ACADEMIC SENATE MEETING
Wednesday, November 3, 2010
1 – 2:50 p.m. (approx.)
Commons 206

I.   **Approval of agenda**

II.   **Approval of minutes of 10/06/2010 & 10/20/2010 meetings**

III.   **Chair's report: Rika Yoshii**   Referrals to committees

IV.   **Secretary's report: Mohammad Oskoorouchi**   *The following items have been responded to by the university administration:*

    EC   Resolution to Urge the President and Provost to Adhere to the Spirit of University
              Shared Governance Policies and Procedures   *Response*
    AS   Resolution Condemning the Forced Restructuring of Academic Affairs at CSUSM   *Response*

V.   **Consent Calendar**   *The following items are presented to the Senate for a single vote of approval without discussion. Any item may be removed for particular consideration by request of a senator prior to vote.*

    NEAC   Recommendations
    UCC   Course & Program Change Proposals

VI.   **Old Business**   *The following items are presented to the Senate for a second reading. At the second reading, the item is official senate business. Debate for or against the motion is made during the second reading, and amendments to the motion are considered. A final vote is taken on whether to approve or, in the case of administrative policies and procedures, endorse.*

    BLP   Resolution in Support of Findings and Recommendations of Data Reconciliation and Analysis
              Subcommittee of BLP

VII.   **New Business**   *The following items have been moved and seconded, and are presented to the Senate for a first reading. The purpose of the first reading is to discuss the item; no amendments are made to items during the first reading. Comments on first reading items may also be made to the presenters via e-mail or other means. Items become senate motions at the time of the second reading (see Old Business). A motion to move a first reading item to second reading status is permitted, but should be undertaken only after any general discussion has concluded.*

    A.   FAC   Department Level Standards and Additional Material for
                    Temporary Faculty Evaluations (new) – Santamaria
    B.   FAC   Head Coach Performance Appraisal (revision) – Santamaria   *pending EC action*
    C.   SAC   Faculty Management of Course Records (revision) – Meilich
    D.   APC   Declaration of Major (new) – Aboolian

VIII. **Information Item**

    Early Start Update (E.O. 1048) – Barsky   ***Time certain 2:15 pm***

IX.   **President's report: Karen Haynes**

X.   **Provost's report: Emily Cutrer**

XI.   **ASCSU report: Brodowsky/Montanari**   *Unable to attend.*

XII.   **CFA report: Don Barrett**

XIII. **ASI report: Amanda Riley**

XIV.   **Committee reports**   See written reports.

XV.   **Senators' Concerns and Announcements**

Referrals to Committees

Committee	Item
BLP	Start the audit process for internal FAD
BLP	Investigate & address how to formalize the process of taking programs to and from EL
FAC	Clarify the criteria for evaluating sabbatical proposals (EC)
FAC	Clarify the rankings/categories (any ranking within categories) (EC)
FAC	Revisit guidelines concerning EC members' service on President's awards committees (Yoshii)
FAC	Investigate & address impact of moving programs to EL on RTP process for faculty teaching in EL
FAC	Investigate & address impact of moving programs to EL on entitlement for lecturers
FAC	Investigate & address impact of moving programs to EL on workload accounting for faculty teaching in EL
FAC	New policy on moving a faculty member to another department considering all possible cases (Powell)
NEAC	Violence Prevention Task Force - one Senate representative (data form requested)
NEAC	Guseman Periodic Review Cmte. - one CoBA department chair
Next Steps	Investigate & address impact of moving programs to EL on workload accounting or faculty teaching in EL
PAC	Investigate & address impact of moving programs to EL on program review process
UCC	Investigate & address impact of moving programs to EL on quality of programs (evaluation, catalog language, etc.). Perhaps we need to change the forms to require statements on qualification of faculty, required facility, ideal class size, etc.

CONSENT CALENDAR

NEAC Recommendations

Committee	Seat	Term	Name(s)
Academic Senate	CoAS	10-12	Jocelyn Ahlers
Faculty Affairs Committee	Nursing	10/11	Ilene Dunagan
Periodic Review Committee - Guseman	CoBA	10/11	Wayne Neu
Student Fee Advisory Committee	At large	10-12	Reuben Mekenye
Student Grade Appeals Committee*	At large/alt.	10-12	Reuben Mekenye

Must be tenured to serve in this seat.

