

**COMMITTEE ON EDUCATIONAL POLICY  
MINUTES**

**May 5, 2010**

**Wednesday, 11 am-1:30 p.m., Kerr Hall, Room 307**

Present: Holly Cordova (NSTF Rep), Cormac Flanagan, Pam Hunt-Carter (Registrar, *ex officio*), Jimin Lee, Roxanne Monnet (Staff), Matthew Palm (SUA Rep), Eric Porter, Justin Riordan (SUA Rep), Deanna Shemek (Provost Rep), John Tamkun (Chair), Peter Young, Eileen Zurbriggen.

Guests: Margie Claxton (Associate Registrar), Elaine Kihara (Academic Preceptor Designee), Bill Ladusaw (VPDUE), Barbara Love (Articulation Officer),.

**I. Announcements and updates.**

May 21 will be the last Senate Meeting of the year, followed by a reception. The Committee on Educational Policy (CEP) plans to give an oral report for a year end update on general education (GE) reform.

Chair Tamkun gave an update on GE proposal reviews. The focus this week has shifted to sending notification letters, particularly where more information or a minor revision would be needed before the request could be approved. Members were asked to confirm the consent agenda by the email by the end of tomorrow.

**II. UC Commission on the Future Recommendations.**

CEP reviewed a draft response to the UC Commission on the Future Recommendations and held a more in depth discussion of the points raised last week.

The idea for a three-year degree option was discussions. CEP thought that moving toward a three year degree norm would not be in most students' best interest. As a choice it seems good but not as mandate. Student who takes more time to find their passion would not be well served by having less time. A three-year degree reduces student time to benefit from various opportunities such as EAP and undergraduate research.

The Committee will reaffirm that it is not in favor of differential fees at the campuses and that all distance learning and on-line courses will need CEP regular approval.

Concern was expressed for financial aid options AB540 classified students. These students pay into financial aid through their fees but are not eligible to receive any. Consequently, these students often need to take leaves from their academics to work to support themselves. CEP supported that recommendation that AB540 students be financial aid eligible.

CEP supports Recommendation 4 on Access and affordability.

### III. Catalog topics.

Art: CEP discussed and approved the request to reduce the Art major by one lower-division requirement (the History of Arts and Visual Culture course) and one non-studio upper-division requirement. It is unfortunate that the decision was made for budgetary reasons but the degree continues to meet the 40 upper-division credit requirement and the department contested that the degree remains in alignment with other like degrees in the UC system. Discussion of the request to changes the admission to the major policy will be carried forward to the meeting at which all such requests will be discussed. The Art Major Disciplinary Communication (DC) proposal was discussed by CEP who approved the request, acknowledging that course 160 (formerly course 60) was withdrawn from the proposal. Thus, Art majors will fulfill their DC by taking one of: 149A, 149B, 150C, 170W, 171W, or 172W. The approval is also made on the assumption that students will meet the minimum writing requirement in all future offerings of the courses. The committee noted that some of the proposed DC courses, ART170W, 171W, or 172W, will be offered only during the summer. Since there is no guarantee that summer session will approve future offerings of these courses, CEP will suggest that the department develop a contingency plan to maintain sufficient capacity in DC courses offered during the regular academic year.

Latin American and Latino Studies (LALS): CEP approved the following changes to general catalog program statement for the LALS Major and conditionally for the combined majors pending confirmation by the sister departments that the changes are acceptable to them.

- Changing/renumbering of LALS 10 to LALS 100,
- Reducing the number of required 80s courses from two to one, and
- Restructuring of the cluster course requirements as indicated in your draft catalog text.

In principle, CEP supported the request to make LALS 1 a requirement for the major. However, in their cover letter the department indicated that students will be required to take both LALS 1 and an approved 80s course before taking LALS 100. By contrast, the proposed program statement included a recommendation that students take two 80s courses before enrolling in LALS100, but did not refer to any formal prerequisites. Since CEP has not received a formal request to add LALS 1 (or any other) prerequisites to LALS100, CEP assumed that the reference to prerequisites in the cover letter was a misstatement. If the department did intend to add prerequisites to LALS 100, they must submit the proposed change with the next round of catalog requests in December. This request should be accompanied by a clear explanation of the potential impact of the change on your admissions policy. CEP was concerned that the addition of any formal pre-requisites to LALS100 would constitute a de facto change in the admissions policy for the major. This is not a trivial concern since the academic planner provided in the program statement suggests that LALS 100 will be offered only once per year in the fall. Thus, the addition of any pre-requisites to this course might prevent junior transfer students from declaring the major until the winter of their senior year, which is well past the deadline for students to declare their major.

