

## 2013-2014 Year-End Committee Report Form

**Committee:** Undergraduate Studies

**Chair:**

Ravisha Mathur

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

Ravisha Mathur  
 Child and Adolescent Development  
 924-3666  
 zip: 0075  
 ravisha.mathur@sjsu.edu

**Number of Meetings held: 14**

September 4, 2013  
 September 18, 2013  
 October 2, 2013  
 October 16, 2013  
 November 6, 2013  
 November 20, 2013  
 December 4, 2013  
 February 5, 2014  
 February 19, 2014  
 March 5, 2014  
 March 19, 2014  
 April 2, 2014  
 April 16, 2014  
 May 7, 2014

(Please include phone/zip/email if available)

### Items of Business Completed 2013/2014

1. Department name change from Geography to Geography and Global Studies was approved and forwarded to C&R in Fall 2013.
2. Minor in Sociology of Education was reviewed, approved, and forwarded to C&R in Fall 2013 with additional requested requirements.
3. Minor in Forensic Science was reviewed, approved, and forwarded to C&R in Fall 2013 with additional requested requirements.
4. Department of Sociology and Interdisciplinary Social Science, new concentration in Race and Ethnic Studies was reviewed, approved, and forwarded to C&R in Fall 2013 with additional requested requirements.
5. Department of Sociology and Interdisciplinary Social Science, new concentration in Women, Gender, and Sexuality Studies was reviewed, approved, and forwarded to C&R in Fall 2013 with additional requested requirements.
6. Reviewed new minor in Global Cuisine and Culture in the Department of Geography and Global Studies and sent it back to the department with additional requested information and justification.
7. Reviewed and discussed the certificate policy and provided feedback to the AVP of Undergraduate Studies.
8. Reviewed new Minor Proposal Form guidelines (template) and provided feedback on the form posted to the UGS website.
9. Developed and reviewed a new Certificate proposal template for departments proposing certificates.
10. Developed and sent a policy referral to C&R on guidelines for concentrations. This proposal was sent to C&R in spring 2014. C&R developed a policy on concentrations, and then sent the new proposal policy to the committee for feedback. Committee provided feedback on the new proposed policy.
11. Committee discussed events/ideas for the "Year of the Capstone."
12. Committee completed survey of Honors programs across campus in Fall 2013. Discussion of

data and revision of honors policy on campus. Committee recommended a taskforce be set up to study the issue of Honors at SJSU. Memo requesting the taskforce and a moratorium on new honors programs sent to the Provost in Spring 2014.

13. Reviewed the proposed Honors program for the Communication Studies department. Proposal was sent back to the department with a couple of concerns. Also it was noted that the Committee requested a moratorium from the Provost on Honors program development.

14. The committee approved the discontinuation of the following programs: BA, Nutrition and Food Science, Concentration in Food Science and Technology; BS, Health Science, Concentration in Gerontology, BS, Health Science, Concentration in Community Health Education; BS, Health Science, Concentration in Health Professions, BA, Life Science, Concentration in Biodiversity Stewardship; Deaf and Hard of Hearing Education Specialist Credential; Deaf Education Minor.

14. Committee developed a list of questions for CASA regarding new Study Abroad requirements.

15. Discussed the use of curriculum maps when assessing new curricula and programs at SJSU.

As per Senate policy 13-10, the UGS chair reviewed five certificates in Spring 2014.

a. Computer Science Certificate in Cyber Security Fundamentals proposed by the Department of Computer Science, approved and forwarded to the provost.

b. Computer Engineering Certificate in Cyber Security Fundamentals proposed by the Department of Computer Engineering, approved and forwarded to the provost.

c. Environmental Impact Assessment Certificate proposed by the Department of Environmental Studies, sent back to the department for additional clarification.

d. Revision of the Computational Linguistics Certificate proposed by the Department on Linguistics and Language Development, sent back to the department for additional clarification.

e. Global Citizenship certificate proposed by the Department of Geography and Global Studies, sent back to the department for additional clarification.

#### **Unfinished Business Items for 2013/2014**

1. Development of a UGS committee orientation guide (outlining procedures, activities, guidelines and reporting mechanisms).

2. Continued planning of the "Year of the Capstone" events.

3. Three certificates sent back to the department for additional revision.

#### **New Business Items for 2014/2015**

No new business items.

**Please return to the Office of the Academic Senate (ADM 176/0024) by June 28, 2014.**



**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies  
September 4, 2013  
12:00 noon – 1:00 pm, Clark 412  
Agenda

- I. Approval of previous minutes (May 15, 2013)
- II. Updates from last year
- III. Standards/Guidelines for Concentrations
  - a. Example: Women, Gender, and Sexuality Studies
- IV. Developing Guidelines for Capstones
- V. Review of UGS website
  - a. Resources of current website
  - b. Gaps?
- VI. UGS Meeting Dates
  - Sept 4
  - Sept 18
  - Oct 2
  - Oct 16
  - Oct 30
  - Nov 6
  - Nov 20
  - Dec 4
  - Feb 5
  - Feb 19
  - Mar 5
  - Mar 19
  - April 2
  - April 16
  - April 30
  - May 7



**SAN JOSÉ STATE  
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Undergraduate Studies Committee  
September 4, 2013  
Minutes

**Present:** Ann Agee, Rocio Avila, Bem Cayco, Paul Douglass, Cary Feria, Laura Hart, Laura Ingraham, Dennis Jaehne, Ravisha Mathur (Chair), Kamran Turkoglu  
**Guests:** Nicole Loeser (UGS), Gloria Edwards

**I. Welcome to Committee and Introductions.**

The Committee was updated on the Year-End Report that was sent to the Academic Senate over the Summer. The accomplishments of the UGS Committee include the following:

Program/Minor name changes

BS, Biological Sciences, Organismal & Conservation Biology to  
BS, Biological Sciences, Ecology & Evolution

BS, Business Administration, Corporate Financial Management to  
BS, Business Administration, Corporate Accounting & Finance

BA, Biological Sciences, Biodiversity Stewardship to  
BA, Biological Sciences, Wildlife Stewardship

Minor in Women's Studies to  
Minor in Women, Gender & Sexuality Studies

Department names changes

Department of Geography to  
Department of Global Studies & Geography

Department of Health Science to  
Department of Health Science & Recreation

Department of Hospitality, Recreation and Tourism Management to  
Department of Hospitality Management

Department of Mathematics to  
Department of Mathematics and Statistics

Departments of Sociology and Interdisciplinary Social Sciences to  
Department of Sociology and Interdisciplinary Social Sciences

Programs/Minors approved

BS, Nursing, RN to BSN  
Minor in Mathematics Education  
Minor in Science Education  
BS, Business Administration, Marketing—on-line modality

Discussions

Honors programs  
UGS Orientation guide

Capstone courses

Double degrees

Discontinuation of following programs:

BS, Occupational Therapy

BS, Chemistry, Prep for Teaching

BS, Chemistry, Materials Science

Pending

Minor, Sociology of Education

BS, Sociology, Concentration in Women, Gender & Sexuality Studies

See attached copy of Year-End report for more information.

## **II. Approval of Minutes.**

The 5/1/13 minutes were approved with 2 abstentions.

## **III. Standards/Guidelines for Concentrations**

The Committee would like to request that C&R develop a policy on the number of unique and shared units for SJSU concentrations. The discussion about the proposal BS, Sociology, concentration in Women, Gender & Sexuality Studies brings to light a number of issues around concentrations. These include:

- How many units should concentrations share?
- What is the disciplinary expectation of the coursework anyone with a degree in a specific subject should have?
- How many units should be unique for each concentration?

Because of budgetary constraints, SJSU is no longer in a position to allow departments to create concentrations that utilize resources without the expectation that the proposed concentration will be viable. There are costs associated with supporting a concentration and costs associated with discontinuing a concentration with low enrollment.

The Committee discussed the possible number of units that would justify an intellectually unique program. While certificates and minors require a minimum of 12 unique units, it was felt that the threshold for a concentration should be higher.

Initially there was some discussion about whether the number of units for a concentration should be greater than the maximum number of units in a minor. Unfortunately, SJSU does not define a maximum number of units for Minors. Only the minimum units are defined. At SJSU, Minors range from a minimum of 12 units to 40 units (Language and Art & Design Minors have a high number of units). The 'average' Minor at SJSU is 15 units.

While some on the committee felt that 15 units might be adequate, others felt that to gain an in-depth understanding of a sub-set of a discipline one half of the major requirements should be devoted to the concentration. Determining a minimum number of units is complicated and will need to be debated and approved by the Academic Senate. However, even without an Academic Senate policy, the UGS Committee can establish guidelines that would require departments developing concentrations to justify anything less than the minimum units in the guidelines.

Although the Committee had discussed a minimum number of units for a concentration, the proposed Concentration in Women, Gender and Sexuality Studies (WGSS) raised concerns about how SJSU defines concentrations. While no one on the Committee had issues with the theoretical and intellectual justification for the proposal, the Committee could identify only 6

unique units in the proposed concentration. They do not feel that 2 unique courses are enough to make a separate concentration. The Committee felt that the proposal did not meet the test of the minimum units required for a separate concentration. Last Spring the proposal was returned to the department because it was believed that the proposal did not meet the test of the minimum units required for a separate concentration.

The department disagrees and would like to have this proposal forwarded to C&R for approval. The departmental perspective is that the proposed concentration is the only concentration that requires student to take the Sociology of Masculinities and Femininities. They believe that this new concentration will draw new majors to Sociology and won't simply cannibalize their current programs.

The UGS Committee is reluctant to forward the proposal because of the lack of courses unique to this concentration. However, before proceeding with any guidelines or a proposal for C&R to craft into a Senate resolution, the Committee would like to see data on how the existing concentrations at SJSU are organized. How many units are unique and how many in common?

*Action Item:* The Committee would like to see data on concentrations at SJSU before proceeding further in the discussion of a possible minimum number of units that should be required for a concentration.

#### **IV. Capstones**

Last Academic Year the Committee discussed whether there was a need to have all programs at SJSU identify a capstone course or experience for students. The 3/20/13 Minutes containing the discussion on Capstones is attached.

Action Item: the first draft of a memo on the idea of capstones/culminating experiences should be developed and brought to the Committee for review.

#### **V. UGS Website**

The UGS website has been updated since the Spring of 2013 and the Committee was encouraged to look at the new format. The following issues were identified

- While there is a space for the Minutes of the Committee, this has not been updated since 2009.
- There is no PDF of the entire catalog available.

*Action Item:* UGS staff will update the Committee Minutes section with all of the minutes for the 2010, 2011 and 2012 AY. Additionally, the PDF of the catalog is being revised and should be on the website within the next month.

#### **VI. Pending**

Proposed Minor in the Sociology of Education

Meeting adjourned: 1:10 pm  
Gloria Edwards



**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies  
September 18, 2013  
12:00 noon – 1:00 pm, Clark 412  
Agenda

- I. Approval of previous minutes (Sept. 4, 2013)
- II. Standards/Guidelines for Concentrations
  - a. Review examples
  - b. Issues to consider: Number of shared units vs. unique units, Prep for the Major courses vs. Major courses, Exceptions to unique units, precedents at other CSUs?
- III. Developing Guidelines for Capstones: Memo to Associate Deans
  - a. Review capstones list
  - b. Tentative guidelines for capstones
- IV. Review of UGS website
  - a. Gaps?