UCC Course & Program Change Proposals

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	Rec'd AP	To UCC/ Senate	UCC Action/ Appr.
CHEM	341		Introduction to Biochemistry	C-2	Saijth Jayasinghe	10/6/10	10/8/10	10/25/10
CS	105		Introduction to Computational Thinking	C	Rocio Guillen	4/28/10	8/30/10	10/25/10
ENTR	420		New Venture Marketing	C-2	Camille Shuster	9/23/10	10/6/10	11/1/10
ENTR	421		New Venture Management	C-2	Ben Cherry	10/15/10	10/20/10	11/1/10
ENTR	422		New Venture Finance	C-2	Kathleen Watson	10/15/10	10/20/10	11/1/10

**Resolution in Support of Findings and Recommendations of Data
Reconciliation and Analysis Subcommittee of BLP**

1   WHEREAS, The Academic Senate of the California State University San Marcos believes that our institution's
2   budget allocations should in fact reflect our institutional mission and priorities;
3
4   WHEREAS, In the spirit of shared governance, a subcommittee of the CSUSM Academic Senate's Budget and
5   Long Range Planning (BLP) committee, the Data Reconciliation and Analysis Subcommittee, including
6   representation from the Academic Senate and from the CSUSM administration, invested a great deal of time
7   and effort into examining issues of import regarding the reporting and funding of instruction; and
8
9   WHEREAS, The results of that collegial collaboration resulted in two reports, "The Student Faculty Ratio and
10 Related Issues" and the "Three-Year FIRMS[1] Comparison Study: Final Report," each of which utilized rigorous
11 methodologies, and each of which
12 brought to our attention concerns relative to the funding of instruction; and
13
14 WHEREAS, Each report identified areas in which improvements could be made to further advance the support
15 of instruction at CSUSM; and
16
17 WHEREAS, Representatives of both faculty and administration are in accord in providing these analyses and a
18 series of recommendations; now, therefore, be it
19
20 RESOLVED, That the Academic Senate of California State University San Marcos thanks all members of the
21 subcommittee—Wayne Aitken, Matt Ceppi, Charles De Leone, Mohammad Oskoorouchi, Bill Ward, and
22 Daniel Zorn—for their fine work and continued commitment to shared governance on this campus; and be it
23 further
24
25 RESOLVED, That the Academic Senate of the California State University San Marcos endorses the findings
26 and recommendations of these reports; and be it further
27
28 RESOLVED, That Academic Senate of the California State University San Marcos urges the University to seize
29 on the unprecedented findings of these reports and on the historic opportunity provided by the
30 announcement of restoration funding to sufficiently fund instruction on this campus; and be it further
31
32 RESOLVED, That the Academic Senate of the California State University San Marcos urges both the
33 University, and Academic Affairs to use these findings and recommendations to ~~inform further discussions of~~
34 ~~drive~~ inform budget decisions and resource allocations at the university; and be it further
35
36 RESOLVED, That the Academic Senate of the California State University San Marcos, pursuant to the
37 subcommittee's recommendation, ~~specifically~~ requests that the President ~~ask~~ ~~instruct~~ include in her charge to
38 the University Budget Committee (UBC) ~~to consider~~ consideration of the FIRMS report's spending analysis in
39 its ongoing work; and be it further
40
41 RESOLVED, That the Budget and Long-Range Planning (BLP) Committee ~~is charged with working~~ shall work
42 with the CSUSM Administration in appropriate venues to begin implementing the recommendations of these
43 reports to ensure that our institution's budget allocations reflect our institutional mission and priorities; and
44 be it further
45
46 Resolved, That BLP will participate in and provide recommendations for the construction of the Academic
47 Affairs budget in close consultation with the Provost and for the construction of the University's budget in
48 close consultation with the President in order to facilitate mutual understanding of complex Academic Affairs
49 issues, as well as University wide issues, affecting budget decisions.

