently have this policy on ORUs which puts forth procedure for applying for an ORU and the annual review process of them.  
<http://www.sjsu.edu/senate/docs/S05-13.pdf>
      - So far, the only University interaction with ORUs is the annual review process and the listing of the ORUs on this site: <http://www.sjsu.edu/gradstudies/oru/>
      - Open a discussion of ideas, big and small, on what the University can do to better support RSCA through ORUs.
    - ii. FYE Proposal- From Maureen Scharberg
3. Overview of new Special Session EO 109 -- explanation of how that world works... (special session catalog) - see <http://calstate.edu/eo/EO-1099.html>
4. Notice that the California Community College BA degree bill passed -
5. UGS and GSR proposed merger
6. Writing program - information item
7. GE implementation
8. Feedback from Senate - PE policy - see S14-11
9. Proposal - Compressed Catalog calendar for one transition year.

## Curriculum & Research Meeting Minutes

Monday, September 8, 2014  
2pm-4pm, ENGR 347

**Present:** Pam Stacks, Dennis Jaehne, Peter Buzanski, Winifred Schultz-Krohn, Robert Sibley, Ravisha Mathur, Rebecca Kohn, Karin Brown, Gilles Muller, Wendy Ng, Annie Blaylock

**Absent:** Sutee Sujitparapitaya,

**Start 2:00pm**

1. Intros of new members, review scope of work
  - a. Chair nominations are being accepted, any senator can put their name forth. Senate is currently accepting nominations and will hopefully vote at next meeting.

**\*\*ACTION-** Propose to reorganize agenda items, as outlined below- **Unanimously** 11-Yes, 0-No- 0-Abstain

**\*\* TABLED** to next C&R-FYE Proposal- From Maureen Scharberg

2. Overview of new Special Session EO 109 -- explanation of how that world works... (special session catalog) - see <http://calstate.edu/eo/EO-1099.html>
  - a. This stems from an audit that occurred on subplanting and off campus activities 5.2, 6.1, 7 and 8 (Open University), 11.1.2.3, 11.1.2.4 (entrepreneurial enterprises).
  - b. Let just get familiar with the legislature.
  - c. The 9% distribution doesn't seem appropriate for department.
  - d. Funding and enrollment numbers related to Special Session and Open University need to be clarified (or at least process in how to identify "your departments" budget/enrollment) so that departments can easily work on how to appropriate their budget models for curriculum.
3. Notice that the California Community College BA degree bill passed
  - a. New world of BA offerings is changing. The Legislature decided that some BA degrees should be offered at the Community College level (such as automotive).
  - b. Accreditation will still remain with institutions they will not have to change outside of current realm.
  - c. Current legislation limits the type of degrees that will be authorized.
  - d. 15 programs already prepared, they were prepared before bill was passed. Mostly programs that wouldn't be offered at a CSU/UC



4. UGS and GSR proposed merger
  - a. October 1, the merge will happen.
  - b. Graduate studies will merge with Undergraduate, Research functions will under new unit headed by AVP Stacks.
  - c. Improve administrative operational processes
5. ORUs - Stacy Gleixner was interested in focusing more on the Research part of C&R and thought we should look at ORU's and the policy on campus supporting those efforts.
  - a. Currently departments submit annual reports are required for departments regarding finances and activities accomplished.
  - b. Every 5 years a thorough review of ORU practices submitted to GS&R.
  - c. The Question now: How are we using these ORU's? Could this be a more robust entity? How can they support the campus activities more?
  - d. How are ORU's funded? They are not generally funded by General Funds (except for Steinbeck and Beethoven Centers), ORU's generally get funding from grants.
  - e. How can ORU's be sustainable? This should probably be more of a recurring agenda item to continuously discuss ideas.
  - f. Push more on the issue that ORU's including additional departments beyond normal "Collaborators"
  - g. Funding is based on federal calculation and can't be negotiated down.

**\*\*Action Item-** Request that new chair make ORU discussion a recurring item on agenda.

6. Writing program - information item
  - a. H&A has hired two writing program administrators to manage the lower division writing programs.
  - b. Stretch English recruitment, remedial and ENGL 1A in a single course instead of two separate courses.
7. GE implementation
  - a. No real update on this area. This year we hope it will be a lazy year in GE so we can clean up implementation and getting departments updated. Hoping not much movement with new GE's this year. A lot of assessment review on GE's passed last year that BOGS will need to focus on. So we encourage you to only put forth those that are really important to move forward.
8. Feedback from Senate - PE policy - see S14-11
  - a. Policy was signed on August 18th. To much of everyone's surprise.
9. Proposal - Compressed Catalog calendar for one transition year.

**\*\*Action Item:** *Update Image to show new dates, to assist with clarification to next meeting*



Adjourn: 3:40pm

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

Monday, September 22, 2014  
2pm-4pm, ENGR 347

1. Introduction of new chair

**Discussion Items**

2. Recap of last year's work and outcomes
  - a. FYE Proposal- From Maureen Scharberg
  - b. ORU's- Request to add as a recurring agenda item

**Action Items**

3. PE Waivers and AA/T (SB 1440)
4. Communication Studies Honors Proposal
5. ~~MSSE, Concentration in Cybersecurity~~

**Information Items**

6. Proposal - Compressed Catalog calendar for one transition year. UPDATED  
CALENDAR

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

Monday, September 22, 2014  
2pm-4pm, ENGR 347

**Present:** Pam Stacks, Dennis Jaehne, Peter Buzanski, Winifred Schultz-Krohn, Robert Sibley, Ravisha Mathur, Rebecca Kohn, Karin Brown, Gilles Muller, Wendy Ng, Annie Blaylock, Noelle Brada-Williams, Shahab Ardalán

**Absent:**

**Start 2:00pm**

1. Introduction of new chair
2. ADD Approval of Meeting Minutes from September 8th

**\*\*ACTION-** Approve Meeting Minutes from September 8th: **11-Yes**, 0-No- 2-Abstain

**Discussion Items**

3. Recap of last year's work and outcomes
  - a. FYE Proposal- From Maureen Scharberg
    - i. Proposal has been updated, as they just received a \$2.5 million dollar grant they just received Department of Education and have two more grants pending to support this project.
    - ii. It appears it might be a request to adjust FYE policy.

**\*\* TABLED** to next C&R invite Maureen Scharberg

- b. ORU's- Request to add as a recurring agenda item
  - i. Knowing what ORU's we have (number of them) and the current ORU policy (S05-13), What defines an ORU?
  - ii. Recommend bringing back a list of ORU's we have and what they do so we can develop more substantial ideas.
  - iii. AVP Stacks would like to bring in Stacy Gleixner as she has recently went through a process on one of her labs. She could provide us feedback on what worked or didn't work in the proposal process.
  - iv. A list is available on the graduate studies website.
  - v. Is private ORU data available, do we publish the reports? Some departments it is hard to get them to submit their reports on these type of organizations.

**\*\* TABLED** to next C&R invite Stacy Gleixner



**\*\* Action Item** Committee will review ORU policy (S05-13) to help us define what an ORU is.

### **Action Items**

#### 4. PE Waivers and AA/T (SB 1440)

- a. With new PE Policy in place, AA/T degrees can not accomodate the 60 unit package with PE in place. The list outlines 24 departments that will need the waiver to continue to meet SB1440.
- b. There is an inequity if we provide this for AA/T and not actual degree
- c. Is a degree audit issue
- d. 10 current waivers exist (ENGR (all), Animation, Industrial Design, Industrial Tech (2), Music)
- e. Interim process is waivers, trying to keep faith with policy. They are given (basically) 5 years to review program and hopefully work PE back in.
- f. Two processes may be needed: 120 waivers and SB1440.

**\*\*ACTION-** Recommend Provost approval that SB1440 programs highlighted in yellow [on SB1440 PE Roadmaps] are approved for PE waivers until their next department Program Review. **12-Yes**, 0-No- 1-Abstain

#### 5. Communication Studies Honors Proposal

- a. Graduate coordinator approval is there to ensure students who wanted to take the graduate replacement course would be successful. Only top 10% of students would be pipelined into the Honors program and therefor the graduate course would only be impacted by high level students (academically motivated types).
- b. Overall college GPA requirement aligns with campus honors policy

**\*\*ACTION-** Approve Communication Studies Honors proposal. **12-Yes**, 0-No- 1-Abstain

#### ~~6. MSSE, Concentration in Cybersecurity~~

### **Information Items**

#### 7. Proposal - Compressed Catalog calendar for one transition year. UPDATED CALENDAR

- a. Present to UCCD and bring back feedback/opinions
- b. Will be presented at the next Associated Students meeting to obtain feedback.
- c. Committee members will start talking amongst peers.