**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies Committee  
September 18, 2013  
Minutes

**Present:** Ann Agee, Rocio Avila, Bem Cayco, Paul Douglass, Cary Feria, Laura Ingraham, Dennis Jaehne, Ravisha Mathur (Chair), Kamran Turkoglu  
**Absent** Laura Hart  
**Guests:** Nicole Loeser (UGS), Gloria Edwards

**I. Approval of 9/4/2013 Minutes.**

The minutes were unanimously approved.

**II. Standards/Guidelines for Concentrations.**

The Chair of UGS met with the faculty proposing the Women, Gender and Sexuality concentration in Sociology (Susan Murray and Amy Leisenring) to discuss the Committee's denial of the proposal.

While the Chair reaffirmed the intellectual value of the concentration, the lack of unique coursework was the stumbling block for the Committee. There are only 6 unique units between this proposed concentration and the existing concentration in Social Interaction. It was suggested that the entire Sociology faculty discuss how they want to organize their programs. Perhaps the department is more interested in a concentration in WGSS than the current concentration in Social Interaction.

Both Drs. Murray and Leisenring were encouraged to tighten up the offerings and show the courses the students would actually be advised to take. Unfortunately, because courses must have enrollment of at least 12-15 students or they are cancelled, the department has been unwilling to specify a limited number of courses for either the Social Interaction or WGSS concentrations. They want to maximize the opportunity for students to move through the program and graduate in a timely manner.

The Undergraduate Studies Committee Chair also received a memo from the Chair of Sociology (Wendy Ng) in support of the WGSS concentration. In that memo the Dr. Ng cites the concentrations at CSU, Fullerton, as examples of concentration with few differences on paper.

Because there may be discipline specific practices in developing concentrations, the Committee asked that concentrations at other CSU's be investigated to see if other institutions have restrictions on the number of units in common or unique for any proposed concentration.

In reviewing the material on concentrations provided by the UGS department, it was noted that some departments have more unique units in their Preparation for the Major, rather than in the Major Requirements. Additionally, in the areas that were reviewed (Business, Environmental Studies, Biology) ALL programs had at least two concentrations with a great deal of overlap.

In Business the concentrations in Accounting, Accounting Information Systems, Corporate Financial Management and Finance only have 9-12 unique units. Biology ranges from 16-33 and



Environmental Studies from 15-19 unique units. Of the programs reviewed, only Sociology had as few as 6 unique units for concentrations, NOT including Teacher Preparation. Teacher Preparation programs are considered a unique category of degrees.

The Teacher Preparation concentrations were initially developed to streamline student entry into a credential program. However, with the increasingly onerous requirements from the CTC, fewer and fewer programs are CTC approved and now entry into a teaching credential is by testing rather than by academic qualifications.

Many of the Preparation for Teaching concentrations at SJSU were developed to require the minimum number of extra courses for a student to graduate in a discipline and complete their academic qualification for a single-subject credential. Because of their design, they are often very similar to the degree in the department. Alternatively, some of the required courses cannot show up in the degree template (e.g., specific GE courses) for programs that prepare students for multiple-subject credentials. However, with the move to requiring the CSET test for entry into a credential program, some of the Teacher Preparation programs may choose to be discontinued at SJSU. Due to the complications associated with these programs and CTC requirements, currently the UGS committee is not evaluating these concentrations.

*Action Item:* Dennis Jaehne will contact the CSU Undergraduate Studies group to discover which, if any, CSUs have policies about concentrations. The Committee will postpone discussion of this question until more data has been received.

### **III. Developing Guidelines for Capstones: Memo to Associate Deans**

Last spring, the UGS Committee began a discussion on how degrees programs can be assessed and the role that a capstone course or culminating experience might play in that assessment. (See UGS Committee Minutes from March 6, 2013.)

In those discussions it became apparent that there is no university-wide definition of what is meant by the term capstone and no policy on whether a degree program should include a capstone or culminating experience. However, accrediting agencies (including WASC) are now looking at how programs are meeting their program outcomes and if an institution has a path for assessing these outcomes.

It is believed that a capstone should provide students with an integrative experience that addresses issues across the discipline. If SJSU could have a capstone in every degree program, we would be well on our way to becoming an institution that, by WASC categorization, can define the meaning, quality and integrity of our degrees. However, guidelines cannot be developed in a vacuum and the Committee would like to see involvement from a broad range of faculty across the campus before crafting a draft policy for C&R.

To this end, it was suggested that the UGS department host a discussion about capstones experiences, their value and how they could assist in assessment. Outside accrediting agencies such as ABET (Accreditation Board for Engineering and Technology), are already moving to requiring a culminating or capstone course or experience for their accredited programs.

If a capstone or culminating experience could be developed for all programs, they would need to be defined in such a way to allow discipline specific adaptations. Even with this freedom, adding a capstone course or culminating experience may be difficult for programs that need to stay at 120 units. Some departments may feel that the 120 unit limit on degrees does not give them enough room to sacrifice a technical course for a capstone.

A capstone or culminating experience does not need to be a class, there are other options, including:

- Coursework (one or more courses)
- Internships
- Portfolio or culminating project
- Thesis
- Last year experience course
- External examination

The advantage of having a capstone or culminating experience is that it would give SJSU the ability to have students participate in the assessment of their degree.

Unfortunately, for many faculty, the assessment experience at SJSU has been chaotic and burdensome. Before moving to requiring program assessment which includes a capstone or culminating experience, the UGS Committee would like to explore having the university support this effort by assisting in gathering the data. Perhaps Institutional Effectiveness & Analytics could explain how to use the data already gathered in program assessment? Alternatively, an assessment expert could participate in the workshop could help faculty interested in learning more about assessment.

**Action Item:** The UGS Department should set up a ½ day workshop open to all faculty to discuss capstones. The Committee is asked to forward names of individual they believe to be experts in the field of assessment or in the development of capstone/culminating experiences.

**IV. Pending**

- A. UGS Website Review
- B. Proposed Minor in Sociology of Education
- C. Proposed Minor in Forensic Science

**V. Note**

UGS Approval of name change for the Minor in Women's Studies to Women, General and Sexuality Studies was forwarded to C & R for their approval.

Meeting adjourned: 1:00 pm  
Gloria Edwards



**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies  
October 2, 2013  
12:00 noon – 1:00 pm, Clark 412  
Agenda

- I. Approval of previous minutes (Sept. 18, 2013)
- II. Updates
- III. Discussion of New Minor: Forensic Studies
- IV. Discussion of Department Name Change for Department of Geography to Department of Global Studies and Geography
- V. Review of UGS website



**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies Committee

October 2, 2013

Minutes

**Present:** Ann Agee, Rocio Avila, Bem Cayco, Paul Douglass, Cary Feria, Laura Hart, Laura Ingraham, Dennis Jaehne, Ravisha Mathur (Chair), Kamran Turkoglu  
**Guests:** Mary Juno, Nicole Loeser (UGS), Gloria Edwards

**I. Approval of 9/18/2013 Minutes.**

The minutes were unanimously approved.

**II. Update**

1. The Minor in Women, Gender and Sexuality Studies was approved by both C&R and the Provost.
2. The name change from BS, Business Administration, concentration in Corporate Financial Management to Corporate Accounting and Finance was approved by C&R and the Provost.
3. The UGS Committee has a new student member Victor Malgosa. He will begin attending at our next meeting.
4. Mary Juno is attending this meeting to discuss the Minor in Forensic Science.

**III. Department name change from Geography to Global Studies and Geography**

The Department of Geography has housed the Global Studies program for a number of years. In Spring of 2013, the department faculty voted to approve a name change and become the Department of Global Studies and Geography. The degrees offered (BA, Global Studies, BA, Geography and MA, Geography) will not be impacted, the new name will now reflect the administrative integration of Global Studies.

*Action Item:* Because the proposal reflects all of the offerings in the Geography Department and Global Studies Program, the UGS Committee unanimously approved moving the proposal forward to C&R for their review.

**IV. Minor, Forensic Science (Mary Juno)**

The Forensic Science discipline includes sectors in both investigation and lab science. The Forensic Science program at SJSU prepares students for positions in a Crime Lab. While working in a crime lab requires knowledge of organic chemistry, the other branch of forensic science, crime scene investigation, has a different emphasis.

Unfortunately, many students who are interested in Forensic Science are unsuccessful in the program and change majors into Justice Studies. However, many of these students are still interested in crime scene investigation. A Minor in Forensic Science would allow these students an avenue to use the knowledge they had already gained through a formal minor as well as having a credential for positions in crime scene investigation.

While this was the initial impetus for the Minor, an informal survey was sent out to Department Chairs to forward to their students to determine if there was interest outside of Justice Studies, in the creation of a minor. Over 800 positive responses were received.

The Minor is structured to allow students from many different disciplines to complete the program. The required courses include:

**FS 11: Survey of Forensic Science**, which gives students a background in the various subdivisions within the Forensic Science discipline.

**FS 161: Crime Scene Investigation**, which gives students the fundamentals of securing and recording a crime scene.

**FS 162: Forensic Science Applications**, which gives students a background in the interpretation of evidence.

After these 3 courses, which everyone must take, the minor then requires 6 units in electives, which may include coursework in Anthropology, Entomology, Forensic Science, Justice Studies, Philosophy and Photography.

The Committee was concerned that many of the elective options require prerequisites. These include:

ANTH 157: prereq of ANTH 12, BIOL 12, 21 or 65

ENT 106: prereq of BIOL 1, 2, 3 with a "C" or better

FS 166: prereq of CHEM 1A, 1B, 55, 112A, PHYS 70, JS 112, 113

JS 143: prereq of JS 10, 11, 12, or 25 and JS 100W

JS 165: prereq of JS 112, 113

PHOT 110: prereq of PHOT 40

However, there are some prerequisites that do not require any coursework outside of the Minor. These include:

FS 160

FS 163

FS 164 (prereq FS 11, required in Minor)

PHIL 133 (100W required)

PHIL 160 (100W required)

It is important to note even in those classes with prerequisites, the prerequisites would be met by students in certain areas. For example:

ANTH 12 is required for any BA, Anthropology major.

ENT 106 is an elective for an BS, Biological Science, concentration in Conservation & Organismal Biology major

JS 10 and 100W are required for any BS, Justice Studies major

PHOT 40 is required for any BFA, Art (all concentrations) major

Through careful advising, students not in those programs who are interested in the Minor would not be required to take any extra classes.

While the curricular viability of the program is the primary concern of the UGS Committee, the Committee had additional concerns about staffing the Minor. The Forensic Science program only has one tenure-track professor (Dr. Steven Lee) and one lecturer (Mary Juno). The committee was concerned about the number of students who would be interested in this minor and resource allocation (faculty, available classes).

Despite these resource concerns, the UGS Committee felt that this was a Minor that had the potential for a large audience. While there was some initial concern about courses offered in the Minor that were outside of the department, both the Biological Sciences and Art departments thought that they would be able to accommodate these students in their courses.

While some on the Committee had concerns about the coursework in the electives being tangential to the discipline of Forensic Science, others felt that the curriculum would not have been developed without great thought by the program.

**Action Item:** The Committee is unanimously supportive of the Minor, but would like to see the proposal again with the following:

- A clean proposal with no track changes listed.
- A discussion of how the department will handle the prerequisites.
- A discussion of how the department would advise students (including a path through the Minor with no additional coursework required).