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[1] [Financial Information Record Management System](#)

FAC: Policy on Department Level Standards and Additional Material for Temporary Faculty Evaluations

*Rationale: Janet Powell originally asked that FAC develop a process for Senate approval for both tenure line and lecturer **department level** standards and requests for additional materials in all evaluation processes. After reexamining the RTP Department Standards guidelines, she realized this has already been done for the tenure line faculty. Thus, FAC only needed to develop a policy for the approval of departmental standards and materials for lecturers. This is necessary because such standards are essentially an extension of the evaluation policy and must not violate the CBA.*

Definition   *A policy governing the addition of materials for temporary faculty evaluations.*

Authority   *The collective bargaining agreement between the California State University and the California Faculty Association.*

Scope   *Eligible faculty and employees at California State University San Marcos.*

0   I. Standard Development
1
2   All department standards and/or additional material required for Working Personnel Action Files (WPAFs)
3   for the evaluation of temporary faculty shall conform to the Collective Bargaining Agreement (CBA) and
4   the evaluation policies of the College or equivalent unit.
5
6   II. Standard Implementation
7
8   A. At the department level, faculty with less than a 0.5 time base shall be entitled to a 0.5 vote. Faculty
9   with a 0.5 or greater time base shall be entitled to one vote. The standards and/or additional material
10   shall then be approved by the appropriate committee of the College or equivalent unit, the Dean and the
11   Academic Senate before use in the evaluation process.
12
13   B. Per the CBA, within fourteen (14) days after the first day of instruction of the academic term, the
14   appropriate administrator shall advise temporary faculty in writing of any such department standards
15   and/or additional material required for WPAFs.
16
17   C. Once the evaluation process has begun there shall be no changes in criteria and procedures.

Rationale: During the 2009-2010 school year FAC revised the Interim Coach Evaluation Policy used to evaluate coaches in the athletics program at CSUSM. At that time the committee combined multiple forms and evaluation tools into a coherent policy. Changes were made to the draft policy as comments were received.   Feedback was requested from coaches and directors of the athletic department last year, however little was received. This year forms were sent again to coaches for their review prior to presentation to be executive committee. As a result, additional changes with regard to the collective bargaining agreement were made. This form summarizes the work by FAC in cooperation with the athletics department (with feedback from CFA coach representative from CSU system), and CSUSM CFA representation.

Definition:	A policy governing the evaluations of head coaches in the CSUSM athletics program.
Authority:	The collective bargaining agreement between the California State University and the California Faculty Association.
Scope:	Eligible faculty unit employees of CSU San Marcos.

1 **CSUSM ATHLETICS**
2 **HEAD COACH PERFORMANCE APPRAISAL**
3
4
5 Coach_____   Date_____
6
7 **PART A. GOAL SETTING AND SELF ASSESSMENT.** Goals should be established before the season
8 by the Head Coach in each area. At the year-end evaluation performance towards those goals will be
9 measured and new goals will be established for the next year. Support needed to reach goals in each
10 area should also be noted.

11 **1. ATHLETIC EXCELLENCE**   GOALS

12 Overall Record Goal: _____

13 Overall Record Achieved: _____

14

15 Conference Standing Goal: _____

16 Conference Standing Achieved: _____

17

18 Post Season Goal: _____

19 Post Season Achieved: _____

20

21 Recruiting Goals: _____

22 Recruiting Accomplishments: _____

23 *Goals for next year -*

24 Overall Record: _____

25 Conference Standing: _____

26 Post Season: _____

27 Support needed to reach goals:

28 **2. ACADEMIC EXCELLENCE**

29 Team GPA Goal: _____

30 Team GPA Achieved: _____

31

32 Exhausted Eligibility/Graduation Rate Goal: _____

33 Exhausted Eligibility/Graduation Rate Achieved: _____

34

35 *Goals for next year –*

36 Team GPA: _____

37 Graduation Rate: _____

38 Support needed to reach goals:

39
40 **3. FUND RAISING/COMMUNITY INVOLVEMENT**

41 Team Fund Raiser $ Goal: _____

42 Team Fund Raiser $ Achieved: _____

43

44 In-Kind Goal: _____

45 In-Kind Achieved: _____

46

47 *Goals for next year –*

48 Cash Raised: _____

49 In-Kind Raised: _____

50 Support needed to reach goals:

51

52 **4. REFLECTIVE STATEMENT**

53 **Comments on how coaching approach impacted the performance of the student-athletes.**

54

55 **Comments on how coaching approach advanced the department and university mission.**

56

57 **PART B. ADDITIONAL MATERIAL (OPTIONAL)**. To be added by coach. Some examples include peer
58 input and awards. Athletic Director's comments on these materials must be part of the review (Part C).

