



M E M O R A N D U M

Members present: Allen, Altfeld-Fisher, Bailey, Buffardi, Connolly, DeForest, Ford, Grassian (Lau), Gray, Gruber, Hammer, Horst, Medic, Millard, Miller, Paiva, Peterson, Ramirez, Schartmueller, Seipel (Adamian), Shepherd, Wyrick

Members absent: Hostetter-Lewis

Guests: Laura McLachlin, Alex Smith (Widgay)

**EPPC Meeting - Kendall Hall 207/209
October 17, 2019**

1. Approve minutes for October 10, 2019

The minutes were approved.

2. Approved agenda for October 17, 2019

The agenda was approved with no change.

3. Introduction Item: Suspend Graduate Program MA in Recreation Administration

Guest Presenter: Laura McLachlin, Graduate Coordinator

Presenter introduced the topic: For the past five years the Department of Recreation, Hospitality, and Parks Management has offered a unique, hybrid graduate program with CSU, Sacramento and San Francisco State University. The program's mode of instruction is hybrid with Zoom supported by SFSU's iLearn learning management system in combination with face-to-face classes. Each campus maintains its own admission and exit standards and offers its own electives. In March of 2019, colleagues at CSU, Sacramento informed CSU, Chico and SFSU of their desire to withdraw from the joint program and return their program to traditional mode of instruction. SF decided to take a look at their graduate program and do a re-design of it. CSU, Chico does not currently have the resources to offer a graduate program without partners.

Current graduate students are doing independent projects and thesis classes until they finish.

Discussion begin: EPPC member reaffirmed that currently there are 13 students and asked if they are working as a cohort or students are at various stages? Prof. McLachlin responded students are at various stages. However, research methods or writing projects/thesis is what is left.

Question by a member asked for a confirmation if after having a partnership of 3 universities, did SF suspended its program too? Yes, SF suspended their program, while Sacramento State offered face-to-face program.

Question: where are these students located? Most are Chico based and one from Quincy. They will not have problem accessing program.

Question: when are you planning to develop a new model and what type will that be? Planning to develop similar to San Francisco model. Their focus group will involve professionals (students) who would take classes during evening hours. This way they can get advanced degree while working. Follow-up question: If they do not have opportunity to continue this program at Chico

State, where they will have opportunity to continue this program? Bay Area is closest and is offering an online version.

Why did Sacramento State pull out and how can we prevent this from happening in the future? It was campus specific. This hybrid program was going well for Chico State, but Sacramento State had department with split mind. Few years later with few new hires, they went on with more dominant face-to-face courses. They couldn't keep both formats going, and decided to pull out of the online model. There are 3 more universities interested in hybrid program, and in a year from now there will be a potential to collaborate with Chico State.

Question: one of your justification was that there were not enough faculty to teach courses.

Without this program, how do you keep justification for new hires? It is hard to reboot, but we will recruit new associate professor, and will keep future partnership with other Universities.

There is an interdisciplinary program with interest in recreational management at Chico State, plus collaboration with San Francisco State. How many students is needed to reboot? Around 20. Share will be 5-6 students per faculty.

EPPC members are ready to vote to suspend graduate program MA in Recreation Administration as an introduction item. Introduction item passed. It will be back on October 31 as an action item.

**4. Introduction Item: Degree Designation Change BA to BFA Musical Theatre
Guest Presenter: Matty Miller, Theatre Division Head and Musical Theatre Program
Coordinator**

and

**Introduction Item: Significant Program Change BA in Musical Theatre
Guest Presenter: Matty Miller, Theatre Division Head and Musical Theatre Program
Coordinator**

Companion proposals.

Presenter: The accreditation agency for theatre, National Association Schools of Theatre (NAST), does not accredit a BA in Musical Theatre and has advised the program to transition to a BFA in Musical Theatre or eliminate the degree. As the only Musical Theatre degree program in Northern California and one of only two programs in the CSU system, the Department of Music and Theatre faculty elected to keep the major and transition to a BFA. This is one of the most popular majors in music theater with 800 students applying for 20 available spots every year. In addition to NAST's recommendation, the BFA is the preferred degree by employers and prospective students (evidence in significant change form), and this degree change will strengthen student's education and preparedness for the profession. As the only program in Northern California, this program serves a wide range of students. If not here, the other closest option would be in Los Angeles area.