**V. Pending**

- A. Referral of guidelines/policy on Concentrations
- B. Discussion of workshop on capstone or culminating experience

Meeting adjourned: 12:57 pm  
Gloria Edwards



**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies  
October 16, 2013  
12:00 noon – 1:00 pm, Clark 412  
Agenda

- I. Approval of previous minutes (October 2, 2013)
- II. Updates
  - a. Confirm online decision regarding Geography department name change
  - b. Honors Survey
- III. Referral form for guidelines of concentrations (review of CSU data collected on concentrations)
- IV. Discussion of workshop on capstones/culminating experiences
- V. Review of UGS website



**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies Committee

October 16, 2013

Minutes

**Present:** Ann Agee, Rocio Avila, Bem Cayco, Cary Feria, Laura Ingraham, Ravisha Mathur (Chair), Kamran Turkoglu  
**Absent:** Paul Douglass, Laura Hart, Dennis Jaehne  
**Guests:** Nicole Loeser (UGS), Gloria Edwards

**I. Approval of 10/2/2013 Minutes.**

The minutes were unanimously approved.

**II. Update**

1. The departmental name change for Geography was received late in the Spring of 2013. When the department faculty returned in Fall they re-opened the name change discussion and determined that they want the name to become the Department of Geography and Global Studies. The rationale for this change is that Global Studies is a program in the Geography Department rather than Geography being a program under Global Studies. The committee affirmed the online approval of this change in order of names.
2. Institutional Effectiveness & Analytics sent the Honors survey to all the Department Chairs on 10/7. To date there has been a 31% response rate. The Committee would like to increase this response rate to at least 50% and will implement the following:
  - Send out a copy of the survey and a reminder to the Admins in each department (Gloria Edwards);
  - Send out a reminder to all of the Department Chairs (IEA);
  - Contact the UCCD and ask that either the UCCD Chair or the AVP of Undergraduate Studies to remind all of the Chairs of the survey in the next meeting.

**III. Guidelines for Concentrations Referral**

The Committee is split on whether a concentration implies a certain depth of knowledge in a sub-discipline. Some on the Committee believe that a concentration should be less rigorous than a minor, others that a concentration should be more rigorous than a minor. A concentration includes additional knowledge about the discipline that may be missing in the minor, although a minor may allow a student in a similar discipline an avenue for greater depth of knowledge in a small area. For example, a minor in Creative Writing would not give a student the same depth of knowledge as a BA in English with a concentration in Creative Writing. However, a student with a BA in Psychology and a minor in Child and Adolescent Development may gain additional knowledge that a student with a BA in Child and Adolescent behavior would be lacking.

The committee discussed the number of unique units that should be required for separate concentrations and it appears that this is may be discipline specific. For example, in Business, the Accounting, Finance, Corporate Accounting and Finance and Accounting Information concentrations have few unique units; they share courses at the upper division level. To facilitate graduation, the College does not want to specify unique coursework for each concentration.



Under current course scheduling practices, courses that do not reach the minimum enrollment requirements are cancelled. Giving students options allows them to graduate in a more timely fashion. There is the additional problem in Accounting and Finance of being unable to hire tenure-track faculty. Both student enrollment and lack of faculty may contribute to courses being cancelled each term.

The Accounting Information Systems concentration has a panel of industry advisors that review the coursework students complete. At least for the Business concentrations, a student's employment opportunities may be based on having the correct concentration title in their degree. For these types of degrees, the differences between concentrations may look minor to the outsider, but will impact student employment. Creating guidelines specifying the number of unique units any concentration has, while making sense curricularly, may not always make sense professionally.

It was suggested that any guidelines include an avenue for special considerations for those departments or programs that may not meet a specified number of unique units. If a program believes that the minimum number of unique units for their concentration is below the threshold, they may provide additional information that would justify this exception. This justification should include data from both professional standards and employers specifying why fewer unique units would be enough for the concentration, particularly if it will impact employability.

The Committee is split on the number of unique units for a concentration ranging from a high of 18, to a low of 12. Because the Committee cannot reach consensus on the number of unique units, it was suggested that the proposal forwarded to C&R express this difference of opinion.

The AVP of Undergraduate Studies surveyed his fellow AVPs at various CSUs. Although he only received a few responses, most CSUs indicated that, if they had any guidelines, they were more interested in defining the common units a degree and a concentration must share. Only 2 had any policy or guideline:

Bakersfield	BA—36 units in common BS—55 units in common
Pomona	Requires concentrations to have at least 24 distinct quarter units

It was suggested that the policy recommendation to C&R include not only the recommended number of unique units, but also the number of units in common for majors and concentrations. The language used to refer to the common units should not be 'common core' as many disciplines have a number of courses in Preparation for the Major in common rather than Requirements of the Major. The committee agreed that the suggestion of 30 common units for majors and concentrations seems reasonable. However, prior to sending a proposal to C&R asking for guidelines, the Committee would like to see how many units the concentrations at SJSU have in common.

**Action Item:** Gloria Edwards and Nicole Loeser will provide the Committee with a spreadsheet detailing the number of units concentrations have in common.

**Action Item:** Ravisha Mathur will draft a proposal to C&R and bring to the next Committee meeting for discussion

#### IV. Workshop

It was suggested at the 9/18/13 meeting that the UGS Department should set up a ½ day workshop open to all faculty to discuss capstones. The Committee is asked to forward names of individuals they believe to be experts in the field of assessment or in the development of capstone/culminating experiences.

**Action Item:** Please send the names of individuals you feel may be qualified to lead such a workshop to Ravisha Mathur.

**Action Item:** Please send the name of the head of your Advising Center to Ravisha Mathur. The ones we currently know about include

<i>Center</i>	<i>Director</i>
Business Student Advisement Center (BSAC)	Bruce Kravitz
CASA Student Success Center	Michelle Randle
Engineering Student Success Center	Jared Tuberty
Social Science Student Success Center	Hien Do
College of Science Advising Center (COSAC)	Elaine Collins
EOP	Debra Griffith
Peer Academic Success Services	Deanna Peck
Writing Center	Michelle Hager

#### V. Pending

- A. Referral of guidelines/policy on Concentrations
- B. Discussion of workshop on capstone or culminating experience

Meeting adjourned: 1:08 pm  
Gloria Edwards



**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies  
November 6, 2013  
12:00 noon – 1:00 pm, Clark 412  
Agenda

- I. Approval of previous minutes (October 16, 2013)
- II. Discussion of Minor, Sociology of Education
- III. Discussion SISS concentration in Race and Ethnic Studies
- IV. Discussion of Minor, Forensic Science



**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies Committee  
November 6, 2013  
Minutes

**Present:** Bem Cayco, Paul Douglass, Cary Feria, Laura Ingraham, Ravisha Mathur (Chair),  
Kamran Turkoglu  
**Absent:** Rocio Avila, Ann Agee, Laura Hart, Dennis Jaehne  
**Guests:** Maria Alaniz, Wendy Ng, Nicole Loeser (UGS), Gloria Edwards

**I. Approval of 10/16/2013 Minutes.**

The minutes were unanimously approved.

**II. Discussion of Minor, Sociology of Education**

The Minor, Sociology of Education was first discussed in the UGS Committee meeting on May 15, 2013. As stated in the UGS Minutes from that meeting:

**Action Item:** The Committee unanimously approved returning the proposal and requesting the following steps be accomplished before re-submission:

- Consult with the College of Education
- Address the course prefixes (which may be SOCS)
- There are hidden prerequisites  
SOCS 185 requires either SOCS 18 or MAS 18  
SOC 160 requires SOCI 1  
This adds an additional 3 to 6 units to the Minor
- Make sure the course titles are accurate.

If these requirements are met, the UGS Committee will review the proposal in their first meeting in the Fall of 2013.

These changes were made, however, there are still a few minor errors in the proposal that will need to be corrected. These include:

- SOCS/MAS 185 Teaching in a Diverse Society (in PeopleSoft) rather than Diversity in the Classroom
- WOMS 187 Feminist Perspectives on Gender and Education in the U.S. (in PeopleSoft) rather than Gender and Education in the US

**Action Item:** The Committee unanimously approved moving the proposed Minor, Sociology of Education, to C&R once the errors are corrected.

**III. Discussion of SISS concentration in Race and Ethnic Studies**

The Department of Sociology and Interdisciplinary Social Science has proposed a new concentration under the Sociology degree, Race and Ethnic Studies. Sociology has a long history of studying ethnic groups. This new concentration encompasses the historical tradition of studying race and ethnicity in Sociology.

This proposed concentration encompasses the following unique coursework:

**Required for the Concentration (3 units)**

SOC 162 Race and Ethnic Relations or  
AAS 185 Multicultural Perspectives in America

**RACE & ETHNICITY BREADTH (12 units)**

CHOOSE 12 units Upper Division (100 and above, excluding 100w) WITH AT LEAST ONE COURSE IN EACH AREA:

Area 1: Asian American Studies: AAS 125, AAS 133, AAS 175, AAS 160, AAS 186,  
And AAS 187

Area 2: African American Studies: AFAM 105, AFAM 112, AFAM 120, AFAM 125,  
AFAM 134, AFAM 155

Area 3: Mexican American Studies: MAS 115, MAS 120, MAS 125, MAS 127, MAS  
130, MAS 135

Area 4: Native American Studies: ANTH 164, 175, 176, 179

The Committee felt that the proposal was well-developed but had concerns about the potential for this concentration to impact enrollment in the BA, African-American Studies. There are currently only 13 majors in the African-American Studies degree. However, it is anticipated that, rather than cannibalizing the degree, this concentration may provide more interest in a number of the African American courses. Dr. Wilson, Chair of African-American Studies, has agreed to offer the AFAM coursework.

Both Asian-American and Mexican-American studies have also signed off on this proposal. Although there may be some problems for students in the African-American Studies degree because of low enrollment and possible course cancellation, at least one upper-division AFAM, 2 upper-division AAS and multiple upper-division MAS courses are offered every term, allowing students to progress through the concentration in Race and Ethnicity.

ANTH 175 and 176 have a prerequisite of one lower division anthropology course, but this is not enforced and students are allowed to enroll in the course without having completed any other Anthropology course. Although having a lower-division Anthropology course might help a student gain a broader perspective of the discipline it is not a criteria for successfully completing either ANTH 175 or 176.

The roadmap for this concentration needs to be consistent with the verbiage in the proposal. Because ANTH 175 and 176 have prerequisites, they need to be flagged on the roadmap.

**Action Item:** The Committee unanimously approved forwarding this proposal on the C&R once the roadmaps have been updated.

**IV. Discussion of the Minor in Forensic Studies**

In the discussion 10/2/13 on the Minor in Forensic Studies, the UGS Committee requested the following:

- A clean proposal with no track changes listed.
- A discussion of how the department will handle the prerequisites.
- A discussion of how the department would advise students (including a path through the Minor with no additional coursework required).

The Committee was provided with all of these items and has approved forwarding the proposal on to C&R. However, they believe that the inclusion of the following will help ensure approval at this level:

- Approval from Anthropology for the inclusion of ANTH 157; and
- Approval from Psychology for the inclusion of PSYC 129 and 153;
- Curricular revision for FS 165 (to eliminate the courses that have been inactivated); and
- Providing a roadmap or flowchart for movement through the Minor.