59

60 **PART C. ATHLETIC DIRECTOR REVIEW**

The following scale will be used to rate performances in each of the areas listed below. Ratings of unsatisfactory performance or outstanding performance will be accompanied by written comments.

NA	Not Applicable or Not Observed	3	Satisfactory
1	Unsatisfactory	4	Commendable
2	Marginal	5	Outstanding

1. Athletic Achievement and Coaching Skill

a. Sets meaningful goals for team athletic achievement   _____

b. Overall athletic achievement of team   _____

c. Maintains a current knowledge of sport rules and trends   _____

d. Demonstrates ability to teach and motivate players to produce maximum results   _____

e. Exercises control, leadership, and sound judgment during practices and competitive events

Comments

o   **2. Administrative qualities**

a. Effectively plans, administers, and monitors team scheduling, travel, and budgets   _____

b. Completes reports promptly and maintains organized records   _____

c. Communicates effectively   _____

d. Makes effective use of Assistant Coaches and student workers   _____

Comments

3. Athlete academic achievement

a. Promotes student athlete academic progress   _____

b. Works cooperatively with academic support services to monitor the academic progress of student athletes_____

c. Makes a consistent effort toward the improvement of graduation rates   _____

d. Overall team academic achievement   _____

Comments

4. Recruiting

a. Establishes an effective recruiting system that is consistent with NAIA, university and

     department philosophy and available budgets   _____

b. Establishes a rapport with regional high schools and coaches   _____

91   d. Accurately assesses prospective student-athletes and effectively awards available athletic aid

92   within institutional and team limits   _____

93   Comments

94   **5. Commitment to the goals of the University and Athletics Department**

95   a. Demonstrates commitment to the mission and purpose of the University and Athletics   _____

96   b. Works cooperatively with other coaches and staff   _____

97   c.   Demonstrates commitment to NAIA Code of Ethics and Coaches Code   _____ Comments

98

99
100   6. Overall rating and comments   Overall Rating : _____

101

102   **7. Overall Recommendation**

103

104   **PART D. SUMMARY DATA FROM STUDENT-ATHLETE EVALUATIONS**. To be provided by Athletic Director.
105   Coaches may comment on these data in their reflective statement (Section A4). Athletic Director may use these
106   data as part of the review (Part C).

107

108   **By signing this form, you are *not* indicating that you agree with the evaluation. Your signature**
109   **indicates that you have been provided with a copy of this evaluation.**

110

111   Persuant to the CBA, a copy of this evaluation will be placed in your Personnel Action File (PAF) five days from this
112   date. Within 10 days of receipt of this evaluation you may submit a rebuttal statement or response in writing
113   and/or request a meeting with the Athletic Director to discuss the recommendation.

114

115

116

117   _____   _____

118   **H.** Signature of Coach   Date

119

120

121   _____   _____

122   1   Signature of Athletic Director   Date

     2

SAC: Policy for Faculty on the Management of Student Course Records

Rationale: A routine re-examination of this policy. Changes incorporated for clarification and expansion of privacy protection to all graded material.

Definition:	A policy governing faculty management of student course records
Authority:	Family and Educational Rights & Privacy Act of 1974 (FERPA)
Scope:	All university Faculty

Procedure

Instructors have the responsibility to ensure confidentiality of the student records to comply with the Family Educational Rights and Privacy Act of 1974 (FERPA 1974). Student records are defined as any documents (including electronic) that include identifying student information (e.g. name with social security number, student ID number, or grade). Documents include, but are not limited to, graded class assignments, homework, tests, letters of recommendation and roster print-outs showing student name and any other type of personally identifiable information (e.g., social security number, student ID number). The purpose of these guidelines is to help faculty understand how to manage student records.

I. Instructor Responsibilities

A. Keep student records out of reach of anyone else, preferably in a locked cabinet.
B. Obtain the student's written permission before anyone other than the student-including spouses, parents, significant others, and other relatives-can collect his/her graded work.
C. Keep student records for a minimum of one year from the end of the term when the work was completed before destroying them.
D. Obtain the student's written permission before you leave his/her records outside your office.
E. All records left outside of office must be in a sealed envelope.
F. After one year, records may be discarded after identifying characteristics have been removed or destroyed.
G. Do not at any time use the entire ID Number of a student in a public posting of grades or any other student records.
H. Do not ever link the name of a student with that student's ID number in any public manner.
I. Do not leave graded ~~tests~~ material (such as tests, papers, or assignments) in a stack for students to pick up by sorting through the ~~papers~~ graded material of all students.
J. Do not circulate a ~~printed~~ class list with student name and ID number or grade as an attendance roster.
K. Questions regarding the FERPA and/or other student record privacy matters should be directed to the Vice President of Student Affairs.