**Adjourned 3:52pm**

## **Curriculum & Research**

### **Agenda**

Monday, September 29, 2014

2pm-4pm, ENGR 347

#### **Discussion Items**

1. Recap of last year's work and outcomes
  - a. ORU's- Request to add as a recurring agenda item (time certain 2p)
  - b. FYE Proposal- Maureen Scharberg (time certain 3p)
2. Certificate Policy Issues

#### **Action Items**

3. MSSE, Concentration in Cybersecurity

#### **Information Items**

## Curriculum & Research

### Meeting Minutes

Monday, September 29, 2014

2pm-4pm, ENGR 347

**Present:** Pam Stacks, Dennis Jaehne, Peter Buzanski, Winifred Schultz-Krohn, Robert Sibley, Ravisha Mathur, Rebecca Kohn, Karin Brown, Gilles Muller, Wendy Ng, Annie Blaylock, Noelle Brada-Williams, Shahab Ardalan

**Absent:**

**Guests:** Stacy Gleixner (Chief of Staff, former ORU PI)

**Start:** 2pm

#### 1. Approval of Previous Meeting Minutes

**\*\*ACTION-** Approve Meeting Minutes from September 22nd: **APPROVED 11-Yes, 0-No- 0-Abstain**

#### 2. ORU's-

- a. Stacy reflected on ideas that would be nice for departments with ORU's from resources like staff (support for paperwork), funding, workshops.
- b. Space, that is interdisciplinary is important for groups trying to develop ORU's
- c. COS has a applied math ORU and an interdisciplinary that includes Chemistry, Engineering and CASA.
- d. Policy states that public service activities, the ORU website needs more clarification to update the information as it does not include all activities that are performed on campus.
  - i. Pam noted that she will alert staff to changes as they are in midst of updates to site due to the research portion being re-developed after merger.
- e. Noelle shared additional comments that were solicited from faculty regarding ORU's. Most departments are concerned about the budget and accounting aspects of ORU practices.
- f. ORU funding, what gets allocated to whom, staff support. These are workload issues based on staff, resources and the needs of programs. This then requires reporting, which if resources aren't guaranteed results in departments not filing for ORU status.
- g. Opportunities are coming available, yet colleges are making decisions on how relationships are made with organizations based on whether they would get stuck with the foundation 44%.



- h. Maybe we need Research and/or Training centers to allow some departments to maneuver their programs (self supporting types)
- i. Should look at policy in how you are attempting to fund and grow the endowments.
- j. Rates are set by federal government, and it is based on practices and whether the activities are on or off campus.
- k. Private corporations get charged the same as we can't charge them more or less than we do the federal government
- l. Looking at policy, maybe we need to separate into two different groups depending on ORU activities, public service vs other.
- m. We should be looking at what our ORU's outcomes are looking at meeting and reevaluating whether the policy addresses the needs of ORU activities and status.
- n. Look at what we have with these vehicles out there. They have been codified practices. There is no clear process to sunset old programs.
- o. Look at types of programs we have research vs training.
- p. What are the ORU's getting out of this?

**\*\*Table until we get more information**

3. FYE Proposal- Maureen Scharberg

- a. Proposed last March, as a way to bring back first year experience for freshman experience. We don't have anything system-wide, although we have had some MUSE courses. We haven't offered as per policy.
- b. Would like to create a policy that incorporates this into Area E as opposed to adding courses. I.e. Taking current FYE courses and aligning them with Area E, garnering GE approval for Area E.
- c. Why did this not become part of the GE revisions? Shouldn't it have been involved in that re-write process
  - i. Attempted to, but can't answer why it was not considered.
- d. FYE themes in area E courses. FYE is on human development and so are the Area E outcomes.
- e. Discussions have been had with departments about embedding FYE into an existing Area E course (CASA course).
- f. they are evaluating freshman who have taken area E as a freshman and their success level vs. those who wait to take.
- g. Guidelines for FYE currently don't work, develop guidelines that work for faculty to implement FYE. Current programs could be grandfathered in.
- h. Additional learning goals into Area E?
- i. Can a course/department opt out of being an Area E/FYE
  - i. advisors do typically get recommended to enroll in Area E at freshman level.

- j. Student perspective- Freshman appreciated being handed a structured schedule, with limited choices available to them.
- k. Ambiguous as to how it should be implemented either FYE policy or fix to GE policy.
- l. Please prepare an official proposal with data to support and route through UGS committee to work towards updating or rewriting policy.

#### 4. Certificate Policy Issues

**\*\*Table until we get referral from UGS committee**

#### **Action Items**

##### 5. MSSE, Concentration in Cybersecurity

- a. They say there is no sequencing, but it is important and then it actually is outlined later in proposal.
- b. Exact courses required, but not outlined
  - i. Clarity in coursework with roadmap and how it adds to 30 units.
  - ii. Additional option, what is that roadmap look like
  - iii. are there units associated with partnership?
  - iv. Individual student advisement to determine course structure.

**\*\*Table until next meeting- Invite Sigurd in to discuss and answer questions.**

#### **Other Items**

- 1. BOGS activity report from 13-14
  - a. GE-LO on greensheets but GE-LO's are not listed on GE policy.

## **Curriculum & Research**

### **Agenda**

Monday, October 20, 2014

2pm-4pm, ENGR 347

#### **Action Items**

1. Approval of Previous Meeting Minutes
2. MSSE, Concentration in Cybersecurity - Time certain 2p with Sigurd Meldal

#### **Discussion Items**

1. Certificate Policy- S13-10 See Undergraduate Studies' referral.
2. Minor Policy- S75-4
3. Curricular options that address diversity education

#### **Information Items**

3. Proposal - Compressed Catalog calendar for one transition year.



## **Curriculum & Research**

### **Meeting Minutes**

Monday, October 20, 2014

2pm-4pm, ENGR 347

**Present:** Pam Stacks, Dennis Jaehne, Peter Buzanski, Winifred Schultz-Krohn, Robert Sibley, Ravisha Mathur, Karin Brown, Gilles Muller, Wendy Ng, Annie Blaylock, Noelle Brada-Williams, Shahab Ardalan

**Absent:** Rebecca Kohn

**Guests:** Sigurd Meldal

**Start:**

#### **Action Items**

1. Approval of Previous Meeting Minutes

**\*\* Table** Minute approvals until Oct. 27 meeting.

*Since we had a visitor and most members had just received the minutes, we will wait to vote on these.*

2. MSSE, Concentration in Cybersecurity - Discussion of the proposal with Sigurd Meldal.
  - No sequencing beyond what is already in the catalogue.
  - 30 unit MS, concentration course would have to be replaced by other (special session) courses if students later decide not to continue in the concentration. Library 203 not part of the degree, but preparation for degree. Students are not restricted to the online modality but the concentration will be all online. MS offered in both special and regular session. MARA 259 is limited to special session. On site state students can take the degree with a substitution of the MARA 259.
  - What is the role of Cisco? Cisco, and other companies, provide feedback on what is needed of our graduates. The Cisco version of program currently being delivered to Cisco employees includes Cisco proprietary information and skills but this is separated out of our other courses.
  - Practical experience is an option for international students who complete one year online and then arrive here.
  - A four-year BS degree required but professional experience can bridge gaps with some degrees that are less relevant to the MS.

- How do the recent hires in cyber security fit here? Perhaps in future proposal for a Big Data or MS Cybersecurity degree in the future.

**\*\*ACTION-** Approve proposed Concentration in Cyber Security: **UNANIMOUS 12-Yes 0-No 0-Abstain**

### Discussion Items

#### 1. Certificate Policy- S13-10 See Undergraduate Studies' referral.

Some key concerns:

- Timing of review process,
- interdisciplinary nature of many certificates would work better with university review rather than college review,
- non matriculated, open university students are difficult to track and a limited number of units can be transferred in.
- Other issues: many have a high percentage of courses that can be taken at a CC. How many need to be residential? Title V/state regulations on OU units will have an impact here. Where does the certificate show up? Does it appear in the transcript? Not a clear way to do it with People Soft?
- We should find out more from the registrar from an event Dennis is attending Thursday, October 23rd.
- 

#### 2. Minor Policy- S75-4

- Do we provide assessment for minors in program planning? If the minor is required in the major, then the major should assess it. But what if it is not required?
- Do graduating students have their minor reviewed? Only by the graduating department.
- Would we need multiple systems of tracking minors if they can choose any minor? Assessment based on your original goals for requiring a minor.
- WASC/State wants requirements assessed, not all minors.
- Ask Program Planning Chair in? In this about more than assessment issues? Course prep/prerequisites for a minor also need to be looked at/clarified. We need to clarify the guidelines.

#### 3. Curricular options that address diversity education

- Talking to Dr. Haluolani would be good but we also need multiple voices, perhaps a subcommittee.

### Information Items

1. Proposal - Compressed Catalog calendar for one transition year. We will discuss this when Nicole returns to us on October 27.