*Action Item:* The Committee unanimously approved forwarding the proposed Minor in Forensic Science to C&R pending receipt of the requested items.

**V. Update on the Honors Survey**

The Honors Survey has now been forwarded to all of the departmental admins (for those departments that had not completed the survey). The data will be available shortly and the Committee needs to determine whether they will recommend a policy or simply provide a report summarizing the data to C&R.

One caveat identified by the Committee is that currently budgetary realities may make it difficult to offer a traditional honors course. If fewer than 15 students register for the course, it will be cancelled and students will not be able to fulfill the requirement that they complete a specific course to graduate with Honors.

There may also be a problem with qualified students not registering for Honors in a department (English is an example). It would be interesting to identify barriers for qualified students applying for Honors.

*Action Item:* Ravisha Mathur will produce a first draft of a referral for the next meeting.

**VI. Update on Capstone Workshop**

It was been suggested that a workshop of capstones be available to faculty. Please send any names of potential workshop leaders to Ravisha Mathur.

**VII. Pending**

- A. Referral of guidelines/policy on Concentrations
- B. Discussion of workshop on capstone or culminating experience

Meeting adjourned: 1:00 pm  
Gloria Edwards



**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies  
November 20, 2013  
12:00 noon – 1:00 pm, Clark 412  
Agenda

- I. Approval of previous minutes (November 6, 2013)
- II. Discussion of Concentration Referral
- III. Capstones workshop
- IV. Honors survey data



**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies Committee  
November 20, 2013  
Minutes

- Present:** Ann Agee, Rocio Avila, Bem Cayco, Paul Douglass, Cary Feria, Laura Hart, Dennis Jaehne, Ravisha Mathur (Chair), Kamran Turkoglu  
**Absent:** Laura Ingraham  
**Guests:** Amy Leisenring, Susan Murray, Nicole Loeser (UGS), Gloria Edwards

**I. Approval of 11/6/2013 Minutes.**

The minutes were approved with one abstention.

**II. Discussion of Sociology, concentration in Women, Gender and Sexuality Studies**

This concentration was first discussed in the Committee on May 15, 2013. At that time, the Committee had a number of concerns. These included:

Too much overlap between the Social Interaction and Women, Gender and Sexuality Studies concentrations (only 6 unique units in Women, Gender and Sexuality Studies).  
 The roadmap did not add up to 120 units.

Based on the feedback from the UGS Committee, the department reviewed the Social Interaction and Women, Gender and Sexuality Studies (WGSS) concentration.

Comparison of 5/13 and 11/13 WGSS proposal

WGSS 5/15/13		WGSS 11/20/13	
Required: SOCI 175, Masc & Fem	3	Required: SOCI 175, Masc & Fem SOCI 172, LGBT Studies WOMS 169, Sex & the Body	9
Two Courses from: SOCI 151, Violence in the Family SOCI 170, Sociology of a Family SOCI 172, LGBT Studies SOCI 174, Sexualities SOCI 180, Individual Studies	6	Two courses from: SOCI 170, Sociology of Family WOMS 101, Study of Women WOMS 102, Global Women WOMS 112, Women in Global Economy WOMS 114, Politics of Mothering WOMS 160, Gender, Race, Class WOMS 189, Islamic Perspectives	6
Two Courses from: WOMS 102, Global Women WOMS 114, Politics of Mothering WOMS 150, Women & Pop Culture WOMS 160, Gender, Race, Class WOMS 169, Sex & the Body WOMS 189, Islamic Perspectives	6		



Comparison of 5/13 and Fall 2014 proposed Social Interaction concentration (not yet approved by UGS)

SI 5/13		SI Fall 2014 proposed	
Complete one course from: SOC 171, Person & Society SOC 173, Socialization & Identity	3	Required SOC 173, Soc & Identity	3
One course from: SOC 140, Soc of Media SOC 151, Violence in Family SOC 162, Race & Ethnic Relations SOC 166, Medical Sociology SOC 170, Soc of Family SOC 172, LGBT Studies SOC 174, Sexualities SOC 175, Masc & Fems SOC 178, Soc of Childhood	3	Three courses from: SOC 140, Soc of Media SOC 151, Violence in Family SOC 154, Soc & NonConform SOC 171, Person & Society SOC 174, Sexualities SOC 176, Soc Everyday Life SOC 178, Soc of Childhood	9
Three courses from: SOC 154, Soc & NonConform SOC 160, Imm & Identity SOC 161, City Life SOC 165, Poverty, Wealth SOC 177, Soc of Education SOC 199H	9	One course from: SOC 160, Imm & Identity SOC 161, City Life SOC 162, Race & Ethnic Relations SOC 166, Medical Sociology SOC 177, Soc of Education	3

With these changes, Drs. Murray and Leisenring believe that they now have a unique concentration.

The Committee was supportive of the new proposal and congratulated the department on providing a clear and compelling justification for this concentration. Tying the justification to career paths was particularly effective.

Some of the course titles were the long description and some were the short description. It would improve the proposal if only the long course descriptions are used. However, with only a few minor changes the new proposal addressed all of the Committee's concerns.

**Action Item:** The Committee unanimously approved recommending the proposed Sociology, concentration in Women, Gender and Sexuality Studies to C&R once the few errors and typos are corrected.

### III. Referral to C&R regarding Guidelines for Concentrations

Ravisha Mathur presented the first draft of the Referral to C&R to the Committee. This document will be uploaded into Google Drive

One area of discussion was whether the 'Preparation for the Major' should be included in the units in common. While the UGS Committee had discussed this previously, this is something that should be specifically addressed in any policy or Guidelines that are developed.

Dennis Jaehne mentioned that the Chancellor's Office has issued their Fall 2013 Template for New Degree Program Proposals handbook. While concentration proposals are approved on campus, the campus review should be as rigorous for concentrations as it is for a new degree.

**Action Item:** The Committed has been asked to review and provide any updates either directly to Ravisha Mathur, or on the google document, no later than 5:00pm on November 25, 2013.

#### IV. Discussion Honors Survey

The Honors Survey was completed by Institutional Effectiveness and Analytics, Dr. John Briggs, and the report was provided to the Committee on November 19, 2013. By re-sending the survey to the Chairs and then to the departmental admins for those departments that did not respond, the overall response rate went from around 30 to 60%.

The Committee was interested in some of the reasons that departments did NOT have an Honors Program:

“We’re too small to make it a worthwhile investment.”

“We do not see the benefit.”

“Faculty are not interested.”

“Resources are lacking and we do not have enough faculty to teach additional classes without counting the current financial situation and the requirement of having 15 students [per course].”

“We do not have enough students who could enroll in these additional units.”

Another barrier that exists in developing a program:

“Our faculty includes only 7.5 tenured/tenure-track historians. With a reading- and writing-intensive discipline, it’s unreasonable to ask people to take on supervision of honors theses without compensation in addition to everything else now divided among so few faculty members...”

Honors program development is an interesting combination of wanting to provide departments the flexibility to develop their own program and departments needing some kind of model to proceed. The current models that are in effect at SJSU are faculty time-intensive.

For small departments it may not be feasible to develop an Honor Program. Particularly if courses with fewer than 15 registered student must be cancelled. Even for a large department (such as English), it is difficult to offer one class at a particular time that will meet the needs of at least 15 students who could qualify for Honors.

Some students do not want to participate in Honors because they do not want to adversely impact their GPA. It is possible that if departments could offer incentives more students would be interested. These incentives could include:

- Priority registration
- Priority status for internships

Another option is to look at developing a University Honors program similar to UC, Irvine. Irvine markets their Honors to program to top high school students. They provide these students with:

- Special interdisciplinary classes
- Close interaction with peers
- Mentoring by topic faculty and the opportunity to participate in research
- Enhanced advising

These, or other, benefits might help incentivize top students to come to SJSU.

**Action Item:** Send the committee a copy of the SJSU Senate Policy regarding Honors Programs. The Committee is asked to review the current policy and provide suggestion for policy revisions at the next meeting.

**V. Update on Capstone Workshop**

Ravisha Mathur provided a sheet that detailed 3 potential capstone speakers and provided the Committee with some questions about how to make the workshop as productive as possible. It would be ideal if the timing of this workshop could be coordinated with the WASC committee and their activities.

**VI. Pending**

- A. Referral of guidelines/policy on Concentrations
- B. Review of Honors' program survey and honors policy
- C. Discussion of workshop on capstone or culminating experience

Meeting adjourned: 1:05 pm  
Gloria Edwards



**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies  
December 4, 2013  
12:00 noon – 1:00 pm, Clark 412  
Agenda

- I. Approval of previous minutes (November 20, 2013)
- II. Honors survey data
- III. Capstones workshop



**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies Committee  
December 4, 2013  
Minutes

**Present:** Ann Agee, Rocio Avila, Bem Cayco, Paul Douglass, Cary Feria, Laura Ingraham, Dennis Jaehne, Ravisha Mathur (Chair), Daisy Ramirez, Kamran Turkoglu  
**Absent:** Laura Hart  
**Guests:** Gloria Edwards

**I. Introduction of the new student representative, Daisy Ramirez**

**II. Approval of 11/20/2013 Minutes.**

The minutes were approved with one abstention.

**III. Referral to C&R regarding Guidelines for Concentrations**

The Undergraduate Studies Committee sent the Guidelines for Concentrations referral to C&R.

**IV. Proposed Sociology concentrations in Women, Gender and Sexuality Studies; and Race and Ethnic Studies**

Both proposals were forwarded to C&R. C&R returned the proposals to the department for further clarification on interdisciplinary (courses from across the university) coursework.

**V. Discussion of Honors Survey data**

The Honors Survey was completed by Institutional Effectiveness and Analytics, Dr. John Briggs, and the report was provided to the Committee on November 19, 2013. By re-sending the survey to the Chairs and then to the departmental admins for those departments that did not respond, the overall response rate went from around 30% to 60%.

The Committee was interested in some of the reasons that departments did NOT have an Honors Program:

“We’re too small to make it a worthwhile investment.”

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“Faculty are not interested.”

“Resources are lacking and we do not have enough faculty to teach additional classes without counting the current financial situation and the requirement of having 15 students [per course].”

“We do not have enough students who could enroll in these additional units.”

Another barrier that exists in developing a program:

“Our faculty includes only 7.5 tenured/tenure-track historians. With a reading- and writing-intensive discipline, it’s unreasonable to ask people to take on supervision of honors theses without compensation in addition to everything else now divided among so few faculty members...”

Honors program development is an interesting combination of wanting to provide departments the flexibility to develop their own program and departments needing some kind of model to proceed. The current models that are in effect at SJSU are faculty time-intensive.

For small departments it may not be feasible to develop an Honor Program. Particularly if courses with fewer than 15 registered students must be cancelled. Even for a large department (such as English), it is difficult to offer one class at a particular time that will meet the needs of at least 15 students who could qualify for Honors.

Some students also do not want to participate in Honors because they do not want to adversely impact their GPA. It is possible that if departments could offer incentives more students would be interested. These incentives could include:

- Priority registration
- Priority status for internships

Another option is to look at developing a University Honors program similar to UC, Irvine. Irvine markets their Honors to program to top high school students. They provide these students with:

- Special interdisciplinary classes
- Close interaction with peers
- Mentoring by top faculty and the opportunity to participate in research
- Enhanced advising

These, or other benefits might help incentivize top students to come to SJSU.