The DC requirement for LALS majors was tentatively approved, contingent on the satisfactory resolution of the following two issues:

- If all majors must complete LALS 100A/B, why was it necessary to refer to the LALS 194 in the proposal? The reference to this course appears to be superfluous and will probably be

confusing to students.

- The DC statement in the catalog copy might benefit from more editing. Also, because there are several combined majors, the department needs to make it clear in the program statement that the DC for each of the combined majors is fulfilled in the same way as for the regular major (if this is, indeed, the intent).

Education: The request to consider an exception to the double counting regulation for students taking the Education Minor and Environmental Studies major will be considered at a future meeting. There were no further catalog requests that warranted full committee discussion.

Anthropology: CEP found that the overall structure of the Anthropology's DC proposal (a theory course, chosen from a menu of four courses, plus the senior exit requirement) seems like a workable plan. However, important details were missing from the proposal. The Course Details section of CEP's request form seemed to have been missing from the proposal. This section needs to be provided for every course that is part of your DC curriculum. If the writing assignments for the 194 courses will be the same for every course, then the department may provide one description. In that case, CEP will ask that the department template language for the syllabi of all 194 courses to describe the writing component of the courses. If each instructor will have different assignments, CEP needs separate information about each course. Not enough information was provided to ensure that the total page count is met, for all possible paths through the major (i.e., all possible combinations of theory courses and senior exit courses).

The possibility of using a graduate course to fulfill part of the DC was of some concern to CEP. Such a course would rightly be expected to be more rigorous than an upper-division course. Thus, substituting a graduate course for a senior seminar for fulfillment of the senior exit requirement can be justified. However, when specifically considering instruction in writing and other forms of communication, it was not clear that a graduate course would necessarily meet the needs of undergraduates. CEP would appreciate a more detailed justification of the appropriateness of graduate courses for undergraduate DC instruction (as well as detailed information about each course and its writing instruction). If very few students take the option of a graduate course for their exit requirement, perhaps they would prefer to remove this as an option to go into the catalog. Individual students could petition to CEP for approval to substitute a graduate course for their DC. These are reviewed on a case by case basis, as with other GE substitutions requests.

Economics: Discussion of the Economics Major DC and catalog program statement was carried forward to a future meeting.

Psychology: The following changes to the Psychology Major were approved:

- Expansion of the options to satisfy your math requirement to include AMS 2 and Math 4, along with the existing option.
- Removal of Pre-Psychology as a major designation.
- Renumbering of Psych 3 to Psych 100.
- Redistribution of the lower-division courses and upper-division courses for the major, intensive major, and minor in light of the above mentioned renumbering—decreasing the

lower-division requirements by one course with a corresponding increase in the upper-division courses of one.

Biology: Chair Tamkun recused himself from discussion of the DC proposal for Biology. The Committee was reminded that student would take one, 5-credit lab course to satisfy the DC requirement for degrees overseen by MCD Biology, according to the proposal. Student would receive a handout on writing conventions, as well as feedback from TAs or instructor. BIOL 111L and 178L were removed from the options and 186L modified since CEP's last discussion. For course BIOL 186L CEP wanted to confirm that all students will complete two papers in addition to the lab notebook writing. CEP will offer a friendly amendment for the second paper, it could be review of an article—as a way of keeping the workload of this course down—or a rewrite of the first paper based on feedback received. For BIOL 105L there was no reference to instruction in writing. Some teach conventions for writing must be included in the course. The amount of writing in BIOL 119L must be confirmed. The teaching in writing was unclear for BIOL 110L and must be confirmed. It appears that the amount of writing would be 20 pages of writing plus an oral presentation. CEP reaffirmed that the lab notebooks write would be appropriate as disciplinary communication writing above the core 18 pages for the requirement. BIOL 100L mentions individual or group work. CEP will confirm the amount of individual writing. Students taking a major under the oversight of EE Biology would complete BIOE 107 and 109. These appear to have sufficient writing and feedback. However, BIOE 108 which was suggested as an alternate to BIOE 107 has 16 pages of field log which seemed to CEP to be analogous to lab note books. Additionally, research occurs in pairs of students. CEP will confirm the amount of writing and reaffirm that while is it fine to do the research in pairs, the writing needs to be independent to satisfy this requirement. The boundaries on collaboration need to be very clear to the students.

So attest,

John Tamkun, Chair  
Committee on Educational Policy