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

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

**Action Items**

1. Approval of Previous Meeting Minutes
2. ORTU Proposal- Silicon Valley Global Engineering
3. New Psych Minor in Human Systems Integration

**Discussion Items**

1. Certificate Policy- S13-10 Undergraduate Studies' referral.
2. Minor Policy- S75-4
3. Curricular options that address diversity education

**Information Items**

4. Proposal - Compressed Catalog calendar for one transition year.

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

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

**Present:** Pam Stacks, Dennis Jaehne, Peter Buzanski, Winifred Schultz-Krohn, Robert Sibley, Ravisha Mathur, Rebecca Kohn, Gilles Muller, Wendy Ng, Noelle Brada-Williams, Shahab Ardalan

**Absent:** Karin Brown, Annie Blaylock,

**Guests:** Lee Chang (Director SFTE, SVGE-ORTU proposer)

**Start:** 2pm

1. Approval of Previous Meeting Minutes

**\*\*ACTION-** Approve Meeting Minutes from September 29th: 8-Yes, 0-No- 1-Abstain

**\*\*ACTION-** Approve Meeting Minutes from October 20th: 8-Yes, 0-No- 1-Abstain

2. ORTU Proposal- Silicon Valley Global Engineering

- a. This Center will not run degree programs, but will support degrees and other special projects.
- b. An entity that will allow them to build relationships around projects that can broker these relationships/development.
- c. A conduit to help manage relationships with outside entities.
- d. Special Events are generally visits to various Asian countries.
- e. Review MOU for consistency on endowment and ORTU financial set up. Also that ORTU clearly outlines guidelines around appointment and review of faculty affiliates.

**\*\*ACTION:** Conditionally approve proposal, Chair will request department to address issues outlined regarding MOU and faculty appointment and review guidelines, once completed vote will be conducted online. **11-Yes, 0-No- 0-Abstain**

3. New Psych Minor in Human Systems Integration

- a. The students who this would appeal to might not be willing or able to take this minor due to unit limits/caps.
- b. Do we have the bandwidth to support additional students looking at this minor, especially when department is already impacted in the current courses.
- c. Concern around students getting in and out of program in an impacted type of program.

**\*\*ACTION:** Approve Minor in Human Systems Integration, with note regarding impact concerns and verbiage around training/educating students- **9-Yes, 1-No-1-Abstain**

4. Proposal - Compressed Catalog calendar for one transition year.

**\*\*ACTION:** Approve moving to a compressed catalog for one transition year 16-17/17-18: **9-Yes, 0-No- 1-Abstain**

### **Discussion Items**

1. Certificate Policy- S13-10 Undergraduate Studies' referral.

- a. Nicole handed out a list of concerns on policy from the staff who implement certificates.
- b. Matriculated, Non-Matriculated and Open University students are biggest implementation issue for tracking and reporting. It was noted that truly OU students should never have been used as a way to work towards a degree, not a take one for fun course.
  - i. Point 3.A and 3.B statements on OU student should be removed, or adjusted to state at least one course can be taken as OU.
- c. Financial Aid is available to programs that are 15 units and a full 30 weeks (full year). Reporting needs to occur for these types of programs. New policy should include this portion as part of process if department chooses to have FA as part of offering.

2. Minor Policy- S75-4

**\*\*Tabled until next meeting**

3. Curricular options that address diversity education

**\*\*Tabled until next meeting**

Ended at 4pm

## **Curriculum & Research**

### **Agenda**

Monday, November 17, 2014

2pm-4pm, FOB 104

#### **Action Items**

1. Approval of Previous Meeting Minutes
2. ORTU Proposal- Silicon Valley Big Data and Cybersecurity Center, Guest Sigurd Meldal- Time Certain 2pm
3. BOGS Proposal- WST Prerequisite update

#### **Discussion Items**

1. Certificate Policy- S13-10 Undergraduate Studies' referral.
2. Curricular options that address diversity education (Diversity referral).
3. Minor Policy- S75-4 Guest Brandon White, Chair of Program Planning.

#### **Information Items**



## Curriculum & Research

### Meeting Minutes

Monday, November 17, 2014

2pm-4pm, FOB 104

**Present:** Pam Stacks, Dennis Jaehne, Peter Buzanski, Winifred Schultz-Krohn, Robert Sibley, Ravisha Mathur, Rebecca Kohn, Noelle Brada-Williams, Karin Brown, Annie Blaylock

**Absent:** Shahab Ardalan, Gilles Muller, Wendy Ng,

**Guests:** Sigurd Meldal (SVBDCC proposer), Brandon White (Program Planning Chair)

**Start:** 2pm

1. Approval of Previous Meeting Minutes

**\*\*ACTION-** Approve Meeting Minutes from October 27th: **9-Yes, 0-No- 1-Abstain**

2. ORTU Proposal- Silicon Valley Big Data and Cybersecurity Center, Guest Sigurd Meldal- Time Certain 2pm

- a. Designation as an institution around cybersecurity is how they were able to apply prior to creation of the SVBDCC, and were accepted as 2 of 16 awardees for the National Security Administration (NSA) certificate accreditation. This will not preclude them from seeking other accreditation approvals.
- b. There is a discussion about ABET incorporating cybersecurity as one of its accreditation programs.
- c. Their lecture series currently would more than likely be open to everyone. The center is mostly focused on faculty and student collaboration.
- d. They left the major oversight by IES due to its interdisciplinary status. However overall it is the University's responsibility to monitor and ensure it is successful.
- e. The money in hand is funding from NSF in cybersecurity from a grant Sigurd obtained. Provost approval for funding faculty lines, Additional government grants are currently pending. Many expenses listed are flexible as they are projections.
- f. There is not a succession plan, but there is a clause. Faculty replacements (director level) would be appointed by the Provost which will limit which college gets overall organizational home.
- g. No loss investment in ORTU. If a financial loss is incurred, there will be no additional space and no permanent hire, but no loss to the University.

**\*\*ACTION-** Approve the Silicon Valley Big Data and Cybersecurity Center ORTU:  
**5-Yes, 2-No- 3-Abstain**

3. BOGS Proposal- WST Prerequisite update

**\*\*Tabled to next meeting**

4. Certificate Policy- S13-10 Undergraduate Studies' referral.

**\*\*Tabled to next meeting**

5. Curricular options that address diversity education (Diversity referral).

**\*\*Tabled to next meeting**

6. Minor Policy- S75-4 Guest Brandon White, Chair of Program Planning Time  
Certain 3pm

- a. Brandon has been fielding questions about how minors should be evaluated in the Program Review process. We have a very minimal policy around minor. How do we review when there is no tracking of minors and some programs require minors as part of their requirements. Should programs be evaluating their minors, programs requiring minors reviewing the required minor programs (even if outside their own department).
- b. How do students know what minors support their intended direction (i.e. preparing for med school).
- c. How do other CSU's minor policies spell out this process? No research has been done yet and the PPC does not have adequate time to review and research this topic.
- d. What does the minor mean? Should we assess it from minor as program, or minor as a requirement within a program.
  - i. The world of minors has changed. It never used to be tracked, assessed or accreditation check. But now reporting and assessing is more important and proving a there is there is what we are having to address now.
- e. Determining why a student takes a minor and the value added by taking one.
  - i. Sometimes it could add to the expertise, or offer a different route in their field.
  - ii. Their worth, the requirements are sometimes very high, how do you market the value it adds to your degree.
  - iii. Encourage departments to define the use that is coming out of their minors.

## 7. Next Meeting

- a. Will look at WST Prerequisite policy
- b. Name Change and Concentration proposals
- c. Certificate policy
  - i. what is the role in adjusting policy regarding OU when people are already in midst of attempting to recertify programs.