Now that the survey is complete, how does the Committee want to proceed? In looking at other institutions, some have departmental honors and some have university honors. UC, Riverside has what appears to be a robust program. Their program has the following components:

1. Admission to University Honors. Those admitted to the program “typically have superior grade point averages, a strong application essay, exhibit exceptional leadership qualities, have had unusual life experiences, and/or display significant community involvement.” (see <http://honors.ucr.edu/admissions/>)
2. Once admitted, “Students benefit from close interaction with Honors Faculty in small class settings, and with professional staff who provide developmental advising to help them optimize their educational experience at UCR. High impact, experiential learning opportunities available to Honors students include; undergraduate research, scholarly and creative work, internships, service learning, and faculty-led co-curricular activities. In addition Honors students are supported by a strong Peer Leader support system, faculty mentorship, Honors scholarship opportunities, and preparation for prestigious scholarships and awards. These experiences are designed to prepare students for participation in a senior thesis project that advances knowledge in their discipline, culminating in an Honors Thesis.” (see <http://honors.ucr.edu/>)

While having a university honors program might be a benefit to those departments that don't currently have an honors program, the Committee would like to design a program that would allow both university and departmental honors.

There are many questions about how a university honors program would work. At UC, Riverside, honors courses for Winter 2014 included electives in Anthropology, Biology, Chemistry, Ethnic

Studies, Mathematics, Philosophy, Sociology, etc. It is unclear from the Schedule of Classes if these classes are funded by the department or the university.

However, since all degrees at SJSU must now be at 120 units, how would these university honors courses fit into a degree? Would an honors program require students to take more than 120 units? Would SJSU be able to give students some perks for being an Honors student? Perhaps advanced registration or guaranteed internships?

SJSU currently has something called the Provost's Seminar. These are small classes that are only offered to a select group of students (President or Salzburg scholars). The Provost pays for the class and the faculty member (currently an Outstanding Professor from the previous year) is given assigned time for teaching the class. SJSU would need to think through the budget implications if this program were offered on a larger scale.

If SJSU developed university-wide honors, this program would need to co-exist and coordinate with departmental honors. There are currently some courses in development that could be used as University Honors courses. One is a year-long RSVZ course. Unfortunately, for those programs that have a major requirement in RSV or Z, this complicates the attractiveness of this kind of course.

One concept is to hold a university-wide competition to get into university honors. Only those students currently eligible for departmental honors would be included in the pool. This could operate like SPARK in Psychology, where the competition is juried.

There are many factors to be considered but the most basic is what the university hopes to accomplish by developing university- or encouraging department-honors:

1. Will honors be used as a recruiting tool? For example, at UC, Riverside, freshmen are admitted to University Honors based on academic and extracurricular involvement. What would these criteria be for SJSU?
2. Would honors be a reward for students? Would students be given an early registration appointment? Would these students be given priority for either scholarships or internships? Would these students receive strong faculty mentoring? If so, would the faculty be given release time?
3. Could honors be used to boost faculty research opportunities?

**Action Item:** The Committee will send a memorandum to the Provost asking for a taskforce to be created to look into various ways to support an honors program on campus. The Committee is encouraged to consider faculty who might be interested in participating in such a taskforce. These names could be included in the memo.

**Action Item:** Send the committee a copy of the SJSU Senate Policy regarding Honors Programs. The Committee is asked to review the current policy and provide suggestion for policy revisions at the next meeting.

## VI. Pending

- A. Memo to Provost re Honors' program taskforce
- B. Discussion of workshop on capstone or culminating experience

Meeting adjourned: 1:00 pm  
Gloria Edwards



**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies  
February 5, 2014  
12:00 noon – 1:00 pm, Clark 412  
Agenda

- I. Approval of previous minutes (December 4, 2013)
- II. Updates
- III. Discussion of Minor, Global Cuisine and Culture
- IV. Discussion of review of certificates
- V. Discussion of current Honors policy and memo to request a taskforce
- VI. Workshop on capstones/culminating experience





**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies Committee  
February 5, 2014  
Minutes

**Present:** Ann Agee, Rocio Avila, Bem Cayco, Stephanie Coopman, Laura Hart, Laura Ingraham,  
Dennis Jaehne, Ravisha Mathur (Chair), Daisy Ramirez  
**Absent:** Paul Douglass, Kamran Turkoglu  
**Guests:** Gloria Edwards, Nicole Loeser

**I. Introduction of the new College of Social Science representative, Stephanie Coopman.**

**II. Approval of 12/4/2013 Minutes.**

The minutes were approved with one abstention.

**III. Status of C&R Referrals**

C&R approved both the Sociology concentrations; Race and Ethnic Studies and Women, Gender and Sexuality Studies.

**IV. Pending UGS initiatives to be completed**

The following items have been suggested by UGS and need to be completed or deferred until next year before the end of Spring 2014:

1. Requesting the Provost establish a taskforce to consider Honors programs.
2. Developing a workshop on honors and culminating experiences.

**V. Proposed Geography and Global Studies Minor in Global Cuisine and Culture**

The Geography and Global Studies department is proposing a minor in Global Cuisine and Culture. The department believes that food studies are “a portal to understanding environmental sustainability, food security and social inequality, agricultural economics and cultural identity and practices.”

The minor has been designed to appeal to Global Studies majors. While a minor is not required for a BA in Global Studies, it is strongly advised.

If ‘cuisine’ may be defined as “a specific set of cooking traditions and practices, often associated with a specific culture,” there are very few courses in the proposed curriculum that speak to cooking traditions and practices. Instead of ‘cuisine’, the proposal refers to food studies, food systems and agricultural practices. While there is a statement about the minor addressing “food cuisines and concepts, and [how] consumer behaviors precede, accompany and follow immigrant flows” there is only one course in the curriculum that seems to directly focus on cooking traditions and practices, NUFS 144, Food Culture: Consuming Passions. Because of this, most of the UGS Committee felt that the title of the minor did not reflect the coursework.

There were also a number of items that were left out of the proposal. In the past the proposal for a Minor included the following:

- Purpose of the proposed Minor
- Rationale for the Minor
- Student demand
- List of Courses and rationale
- Letter of support from any impacted departments

While this proposal addressed the rationale for the minor, “Food Studies, a holistic and interdisciplinary approach to food systems, is an emerging focus for Global Studies”, it did not address student interest in this area of study or if other colleges or universities had added this subject to their curricula.

Although the department received approval to offer classes from other departments, the Chair of Nutrition and Food Science questioned the title. She stated:

I may be missing something, but it seems odd to have the title of “Global Cuisine and Culture” including the word “Cuisine” when a course involving food is not required in the curriculum and only included in a list to select from. A student could easily not select a course related to food and still complete the “Global Cuisine and Culture” curriculum. This may be misleading to students and the public.”

If the title is “Global Cuisine and Culture” some on the Committee questioned why there was a Human Behavior core. Additionally, with the option of 8 electives in the Human Behavior Core (for 3-4 units required) and 8 courses in the electives (for 12-13 units required), there does not seem to be a focus for this minor. A student could complete the following coursework for the minor and have completed only one course that directly addresses food studies:

- GLST 164, Advanced Seminar in Global Citizenship (3)
- ECON 1B, Principle of Economics (4)
- ANTH 155, Emerging Global Culture (3)
- GLST 188, Special Topics in International Experiences (3)
- HSPM 101, Multicultural & International Issues in Hospitality (3)
- NUFS 139, Hunger and Environmental Nutrition (3)

Finally, the Committee discussed the number of units in the minor. Both students on the Committee indicated that they would be most interested in a Minor that was 12 – 15 units. When the units get much higher it might mean an extra term at SJSU. The Committee would be interested in know the reasoning behind the proposed 17-18 units.

**Action Item:** Before approving this minor, the Committee would like to see the following:

1. The proposal completed on the new Minor form.
2. A rationale for why these specific courses were included in the program.
3. Student demand for the minor (or content of the minor).
4. An explanation of how the human development core fits into the minor.
5. Why the minor is 18 rather than 15 units.
6. Rethink the name, possible substituting Food Studies for Cuisine. This possibility would need approval from the Chair of Nutrition and Food Science.

## VI. Certificates

As stated in Policy S13-10, Policy Recommendation, modify the Review and Approval Process for Academic Certificates:

- b. Upon approval of the college deans, a copy of the proposal (along with reviews from departmental/school and deans) is submitted to the Chair of the appropriate operating committee.
- c. If the program contains any 200 level courses, the materials are referred to the Chair of the Graduate Studies and Research Committee for review.
  - i. If the program does not contain any 200 level courses, the materials are referred to the Chair of the Undergraduate Studies Committee for review.
  - ii. Within one week, the Chair of the committee will determine if the Committee needs to review the proposal. If not the proposal and accompanying reviews are submitted to the Provost via the
  - iii. appropriate office (GS&R for programs with 200 level courses or UGS for proposals with 100 level programs) with a statement from the Chair specifying that a review from their committee was not necessary.
- d. If review by the appropriate operating committee is necessary, the Chair of the operating committee will send, recommendations from the committees, along with the proposal and accompanying reviews, to the Provost via the appropriate office (GS&R for programs with 200 level courses or UGS for proposals with 100 level programs)
- e. Provost makes the final decision on whether or not to approve the certificate program.

While the Chair of the Undergraduate Studies Committee is responsible for reviewing the proposed certificates and forwarding them on to the Provost for approval, she would like feedback on how the certificates should be reviewed. The following issues have emerged:

1. Will the approval of a certificate be used in resource commitment for a department? Can a department use the approval of a certificate to justify the hiring of new faculty?
2. Are basic (undergraduate) certificates to be used as extra training to make a student more employable? How do Minors fit?
3. If a certificate is a complete buffet of courses should it be approved? What kind of academic coherence should be required? For example, the proposed certificate from Environmental Studies is 17-19 units with only 9 required. A student could then choose from 20 courses for the remaining 8-10 units. This may be difficult to regulate because it could be discipline specific. For example, business or engineering may develop a certificate where specific skills are concentrated. A social science certificate may want a broader approach. Although both approaches are valid, the proposal should have a certain coherence and the rationale for the coursework could provide this.
4. A list of guidelines specifying what needs to be included in the rationale for a certificate and the rationale for the course selected needs to be developed to give departments better directions as well as easing the burden on the reviewer (the Chairs of UGS and GS&R).

**Action Item:** Review the certificate policy and, if there are suggestions for further clarification, please email the Chair prior to Monday 2/10/14.

Meeting adjourned: 1:00 pm  
Gloria Edwards



**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies  
February 19, 2014  
12:00 noon – 1:00 pm, Clark 412  
Agenda

- I. Approval of previous minutes (February 5, 2013)
- II. Updates
- III. Discussion of Certificate Policy (Policy attached)
- IV. Review of the new Minor form
- V. Capstone Workshop



**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies Committee  
February 19, 2014  
Minutes

**Present:** Ann Agee, Rocio Avila, Bem Cayco, Stephanie Coopman, Paul Douglass, Laura Hart, Dennis Jaehne, Ravisha Mathur (Chair)  
**Absent:** Laura Ingraham, Daisy Ramirez, Kamran Turkoglu  
**Guests:** Gloria Edwards, Nicole Loeser

**I. Approval of 02/05/2014 Minutes.**

The minutes were unanimously approved.