II. Student Responsibilities

In most classes, faculty return graded materials to students during the course of the semester. If a student elects to file a formal appeal over a course grade, she or he would need to produce all of the original graded work for the purpose of the review procedure. Therefore, students should retain work handed back to them at least until they receive the final grade. If the student then elects to file a grade appeal, s/he should retain the graded materials until the appeal is resolved.

APC: Declaration of major and specialization policy

Rationale: This came to us from the Graduation Initiative Steering Committee. Students are reaching the number of units to graduate without having declared a major. One of the contributing factors to reaching 120 units and not being able to graduate is waiting too long to declare a major. This policy is intended to facilitate time to degree. At the system level, we need to facilitate all students in a timely manner to graduation so that more students have the opportunity to attend CSUs. There are currently efforts from orientation, etc. to encourage students to declare majors.

Definition:	The purpose of this policy is to establish the guidelines for declaring major degree programs thereby facilitating timely progress to degree completion.
Authority:	The president of the university.
Scope:	This policy applies to undergraduate students and undergraduate curriculum.

1 **I. Declaring a major**
2
3   A.   Every student must declare a primary major.[2]
4   B.   Students are strongly encouraged to declare a major before they reach 60 units. After a
5   student has completed 60 units, s/he will receive a reminder from the registrar's office to
6   declare a major.
7   C.   If students have not declared a major and/or chosen the major's area of emphasis by the
8   time they have completed 80 units, a hold shall be placed on their registration and it will be
9   removed after they meet with an academic advisor or submit a declaration of
10   major/emphasis form.
11   D.   Some degree programs may have additional requirements for declaring a major, such as
12   pre-requisites and/or a petition process.
13   E.   Certain classifications of students, such as student athletes, may be required to declare a
14   major earlier than this policy stipulates. It is the student's responsibility to fulfill these
15   requirements.
16 **II. Impacted Programs**
17   Students wishing to declare majors in any subject area that has admission limits, may do so only with
18 approval from the department, school or program.

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[2] Students should check the website for the Office of Registration and Records for a current listing of degree programs that require signature approval for declaring the major. (As of AY 2010-11 the following degree programs require signature approval: Liberal Studies, Pre-Business, Nursing and Pre-Health majors.

Standing Committee Reports

APC

APC has drafted the Declaration of Major policy which is under review in EC, APC is also working concurrently on the following policies (with more emphasis on the first two):

Task	Completion and draft due date
Course Repeat Petition policy – revise	Fall 10
Excess Course policy (revise)	Fall 10
Dual-Listing of Courses policy (new)	Spring 11
Inactive Course policy – revise	Spring 11

BLP

The Committee is working on the following tasks:

FIRMS and SFR Reports from BLP Subcommittee: We continue to discuss educating the campus community about these reports. President Karen Haynes and all members of this subcommittee attended the October 25 meeting of BLP to discuss the FIRMS report's recommendations as well as possible strategies for ensuring adequate ongoing support for instruction. A revised resolution endorsing these reports and their recommendations will be presented at the November meeting of the Academic Senate.

Program Proposals: We are reviewing P-forms for two proposed minors: Video/Film Production and Music Technology, and we have received an A-form for a Master's in Public Health degree (MPH).

Academic Senate's Restructuring proposal: The policy proposal passed by the Senate in Spring 2010 was returned to the Senate for further work. The two objections raised by the President and Provost were: 1. the timeline for reviewing proposals was too long; and 2. such a policy must allow the President and Provost greater administrative discretion to address what they termed "unique and extraordinary circumstances." We have tabled the matter of whether to attempt another revision.

Academic Affairs Restructuring Proposal: The Provost provided to BLP a cost estimate for the Academic Affairs Restructuring proposal of $390,450. The Provost's memo is available for viewing at the BLP Moodle page. BLP members are preparing a list of follow-up questions, pursuant to our charge under the Provost's "Timeline for Structure Conversation and Search" and to the Executive Committee's charge.