## **Curriculum & Research**

### **Agenda**

Monday, November 24, 2014  
2pm-4pm, FOB 104

Guests: Marian Sofish (Registrar) and Tricia Foust (Manager of GAPE): Time Certain 2pm

#### **Action Items**

1. Approval of Previous Meeting Minutes (9-0-2)
2. BOGS Proposal- WST Prerequisite update
3. Name change for Career Writing to Professional and Technical Writing (11-0-0)
4. Vote on new deadline for certificate recertification process (Current 12-20-14 deadline from S13-10 is unworkable). (11-0-0)
5. Discontinuation of Minor, Social Sciences (11-0-0)
6. New concentration in Business Analytics

#### **Discussion Items**

1. Certificate Policy- S13-10 Undergraduate Studies' referral. Guests: Marian Sofish (Registrar) and Tricia Foust (Manager of GAPE): Time Certain 2pm
2. Curricular options that address diversity education (Diversity referral).
3. Minor Policy- S75-4

#### **Information Items**

Amending S13-10: Extend the Dec. 20<sup>th</sup> 2014 deadline to September 1, 2015 for submission of Certificate recertification to GUP offices. This will require all Certificates to be approved by their appropriate college curriculum committees in Spring 2015. (11-0-0)



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

Monday, November 24, 2014  
2pm-4pm, FOB 104

**Present:** Shahab Ardalan, Peter Buzanski, Dennis Jaehne, Winifred Schultz-Krohn, Robert Sibley, Ravisha Mathur, Rebecca Kohn, Wendy Ng, Noelle Brada-Williams, Karin Brown, Annie Blaylock

**Absent:** Gilles Muller, Pam Stacks,

**Guests:** Marian Sofish (Registrar's Office), Tricia Foust (GAPE)

**Start:** 2pm

1. Approval of Previous Meeting Minutes

**\*\*ACTION-** Approve Meeting Minutes from November 17th: **9-Yes, 0-No- 2-Abstain**

2. BOGS Proposal- WST Prerequisite update

- a. This is in response to the changes in GE policy.
- b. There is a lot of confusion over what is really required, mixed messages going out about what the new policy.
- c. No 2nd semester composition hold for WST/100W
- d. We need this resolve to be stronger around 2nd semester composition.
- e. Confusing over the fact that it needs to address native and transfers and this is not clear in addressing. Needs some flexibility to address the future of composition courses and what is currently being proposed.
- f. Be consistent in A3 references.
- g. Title confuses, maybe it should be titled Prerequisites WST For Programs with A3 Waivers.
- h. Historical blurb, and then address the update policy status as it reflects/clarifies for programs with A3 waivers. When the WST is taken, possibly add language about taking an approved course.
- i. Noelle will update policy on behalf of BOGS/WRC and move forward via C&R committee.
- j. Our intent is to pass it if it is regarding as when WST is to be taken, or what is their intent.
- k. Have Steve come in to address issues.

3. Name change for Career Writing to Professional and Technical Writing

**\*\*ACTION-** Approve name change to Professional and Technical Writing: **11-Yes, 0-No- 0-Abstain**

4. Vote on new deadline for certificate recertification process (Current 12-20-14 deadline from S13-10 is unworkable).
  - a. Amending S13-10: Extend the Dec. 20<sup>th</sup> 2014 deadline to September 1, 2015 for submission of Certificate recertification to GUP offices. This will require all Certificates to be approved by their appropriate college curriculum committees in Spring 2015.

**\*\*ACTION-** Approve amendment of the recertification deadline: **11-Yes, 0-No-0-Abstain**

5. Discontinuation of Minor, Social Sciences
  - a. Is there a reason why it was not reworked instead of discontinued?
    - i. It has been attempted before without any change in numbers. It didn't seem to hang together and there has only been one person in the minor.

**\*\*ACTION-** Approve discontinuation of Minor in Social Sciences: **11-Yes, 0-No-0-Abstain**

6. New concentration in Business Analytics
  - a. Issues that came up in the UGS committee review was over set up and why this is different from other concentrations, or why this over computer science or statistics.
  - b. Will it dilute other programs by opening this one up?
    - i. It was noted in the UGS committee that the college supported the new addition and that they felt it was giving an option to students who may be looking for this but not seeing the field, so they would choose other routes.

**\*\*ACTION-** Approve New Business Administration Concentration in Business Analytics: **11-Yes, 0-No-0-Abstain**

7. Certificate Policy- S13-10 Undergraduate Studies' referral.
  - a. *Guests: Marian Sofish (Registrar) and Tricia Foust (Manager of GAPE):  
Time Certain 2pm*
  - b. Open University students are not matriculated which causes issues for us (registrar) to track them via CMS. We have had issues since the policy was passed and have been bringing the issues up to administration.
  - c. Issues getting information on to transcript, they have since found a work-around.
  - d. Traditional route admit through admissions, and matriculate to a specific certificate allows them to track, once finished department submits an audit outlining coursework to completion and it is posted to transcript. If they come in as an OU they are not trackable until audit form is submitted. Without that we can not find them and track, graduate students are trackable via being tracked as Masters or PBAC to track. If they do not admit through admissions we have no way to track for reporting.

- e. While the CSU does not require us to report on certificates, the data will be there and will be reported out from the reports registrar's office runs. It also becomes an issue as these programs will need to be reviewed during department Program Review cycles and non-matriculated students (and OU students) would not be captured in the IEA data.
- f. Eligibility requirements are difficult to track between OU and matriculated. Costs are also different depending on route student enrolls.
- g. It is illegal for us to promote that an OU student can take the courses and actually obtain the certificate without matriculated. OU students are taking courses that do not lead to a program (OU students can not have a career), the policy did not limit this capacity.
- h. Fees for OU is less than regular session. Some students are identifying it is cheaper to go the OU route.
- i. At the discretion of the registrar an OU student could ask to have the certificate noted on their transcript. List of courses on transcript and notation stating they have met requirements for "X" certificate.
- j. PBAC status is what seems to work for other campuses. Could we override our impaction status just for certificates to use the PBAC mechanism.
- k. GPA will need to be clarified in policy if you go admitted matriculated route. Right now it is set for cumulative GPA.

8. Curricular options that address diversity education (Diversity referral).

**\*\*Table for next meeting**

9. Minor Policy- S75-4

**\*\*Table for next meeting**

Adjourn 4:00pm



## **Curriculum & Research**

### **Agenda**

Monday, January 26, 2015  
2pm-4pm, Washington Square 120

Guest: Steve Branz at 2 PM

#### **Action Items**

1. Approval of Previous Meeting Minutes
2. 2 PM BOGS Proposal- WST Prerequisite update
3. Discontinuation of a minor in Communicative Disorders

#### **Discussion Items**

1. Curricular options that address diversity education (Diversity referral).
2. Minor Policy- S75-4

#### **Information Items**

From the Senate Chair:

A heads up from Statewide:

We will be on a very tight schedule to provide reviews of the 15 proposals forwarded by the Community Colleges Chancellor for new bachelors degrees. As you may know, the proposals were first submitted to the CSU with brief descriptions with a request to provide feedback in 24 hours. Additional information was requested by our CO's and we now have until Feb. 12th to provide reports to the CO and Statewide Senate.

Materials will be sent early next week, but we need to plan to review all 15 proposals, not just those in neighboring CC districts. More details to follow at our meeting on Monday, but please plan on involvement of C&R, probably deans/associate deans, and other relevant folks. THIS IS IMPORTANT WORK and will need our immediate and thorough attention.



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

Monday, January 26, 2015  
2pm-4pm, FO 104

**Present:** Shahab Ardalan, Peter Buzanski, Dennis Jaehne, Winifred Schultz-Krohn, Robert Sibley, Ravisha Mathur, Wendy Ng, Noelle Brada-Williams, Karin Brown, Annie Blaylock, Gilles Muller, Pam Stacks, Chao Vang

**Absent:** Rebecca Kohn (Sabbatical),

**Guests:** Stephen Branz,

**Start:** 2:00pm

1. Introduction of new Institutional Effectiveness and Analytics (IEA) representative Chao Vang.
2. Approval of Previous Meeting Minutes

**\*\*ACTION-** Approve Meeting Minutes from November 24th: **9-Yes, 0-No- 1-Abstain**

3. BOGS Proposal- WST Prerequisite update
  - a. The previous requirement was unable to be enforced.
  - b. The first statement proposed in November was hard to understand what was exceptions and what was accepted.
  - c. All A3 courses at SJSU will be accepted as 2nd semester composition
  - d. On testing site for students and advisors, that would encourage students to take 2nd semester comp sooner than later.
  - e. Motion to include statement "since it enhances the completion of the WST"

**\*\*ACTION-** Approve adding additional language to final statement/last resolve "since it enhances the completion of the WST": **13-Yes, 0-No- 0-Abstain**

**\*\*ACTION-** Approve the 2nd version as amended for the WST Prerequisite: **13-Yes, 0-No- 0-Abstain**

4. Discontinuation of Minor, Speech Pathology

**\*\*ACTION-** Approve the Discontinuation of the Minor in Speech Pathology: **11-Yes, 0-No- 1-Abstain**

5. Curricular options that address diversity education (Diversity referral).
  - a. Area S and D3 are areas that contain the largest content objectives in diversity.
  - b. We really should be looking at what are our best practices in teaching and offering diversity in our curriculum.