**II. Updates**

- The Minor in the Sociology of Education was approved by the Provost.
- The Minor in Forensic Science was approved by the Provost.

**III. Certificate Policy**

While the Undergraduate Studies Department was initially waiting on Graduate Studies and Research to develop certificate procedures, it appears that the Basic (undergraduate) certificates are different enough from the Graduate certificates that separate procedures should be developed.

It was suggested that a form be developed for certificate proposals. This has the advantage of giving the department or college all of the information they will need to develop a certificate that can be approved. It will also detail the curricular needs that should be addressed for approval. This form will be in the form of guidelines for departments as opposed to senate requirements.

*Action Item:* Ravisha Mathur and Nicole Loeser will development a draft proposed certificate form and send out to the Committee prior to the next meeting. This form will be discussed at that time.

**IV. Review of Minor Form**

A draft of the Minor proposal was sent to the Committee prior to the meeting.

The Committee wanted to emphasize that the purpose of the form was to give the department guidelines for the development of a Minor and provide all of the information that will be needed prior to the Committee's review. However, it was also suggested that general information on Minors be provided on the form. The kinds of items that are of importance to a department include whether student interest in a Minor could be used to justify faculty hires and if approval of a Minor implies that students are 'guaranteed' catalog rights to that Minor.

The Committee is interested in seeing guidelines that include:

- Who would be interested in the Minor (student or industry interest)?
- If there is a long selection list of courses that could be taken, the Committee would like to see how the classes are tied to the purpose of the Minor.

- Letters of support from departments that are offering any of the courses in the minor (if classes from other departments are included in the Minor).
- Specification of a coordinator or contact for the proposed Minor.

Please see the attached Proposal Form for updates.

The Committee discussed the difference between a Minor and a certificate. The differences include:

- A certificate may have 100% overlap with a student's degree. A minor must have at least 12 unique units.
- A certificate can have as few as 9 units (fewer if the department justifies the unit-count) while a minor must have at least 12 units.
- Certificates are often recognized in industry (for example, the UNIX Systems Administration certificate in Computer Science) while a Minor may not be as directed to specific skills. Many certificate programs have applied practical coursework that is directed toward a specific industry.
- A certificate can be obtained while a student is in matriculated status, though Open University or through Special Session. A Minor is only open to matriculated students.

Some of the limitations of certificates are as follows:

- Unless a student (or potential student) is matriculated, the regular session class may not have space available for Open University students. This will limit the ability of non-matriculated (Open University) students to actually receive any regular session certificate.
- A certificate can only be offered as regular or special session. If the certificate is special session, regular session students cannot be in the same classroom at the same time. This could limit the ability of a department to offer a special session certificate, especially if the courses are offered to matriculated students in regular session.
- A matriculated student who wanted to take a special session certificate would need to pay regular session AND special session fees.

## V. **Capstone**

Dennis Jaehne had a discussion with the Center for Faculty Development on kicking off the "Year of the Capstone". In discussions with the Director of the CFD, it was determined that April might be a good month in which to hold a workshop. This faculty development workshop would discuss all the various options available for a culminating experience.

Although it doesn't look like WASC will require SJSU to demonstrate whether students have meet program outcomes in the 2014-15 report, it is more than likely that this will be required in the next review. Having faculty begin discussions on how they would demonstrate student competencies, either through a capstone or culminating experience could set us on the road toward meeting WASCs next accreditation requirements.

**Action Item:** Ravisha Mathur will contact the Director of the CFD (Amy Strage) to discuss a capstone workshop this Spring.

Meeting adjourned: 1:05 pm  
Gloria Edwards



**SAN JOSÉ STATE**  
UNIVERSITY

Undergraduate Studies  
March 5, 2014  
12:00 noon – 1:00 pm, Clark 412  
Agenda

- I. Approval of previous minutes (February 19, 2014)
- II. Final Review of the new Minor form
- III. Discussion of Certificate Guidelines



**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies Committee

March 5, 2014

Minutes

**Present:** Ann Agee, Rocio Avila, Bem Cayco, Stephanie Coopman, Paul Douglass, Laura Hart, Laura Ingraham, Dennis Jaehne, Ravisha Mathur (Chair), Daisy Ramirez  
**Absent:** Kamran Turkoglu  
**Guests:** Gloria Edwards, Nicole Loeser, Arina Izadi

**I. Approval of 02/192014 Minutes.**

The minutes were approved with one abstention.

**II. Final Review of New Minor Form**

The committee reviewed the minor form one last time. One committee member referred to the 'benefits to university' point on the form. In the past, a new degree, concentration or minor was assumed to be of value to the university. There was no need to articulate how the proposal would benefit the university. However, the new budgetary limitations, where all decisions have financial implications, make it mandatory for these benefits to be articulated. If the proposed degree, concentration, minor or certificate does not benefit the institution as a whole, it may not be approved. To ensure everyone understands the benefits, faculty are now being asked to directly respond to this question on the minor form. Both the new certificate proposal and the new degree or concentration proposal now include this language.

While the Committee was supportive of adding this language, it was suggested that examples of what would be a benefit to the University be included. 'Benefits' could include items such as:

- How the proposed program is engaging with a new issue or a critical field of research
- How the proposed program fits with the University mission
- How the proposed program responds to community demand

**Action Item:** The Committee unanimously approved the New Minor Proposal Form with the addition of verbiage on benefits to the University. See attached form.

**III. Discussion of Certificate Guidelines**

In addition to the Senate Policy on Certificates (S13-10) the UGS website (<http://www.sjsu.edu/ugs/faculty/curriculum/forms/>) has information on what to consider and how to prepare the proposal for a new certificate. The approval process (from department through Provost) is also detailed, so the faculty will know all of the authorizations that must be received prior to final approval.

The proposal template includes:

- The Proposal Review Process (including a workflow)
- Basic Certificate Requirements
- Advanced Certificate Requirements
- FAQs on Certificate Proposals
- Certificate Template



A question was raised about the inclusion of “Benefits to University” under the Program Justification. Since this terminology is not in the policy, it was felt that the Committee should discuss the merits of including this as part of the justification. (See discussion under II. Final Review of New Minor Form.)

Since the guidelines describe a process rather than define a policy, the guidelines need not be an exact replica of the policy. The guidelines have been developed to assist faculty, who may be somewhat isolated, prepare a proposal. In developing a certificate (or minor), requiring faculty to articulate the benefits to the university will serve as a reminder that a certificate (or minor) is a university commitment and creates workload for multiple departments—the Records and Registration; Financial Aid; the Bursar; Admissions; etc. It gives faculty the opportunity of determining how the certificate would fit with SJSU’s institutional mission.

It is hoped that the proposal format will alert faculty to the need to assure careful advising for any certificate participant. Unlike a graduate certificate, a regular session basic certificate may have 100% overlap with a student’s degree. If the certificate is in a discipline that allows students to choose a number of courses from a list, advisement will allow those students to receive both a degree and a certificate without significantly raising the number of units they will need to complete.

**Action Item:** The new Certificate Proposal Form was unanimously approved with the addition of some clarification under ‘Benefits to University’. See attached form.

#### **IV. Future UGS Projects**

- A. Honors. The Committee discussed sending a memorandum to the Provost asking for a taskforce to be created to look into various ways to support an honors program on campus (see 12/4/13 Minutes). Additionally, the Committee is encouraged to consider faculty who might be interested in participating in such a taskforce. These names may be included in the memo.
- B. Curriculum Map. Dennis Jaehne distributed a curriculum map for the Committee’s review. This document was designed to assist departments in reducing their degree requirements to no more than 120 units.

As of Fall 2014, the CSU Trustees required all degree programs in the CSU to be no higher than 120 units. While all SJSU departments complied, not all Engineering departments throughout the CSU reduced their requirements. Because of this push-back, the CSU is allowing each campus to request exceptions to the 120 unit requirements. The curriculum map is a way for a department to show that it needs more than 120 units to adequately prepare students for that discipline.

While this format was designed for the CSU, it could prove helpful for all programs. It might be a useful tool to include as part of a new degree or concentration proposal or as part of the program planning requirement at SJSU

Higher Education has changed dramatically in the past few years. In the past, successful program design was all about inputs—how well faculty designed programs. Now many accrediting agencies (including WASC) are asking institutions to evaluate outputs—how well students meet the learning objectives for the degree program.

This impacts faculty in a variety of ways. Degree programs can no longer be easily broken down in GE and major requirements. Since curricula is now about how students meet program learning

objectives, there is less emphasis on individual classes. Although many faculty do not understand GE, the 120 unit degree program includes learning objectives for GE. It is important that faculty begin to look at their program as a whole, not just at the requirements of the major.

Unfortunately, few faculty are assessment experts. Assessment has its own terminology. For example, the difference between a learning outcome and a learning objective is that the outcome must be measurable, while the objective may be more of an ideal. Since few faculty speak 'assessment,' the language may be confusing. Having faculty understand that they should now be less concerned about their particular course and more concerned about the degrees offered in their department meeting specified outcomes is becoming more and more important.

Unfortunately, students may perform well in individual courses but, at the end of their program, may not retain important program outcomes. Some programs, such as Nursing have an outside test that all graduates who hope to practice as nurses must pass (NCLEX), however many program do not have a specified way to assess their students.

*Action Item:* The Committee is asked to review the form and discuss in a later meeting.

Meeting adjourned: 1:00 pm  
Gloria Edwards



**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies  
March 19, 2014  
12:00 noon – 1:00 pm, Clark 412  
Agenda

- I. Approval of previous minutes (March 5, 2014)
- II. Review and feedback on new concentration policy
- III. Review of Honors' memo requesting a Task Force
- IV. "Year of the Capstone" Updates
- V. Discussion of use of curriculum maps



**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies Committee

March 19, 2014

Minutes

**Present:** Ann Agee, Bem Cayco, Paul Douglass, Dennis Jaehne, Ravisha Mathur (Chair), Kamran Turkoglu  
**Absent:** Rocio Avila, Stephanie Coopman, Laura Hart, Laura Ingraham, Daisy Ramirez  
**Guests:** Gloria Edwards

**I. Approval of 3/5/2014 Minutes.**

The minutes were approved with one abstention.

**II. Certificates**

There continue to be questions about undergraduate or basic certificates. For example, the Computer Science department has submitted a proposal for a “Fundamentals in Cybersecurity Certificate” proposal while the Computer Engineering department has submitted a proposal for a “Cybersecurity Certificate”. How should these be reviewed? Should UGS approve two separate certificates with essentially the same title? How would they be marketed? How would a student differentiate between the two?

Because both proposals were submitted at the same time (within a couple of week of each other) and both certificates use much of the same language, it was easy to catch the duplicate names. While Ravisha Mathur has forwarded this question on to the AVP of Undergraduate Studies, there should be some mechanism for assuring that different departments do not create essentially identical certificates. If the requests came in 2 years apart, the Chair of the UGS Committee may not easily identify these duplicate names or content.

The Committee discussed the need for certificate oversight. It has been proposed that a position should be created that would vet all the proposals prior to submission to either the UGS or GS&R Committee. The individual in this position would also be the expert on the submission process, tracking proposals and answering departmental and committee questions.

Other questions about basic certificates have surfaced recently. For example, Environmental Studies wants to be able to count Open University certificate students as FTE for their program. Without this ability, they may not have the number of students needed to offer the coursework in their certificate program

*Action Item:* Dennis Jaehne will contact Computer Science, Computer Engineering, and Environmental Studies to discuss their proposed certificate programs. Ravisha Mathur will contact Computational Linguistics to provide feedback on their certificate.

