

Faculty Senate Standing Committee on Extended Learning

March 13, 2024, 3:15 pm – 5:00 pm via Zoom

**Minutes**

**Present:** *Elizabeth Blakey, Mads Andersen, Coleen Martin, Anastasiia Timmer, Vidya K. Nandikolla, Susanna Eng-Ziskin, Jongeun “JK” Kim, Tim Watson*

**Absent:** *Gary Katz, Farshad Ghodoosi, Debi Prasad Choudhary*

**Guests:** *Jane Rosenthal Dieken, Joyce Feucht-Haviar, Nicole Keilman*

**Call to Order**

Elizabeth Blakey, Chair, called the meeting to order at 3:17 pm. The meeting took place via Zoom.

**Welcome and Introduction**

Elizabeth Blakey, *committee chair*

- I. The Chair gave a brief welcome and discussed the agenda for the meeting.

**Review and Approval of February 2024 Minutes**

Elizabeth Blakey, *committee chair*

Chair Blakey made a motion to approve. Coleen Martin moved to approve. Anastasiia Timmer, second. All in favor. February 2024 Minutes have been approved.

Chair Blakey gave a brief overview of the agenda and introduced Dean Feucht-Haviar.

**Update on the Progress of the Final Approval of the Policy Previously Approved by the Committee and Changes in the Catalog Once Approved**

*Joyce Feucht-Haviar, dean*

- I. Joyce Feucht-Haviar gave a brief overview of the progress of the final approval for the CSUN Faculty Senate Policy on Non-Matriculated Student Enrollment.
  - a. Approved by ELC – February 21, 2024
  - b. Approved by GSC – March 12, 2024
    - i. S. Jimmy Gandhi attended to represent the College and introduce the policy.
    - ii. Gandhi is currently working with Gloria Rocklin, Julie Hunter, and Dan Weingarten to get their feedback.
  - c. Once the text is converted into the CSUN Committee Report of Adoption of Policy Recommendation Form it will be sent to:
    - i. Review by Faculty Senate Executive Committee for a 1<sup>st</sup> Reading
    - ii. Review by Faculty Senate for a 1<sup>st</sup> Reading

- iii. Review by Faculty Senate Executive Committee for a 2<sup>nd</sup> Reading
    - iv. Review by Faculty Senate for a 2<sup>nd</sup> Reading
  - d. Chair Blakey mentioned that Dan Weingarten asked that she present at the next Faculty Senate Meeting scheduled to take place on April 18, 2024 and asked that Dr. Gandhi be present, inviting Joyce Feucht-Haviar as well.
- II. Feucht-Haviar discussed some of the issues raised in regard to the CSUN Faculty Senate Policy on Non-Matriculated Student Enrollment throughout the approval process thus far.
  - a. ASAP acronym clarification:
    - i. Some commenters expressed confusion regarding the acronym "ASAP" and its implication of fast-tracking students.
    - ii. It was noted that there might be confusion with using the phrase ASAP Program, which translates into Advancing Student Achievement Program (ASAP) Program - using a repeat of the word program.
      - 1. To address this, it was suggested to clarify the meaning of "ASAP" within the policy documentation to avoid misconceptions.
  - b. Additionally, there were discussions about the design of the program to prevent students from lingering in the disqualified student category.
    - i. Tseng has initiated arrangements with the Institutional Research (IR) department to assess the duration students spent in disqualified status from 2016 onwards. However, there is still pending feedback on this matter.
    - ii. Tseng aims to continue collaborating with IR to gather and analyze data to identify trends in student transitions.
  - c. Marketing strategies for ASAP and Open U program:
    - i. Tseng's marketing unit is actively exploring various approaches to effectively market the ASAP and Open U programs to students.
      - 1. Open U Markets: broader public, post-degree, targeting messaging to employers, and messaging focused on the various use potential of the program.
      - 2. ASAP Markets: CSUN alums, CSUN disqualified students, CSUN students who stopped out in good standing.

#### Questions and Feedback:

Chair Blakey asked if Open U is an umbrella term for all programs. Feucht-Haviar responded three categories that fall under University Access (non-matriculated students): 1) SAC (International Students), 2) ASAP (formerly matriculated CSUN Students – the biggest group of which is previously disqualified), and 3) Open U (for all other students wishing to take CSUN courses).

Chair Blakey asked if University Access programs will prevent students from enrolling in a master's if they can just get a second bachelor's degree through Tseng. Feucht-Haviar responded that special permission is needed to use state funding for a second bachelor's degree so priority and focus go to allowing access to a first bachelor's degree.

