

Faculty Committee on Extended Learning
March 28, 2018
3:15 p.m. – 5:00 p.m.

Minutes

Committee members present: Ahmed Alwan, Gary Katz, Virginia Kennedy, Santosh Khadka, Vickie Yu, Luiz Mendes, Theresa White, Chris Bolsmann

Required quorum not present.

Committee members absent: Ray Calnan (excused), Robert St. Pierre (excused), Li Liu (excused), Carol Shubin (excused)

Guests: Joyce Feucht- Haviar, John Binkley, Linda Moody, Sami Maalouf, Lois Shelton, Joe Bautista

Call to Order

Virginia Kennedy called the meeting to order at 3:18 pm. The meeting was held in Room 375 in the Extended University Commons.

Old Business

Approval of February 21, 2018 Minutes by Committee Members

Board Action:

Virginia Kennedy asked for a motion to approve the minutes. Gary Katz moved to approve. Chris Bolsmann seconded. Virginia Kennedy asked for a vote on the motion. All those present voted unanimously. An email vote will take place at the end of the week for the votes of the absent members to obtain quorum.

New Business

EO 1099 Revisions Update

Joyce Feucht-Haviar, Dean of the Tseng College, introduced EO 1099 to the committee and gave a brief summary. Some changes to the EO 1099 may not affect the CSU but it allows CSUN to have considerations about this order.

John Binkley, Associate Dean of the Tseng College, presented the EO 1099 revisions update and the reasons why these changes took place. In the past when an executive order changed, the number changed. This often made it difficult when referencing EOs. Now when changes are made to EOs, the number does not change.

There are three primary changes to EO 1099 in the following categories: the notion of supplanting, accountability in marketing and outreach, and the disclosure of third party providers. Primary changes go back to 2012 with the issue of various tiers in the fee

structure and the fee differences between State Support and Self-Support. This issue resulted in an audit. Three schools were chosen for an audit, Long Beach, Sacramento State, and San Jose State. The audit highlighted the notion of supplanting instead of supplementing.

The 2009 example was given to the committee in which the campus restricted enrollment in spring which resulted in more enrollment in the summer. This is supplanting because more students were in self-support than in state support. Audit findings are open until any issues are concluded. CSU still has an open audit in the notion of supplanting. The bargaining agreement with CFA explains what the definition of this notion means.

There is not a published definition of supplanting, but it means reducing the number of self-support courses on a campus while increasing the number of state support courses on the same campus.

The previous definition was vague, using the same course with substantially the same course, name, and description.

John Binkley gave other examples of supplanting. The online element is what people are worried about. When reporting there will always be a justification for supplanting. Summer session is not a factor when determining supplanting, which only affects the academic year.

This has led to discrepancies in the reserve and an enhancement in academic year reporting. Currently, the way to report is: yes, we supplant or no, we did not supplant.

The second change to EO 1099 calls for more accountability in marketing and outreach. An example of this is not having a bus advertisement for CSUN at Cal State LA. Having collegial support of one another is important.

Students in cohorted programs that have a year-round curriculum pay state fees in the summer. This is explicitly stated in the new EO. John Binkley gave a breakdown of how that works to the committee.

The third change to EO 1099 is that the Campus must disclose third party providers. Examples of third party providers include recruiters, inside track, marketing firm, etc.

The idea of sharing courses with another college, does not fall into the notion of supplanting. The database is not affected by this. Supplanting does not go from campus to campus. It is a campus specific item. The CO wants to push the audit issue.

The final EO 1099 will be shared with the committee once it is available.

Solution Design Certificate Proposal

Sami Maalouf, Lois Shelton, and Joe Bautista from the Solution Design Program Development group came to present the proposal for the Solution Design Certificate.

The proposal was given to the committee in advance of the meeting to review.

Linda Moody, Assistant Dean for Program Development of the Tseng College, gave an introduction of the guests and described the conception and development phase of the last two years. The guests will present to the committee and is available for questions afterwards.

Sami Maalouf, from the Department of Civil Engineering and Construction Management, stated that it started as Solution Design, modeled on Design thinking. Costs were discussed. The program has been presented to industry representatives. The program is working well electronically. Sami Maalouf is an engineer and used a design point of view to help put the system and multiple courses together. He described that the Entrepreneur and Intrapreneur style would be best for this approach for Solution Design. Sami Maalouf defines an Intrapreneur as a manager or leader within a company who promotes innovative product development.

Joyce Feucht-Haviar gave examples of why this program was created. It was something to deliver as a custom design program in the Greater LA area.

Joe Bautista, from the Art Department and Managing Director of VISCOM, the focus of the program is to find a need, determine the audience and find a solution to fulfill this need. The capstone of the class is to find out the solution and to produce its prototype. It can be a teaching or team building process.

Outcomes of the program include enabling the project group to go out and help organizations that are interested. It was also stated that the different backgrounds of the students and their expertise could integrate and create a more holistic format for their Solution Design.

There was a question regarding the sequence of the communication course and its location in the curriculum. Sami Maalouf answered the question. Lois Shelton, from the Department of Management, further explained that the entire concept and paradigm is in place first. The students need that foundation of knowledge to put together something meaningful. Then they are prepared to present it to the outside world. This is why it is given as the fourth class instead of sooner.

Gary Katz noted that the original document had some formatting issues. Linda Moody's team corrected the enumeration, formatting, and editing. The corrected pdf was sent to the committee for review prior to the meeting.

Board Action:

Gary Katz moved to recommend the proposal. Luiz Mendes seconded the motion. All voted unanimously.

Once approved, The Tseng College would need to make a marketing plan, work on the budget, and determine what size group makes sense for the Solution Design certificate.

Adjournment

Having no further business to discuss, Virginia Kennedy adjourned the meeting at 4:39 pm.

Prepared by Me'Laine Pemberton Hanna