- c. We need clarity in definition to make sure the campus is all on the same page. Maybe poll faculty to see where they sit as far as their definition of diversity.
- d. Should we define diversity? Maybe outline what concepts/ideas diversity covers
- e. Is it being left in a generic definition so we can all define ourselves?
- f. We want to be the bridge that connects diversity back to education and give our students the skills to be thoughtful citizens.
- g. Work with CFD on Brown bag presentations, Website announcements

\*\* Continue discussion at February 2nd agenda

6. Community College Bachelor Degree proposals

\*\* Continue discussion and take Action at February 2nd agenda

7. Certificate Policy- S13-10

8. Minor Policy- S75-4

Adjourn 4:00 PM

## **Curriculum & Research**

### **Agenda**

Monday, February 2, 2015  
2pm-4pm, Washington Square 120

#### **Action Items**

1. Approval of Previous Meeting Minutes [Tabled until next meetings]
2. CCC Bachelor Degree Proposals

#### **Discussion Items**

1. Curricular options that address diversity education (Diversity referral).
2. Certificate Policy (recurring)
3. Minor Policy- S75-4 (recurring)

#### **Information Items**

## Curriculum & Research

### Meeting Minutes

Monday, February 2, 2015

2pm-4pm, WSQ 120

**Present:** Shahab Ardalan, Peter Buzanski, Winifred Schultz-Krohn, Dennis Jaehne, Robert Sibley, Ravisha Mathur, Wendy Ng, Noelle Brada-Williams, Karin Brown, Annie Blaylock, Gilles Muller, Chao Vang

**Absent:** Rebecca Kohn (Sabbatical), Pam Stacks,

**Guests:** Gabriel Rodriguez (Stanford Grad Student working with the Chair)

**Start:** 2:00pm

#### 1. Approval of Previous Meeting Minutes

**\*\*TABLE Approval of meeting minutes until February 16**

#### 2. Community College Bachelor Degree proposals

- a. Senate Executive committee stated the campus is pretty consistent with the proposal response and therefore we will be submitting a response as a whole.
- b. No Precedent for these type of proposal review (i.e. no similar practice for us to have gone through when we decided to offer doctorates).
- c. Title V would have to be met no matter what we say. Foothills apparently does not address the upper division requirements as outlined in Title V.
- d. Naming conventions are a gray area, example Interactive Design vs Industrial Design, or they seem different but you look at content and the become similar to programs that exist. (automotive title but content appears to be a mini engineering program).
- e. We need to ensure our stance focuses on curriculum as that is where we will make our message on why not to offer.
- f. Should we request the chairs to respond? This is timely.
- g. Airframe Manufacturing- Is considered a duplication, mismatch with industry practice.
- h. Automotive Management/technology- Sounds similar to Industrial tech, could have cross over curriculum
- i. Biomanufacturing- discuss with Greg and Guna over at BCME
- j. Dental Hygiene and Emergency Services will be taken to Health Science for more information/comparison.
- k. Equine Industry- No similar programs



- l. Health Information Management- San Diego is a duplicate and Shasta College is a Concern. Shahab will check with Computer Science and Computer Engineering regarding any similarities.
  - m. Industrial Automation- Similar to Industrial Systems Engineering.
  - n. Wynn will follow up with the CASA related programs and Shahab will follow up with engineering related program responses.
  - o. Responses regarding overlap (courses, etc) to Nicole by Friday Feb. 6th at 9am. She will update and clean up document. Once complete she will email out to committee for review, comments to Noelle by Monday.
3. Curricular options that address diversity education (Diversity referral).
- a. it was brought up that we should have speakers/presentations/workshops etc. How do we go about funding that?
    - i. CFD should spearhead.
  - b. A series or campus event around diversity awareness
  - c. Maybe ask that all GE courses access diversity for one year.
  - d. Survey departments to find out who is has content in courses, what courses, part of major requirements, etc....and inquire to get a sense of where it is happening around campus.
    - i. This will give us a sense of who is doing diversity work across campus and who need assistance in improving diversity awareness.
  - e. Rona's Diversity master plan update. Are we still doing the practices we outlined or have we dropped those and added a better practice?
  - f. Possible GE Areas that could support diversity in education: D3, E and S.

Adjourn 4:00

## **Curriculum & Research**

### **Agenda**

Monday, February 16, 2015  
2pm-4pm, Washington Square 120

Guests: Steve Branz

Professor Taeho Park and additional Business Faculty

#### **Action Items**

1. Approval of Previous Meeting Minutes [Tabled until next meetings]
2. [2 PM Time Certain] Reworking of WST policy after 1st reading comments.
3. Discussion and possible revision to ISA Credit by Examination policy
4. [3 Pm Time Certain] *Business Concentration in Global Operations Management*

#### **Discussion Items**

1. Curricular options that address diversity education (Diversity referral).
2. Certificate Policy (recurring)
3. Minor Policy- S75-4 (recurring)

#### **Information Items**

Introduction of new member, Toby Matoush  
Update on CCC degree proposal response

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

Monday, February 16, 2015  
2pm-4pm, WSQ 120

**Present:** Shahab Ardalan, Peter Buzanski, Winifred Schultz-Krohn, Robert Sibley, Ravisha Mathur, Toby Matoush (new General Rep), Noelle Brada-Williams, Karin Brown, Annie Blaylock, Chao Vang, Pam Stacks.

**Absent:** Dennis Jaehne, Gilles Muller, Wendy Ng.

**Guests:** Steve Branz (Associate Dean Undergraduate Studies), Taeho Park and Shu Zhou (CoB, Global Innovation Management)

**Start:** 2:10pm

1. Approval of Previous Meeting Minutes

**\*\*ACTION-** Approve Meeting Minutes from January 26th and February 2nd: **9-Yes, 0-No- 0-Abstain**

2. Reworking of WST policy after 1st reading comments.
  - a. Why are we dictating what our Native students need based on community colleges same as Transfers? Is there a need for us to continue to do so, is it just practice or policy? Couldn't we just change the requirement for a Native to vary from that of a transfer?
  - b. We have a different GE policy for coverage of the A3, which is what we are attempting to fix to fall in line similar to rest of the state.
  - c. We can make it a graduation requirement and adjust as needed for transfer students.
  - d. Make this a recommendation, with heavy support for advising. The language has to be written so students can clearly identify the requirement.
  - e. Guidelines as defined by the policy in bullet 4 will be replaced with the policy we are developing
  - f. Already taking the WST before a 2nd semester composition course.
  - g. Senate feedback called for more clarification as well as including rationale and background.
  - h. If we have something factually inaccurate in the policy then we need to clarify that and fix it. That is what the paragraph being included at the top of the WST policy will hopefully do.
  - i. Should we include the non-enforceable nature/% of native versus community college student transfers. This data can/should be obtained by Derrick in testing office.
  - j. Testing office does not have the physical staff to review transcripts, especially day of testing.

**\*\*TABLE until we can clean up verbiage for vote at next meeting.**

3. Discussion and possible revision to ISA Credit by Examination policy
  - a. No executive order that directs policy on this, but we were encouraged to update and align our policy.
  - b. Only a small number of students qualify to take this.
  - c. We should have the right policy in place for this small group.
  - d. If this is implementable in CMS/Peoplesoft then we should build into policy.
  - e. The exam rubric/table is hard to read and is sometimes taken as policy, we want to adjust to clarify.
  - f. We have four areas that can test out with waivers. US1, US2, US3 and Critical thinking. No credit toward graduation.
  - g. There is an implied understanding that we will eliminate waiver exams, except US3 which can move towards Challenge by exam, the others can move towards CLEP, this needs to be resolved in an updated policy as most do not know they [US1/US2] will exist in other testing areas.
  - h. Departments can develop a list of courses that can't be challenged and those course lists are held in the Dean's office.
  - i. Include a final column that clarifies what is happening, so changes are easily identifiable. A comparison between new and old.
  - j. Right now we are merely advisory, Noelle will check with Executive committee to see if C&R will be taking the lead or not.
  
4. Business Concentration in Global Operations Management
  - a. What do you mean that students need more education? To what level? They were merely stating that individuals need a Baccalaureate level degree in order to advance in field.
  - b. Ensure the GE areas are adjusted per new policy changes, ENGL 1A/B, ENGL 2 and WST for example. Related to degree template and pathways. Ensure terms are consistent across board.
  - c. Global Operations Management will give more precise work around global expertise in operations and management instead of a generic management program like that which is currently already offered on campus.

**\*\*ACTION-** Approve New BS Business Concentration in Global Operations Management: Unanimous **9-Yes, 0-No- 0-Abstain**

5. Community College Response
  - a. We had very similar response to the campus administration, we merely had a few categories flipped.
  - b. There is no four year accreditation agency for these community college programs, we have already spent numerous tax dollars developing these types of programs in the state system.
  - c. With all the budgetary limits we have had from building programs, courses and enrollments, how can the state support this.

**\*\*Action Item:** If you have any ideas for a sense of the senate resolution please bring those thoughts with you so we can develop an official response for why we do/don't support community college baccalaureate offerings.