**III. Review and feedback on new concentration policy**

C&R discussed the concentration policy draft and sent it back to UGS for their review and input.

While the UGS Committee is generally supportive of the policy, they felt that the statement (Section I., D.) “At least 10% of the units for the degree concentration must be a unique set of

requirements for that concentration” was too weak and could result in a very minor differentiation between concentrations.

For example, if you look at the Sociology concentrations, all of their concentrations are 15 units. If only 10% of these units are unique would be 1.5 unique units for each concentration. Since all of the Sociology concentrations only differ in their concentration units, only 1.5 units in each concentration would need to be unique. Would this give a student enough data in a particular sub-field to be considered a concentration?

Additionally, the majority of concentrations do not break out ‘concentration’ units. For example, the BS in Applied Mathematics has 3 concentrations. There is nothing called ‘concentration’ units in either the concentration in Applied and Computational Mathematics or the concentration in Economics and Actuarial Science. The coursework differs in Preparation for the Major, and in Upper Division Requirements for each concentration. In this situation how would the department identify 10% of the ‘concentration’ units?

There appears to be a perception that a concentration is not a big deal. Some faculty have expressed the belief that a concentration should be developed on current faculty needs. There may not be an understanding that, just like a degree, a concentration is a commitment and has costs for the university. While it is possible to substitute courses for degree requirements, if enough substitutions are made, a student might receive a degree that has very little to do with the title of their degree.

A concentration should be treated as any other degree. It should have curricular cohesion with the courses building a skill or knowledge set. There should also be industry or student demand, need, or interest in the subject area prior to implementation. Faculty desire, while still important, cannot be the sole reason for the creation of a new concentration.

The UGS Committee would like to see 30% of the major requirements be unique, just like the graduate concentrations. There could always be exceptions and fewer than 30% would be possible with justification.

The other area of concern in the Policy draft was under the approval process. All of the statements under II, B. Approval process, indicate that the reviewer approves or disapproves the proposal and forwards it on. This is not how the process currently works. If a proposal is NOT approved it is not forwarded to the next level.

While there was agreement that a proposal should only be forward to UGS or GS&R if the Dean approves the proposal, there was some disagreement about whether UGS or GS&R should only forward approved proposals, or should simply notify C&R of whether the concentration was approved or rejected by the Committee.

*Action Item:* Ravisha Mathur will forward the UGS Committee’s concerns on to the Chair of C&R.

#### IV. Honors

The Honors memo will be discussed at the next meeting.

Meeting adjourned: 1:10 pm  
Gloria Edwards



**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies  
April 2, 2014  
12:00 noon – 1:00 pm, Clark 412  
Agenda

- I. Approval of previous minutes (March 19, 2014)
- II. Review of Honors' memo requesting a Task Force
- III. "Year of the Capstone" Updates
- IV. Discussion of use of curriculum maps



**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies Committee

April 2, 2014

Minutes

**Present:** Ann Agee, Rocio Avila, Bem Cayco, Paul Douglass, Laura Hart, Laura Ingraham, Nicole Loeser (for Dennis Jaehne), Ravisha Mathur (Chair), Daisy Ramirez, Kamran Turkoglu  
**Absent:** Stephanie Coopman, Dennis Jaehne  
**Guests:** Gloria Edwards, Steve Branz

**I. Approval of 3/19/2014 Minutes.**

The minutes were approved with two abstentions.

**II. Review of Honors' Task Force Memorandum**

The memorandum requesting the Provost to establish a Task Force to investigate Honors Programs at SJSU was reviewed. The memo details the information garnered in the questionnaire and explains the current difficulty some departments are having in offering honors courses due to low enrollment.

The idea of a university-wide honors program has been discussed in the UGS Committee. While this might be a venue for smaller departments to attract high-quality students, the memo emphasizes that any university-wide program would need to co-exist and support departmental honors. The Task Force would be charged with investigating additional alternative options but not to look at mandating a change in any existing honors program.

The Committee was supportive of the majority of the memo, but had some questions about the section on Membership of the Task Force:

1. Should the membership include someone from each department, rather than each college? In discussion, it was felt that a committee of 70-80 individuals might be unwieldy. It would be difficult to schedule meetings and it might be difficult to get participation from all of the departments. By asking each college to participate, individuals who were interested in honors programs could volunteer and have a stronger commitment to the committee.
2. It was suggested that the verbiage, 1 faculty member from each college, *as recommended by the College Curriculum Committee*, be added to the memo.
3. Should alums be requested to participate in the Task Force? It was felt that SJSU alums could be a critical component in the development of any Honors Programs. These individuals will help assure that honors students receive specialized internships or even funding.

It was suggested that every college choose at least one alumnus to participate in the Task Force. Unfortunately, this, again, may make the size of the committee unwieldy. If there are faculty representatives from all 8 colleges (Business, CASA, Education, Engineering, H&A, International and Extended Studies, Science, Social Science), at least one student

representative, at least one general unit representative and at least one administrator or administrative staff, and an alumnus from each college the committee would include 19 individuals.

It was agreed that there is great value of having alums be involved in the process. Perhaps, rather than have alums as members of the Task Force, the Task Force be given the requirement to have at least one open meeting with both alums and industry. This would give the Task Force critical information on how industry would view an Honors Program and some insight into their perception of how it could be structured as well as what roles could be fulfilled by either alumni or industry.

Even with the possibility of having the Task Force meet with alumni, the inclusion of at least one alumnus on the Task Force is still of interest.

4. Should there be more than one student on the Task Force? It was recommended that 2 students be on the Task Force, one from Associated Students and one volunteer or faculty-recommended student. Since an Honors Program will have the greatest impact on students, student input would be critical in structuring such programs.
5. There were questions about whether an administrator or administrative staff should be on the Task Force. While an administrator would lend the task force a greater perspective on the strategic importance of an Honors Program and understand how potential expenditure will impact the university; administrative staff could determine what, if any, system processes could be utilized.

**Action Item:** Ravisha Mathur will revise the memo based on committee feedback. The Memo will be returned to the Committee for further review prior to being sent to the Provost.

### III. “Year of the Capstone” Update

As discussed in the 2/19/2014 meeting:

Dennis Jaehne had a discussion with the Director of the Center for Faculty Development on kicking off the “Year of the Capstone”. In discussions with the Director of the CFD, it was determined that April might be a good month in which to hold a workshop. This faculty development workshop would discuss all the various options available for a culminating experience.

Ravisha Mathur met with Amy Strage (Director of CFD). Unfortunately, it is too late to appropriately market anything for April. The ‘kickoff’ has been rescheduled for the Fall.

Some ideas on what this event should be were discussed included:

- Breakfast for the faculty with round table discussions.
- Solicit posters from all colleges on the goals/learning objectives, key activities, assessment, and student projects in their capstones or culminating experiences.
- The Center for Faculty Development would receive these data points from each area and put together the posters. These posters would then be displayed at an event where representatives from the builders of each poster would be available to discuss their ideas. While having a representative available to answer questions would probably only be a one or two hour timeframe, it was suggested that the posters remain on display for at least



one day. It was also suggested that the event be in the new Student Union to give exposure to both the union and the event.

**Action Item:** The Committee was more interested in hosting (along with the UGS Department and the Center for Faculty Development) a Poster event. Ravisha Mathur will follow up with the Center for Faculty Development.

#### IV. Curriculum Maps

Curriculum maps present different ways to look at curriculum and assessment. The Committee will discuss curriculum maps at the next meeting.

The University of West Florida ([http://uwf.edu/cutla/curriculum\\_maps.cfm](http://uwf.edu/cutla/curriculum_maps.cfm)) defines curriculum maps as:

Curriculum maps can be useful assessment tools for program-level assessments. A curriculum map can identify courses in which departments might collect assessment data for specific learning outcomes. These maps also provide an overview of the structure of the curriculum and the contribution of individual courses to the goals of the program. Curriculum maps can identify program strengths - student learning outcomes that are thoroughly addressed. Curriculum maps can also help departments identify gaps (learning outcomes that are addressed by only a few courses) and suggest whether students take courses in an optimal sequence. Finally, curriculum maps can serve as useful advising tools that provide students with an overview of the role of each course in the curriculum and why some courses should be taken in a particular order.

Curriculum maps can be created using various sources of information. The following examples describe curriculum maps based on three different types of information: evidence the course addresses a program-level learning outcome, presence of assignments that evaluate a learning outcome, and level of skill expected of students on a given learning outcome. For effective tracking of changes in curriculum maps over time, departments should add a creation date to the curriculum map.

**Action Item:** The Committee is requested to look at curriculum mapping in other institutions. Please forward any links or data to Gloria Edwards to distribution to the entire committee.

See: [http://uwf.edu/cutla/curriculum\\_maps.cfm](http://uwf.edu/cutla/curriculum_maps.cfm)

Meeting adjourned: 12:55 pm  
Gloria Edwards



**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies  
April 16, 2014  
12:00 noon – 1:00 pm, ADM 167  
Agenda

- I. Approval of previous minutes (April 2, 2014)
- II. Final approval of program closures
- III. Final review of honors memo to provost
- IV. Review of the proposed honors program for Communication Studies
- V. Discussion of use of curriculum maps



**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies Committee  
April 16, 2014  
Minutes

**Present:** Ann Agee, Bem Cayco, Stephanie Coopman, Paul Douglass, Laura Hart, Dennis Jaehne, Ravisha Mathur (Chair), Daisy Ramirez, Kamran Turkoglu  
**Absent:** Rocio Avila, Laura Ingraham  
**Guests:** Gloria Edwards, Nicole Loeser

**I. Approval of 4/2/2014 Minutes.**

The minutes were approved with two abstentions.

**II. Study Abroad requirement for all CASA degrees**

Ravisha Mathur has received a number of phone calls from faculty in CASA about the announcement that all CASA undergraduate degrees will be modified to require students to complete a Study Abroad semester or Faculty-Led Seminar. These faculty were confused about the process for requiring these changes and the possible timeline for policy implementation.

Although there has been discussion in the College about implementing such a policy, there has not yet been any information sent to UGS for their consideration. This would be considered a major change to all of the CASA degrees and, as such, would need to go through the UGS Committee.

Dennis Jaehne stated that the CSU Chancellor's Office requires that all programs provide an alternative assignment for students unwilling or unable to study abroad. In addition to this alternative, SJSU would need to staff its Study Abroad and Faculty-Led Program departments to be sure that the volume could be accommodated (which might include up to 800 additional students).

*Action Item:* The Committee would like to proactively send a list of questions to which the College should respond prior to submitting this change. The Committee is charged with considering what questions should be asked and bring these questions to the next meeting.

**III. Final approval of program closures**

The Committee was sent a series of program closures for the review prior to the meeting. These included:

BA, Nutrition and Food Science, Concentration in Food Science and Technology  
BS, Health Science, Concentration in Gerontology  
BS, Health Science, Concentration in Community Health Education  
BS, Health Science, Concentration in Health Professions  
BA, Life Science, Concentration in Biodiversity Stewardship  
Deaf and Hard of Hearing Education Specialist Credential  
Deaf Education Minor

*Action Item:* The Committee was polled on-line and approved (with one abstention) the discontinuation of all of the above programs. That vote was unanimously confirmed.