Other Business:
SON non-voting delegate to attend BLP as Guest: At the request of the School of Nursing, BLP has invited a non-voting delegate to attend BLP meetings on an ongoing basis. Dr. Pam Kohlbry has agreed to attend our meetings in this capacity.

Upcoming meeting with AALC: BLP members meet several times each year with the Provost's Academic Affairs Leadership Council, in part to recommend prioritization of budget proposals to be presented to the University Budget Committee (UBC). Our Fall meeting will be held on November 2.

Extended Learning: BLP has been tasked by the Executive Committee to examine when and by whom courses and Programs are to be offered through Extended Learning.

FAC

Items in progress:

Misconduct in Scholarship & Research Policy (referred 9.20.10)	Presented to EC 11.3.10
Coach Evaluation Policy (carry over from 2009-10)	Presented to Senate 11.3.10
Formalization of dept RTP Standards & Evaluation and Retaining Lecturer Standards (referred 9.20.10)	Presented to Senate 11.3.10
Sabbatical Leave Policy – revision	In active progress based on EC input 9.27.10
Paperless RTP	In active progress based on EC input 9.27.10

Items referred to FAC 2010-11:

REFERRAL 9.29.10 (Yoshii): Reconciliation CoAS RTP document with CBA makeup of PRC	In progress
REFERRAL 9.29.10 (Boren): Review revised SoN policy on evaluation of temporary faculty	In progress
REFERRAL 10.20.10 (EC): Investigate & address impact of moving programs to EL on RTP process for faculty teaching in EL	In progress
REFERRAL 10.20.10 (EC): Investigate & address impact of moving programs to EL on entitlement for lecturers	In progress
REFERRAL 10.20.10 (EC): Investigate & address impact of moving programs to EL on workload accounting for faculty teaching in EL	In progress
REFERRAL 10.20.10 (Powell): New policy on moving a faculty member to another department considering all possible cases	In progress

GEC

GE Course Proposal Review
The following course proposals for GE credit were reviewed and approved:
PSCI 390-8, Political Movements in the United States (DD);
ID 350-3, Globalization and Trade (also proposed as GEOG 365, for DD);
ID 370-5, Geography of Mexico (DD); and
WMST 300-9, Experiences of Immigrant Women (DD).

The GEC continued to sponsor GELO sessions.   Faculty in the area were invited for discussions of GELOs for B1: Physical Sciences, Tuesday, Oct. 12; Diversity, Monday, Oct. 18th; and B2: Life Sciences Tuesday, Oct. 26. The GEC continues its own discussions of diversity GELOs, reviewing faculty comments and comparative applications of diversity in the GE across the CSU.

LATAC

Report delayed.

NEAC

NEAC is currently putting together information from other CSU campuses so that we can:
- discuss the possibility of uncoupling the Chair and Chair-elect roles so that the Chair and Vice-Chair are elected separately and can serve more than one term
- consider whether a Senator must give up a Senate seat in order to assume an officer role
- discuss lecturer faculty eligibility for Senate committees.

We continue to fill vacant committee seats. Our next topic of discussion will be the relationship between the Graduate Studies Committee and Academic Senate.

PAC

PAC is about to finish its response to the Political Science Program Review and will begin its discussion of a response to the Women Studies program review this week.

SAC

No report.

UCC

Work completed in October 2010: In the month of Oct 10, UCC reviewed and approved one new program proposal (P form) for Academic Senate discussion. In addition, UCC has also approved one program change proposal (P2 form), one new course proposal (C form) and two course change proposals (C2 form) for forwarding to Academic Senate Consent Calendar. The new program proposal is for Minor in Music Technology. The program change proposal is for the B.S. in Biotechnology. The new course is CS 105 Media-Propelled Computational Thinking. The two course change proposals are: MIS 411 Database Management and CHEM 341 Introduction to Biochemistry (new title General Biochemistry).

Continuing Work: UCC has collected feedback of the new C form template. The Academic Program office will revise and submit back for UCC review. In addition, UCC has discussed the EC's charge on revising the C/P forms to ensure quality of the courses/programs offered through Extended Learning. We will continue this discussion and expect to submit our recommendation in next month. We are also in the process of reviewing the four P-2 forms and their accompanying C/C-2 forms from School of Nursing. We expect to start the review of the P form for Minor in Video/Film Production and its two accompanying new courses. There are also three C forms and four C2 forms from CoAS and CoBA being or awaiting to be reviewed.