

The Faculty Committee on Extended Learning  
Wednesday, March 18, 2009

Minutes

*Committee members present: Tamarah Ashton, John Binkley, John Bruton, Brian Connett, Joyce Feucht-Haviar, Eric Garcia, Sabina Magliocco, Coleen Martin, Kyriakos Pontikis, George Wang*

*Committee members absent: James Decker (excused), Renee Moreno (excused)*

*Guests: Jennifer Kalfsbeek, Bessie Karras-Lazaris, Julia Potter*

**Call to Order**

Brian Connett, the Committee Chair, called the meeting to order at 3:15 p.m. The meeting was held in the Executive Conference Room in the Bookstore complex.

Old Business

**Approval of the February 18, 2009 Minutes**

Brian Connett asked for a motion to approve the minutes for the February 18<sup>th</sup> meeting. Tamarah Ashton moved that the minutes be approved and Eric Garcia seconded the motion. Brian Connett asked for a vote on the motion. The minutes were approved unanimously.

New Business

**New Noncredit Certificate Proposal: Certificate in Advanced Professional Development in Mediation and Conflict Resolution**

(A copy of the proposal had been distributed to the members of the committee by e-mail a week in advance of the meeting.)

Brian Connett introduced Jennifer Kalfsbeek, the director of Private Sector Programs for The Tseng College. Jennifer Kalfsbeek introduced Jack Goetz, mediator and academic lead for the program. They have collaborated to create a Certificate in Advanced Professional Development in Mediation and Conflict Resolution. Jennifer Kalfsbeek explained that this is a non-credit, 10-CEU (100 hour) certificate program that can be completed in one semester. Unlike other non-credit programs, this offering will be cohorted and will operate much like many other Tseng College credit programs in terms of management, billing and enrollment practices. The program will primarily be marketed to professionals who are interested in enhancing their existing credentials by becoming mediators in California. Jennifer Kalfsbeek anticipates enrolling human resource professionals (noting that The Tseng College already offers a non-credit certificate in Human Resources Management), managers, supervisors, and others who are managing people and dealing with workplace conflict, thus enhancing skills of these

professionals. Jennifer Kalfsbeek stated that employers are willing to pay for this professional development investment in those employees. This program meets the minimum California state requirements for becoming a mediator and graduates will have the necessary training to start such a practice.

The program is grounded in practice and standards, Jack Goetz noted, but will also include theory, he said. The text book is based upon practical practice. The program leads are meeting with practicum providers that will offer practical experience. The program development process included establishing student learning outcomes at the graduate level. Jack Goetz added that understanding issues stemming from diversity is vital in the Southern California region. The program currently meets the Equal Employment Opportunity Commission standards.

Brian Connett asked if admission to the program requires a bachelor degree in a related field. Jennifer Kalfsbeek responded that this is not the case.

Brian Connett asked what needed to be done to launch the program. Jennifer Kalfsbeek responded that marketing would begin, a website created and registration set-up.

Joyce Feucht-Haviar, dean of The Tseng College, stated that before a new noncredit certificate program can be offered (or marketed), it must be approved. She reminded the committee that there is a CSUN policy governing the approval of noncredit certificates. This policy had been sent to the committee members along with the program proposal. The noncredit certificate programs are approved by the dean of The Tseng College. The dean values a review and a recommendation about approval from the Faculty Senate Standing Committee on Extended Learning before she acts to approve a new noncredit certificate program.

Jennifer Kalfsbeek noted that there is one minor modification to the program proposal sent to the group. On page 2, there will be an edit to the proposal so it is clear that make-up classes/sessions need to be arranged within 12 months of initially taking the course.

John Bruton asked if 22 learning objectives for class #901 were necessary. Jack Goetz responded that the learning objectives replicate the state statutes. It is important, he commented, that the program looks clearly grounded in the Dispute Resolution Programs Act (DRPA) and the requirements for practice in Los Angeles County. Jennifer Kalfsbeek added that course 901 was designed to possibly stand alone. To justify that, it was necessary to demonstrate that it met all the DRPA and Los Angeles County requirements.

John Bruton asked if Jack Goetz could demonstrate some of the learning outcomes. Jack Goetz responded that many can only be tested in a multiple choice test. John Bruton stated that this was ambitious but that it made sense.

Brian Connett asked if there were any other questions or comments about the program. There were none. With that, Brian Connett asked for a motion to recommend that the dean of The Tseng College approve the program. John Binkley so moved. Brian Connett asked for a voice vote on the motion. The motion was unanimously approved.

Joyce Feucht-Haviar then commented that there are two pieces to a student's transcript: credit and noncredit. A formal notation will show on the transcript that the student completed the program.