The significant change form also demonstrates that this Degree Designation Change will be done without creating any new courses or adding additional sections. They are looking for a change from BA to BFA. It is a combination of singing, acting and dancing within the same program. There are competitive candidates in profession. We want to transition and change it from BA to BFA. All curricular changes are what this degree must have. Few years ago, music and theater overlapped, and every single course added to this new BFA degree is what we already offer at

our college. There are only Fullerton and us plus a couple of private universities to offer this type of degree.

Discussion begins with questions. Do our students audition? Currently no as we are BA. As we transition, we might change that. 20 years ago, there was a rigorous program and audition process. During time there was a change due to which if you are admitted, you would have 4 or more years to get the degree, and you would not have to re-audition.

An EPPC member noted that on page 4 of the attached document. it states: “to be implemented in 2019-2020” and that this need to be changed.

More elective units would be required for BFA. Liberal arts majors and their courses, plus CAB approving some GE substitutions. Therefore, this would be 120 unit degree to allow students to graduate in a timely manner.

Question: With accreditation will this make it difficult for transfer students to take this as an opportunity? Yes, but the department is willing to tackle this in a way to work on it. It is challenging as some course work offers voice units, which require 6 semesters of work. Question is how to get this done in 4 semesters. The department will make an effort to work on it but acknowledges this is a challenge.

Are these classes capped? 80 – 100 units. NAST accreditor tried to offer classes with a frequency as they do now.

EPPC member also suggested: page 9 – courses are repeatable; therefore, choose a combination of courses for required number of units.

Comment and question: on page 5, THEA150 course is a new course for a degree, but was already existing. Will it be offered continuously? These proposals are in a 3-year period of making. They are placing it back into a degree including THEA 170. Therefore, THEA150 will not be offered next semester, but following Fall 2020 will be back in catalog. Page 6 Music elective plus THEA202 check these courses – to reactivate them.

Do we have university elective? With this proposal there will not be additional university courses required. GE courses set-up? Lower-division D should be done before upper division D therefore; reschedule these courses in the MAP. EPPC member offered to work with the department to make these implementations.

Question: Students who perform, do they get any units? Yes, part of their requirement courses and will go toward theater production.

Follow-up question: If number of students change, will they have more performances? Select productions with more participants, but the department does not have resources to add more performances at this point nor any time soon. 1-2 performances are required, and plus course work. Students do a play every semester, which provides students an opportunity to participate and fulfill this requirement.

Question: If we stay with BA, what does this mean for students and Chico State? No impact on current BA degree as this will still be offered. If they do not transition to BFA, then they will lose their accreditation and lose option to offer this degree to our students. Considering we are the only option for those in Northern California, this would be a significant loss.

Statement: we only accept upper division, if transfer students come, they will have to add more courses if they decide to take it. Area C1-C2, area E... will make more impact on a degree

Change: EPPC suggest adding changes discussed and to add a letter of support from the library.

No more questions. EPPC members are ready to vote for Degree Designation Change and Significant Program Change from BA to BFA Musical Theatre as companion proposals and introduction items. Introduction items passed. They will be back on October 31 as action items.

5. Discussion Item: Ethnic Studies Graduation Requirement AS 3397 Towards Implementation of an Ethnic Studies System Requirement

This is an item that will be introduced to EPPC members. Daniel Grassian is working on a CSU, Chico response, and in addition our Statewide Academic Senators are waiting for our response to represent Chico State views on ethnic studies graduation requirements.

Daniel Grassian shared a report overview: from the Chancellor's Office, we have Senator Pan's request to address a proposal which was postponed for 2 years now for implementations to all 23 CSUs. Please see Letter document attached to the agenda: "SUBJECT: Campus-Based Cultural Diversity Course Requirements". All 23 CSUs have cultural diversities studies which are already there (cultural studies are different from ethnic studies). Kate McCarthy and Daniel Grassian worked together on how to define which departments offer courses that cover their requirements. This work is in progress.

