

Faculty Committee on Extended Learning
February 19, 2014

Minutes

Committee members present: Alexander Alekseenko, Ardavan Asef-Vaziri, Rick Covington, Joyce Feucht-Haviar, Lynn Gordon, Gary Katz, Luiz Mendes, Patricia Miller, Jeanine Minge, Denise Sandoval, Theresa White

Committee members absent (excused): Lou Rubino, Shane Stecyk

Guests: Pratima Dutta, Jessica Isomoto, Carolyn Jeffries, Jennifer Kalfsbeek-Goetz, Tineke Scholten

Call to Order

Patricia Miller, Committee Chair, called the meeting to order at 3:22 pm. The meeting was held in the Executive Conference Room in the Bookstore Complex.

Old Business

Approval of November 20, 2013, Meeting Minutes by Committee Members

The draft minutes from the November meeting were sent to the committee in advance of the meeting. Patricia Miller asked if there were any questions or comments about the draft minutes, there were none.

Board Action: Gary Katz moved to approve the minutes. Patricia Miller asked for a vote: the minutes were unanimously approved. (Ardavan Asef-Vaziri and Jeanine Minge were not present for the vote.)

New Business

Announcements

Patricia Miller welcomed a new committee member, Alexander Alekseenko, from the Mathematics department, serving as a replacement for Carol Shubin, who had been unable to complete her term.

Patricia Miller shared highlights from the Faculty Senate meeting: the election of the new president; more changes to this year's Commencement ceremonies; policy changes for sponsored projects; and CFA updates.

Joyce Feucht-Haviar announced that there were many currently active searches and recent new hires in Tseng College. The open staff positions include both newly-created positions generated by the college's recent growth and unanticipated openings from

staff members who had left. Joyce Feucht-Haviar introduced Pratima Dutta, Instructional Design & Faculty Development Lead, a new hire who was in attendance to present one of the curriculum items. Updates on other positions were shared: at least five new hires since the last meeting, with a few more in the final stages of the hiring process and others just beginning. In total, the college comprises approximately 65 staff members.

Program Modification: Certificate of Advanced Professional Development for Speech-Language Pathology Assistant Licensure

The next agenda item was a modification to a noncredit certificate program. Although new programs and program modifications for noncredit certificates are approved by the dean of The Tseng College, the dean values a review and a recommendation for approval from the CSUN Faculty Senate Committee on Extended Learning.

Curriculum documents were electronically available to the committee for review prior to the meeting. The academic leads were not able to attend the meeting, so Jennifer Kalfsbeek-Goetz led the presentation. She shared a brief history of the certificate program, which had begun three years ago to fill a gap left by community colleges, by serving students with bachelor's degrees in communication disorders or speech-language pathology who need practicum experience. In November 2013, the CA State Licensing Board voted to increase the fieldwork hour requirement for Speech Language Pathology Assistants (SLPA) from 70 client contact hours to 100 client contact hours. The proposed program modification reflected the change needed to earn the license: no change in the 20-hour (2 CEU) theory course, but the SLP 902 course will increase from 80 hours (8 CEUs) to 110 hours (11 CEUs) and the full certificate program will increase from 100 hours (10 CEUs) to 130 hours (13 CEUs).

The committee had few questions on this matter. Jennifer Kalfsbeek-Goetz explained how field placements work and addressed concerns about staffing and faculty compensation.

Board Action: Patricia Miller asked for a motion to approve the program modification to the Certificate of Advanced Professional Development for Speech-Language Pathology Assistant Licensure. Luiz Mendes so moved; Rick Covington seconded. Patricia Miller called for a vote; the motion passed unanimously.

Program Modification: MA in Education – Instructional Games & Simulation and Program Modification: MA in Education – TESL

New or significantly modified graduate degree and graduate credit certificate programs are reviewed and approved by the faculty curriculum committee of the relevant college or program (for multidisciplinary programs – made up of faculty from each participating department) and then given final review and approval by the Educational Policies Committee

or the Graduate Studies Committee of the Faculty Senate. This is the final step for program revision approval (new programs must also be approved at the CSU chancellor's level). The Tseng College dean also likes to have the review and commentary on new or changed graduate degree and graduate credit certificate programs from the CSUN Faculty Senate Committee on Extended Learning.