Radha Ranganathan asked if there are different kinds of mediation, such as for family matters or business issues. Jack Goetz responded that this program offers basic training for all aspects of mediation. Specialized tracks could be available through the practicum selection.

Brian Connett thanked Jack Goetz for his presentation. Jack Goetz then left the meeting.

### **Proposal to Waive the TOEFL Requirement for Graduate School Admission for Students Successfully Completing Level 10 of the Intensive English Program (IEP)**

(A copy of the proposal prepared for submittal to the CSUN Graduate Studies Committee had been distributed to the members of the committee by e-mail a week in advance of the meeting.)

Brian Connett introduced Bessie Karras-Lazaris, academic director of CSUN's Intensive English Program (IEP). The IEP program and The Tseng College are proposing that students who complete the highest level of IEP (Level 10) with a minimum GPA of 3.0 be granted a TOEFL waiver to enter graduate school based on the results of a comprehensive study of IEP students who completed the highest levels of IEP, took the TOEFL examination, and matriculated to CSUN. The study was conducted by Bessie Karras-Lazaris. The University requires a TOEFL score of 79 on the internet based examination (iBT). Bessie Karras-Lazaris stated that a score between 80 and 90 is typical for IEP students. She also noted that IEP students are doing higher level academic work, including three research papers, by the time they finish the tenth level of the program.

John Binkley asked that the various levels in the program be explained. Bessie Karras-Lazaris provided a brief overview of the program. She stated that as each student enters the program, their skills (speaking, writing and listening) are assessed for placement. It is possible for a student to be placed in a different level for each of those skills. The student receives twenty hours of instruction per week and studies two levels per semester.

John Bruton asked at what level do most students enter the program. Bessie Karras-Lazaris responded that they come in at all levels.

Joyce Feucht-Haviar stated that the University has already approved a conditional admittance at the baccalaureate level. This process will encourage the enrollment of international students into CSUN. These students add to the FTS and pay the out-of-state tuition. This proposal is the same conditional admittance at the graduate level. This will enhance our international recruiting. Mack Johnson, Associate Vice President, Graduate Studies, Research and International Programs for CSUN requested the study. It is going to the Graduate Studies Committee on April 14<sup>th</sup>.

Brian Connett asked how long Bessie Karras-Lazaris had conducted the program. She responded four years.

Brian Connett asked how many students would enter the program. Bessie Karras-Lazaris responded that 265 students enroll in any given semester. At level 6, students can take CSUN classes through Open University.

Jennifer Kalfsbeek commented that this will be an excellent retention tool for her programs. She said that the students in the Graduate Certificate in Business Administration, which has an international student component, are very interested in staying at CSUN.

John Bruton stated that he was unclear about the exact nature of the proposal.

Joyce Feucht-Haviar stated that it is to allow international students at the graduate level a conditional admittance to CSUN based upon completion of level 10 of the IEP in lieu of taking the TOEFL.

Bessie Karras-Lazaris noted that many students who should do well on the TOEFL do not because of test anxiety, family pressure, etc. This is a positive option.

John Bruton asked how it would be implemented. How would it be stated in the University catalog? Bessie Karras-Lazaris stated that the paperwork would be administered at Admissions and Records. This is a proposal for a change in the process, not a document.

Radha Ranganathan asked if it was possible to take the TOEFL when a student is in a lower level of the IEP. Bessie Karras-Lazaris responded that it was possible.

Kyriakos Pontikis noted that this was a new model for CSUN but asked if it existed at other Universities. Bessie Karras-Lazaris responded that it did and cited California Lutheran as an example. Many of our IEP students matriculate there because of the TOEFL waiver available there.

Jennifer Kalfsbeek stated that implementing this waiver at CSUN would be a win/win.

John Bruton asked if the admission criteria as published in the CSUN catalog would be changed. Joyce Feucht-Haviar stated that she was not sure if the text would actually change. This waiver, she pointed out, would be an option available to the University.

Kyriakos Pontikis asked if this would just be a University admission option or one available to the departments. Bessie Karras-Lazaris stated that there is one admission requirement for all graduate programs and departments.

Brian Connett reminded the committee that they are only making a recommendation about the program. With that he asked for a motion to recommend approval of the program. Sabina Magliocco so moved and George Wang seconded the motion. Brian Connett asked for a voice vote on the motion.

Those voting "Aye" were: Tamarah Ashton, John Binkley, Brian Connett, Eric Garcia, Sabina Magliocco, Coleen Martin, Kyriakos Pontikis, Radha Ranganathan, and George Wang. Those voting "nay" were: John Bruton The motion was approved.