EPPC member: in attached document 5c. at the end of a table we have a statement "choose one of the following for how it is fulfilled". Have we as CSU, Chico accomplished this? Yes, we have done this.

Question: is this accurate "as a standalone" document? Double count is a possibility but was not discussed. For now, it is a standalone. As the document stated "Choose one of the following" e.g. "As an overlay met by General Education, major or other courses".

EPPC member: we encourage students to double count as if not, they will have more extra units toward their degrees. Therefore, it is not a standalone. Daniel: GE requirement is a University requirement, and as such is a standalone.

Daniel Grassian continues report overview: second report is not complete, and it is asking for "Updating the Status Report on Campus Responses to Recommendations by the CSU Task Force on the Advancement of Ethnic Studies". Now we are working on a cumulative response from moment when we implemented this, plus a response until now to update these recommendations. Daniel met with Deans and will continue to add what Chico State has done in last few years.

EPPC members started going over individual recommendations, see document 5d Response to ethnic studies. In addition, see Senator Ford's notes in a separate document "EPPC NOTES RE Ethnic Studies Res 3397". Recommendations from document 5d, 1-4, 5 and 7-9 have suggestions, while 4 & 6 had no recommendations. Daniel Grassian will send these recommendations to President's office who will review it.

Members started reading and commenting each recommendation.

Recommendation 1: "Recommendation 1: Ethnic Studies General Education (GE) Requirement—Make ethnic studies a GE requirement throughout the CSU system" page 4 "Embedded ethnic studies throughout virtually all of the GE categories" – this might be a struggle, is this campus specific? What are our plans for future? Daniel Grassian: State legislator few years ago recommended that ethnic studies departments – should be the only one to offer these courses, plus Asian, Native American and African American studies. Now, they would not be counted as only courses. They can be determined by course objectives. That way we might find other courses outside of these departments that would offer that ethnic study requirement. Who make this determination and who decide what course will be in these ethnic requirements? We would have to refine this for state system requirement. Set learning outcomes, then look for courses that have these requirements then have CAB and EPPC to give a recommendations and suggestions.

There are more ways in which this can be done. In 5d. document, page 4 “Embedded ethnic studies throughout virtually all of the GE categories”. Is this fulfilled? Yes.

CSU is not having a same appetite as CO for ethnic studies. Nor for that strike requirements. Chancellor’s Office wants it specifically defined and 3 units added to ethnic study course as a requirement. Deadline for response is November 1st. Will have this discussed at EPPC and at Senate next week.

Document 5e a. Considering the CSU Task Force on the Advancement of Ethnic Studies Report and campus context, “What learning outcomes specific to ethnic studies as derived from current best practices and definitions of ethnic studies are to be included?”

EPPC member: sometimes we are more considering something rather than being a quantifying deliverable.

Ford response: if we are creating different SLOs from existing SLOs then this might be very complex task. Cultural diversity vs ethnic diversity. Multi-year process of accessing students learning outcomes will help determine this.

Question: do we want to have developed SLOs as broad and diverse as possible on our own? Yes.

Suggestion: Can we look at other Universities to see what they have done? Yes, but this would be a longer process. Although, it is a good idea and should be considered.

Document 5e b. “Consideration of the tradeoff in having the ethnic studies requirement as a stand-alone graduation requirement versus as a required GE overlay (e.g., separately, within the major, or upper- or lower-division GE or parts of both?).”

EPPC member: Take all classes in one area D courses and have them a stand-alone requirement. Having them as a double count would be what we want. Another member followed-up: within major, not only as a GE. Therefore, required GE overlay. Does stand-alone mean we can’t double count, therefore, we would add more units? According EO1110 it will have to be separate.

Are there GE SLOs that appear, but don’t reside in every specific area? Jason Nice: Yes.

We do not require our current students to complete current SLOs. Senate caught this last year and it is an issue that has not been resolved.