#### **IV. Final review of honors memo to the Provost**

The changes suggested in the previous meeting were incorporated into the memo. Dennis Jaehne had a few minor changes which will be incorporated.

*Action Item:* With the addition of these changes, the Committee unanimously voted to approve the memo. The memo and a copy of the Honors Report from Institutional Research will be forwarded to the Provost.

*Action Item:* The Chair of the UGS Committee will also recommend that the Provost place a moratorium on the development of new honors programs until after the recommendations from the Taskforce.

#### **V. Review of Proposed Honors Program for The Communication Studies department**

The Committee had some questions about the structure of the Communication Studies Honors Program. These included:

- The inclusion of a four-unit graduate seminar in the criteria to apply for honors;
- Concern that adding a number of undergraduate students to a graduate class may change the experience for the graduate students in the class;
- Will the honors seminar be accessible (in terms of times offered) to all undergraduate honors students who may be interested in it?

It was felt that the requirement for a graduate seminar may be a way for the department to continue to offer graduate coursework, but not necessarily the best fit for undergraduate honors students. A seminar with 9 graduate students and 1 undergraduate student would have a very different feeling than one with 5 undergraduate students and 5 graduate students.

It was suggested that the UGS Chair explore the timeline for implementing an honors program with the Communication Studies department. That is, the appointment of an Honors Taskforce by the Provost may move honors in a different direction here at SJSU. If Communication Studies could wait for the recommendations from that Taskforce, they might be able to develop a more robust honors program.

*Action Item:* The Committee unanimously passed a motion to contact the department of Communication Studies with the following statement:

Thank you for all of your work on this thoughtful proposal. The UGS Committee is deferring approval for two reasons:

1. We are concerned about requiring undergraduate students to complete routine coursework at the graduate level.
2. We want you to have the opportunity to re-frame your proposal in the context of a campus-wide discussion about Honors which will be taking place in the near future (we hope this fall, with the Provost's approval).

#### **VI. Discussion of use of curriculum maps**

Curriculum maps may be used as a way to break the mind-set that a degree program is composed of classes rather than being composed of learning objectives.

Every new program could be required to complete a curriculum map as part of the proposal process. This would force the department to address student learning outcomes throughout the degree. Programs of the future will need to look at how all the components (GE and major coursework) help fulfill the program outcomes and how those outcomes will be assessed. It is recommended that the university fund faculty to attend a mapping exercise. This would not be extra work, but a part of the faculty member's assigned time. Another possible idea is to suspend classes for a day (perhaps by department or by College) and have a faculty retreat to describe and work on curriculum mapping. These exercises could also be open to students.

One of the trustees at the past CSU Trustee meeting noted that the CSU Master Plan included 25 new degree programs. He questioned how 25 new degrees plans could be added without taking anything away from the existing programs? It is believed that curriculum mapping would give departments a better idea about which programs are functioning and fulfilling programs outcomes and which programs should either be revised or eliminated.

Program closure has, so far, been voluntary at SJSU. But, some of these discontinued program were only approved (or re-established) a few years ago:

Year First Offered	Program Discontinued as of Fall 2014
2002	BS, Health Science, Concentration in Gerontology
2013 (Re-establish)	BS, Health Science, Concentration in Community Health Education
2007	BS, Life Science, Concentration in Biodiversity Stewardship

Small programs have become a resource issue at SJSU. The university must find a new model for looking at resources and structuring colleges and departments. There has not been a clear policy or even sense of direction for programs and, therefore, each college operates differently.

There also is no context from management on how to organize departments and degrees. Committee members noted that the size of a program or degree is not the only consideration; there are other ways to look at programs. The Committee would like to see faculty create the context and take a leadership role in creating a policy.

**Action Item:** Consider ways that the faculty can proactively determine resource allocation on campus. Email the Chair with any of your ideas.

**Action Item:** The following websites offering different approaches to curriculum mapping:

[http://uwf.edu/cutla/curriculum\\_maps.cfm](http://uwf.edu/cutla/curriculum_maps.cfm)

[http://apa.fiu.edu/handbook\\_chapter5.html](http://apa.fiu.edu/handbook_chapter5.html)

<http://nau.edu/OCLDAA/Assessment-Process/Annual-Assessment-Reporting/Curriculum-Map/>

<http://assessment.uconn.edu/primer/mapping1.html>

<http://www.ahimafoundation.org/education/curricula.aspx>

Meeting adjourned: 1:00 pm

Gloria Edwards



**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies  
May 7, 2014  
12:00 noon – 1:00 pm, Clark 412  
Agenda

- I. Approval of previous minutes (April 16, 2014)
- II. Questions about Study Abroad requirement in CASA
- III. Discussion of use of curriculum maps and other curricular approaches
- IV. Election of new chair



**SAN JOSÉ STATE  
UNIVERSITY**

Undergraduate Studies Committee  
May 7, 2014 [DRAFT, not yet approved]  
Minutes

**Present:** Ann Agee, Bem Cayco, Stephanie Coopman, Paul Douglass, Laura Ingraham, Dennis Jaehne, Ravisha Mathur (Chair), Kamran Turkoglu  
**Absent:** Rocio Avila, Laura Hart, Daisy Ramirez,  
**Guests:** Gloria Edwards, Nicole Loeser

**I. Approval of 4/16/2014 Minutes.**

The minutes were approved with one abstention.

**II. Study Abroad requirement for all CASA degrees**

The Committee was asked to consider a list of questions that could be sent to CASA prior to them completing a request to update all of their degrees with a Study Abroad or Global experience:

1. Will there be an alternative for students who can't afford to leave area (cost, family obligations etc.; alternative being immersion into local culture or something of that sort)?

The Chancellor's Office will not approve any degree requirement that does not provide alternatives for a Study Abroad experience. For the typical SJSU student, taking even 3-weeks off for a Faculty-led Overseas Course Program, much less a semester abroad, might not be possible. It is hoped that CASA might consider other alternative that include:

- Pen-pal experience with a student in another country/socio-economic group.
  - Work in a soup-kitchen in an area that primarily serves individuals from another country or from another socio-economic group.
  - Complete a foreign language and culture course.
  - Create courses that are team taught with a class from another country (see AFAM 196, Global Youth Culture. 4 sessions were held with students from Kwansai Gakuin University in Japan). SJSU has developed a series of next-generation classrooms that can accommodate just such an experience.
  - Develop a virtual study-abroad experience (College of International and Extended Studies).
2. Will scholarships/funding be available to specifically assist students with travelling abroad? Dennis Jaehne reported that the Dean of CASA, Charles Bullock, will develop donor funding for scholarships to help defray some of the expenses.
  3. Impact to campus services (i.e. workload at Study Abroad offices). Before an implementation date was determined, the department of International Programs and Services would need to be given adequate time to staff for a college-wide requirement.
  4. Survey of faculty and students in college showing support for the initiative.

Any proposal that impacts degree requirements should have support from faculty and students in those programs. It would be advantageous for the College to conduct this survey prior to submitting the proposal.

5. Since this proposal would necessitate changes for all of the degrees in CASA, a separate proposal for each degree would need to be created. This includes:
  - Aerospace
    - Minor, Aerospace Studies
  - Health Science and Recreation
    - BS, Health Science
    - BS, Health Science, concentration in Health Professions
    - BS, Health Science, concentration in Health Services Administration
    - BS, Recreation
    - BS, Recreation, concentration in Recreation Management
    - BS, Recreation, concentration in Therapeutic Recreation
    - Minor, Health Science
    - Minor Recreation
    - MPH (Master's in Public Health)
    - MS, Recreation
    - MS, Recreation, concentration in International Tourism
  - Hospitality Management
    - BS, Hospitality, Tourism and Event Management
    - Minor, Hotel and Restaurant Management
    - Justice Studies
    - BS, Justice Studies
    - BS, Forensic Science, concentration in Biology
    - BS, Forensic Science, concentration in Chemistry
    - Minor, Human Rights
    - Minor, Legal Studies
    - MA, Justice Studies
  - Kinesiology
    - BS, Kinesiology
    - BS, Kinesiology, preparation for teaching
    - BS, Athletic Training
    - Minor, Kinesiology
    - MS, Kinesiology
    - MS, Kinesiology, concentration in Athletic Training
    - MS, Kinesiology, concentration in Exercise Physiology
    - MS, Kinesiology, concentration in Sport Management
    - MS, Kinesiology, concentration in Sport Studies
  - Nutrition, Food Science & Packaging
    - BS, Nutritional Science
    - BS, Nutritional Science, concentration in Dietetics
    - BS, Nutritional Science, concentration in Food Science and Technology
    - BS, Nutritional Science, concentration in Packaging
    - Minor, Nutrition and Food Science
    - Minor, Nutrition for Physical Performance
    - Minor, Food Science
    - Minor, Packaging
    - MS, Nutritional Science



- Occupational Therapy

Will the College-wide requirement include Minors and Master's programs?

6. How will this requirement impact accredited programs? For example, Athletic Training, Dietetics and Nursing are accredited programs that require particular coursework. Since the Study Abroad experience cannot guarantee students coursework and students often need to make changes to their schedule to attend a foreign university, how will this impact students in these programs?
7. Natives and Transfers?  
While a Study-Abroad requirement might work for a native student, how will this requirement impact the TMC? Will the departments still be able to guarantee no more than 60 units to degree? How will this effect impaction?
8. Will there be a notification period? How will this notification be accomplished.
9. What is the purpose of having this requirement for all of the CASA degrees? While the Committee understands the value of having a global experience, it would be helpful if the rationale for this requirement was articulated for each program. Part of this rationale would be to talk about how the department or program will assess the courses taken abroad. The Committee wants to be assured that academic rigor is not being compromised for a global experience.

**Action Item:** The Chair will send a memo to Charles Bullock, Dean of CASA, indicating that the Committee heard, informally, that the college is considering revamping all of their programs to include a study-abroad or global experience. This Committee is interested in seeing how this will work and would like to provide you with some of the questions we would like to see addressed in your proposal.

### III. Discussion of use of curriculum maps

It has always been assumed that departmental faculty develop programs that provide student learning outcomes that fulfill both the university and the discipline requirements. However, many accrediting agencies are now asking that those outcomes be explicit. Curriculum maps are a way to articulate the scope and sequencing of outcomes through a class or a degree program. They may provide additional tools to assess and strengthen academic programs.

Unfortunately, many programs may have programs that, through mandated initiative, have drifted away from the original outcomes. Many departments have lost a large percentage of tenure-track faculty and this has disrupted forming curriculum around shared values and resulted in curricular incoherence and faculty demoralization. The requirement to provide assessment for classes is not accomplished within any articulated context and it often leads to providing data for administration, but not examining the entire curriculum.

Many faculty are not experts at assessment and may not understand how to adequately assess their classes. It would be helpful to determine how best assessment practice can be developed at SJSU. Email the Chair with any of your ideas.

### IV. Goodbye to UGS Committee members

The following Committee member will not be returning next year:

- Paul Douglass
- Stephanie Coopman

- Ann Agee

It is still unknown whether Bem Cayco will be continuing next year.

Thank you for your service.

**V. Election of UGS Chair**

The Committee unanimously re-elected Ravisha Mathur as the Chair for the 2014-2015 AY.

Meeting adjourned: 1:00 pm

Gloria Edwards