Adjourn 3:55pm

# Curriculum & Research

## Agenda

Monday, February 23, 2015  
2pm-4pm, FOB 104

### **Action Items**

1. Approval of Previous Meeting Minutes
2. Reworking of WST policy after 1st reading comments.
3. Discontinuation of BA German
4. Sense of the Senate on CCC 4-year degree proposals
5. Credit by Examination Policy

### **Discussion Items**

1. Curricular options that address diversity education (Diversity referral).
2. Certificate Policy (recurring)
3. Minor Policy- S75-4 (recurring)

### **Information Items**

New referral from SJSU WASC Steering Committee requesting the formation (via O & G) of committees or rather task forces (because not ongoing) to work on "creation of core competencies assessment."

WASC names and defines the following five core competencies:

- Critical Thinking: "the ability to think in a way that is clear, reasoned, reflective, informed by evidence, and aimed at deciding what to believe or do."
- Information Literacy: "the ability to recognize when information is needed and have the ability to locate, evaluate, and use the needed information for a wide range of purposes."
- Oral Communication: "communication by means of spoken language for informational, persuasive, and expressive purposes. In addition to speech, oral communication may employ visual aids, body language, intonation, and other non-verbal elements to support the conveyance of meaning and connection with the audience."
- Written Communication: "communication by means of written language for informational, persuasive, and expressive purposes. Written communication may appear in many forms or genres. Successful written communication depends on mastery of the conventions of the written language, facility with culturally accepted structures for presentation and argument, awareness of audience, and other situation-specific factors."
- Quantitative Reasoning: "the ability to apply mathematical concepts to the interpretation and analysis of quantitative information in order to solve a wide range of problems, from those arising in pure and applied research to everyday issues and questions. It may include such dimension as the ability to apply math skills, judge reasonableness, communicate quantitative information, and recognize the limits of mathematical or statistical methods."

Future notes on CBE:

How does this affect Credential candidates?

What numbers are we speaking of?

What is the maximum number of units that can be given credit by exam?

How does it affect residency requirements and title 5?

Workload impact: Folks creating & grading the exam?

Done very differently across the board.

Existing policy demands that the exam be given at the beginning (rather than just have people take a final exam in May with others).

## Curriculum & Research

### Meeting Minutes

Monday, February 23, 2015

2pm-4pm, FOB 104

**Present:** Peter Buzanski, Winifred Schultz-Krohn, Robert Sibley, Ravisha Mathur, Toby Matoush (new General Rep), Gilles Muller, Noelle Brada-Williams, Karin Brown, Annie Blaylock.

**Absent:** Shahab Ardalan, Dennis Jaehne, Wendy Ng, Chao Vang, Pam Stacks.

**Guests:** Steve Branz (Associate Dean Undergraduate Studies), Gilles Muller's Grad Student Mentee from Stanford.

**Start:** 2:05pm

1. Approval of Previous Meeting Minutes

**\*\*ACTION-** Approve Meeting Minutes with amended changes for February 16th: **9-Yes, 0-No- 0-Abstain**

2. Credit by Examination

- a. Color coding may be necessary so we can identify what is changing.
- b. Clarification is needed. Interpretation is different. One sees it as changing the other sees it as being removed
- c. Change to be Challenge Exam to Credit by Examination to fall in line with Chancellor office mandates.
- d. What percentage of Bachelor's degree can be challenged by exam?
  - i. Some campuses use 9 units, not widely done.
  - ii. Residency units are 30, we would stick to that line but there is difference in understanding across state.
  - iii. Title 5 requirements?
- e. What does the CLEP exam look like? The state determines what meets that.
  - . Concerns over the US2 exam and whether that aligns with SJSU updated GE guidelines.
- f. The exams we currently offer have been taken by College of Ed students in order to get them prepared for their Credential and these are approved by the state Credential Office. If they go away what will these students take?
- g. Would like the parameters known regarding how many units can be completed by exam.
- h. Workload impact for this? Departments who choose to use the Challenge Exams.



i. How often are they offered? Current policy states at beginning of semester.

3. WST Policy-

- a. Changed footnote so that it included the data regarding native students who went through the old C3 process, 73%. Our local community college average is 58%.
- b. Clarify who the data comparison is in with.
- c. Data suggests that our native students do better than the community college students. However we do not know what the variables are with students who took it at the Community College.
- d. Our data supports our firm recommendation for 2nd semester composition helping support writing success.
- e. Remove C or better from 2nd Semester composition recommendation and that the opportunity can develop the skills of the student.
- f. Leave footnote in, leave it to the Senate to remove footnote if it is deemed unnecessary.

**\*\*ACTION-** Approve WST Policy Resolution: **6-Yes, 0-No- 3-Abstain**

4. BA German Discontinuation

- a. 91 million people speak German and a CSU should offer World Language offerings for students. We as a university should look at removing other programs before a foreign language program. It should also be noted that these types of foreign language programs will never meet the 20 student minimum cap.
- b. Keeping German not only impacts enrollment in the program (6.7% FTE), but faculty resources to teach the course as well as still be able to support the growth of other foreign languages programs in their department.
- c. They will be keeping the Minor.

**\*\*ACTION-** Approve Discontinuation of BA German: **7-Yes, 1-No- 1-Abstain**

5. Sense of the Senate Resolution CCC Baccalaureate

- a. Costs associated- Taxpayers are paying double. They have paid for these to be developed at the Community College when they already paid to have them developed at CSU. Taxpayers are also double paying because CC's get both local and state support.
- b. Any University should be accredited by a 4-year accreditation agency who understands the nature of Baccalaureate degrees. This will ensure the standards are held against the same standards as the CSU System. This will ensure the students' degree will hold the same weight as a CSU System offered program. Current agency does not have experience or expertise in offering these types of programs.
- c. The impact these degrees will have when students go to apply for Masters Programs. Will they be seen like International degrees, some of which have suspect accreditation?

**\*\*ACTION-** Approve Sense of the Senate Resolution for California Community Colleges offering Baccalaureate Degrees: **9-Yes, 0-No- 0-Abstain**

Adjourn 3:52pm

## **Curriculum & Research**

### **Agenda**

Monday, March 9, 2015

2pm-4pm, FOB 104

Guests Dean Lisa Vollendorf (Chair of WRC) and Terri Eden (Articulation officer)

#### **Action Items**

1. Approval of Previous Meeting Minutes  
Time Certain: 2:30 update on Academic Plan group focused on curriculum and discussion of WST
2. Reworking of WST policy after 1st & 2<sup>nd</sup> reading comments.
3. Credit by Examination Policy
4. Review of F13-2, University Policy, Technology Intensive, Hybrid and Online Courses & Programs regarding proctoring services
5. 6. P.E. Waiver for Nursing?

#### **Discussion Items**

1. Policy Resolution – Internships and Service Learning (implementation of CSU EO 1064)
2. Curricular options that address diversity education (Diversity referral).
3. Certificate Policy (recurring)
4. Minor Policy- S75-4 (recurring)

#### **Information Items**

New referral from SJSU WASC Steering Committee requesting the formation (via O & G) of committees or rather task forces (because not ongoing) to work on “creation of core competencies assessment.”

WASC names and defines the following five core competencies:

- Critical Thinking: “the ability to think in a way that is clear, reasoned, reflective, informed by evidence, and aimed at deciding what to believe or do.”
- Information Literacy: “the ability to recognize when information is needed and have the ability to locate, evaluate, and use the needed information for a wide range of purposes.”
- Oral Communication: “communication by means of spoken language for informational, persuasive, and expressive purposes. In addition to speech, oral communication may employ visual aids, body language, intonation, and other non-verbal elements to support the conveyance of meaning and connection with the audience.”
- Written Communication: “communication by means of written language for informational, persuasive, and expressive purposes. Written communication may appear in many forms or genres. Successful written communication depends on mastery of the conventions of the written language, facility with culturally accepted structures for presentation and argument, awareness of audience, and other situation-specific factors.”
- Quantitative Reasoning: “the ability to apply mathematical concepts to the interpretation and analysis of quantitative information in order to solve a wide range of problems, from those arising in pure and applied research to everyday issues and questions. It may include such dimension as the ability to apply math skills, judge reasonableness, communicate quantitative information, and recognize the limits of mathematical or statistical methods.”



## Curriculum & Research

### Meeting Minutes

Monday, March 9, 2015

2pm-4pm, FOB 104

**Present:** Shahab Ardalan, Noelle Brada-Williams, Annie Blaylock, Branz (for Jaehne) Karin Brown, Peter Buzanski, Ravisha Mathur, Toby Matoush, Gilles Muller, Wendy Ng, Winifred Schultz-Krohn, Robert Sibley.