EPPC member: Overlay – you can double count; stand-alone without overlay is AB1460 and you add 3 units to it. Most students meet US D and GE. Therefore, they will not add 3 units. There is no double count within GE, but can be double counted within a major. Some CSU will have to increase number of classes offered, as well as number of faculties that will be thought. In Chico State as well we need to implement this, and to find expertise to teach these classes.

Summarize: Chico favors exploring adopting an ILO for ethnic studies in response to the requirement by WASC to build ILOs. It would be a graduation overlay, not necessarily a GE overlay. Double-count opportunities needed. Chico currently embeds ethnic studies SLOs in many courses satisfying GE and Diversity requirements.

Document 5e c. “Should implementation allow for campus-specific additions to the requirement (consistent with the spirit of requirement)?”

Chico strongly support autonomy and their own choice to determine requirement. Chico is strongly in favor of campus autonomy regarding implementation of the Ethnic Studies recommended requirement in the Ethnic Studies report.

5e d. “What best practices should be encouraged for campuses to adopt in their course evaluation and approval processes for meeting the learning outcomes specific to ethnic studies in order to maximize consistency and integrity of the requirement?”

EPPC member: good process in place. No need to change much. CAB will do assessment and evaluation.

What number of students to allow what courses to go with forward? Resources determined by dean would be budget. Consultation involved with expertise in field during process of determining which courses are under requirements. Maybe CAB can get this step implemented. Summary: Use existing campus procedures, but with campus leadership committing to providing sufficient processing and assessment resources. Resource flexibility to support ethnic studies would be encouraged generally. The campus will ensure that appropriate faculty are engaged in these.

5e e What would be the earliest feasible and appropriate date for implementation?

EPPC member: how soon we can get these in catalog? Fall 2021. As it will be published in February. Summary: Fall 2022 as earliest, Fall 2023 as more realistic. as can be more realistic.

6. Information Item: Update on CAB’s Progress on GE Minors

Presenter: Marianne Paiva, EPPC’s Representative on CAB

Document referenced in this discussion: https://www.csuchico.edu/ge/_assets/documents/cab-action-item.pdf

This will be a short information as Jason Nice will be here on October 31 to provide more information.

In last several weeks, many surveys, meetings, consultations has been done. 160 possible GE minors were considered, and with incredible and hard work we narrowed it down to 10 GE minors and upper-division pathways (see documents for 10 GE options. Agriculture, food, and the environment, and, health and wellness are popular choices with all students, we will not change this. Students wanted concise and not controversial names for GE minors as part of their future job requirements and degree options. Last discussion involved 6 other alternative names for other pathways. CAB made names more appropriate and they came with these 10 options. Human diversity will be discussed and potentially can be ethnic studies option.

Next two weeks, we will have on October 22 and 29 two meetings. Please shared this with colleges. At SSC122 at 12:15 pm there will be a discussion on diversity of pathways on October 22. We are open and would like to have your voice heard.

Question: is 10 GE minors the goal? Five is a minimum and 10 is a maximum. We will stay within these numbers.

Name for one of GE minor options is Global and International Studies. Shall we keep it that way or have it as International Studies? Is word “Global” considered controversial? Maybe this is a good reason to keep the name simple.

HFA feels results are a little skewed. Jason Nice: As discussed in Academic Senate last year, HFA representation was problematic. Now we are focusing only on names. It does seem these

names are now offering much for HFA, but it is what surveys, meetings and consultations determined.

Please sent comments to CAB as this is an informational item.

We are making sure there is no duplication between minors. Interdisciplinary GE minor would allow Native American culture represented more thoroughly and not from social science perspective only, but also to include biology, culture, and the environment of California. As such we want this GE minor to be broader. All minors should be interdisciplinary, but this even more broad.

7. Other and announcements

Jen Gruber – campus announcement USEC representative will be on Monday and Tuesday at campus for faculties who would like to teach abroad

Follow-up question: Is there a way to include lecturers as this is very competitive process? In past tenure track professors had more representatives. Yes, in past few years this has been changed, as more 3-year contract or full time lecturers had applied in past and more of them are recently applying.

Other: two opportunities to be part of EPPC. Is it college specific? No. Anyone can be EPPC member, not college specific.

8. Adjourn

EPPC adjourned at 4:18 pm.