Jongeun “JK” Kim commented that a lot of international students come from countries and universities that have an MOU with CSUN and asked why are they paying their own university tuition even though the classes are transferable. Feucht-Haviar responded that programs like SAC have the students pay the College directly with a formal exchange agreement, which the university has very few). In order to maintain a formal exchange agreement, there needs to be reciprocity – Northridge students would pay Northridge to go to the other university and other students would pay their university to go to Northridge. The university takes steps to try to maintain balance with the same number of students coming and going, but there are some universities that welcome Northridge students without don’t mind that they have more students coming to them than there are coming back to us. Alternatively, friendship MOU’s can open the door to additional conversations, the CSU vets the institution and the institution vets CSUN – which can result in a variety of different benefits for the College and University. Feucht-Haviar referenced the All Things International webpage as a resource to view the current MOU’s and processes.

Chair Blakey introduced Dean Feucht-Haviar who referred to the agenda, gave a brief overview, and introduced Jane Rosenthal Dieken, Assistant Dean of Program Development.

### **Final Model for the Modular Curriculum Going Forward Through Approvals**

*Jane Rosenthal Dieken, assistant dean of program development*

- I. Jane Rosenthal Dieken briefly reiterated the meaning of the term and purpose of the modular curriculum.
  - a. A sustainable program, with a series of certificates that are interconnected which can be taken both standalone and together.
  - b. These programs are a retention tool to allow for students to work through at a pace that allows them to see their progress as it happens and continue on if they so choose.
- II. Jane Rosenthal Dieken shared her screen to share a PowerPoint of the two programs the College is currently working on:
  - a. MA Design and Innovation (planned to launch Fall 2025) and MS Healthcare Data Analytics (planned to launch in Fall 2026)
  - b. These curriculums are currently with graduate studies going through the approval processes.
    - i. The creation of the curriculum prompted thoughtful and engaged feedback from faculty.
- III. Rosenthal Dieken reiterated the benefits of such programs with research showing how impactful this type of program can be for students.
- IV. Rosenthal Dieken discussed the potential challenges with the creation of the modular curriculum.
  - a. Questions in regard to Financial Aid eligibility delayed the process and prompted some changes in the curriculum as there are different rules and regulations for certificates and at a graduate level.
- V. Rosenthal Dieken discussed the operation questions that are currently being discussed – such as the financial model for tuition, marketing and recruitment strategies,

budgeting and tracking, the timing of certificate offerings, and ensuring clear student pathways.

#### Questions and Feedback:

Chair Blakey asked how the certificate degrees affect master's students and if it would take two years to complete the programs. Rosenthal Dieken responded that these particular curriculums take 7 semesters to complete (approximately 2.5 years). Blakey provided feedback on 4+1 currently being adopted by some programs (where one can spend four years completing a bachelor's degree with the option for an additional year to complete a master's degree).

Vidya K. Nandikolla asked if there was a timeframe that students would need to finish the certificates to be awarded the master's degree. Rosenthal Dieken responded that all CSUN and CSU policies are being followed, including in regard to academic standing and timing out. Stating that there are other motivating factors such as tuition being locked in if they continue on with the remaining certificates. Feucht-Haviar suggested adding wording to the programs with a 3.5-year but no more than 5-year completion recommendation.

Vidya K. Nandikolla asked if it was possible to stack the certificates, such as taking the first and second certificates at the same time to reduce the amount of time spent in the program (less than 2.5 years). Feucht-Haviar responded that the College is designing the courses for working adults so the longer length of the program makes sense for the population being served. If this model was used for full-time students, it could be customized based on how long they would like to be in the program – looking at the target students to see if that makes sense for the success of the program.

Then the chair referred Dean Feucht-Haviar and the next topic.

#### **Introduction to the Project with the University of Lahore**

*Joyce Feucht-Haviar, dean*

- I. Joyce Feucht-Haviar gave a brief background on the University of Lahore and the agreement in the process of being finalized with them.
  - a. the University of Lahore wants to create a special Pathway to U.S. institutions and are looking to create a whole new curriculum for transfer.
  - b. Tseng would assist in creating the curriculum and helping them hire faculty to teach in it, aligning their faculty with the standards of teaching with CSUN and other Western institutions.
  - c. This is a 10-year agreement with the College acting as an overall partner, including several faculty within multiple colleges over that timeframe.
  - d. The goal is to start work for implantation during Fall 2024 with the first transfers in Fall 2026.

#### Questions and Feedback:

Vidya K. Nandikolla asked about what would happen if the student's first two years and their transfer to CSUN are vastly different and if there is a plan in place to best support them. Feucht-Haviar clarified that that is the purpose of the work the College will be doing with the University of Lahore, that the College will create the curriculum for those first two years to provide a seamless transition into CSUN with feedback on the faculty and the quality of their teaching in the program.

Vidya K. Nandikolla asked if these steps were already in place, as the start of Fall 2024 is already pending. Feucht-Haviar responded that no, the work for the University of Lahore cannot start until the agreement is finalized. It is currently in the process of being finalized.

Chair Blakey closed the meeting by thanking everyone for attending.

Adjournment

Having no other topics to discuss, the meeting was adjourned at 4:40 pm.

*Prepared by Nicole Keilman*