### **Presentation of Doctoral Study**

Brian Connett asked Joyce Feucht-Haviar to present the next agenda item, a presentation about the availability of doctorate degrees in California. She began by distributing several handouts: "Making the Case for Doctoral Programs from the CSU (draft June 18, 2008)", "CSU Doctoral Degrees Current and Forthcoming (as of September 2008)", "California Bureau for Private Postsecondary and Vocational Education", "Professional Doctorates - What Others Do in California".

Joyce Feucht-Haviar asked that the committee members review the "Professional Doctorates - What Others Do in California" document. She remarked about how easy it is for providers to "pitch a tent" or market an online program.

Eric Garcia commented that the providers were for-profit institutions.

This situation arose from the debate between the University of California system and the California State University system. California now has no policy governing outside providers. The CSU is the only system that cannot offer doctorates. She then referred the committee members to the listing of current and forthcoming doctorates in the CSU. The term "forthcoming" is a stretch, she stated. These programs all need a UC partner. However, the CSU campus is the lesser partner and there is no way that the program could become a stand alone CSU program. The Master Plan was written to protect the UC system. The CSUs will be disadvantaged if not allowed to offer professional doctorates, so will the state. The CSU should be free to offer any doctoral program that can pay for itself. There are creative ways to build a budget for a doctoral program. In addition to self-support options, there are grants and outside funding sources available. This is an issue that we need to wrestle with, she said.

Kyriakos Pontikis asked who will give us permission. He commented that there are not enough people with Ph.D.s to teach in his field of interior design. Who can make the case, he asked.

Joyce Feucht-Haviar suggested that the committee members advocate within their departments. She stated that she brings up the matter as often as possible. The documents that were distributed were sent to the Chancellor's office. She discusses this with the provost and at the CSU EE/CE deans' meetings.

Rhada Ranganathan commented that the subject of offering doctoral degrees has been a topic at her departmental meetings. She and her colleagues are only aware of partnership degrees with a UC.

Joyce Feucht-Haviar commented that the partnership between San Diego State and the University of California at San Diego seems to be a good partnership. UCLA is not interested in working with CSUN. In most cases, the UC/CSU partnership is awkward at best and miserable at worst.

Brian Connett stated that it was worth advancing the cause at CSUN for self-support doctorates. He said it was frightening to see how many people are cashing in.

Eric Garcia stated that the schools listed as providing doctorates in the state are not the Harvards of higher education. Joyce Feucht-Haviar responded that this was the point - the goal is to offer strong degrees. We need degrees from reputable schools.

John Binkley asked if we would use the same process we now use for market research to determine the need. Joyce Feucht-Haviar said that would be the case.

Joyce Feucht-Haviar continued that the CSU would have to seek approval from the state legislature. If the argument is that there is not enough state funding, then the self-support model makes sense. Ask for freedom, not money.

John Bruton asked if other states are under the same restriction as those imposed by the Master Plan. Joyce Feucht-Haviar responded that she was not aware of any other state with such a rigid Master Plan.

Kyriakos Pontikis asked if The Tseng College and CSUN can make a case for independent Ph.D. programs. Joyce Feucht-Haviar said that she is willing to do that.

Brian Connett asked if there is any data on prospective students turned away from UCLA. Is there pent-up demand? Joyce Feucht-Haviar responded that UCLA degrees demand attendance during the business day. The student must be a full-time student. Degrees offered through The Tseng College will appeal to a broader midcareer market. Sabina Magliocco commented that the UCLA library program was odd because it specializes in philosophy rather than practicality. Employers are not interested in those graduates.

John Bruton stated that this is a good time to push. Joyce Feucht-Haviar agreed that we need more people to know where the issue lies.

Brian Connett suggested offering a Doctorate of Business Administration. He asked Joyce Feucht-Haviar what are the next steps. What did she want the group to do? He volunteered to bring the information to the CSUN Faculty Senate.

Joyce Feucht-Haviar suggested that the members discuss the issue with their departments and deans. She added that there is a significant change in the market. The Ph.D. is now practitioner level which used to be the master's level. Fifty-five years ago, the practitioner degree was the baccalaureate.

John Binkley commented that our degrees are professional doctorates - the E. Ed.

Brian Connett suggested continuing the discussion at the next meeting. He stated that this had been an eye-opener.

### **Meeting Adjournment**

Having no additional business, Brian Connett adjourned the meeting at 4:50 p.m.

(No policy changes were discussed or recommended during this meeting.)

The next meeting of the Faculty Committee on Extended Learning is scheduled for April 15, 2009.

Prepared by: Julia Potter