**Absent:** Dennis Jaehne (sent a proxy), Pam Stacks, Chao Vang

**Guests:** Terri Eden (Articulation Director), Lisa Vollendorf (WRC Chair and H & A Dean)

**Start:** 2:00pm

1. Approval of Previous Meeting Minutes

**\*\*ACTION-** Approve Meeting Minutes with amended changes for February 23rd: **8-Yes, 0-No-1-Abstain**

2. PE Waiver for Nursing

- a. Why are making waivers for programs if we have a policy in place requiring PE?
- b. Is it a hardship in terms of units? If others have managed to adjust why can't they?
- c. Since we have a policy in place and we are 120 units, should we still accept requests for waivers?

**\*\*ACTION-** Approve PE Waiver for Nursing: **9-Yes, 2-No- 0-Abstain**

3. Credit by Examination Policy

- a. Keeping AP, eliminate Waiver exams completely because they are not earning units, continue to offer Challenge Exams.
- b. Tests outside of university are over \$100, on campus are not (range around \$10-11). However the departments that are creating them will have some issues with charging for them.
- c. If there is an existing exam outside of the University, then we shouldn't be offering them on campus.
- d. We have a lack of revision for our tests in testing office. Maybe we should require revision updates
- e. If we inquire with programs that are offering their own on campus exams, we might find that no one wants to offer them anymore.
- f. 30 units in residency here, 50 units from another four year university.
- g. Steve Branz will gather the data for the last 3-5 years of CBE, and passage rates. Will also get some general feedback from History/Pols in general and in regards to the CLEP.

4. WST

- a. Update on Academic Plan group focused on curriculum and discussion of WST
  - i. What is the reason? Developing non-traditional ways in delivering GE to students.
  - ii. Hoping this type of experience will support retention.



- iii. Develops an unique GE experience for students to take.
  - iv. What will work for SJSU is a grassroots approach and that is what this Academic Planning group is looking at. Assessing what we do and developing interdisciplinary themes that can be packaged to develop a unique experience.
  - v. What happens to GE courses that don't fit into themes.
  - vi. There are faculty preparing to build pilot programs.
  - vii. The idea is to develop cohorts, and they should work if we move towards block advising.
  - viii. Looking to develop possible stackable certificate based pathways that could or could not be developed into provide a certificate for the student to walk away with.
  - ix. We are not locking into themes and will think about them strategically to ensure they will last as we progress forward.
- b. Reworking of WST policy after 1st & 2<sup>nd</sup> reading comments.
- i. You should look at a Whereas: Student can't take course because they were waived, and the Resolve will be a prerequisite of 1A or equivalent. Along with additional information to direct student to the appropriate course. Also including the history in the resolve.
  - ii. Not all students come in with the A3 or the intensive writing area. If you do hold for an A3 the testing office can't verify that the area has been met, not enough staff.
  - iii. Reference page numbers in rationale and background, it makes it easier to identify where the portion of policy is pulled from.
  - iv. Advising will be for all students and using the WRC as a resource to support writing advising needs
- c. Review of F13-2, University Policy, Technology Intensive, Hybrid and Online Courses & Programs regarding proctoring services
- i. Dennis Jaehne stated that in conversation with AVP Marna Genes and Interim CFO Josee Larochelle determined that "Further, we agree that such a service is really a "cost of delivery" for the integrity of learning in online courses. As such, we do not believe it can or should be treated as a fee to pass on to individual students. From the procurement/contracts point of view, it cannot be treated as a textbook in the analogy we used (innocently enough) at the time we passed the policy. We have discussed several options, but believe that a campus solution to cover a cost of service we provide is the appropriate approach. That said, we do not yet know what the cost of such a service would be for the campus as a whole. At the moment, we are having Academic Technology put together a "level of service" specification so that we can get a bid. Once those terms are understood, we can tackle the problem of how to budget it for the university as a whole. In the meantime, faculty (working through their departments) may continue to set up Purchase Orders and pay the fee for students (if they have the money); or faculty may use the (free) Respondus tools provided through Academic Technology's eCampus unit. (If they have questions about using Respondus, they should follow up with Chuck Borden in eCampus.) In terms of the current policy, I believe we only need to amend that section about putting fees onto

greensheets. That is, we need the policy to approach this with the attitude that academic integrity requires a solution for all online instruction, not a course by course solution that would have some students paying a fee and others not. Faculty are empowered to require course materials, but not to levy fees for services in a course. (If such fees are required for a course inherently, they are set and collected at the campus level and currently covered in the SSETF fees all students pay.)”

- ii. Costs should be covered by university, fees should not be put on students, but if we do not have something in place how can we create a solution.
- iii. The University is seeing Proctoring as a university wide issue not a course by course fee, which is what the initial idea was.

Adjourn 4:00pm

## Curriculum & Research

### Agenda

Monday, March 16, 2015

2pm-4pm, FOB 104

Guests: Steve Branz

#### **Action Items**

1. Welcome to new member, Scott Heil
2. Approval of Previous Meeting Minutes
3. Time Certain: 2 PM Credit by Examination Policy [Table until we have data? Could be until AY 2015-2016.]
4. Reworking of WST policy after 1st & 2<sup>nd</sup> reading comments & Terri Eden's draft.
5. Review of F13-2, University Policy, Technology Intensive, Hybrid and Online Courses & Programs regarding proctoring services

#### **Discussion Items**

1. Policy Resolution – Internships and Service Learning (implementation of CSU EO 1064)
2. Curricular options that address diversity education (Diversity referral).
3. Certificate Policy (recurring)
4. Minor Policy- S75-4 (recurring)

#### **Information Items**

New referral from SJSU WASC Steering Committee:

From an email to the O & G Chair:

Yes, it was nice meeting you too! The request is for a Senate Task Force on Core Competencies, to focus on developing specific plans for assessing each of the 5 core competencies at the university level, as required by WASC. The 5 core competencies are: Information Literacy, Written Communication, Oral Communication, Critical Thinking, and Quantitative Reasoning. So far, we have assessed Information Literacy and Written Communication for the current WASC report (Aug. 2014), but we need to develop methods and procedures for assessing each of the core competencies at or near graduation over the next cycle. The task force should have representatives from each of the colleges, and could be formed from a subset of committee members from each of the following: Assessment Facilitators, Program Planning, BOGS. I think this work could be completed in 1-2 years.

Just let me know if you need any further info from me at this point. WASC has asked for clarification about our plans for assessing the core competencies over the next review cycle, and we would like to be able to tell them that we are moving forward with this process when they are on campus for their site visit next month.



## Curriculum & Research

### Meeting Minutes

Monday, March 16, 2015

2pm-4pm, FOB 104

**Present:** Shahab Ardalan, Noelle Brada-Williams, Annie Blaylock, Karin Brown, Steve Branz (Associate Dean Undergraduate Studies, Dennis Proxy), Peter Buzanski, Scott Heil, Ravisha Mathur, Toby Matoush, Gilles Muller, Wendy Ng, Winifred Schultz-Krohn, Robert Sibley.

**Absent:** Dennis Jaehne (sent Proxy), Pam Stacks,

**Guests:**

**Start:** 2:05pm

1. Approval of Previous Meeting Minutes

**\*\*ACTION-** Approve Meeting Minutes with amended changes for March 9th: **9-Yes, 0-No-2-Abstain**

2. Welcome of new committee member and SJSU staff, Scott Heil new IAR Director.

3. Time Certain: 2 PM Credit by Examination Policy

- a. History prefers a typical blue book exam, not something wacky from an outside source. CLEP is the only one they will accept.
- b. Exam has not been updated since 1960, it is probably not very useful.
- c. Dennis sent out an email not in support, however after hearing History's stance on the last exam update, he may adjust his decision.
- d. Derrick Koh from the testing center has provided data on the exams we offer and the number of students who take the exams (such as CLEP in US History, American Gov't, CA Gov't, or Critical thinking). No CLEP for California
- e. Committee has discussed waiting additional data in order to produce a more clear policy that can easily be understood at the senate.
- f. Postpone policy until next Academic Year.

4. Reworking of WST policy after 1st & 2<sup>nd</sup> reading comments & Terri Eden's draft.

- a. IGETC-INTERSEGMENTAL, GENERAL EDUCATION, TRANSFER CURRICULUM
  - i. STEM IGETC is only approved for Chemistry and Biology, Engineering is in process of going through process to approve TMC.
- b. We should reconsider adding the statement on recommending the 2nd semester composition course out of whereas and back into the resolve.
- c. By adding more whereas statements the footnote has changed and therefore we'll remove it.
- d. We added the page number to the policy referenced in background paragraph.

**\*\*ACTION-** Approve WST resolution as currently written: **11-Yes, 0-No- 1-Abstain**

5. Policy Resolution – Internships and Service Learning (implementation of CSU EO 1064)

- a. The biggest issue has been over the University Organization Agreement that the campus has for agencies looking to work with SJSU in community engagement.