Joyce Feucht-Haviar introduced both program modifications to the Master of Arts in Education, clarifying that the Instructional Games and Simulation and the Teaching English as a Second Language tracks are not new degrees, but specializations added to the existing Master's degree. Each degree program will maintain the core courses of the Master of Arts in Education and add a specialization track. Jennifer Kalfsbeek-Goetz further explained that each track will also serve as a stand-alone Graduate Certificate, so students will have the option to complete the courses for the certificate without the core courses for the full degree. Jennifer Kalfsbeek-Goetz introduced Carolyn Jeffries from the Educational Psychology and Counseling department and Tineke Scholten from the Linguistics department as academic leads for the two proposed programs. Both program modifications were presented to this committee for endorsement at the present meeting, and both will be reviewed by the Graduate Studies Committee for approval in March.

The proposed program in Instructional Games and Simulation consists of 30 units, structured in four or five consecutive semesters. Students will learn instructional design applications and adult learning theory, as well as gain the necessary skills and knowledge to appropriately design, create, build, and deploy instructional games and simulations for various learning and training environments. The courses had been derived from a pre-existing Graduate Certificate in Instruction Design and Adult Development and modified. All academic content had been developed by faculty, with expertise shared from the College of Arts, Media and Communication, College of Engineering and Computer Science, and the College of Education. Jennifer Kalfsbeek-Goetz continued the program overview by describing the target market: educators, trainers and professionals who will teach, train and instruct other adult learners in school, work and other environments. Pratima Dutta explained that the goal of the program is not to teach students to become computer programmers, but to show them how to leverage educational theories and instructional technologies to more effectively teach and train others.

The proposed program in Teaching English as Second Language (TESL) consists of 33 units, structured in five consecutive semesters. Students will learn instructional design applications and adult learning theory as well as gain the necessary skills and knowledge needed to be competent, effective and engaging TESL educators. Tineke Scholten provided background on the TESL program at CSUN: an in-house certificate had been available for twenty years, but last year, it was converted to a Graduate Certificate. The courses in the proposed program modification are part of the existing Graduate Certificate. Tineke Scholten discussed the various academic fields connected to TESL (Applied Linguistics, English, et al.) and the benefits of having an education degree as opposed to a degree in another field.

Jennifer Kalfsbeek-Goetz invited questions from the committee about either program modification. A discussion followed about adult learning theory versus an emphasis on the K-12 population, instructional delivery of the program (i.e., online or in-person), and the benefits of the cohort model used by Tseng College. The committee discussed the designation of certain undergraduate courses as prerequisites for the program. Jennifer Kalfsbeek-Goetz agreed to further investigate the issue to determine if the prerequisite courses could be added to the program in order to be covered by financial aid funds. The committee inquired about academic oversight and faculty hiring; these will fall under the domain of the academic departments in the College of Education and the College of Humanities, not within Tseng College.

Board Action: Patricia Miller asked for a motion to vote to endorse the program modification to the Master of Arts in Education – Instructional Games & Simulation and the program modification to the Master of Arts in Education – Teaching English as a Second Language, with a few changes as discussed. Luiz Mendes so moved; Jeanine Minge seconded. Patricia Miller called for a vote; the motion passed unanimously. (Theresa White was not present for the vote.)

Update: New Programs Overview and Timeline

Jennifer Kalfsbeek-Goetz provided a handout titled, “Coming Attractions,” with a list of programs expected to launch in the next year and a half, through Fall 2015.

Discussion Topic: State Audit of Extended Learning

Prior to the meeting, documents were shared with the committee from the California State Auditor website (www.auditor.ca.gov) on the “California State University’s Extended Education” report. Joyce Feucht-Haviar pointed out that the audit did not focus on CSUN—three other campuses were selected—and that most of the key findings and recommendations do not apply to Tseng College. One of the main issues was on “supplanting” and the need for a clear definition of the act. Joyce Feucht-Haviar shared that a group designated by the Chancellor’s Office had begun convening in order to determine the meaning of “supplanting.”

Denise Sandoval indicated the importance of sharing this information with faculty. The committee encouraged her to do so, in keeping with the purpose of the committee—to bring information back to one’s respective college and to share widely with colleagues. A brief discussion followed about campus-wide issues concerning student enrollment and self-support options.

Adjournment

The meeting was adjourned by Patricia Miller at 5:04 p.m.

Prepared by Jessica Isomoto