- b. Is the purchasing office the most appropriate office to manage the agreements and approvals? Maybe an Academic Affairs unit should be managing?
- c. Contact your IFAC college rep's and get feedback to committee creating policy.
- 6. Review of F13-2, University Policy, Technology Intensive, Hybrid and Online Courses & Programs regarding proctoring services
  - a. Treats proctoring as something students pay for, but it is considered SSFTF monies.
  - b. University only has agreement with Respondus, although ProctorU presents as if they are an officially recognized testing agency for SJSU.
  - c. We need to look at the instances when a fully online or hybrid course has an exam that can be taken (preference is in person) online if they pay for physical proctoring fees.
  - d. There are over 11 instruction modes we can schedule a course under.

Adjourn 3:57p

## **Curriculum & Research**

### **Agenda**

Monday, April 13, 2015

2pm-4pm, FOB 104

Guests: Steve Branz

#### **Action Items**

1. Approval of Previous Meeting Minutes
2. Credit by Examination Policy
3. Policy Resolution – Internships and Service Learning (implementation of CSU EO 1064)
4. Review of F13-2, University Policy, Technology Intensive, Hybrid and Online Courses & Programs regarding proctoring services

#### **Discussion Items**

1. Certificate Policy (recurring)
2. Minor Policy- S75-4 (recurring)
3. Curricular options that address diversity education (Diversity referral).

## Curriculum & Research

### Meeting Minutes

Monday, April 13, 2015

2pm-4pm, FOB 104

**Present:** Shahab Ardalan, Annie Blaylock, Noelle Brada-Williams, Steve Branz (Associate Dean Undergraduate Studies, Jaehne Proxy), Peter Buzanski, Ravisha Mathur, Gilles Muller, Wendy Ng, Winifred Schultz-Krohn, Robert Sibley,

**Absent:** Karin Brown, Scott Heil, Dennis Jaehne (sent Proxy), Toby Matoush, Pam Stacks.

**Guests:** Steve Branz (in for Dennis Jaehne).

**Start:** 2:00pm

1. Approval of Previous Meeting Minutes

**\*\*ACTION-** Approve Meeting Minutes with amended changes for March 16th: **8-Yes, 0-No- 1-Abstain**

### **Action Items**

#### **1. Credit by Examination Policy**

- Feedback from Political Science on this policy has been incomplete (for example, despite copies of the CLEP exam being sent to the Chair of that department, the faculty who have responded said they are waiting to review the CLEP).
- Title 5 says that exams MAY earn credit. The executive order says that campuses SHALL give credit.
- The CSU wants us to provide credit but not FTES for exams.
- How will students know to sign up for a challenge exam?
- Branz: combining the three categories into two—external (AP, etc.) and internal (waivers and challenge exams) would make sense.
- Could we have a box that shows not only what is wrong with the current policy but what this policy enacted would look like/what the system working well would look like?
- How is the degree audit working now? Better but still problems with classes that articulate to multiple GE areas.
- How do we compensate graders of these exams when they are not getting FTES? Per Josee La Rochelle, the testing center cannot pass fees along to the departments who grade exams. Other campuses do return funds to the department/faculty graders.
- \$11 doesn't cover what the testing center puts in to proctoring.
- Only one attempt on internal exams.
- Minimal fee is OK if administered through the testing office.
- What exactly should be in the background and rationale?
- Although the History Waiver exam is 45 years old, Polic. Sci. is about 10 years old. Branz will follow up with James Brent in Polic Sci about their waiver exams.

**\*\*ACTION-** More revision will be made in time for our next meeting.

#### **2. Policy Resolution – Internships and Service Learning (implementation of CSU EO 1064)**

- This policy is dealing with for-credit internships.
- Does this protect the student or the university? What does it cover students for?
- We should run it through the Provost's office and back it with support. Purchasing is much too slow at covering this. Some departments

have 75 years of experience with internships, yet they too have lost internships because contracts were not signed in a timely manner by Purchasing/Procurement.

- “Risk Avoidance” is doing us in.
- Competitive nature of internships makes it difficult to demand this of companies offering them.
- Can we demand a specific turn-around to any such contracts?
- Can we do a one-page agreement and purchase a blanket insurance policy?
- Who would approach the Learning Site with the contract? Would it depend—the department with long-term partners but the student may be the initial contact person if it is a brand new internship newly secured by the student?
- EO1064 excludes teaching credential, Nursing, and Occupational Therapy programs.
- Could we add language that would allow for college-specific “UOA’s?”
- Could we find out what is the minimum we would have to have in a UOA so that we could possibly reduce it to one page?
- Could we ensure these UOA’s, no matter what department they go through, are returned within 2 weeks and that signatories are included in a feedback loop so that they know their UOA is being processed and when to expect it to be completed?
- Why does it have to change every 5 years?
- Can we clarify how the student is benefitting from the policy?

**\*\*ACTION-** More revision will be made in time for our next meeting—but also ISA wants to see it.

### **Minors**

- We need to ask for a formal referral to be written up regarding the Minor policy so that next year’s C & R can tackle the philosophical and policy-development issues involved beginning in the Fall.
- Title V description of a Minor policy has been eliminated.

Senator Buzanski reminded us that yesterday marked the 70<sup>th</sup> anniversary of F.D. R.’s death.

Adjourn: 3:57 PM



## **Curriculum & Research**

### **Agenda**

Monday, April 20, 2015

2pm-4pm, FOB 104

Guests: Steve Branz and Brandon White

#### **Action Items**

1. Approval of Previous Meeting Minutes
2. Credit by Examination Policy
3. Policy Resolution – Internships and Service Learning (implementation of CSU EO 1064)
4. Time Certain: 3:30 Brandon White- Program Planning Changes

#### **Discussion Items**

1. Policy Resolution – Internships and Service Learning (implementation of CSU EO 1064)
2. Curricular options that address diversity education (Diversity referral).
3. Certificate Policy (recurring)
4. Minor Policy- S75-4 (recurring)

## Curriculum & Research

### Meeting Minutes

Monday, April 20, 2015

2pm-4pm, FOB 104

**Present:** Shahab Ardan, Noelle Brada-Williams, Annie Blaylock, Karin Brown, Peter Buzanski, Scott Heil, Dennis Jaehne, Ravisha Mathur, Toby Matoush, Gilles Muller, Wendy Ng, Winifred Schultz-Krohn, Robert Sibley.

**Absent:** Pam Stacks

**Guests:** Steve Branz, Brandon White (PPC)

**Start:** 2:00pm

1. Approval of Previous Meeting Minutes

**\*\*ACTION-** Approve Meeting Minutes for April 13th: **10-Yes, 0-No- 2-Abstain**

2. Credit by Examination-

- a. Try to reduce acronyms at the start of document, state official name first and then use acronym in document
- b. We can't reduce/ignore workload issues, they will be part of this whether the faculty offers the test themselves or if testing office does.
- c. Idea is that if a faculty offers exam during final test date, that will reduce workload (or balance) because they are not offering outside of normal hours.
- d. Reduce workload hours by the CLEP or doing with your final exam.
- e. We should list courses that Challenge by Exam to assist the students. It would probably be best to list to show the best policy.
- f. Giving credit to a student outside of a waiver, would require a department to be able to offer a course "off" books to assign the credit to for the student.
- g. How does this impact Financial Aid?
- h. Ensure that students are aware of the importance of financial aid and timing in regards to taking the exam, to ensure they allow time to still take course if they fail.
- i. Has had a first reading through ISA in the last year. AS 1555- February 9th senate meeting.
- j. Steve will update version with edits and send out with the edits highlighted to ensure nothing outside of meeting was changed.

**\*\*ACTION-** Approve Credit By Examination Policy: **12-Yes, 1-No- 0-Abstain**

3. Internship & Service Learning Policy-

- a. C&R will direct policy, and send to ISA for an informal consultation.
- b. COB discussions still around the 6 page agreement and the 3 page agreement that agencies sign to align with risk management.
- c. some of the items will be pretty contentious, such as the Academic Affairs budget office taking over the approval of agreements.

- d. Concerned with the idea that the policy needs to be clearly written because it will be the default policy to direct how these activities are done.
- e. Was recommended that we start looking at other CSU processes for managing agreements with agencies outside of purchasing.

#### 4. Program Planning Changes

- a. Importance of Program Planning on campus- To show University is using the state resources appropriately.
- b. What is the importance of including RSCA activities, will departments be dinged if their faculty is not strong in RSCA activities, some are and some aren't depending the department climate.
- c. Added information on how to evaluate Minors/certificates/credentials
  - i. Leaving the language a bit vague due to not having a policy to direct assessment related materials.
  - ii. We could ask departments to discuss how the minor supports their majors.
  - iii. Brandon would like to see a policy on minors because there are administrative aspects that need to be addressed in order to really determine how they could be more appropriately reviewed in PP.
- d. Re-evaluate the PE Waiver on behalf of C&R Committee

\*\*\***Table** until First Meeting of C&R in August

Adjourn 4:00pm