

COMMITTEE ON EDUCATIONAL POLICY

MINUTES

Wednesday, October 09, 2013

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

Present: Ben Carson, Olof Einarsdottir, Roxi Power (NSTF Rep.) Tracy Larrabee (Chair), Ronnie Lipschutz (Provost Rep.) Michael Mateas, , Kayla Oh (SUA Rep.) Mary Beth Pudup (UCEP Rep.), Tchad Sanger (Interim Registrar, *ex-officio*), Heather Shearer, Ted Warburton, Susanna Wrangell (staff).

Absent: Barbara Love (Articulation Officer), Michael McCawley (Director of Admissions), Vanessa Morales (SUA Rep.).

Guests: Cher Bergeon (Academic Preceptor Designee), Margie Claxton (Associate Registrar), Richard Hughey (VPDUE).

I. Announcements and Updates

Chair Larrabee attended UCEP this week where committee members discussed: cross campus enrollment problems with granting credit for course work, Open Access Policy, and transfer student articulation issues, WASC, and Health Insurance changes. There was also a Senate Executive Committee meeting this week where the President's visit was coordinate with senior administrators.

The CPB Chair will be meeting with Chair Larrabee to consult on the definition of impacted majors.

From the Consent Agenda:

Committee minutes for September 25, October 2 will be approved next week with October 9, 2013.

II. External Review Programs

Stage 1 – Questions for the Charge

The Electrical Engineering Department is excellent; however, CEP members had concerns that this is a small department and agreed with the Dean's question, "How does this effect undergraduate education?" For the draft response:

1. Is there anything between the merger with CE and CS?
2. We understand that merging of departments is not widely accepted, is there a way to share curriculum with CE or CS courses? Would cross listing be a favorable option?
3. We recommend the department look at the prerequisite structure of EE101 and EE103 and the undergraduate curriculum, what are the gateway courses, we observed the nationwide trend is to have students complete these earlier in their career.
4. Taking the math courses before the major, does this have a positive effect on time to degree, it appears your majors have the second highest required quarters to degree (graduation) (i.e. 9.8 quarters for transfer students)
5. Are there any interim solutions that would benefit undergraduate education curriculum with regard to the electives, it appears there are not any offered
6. Gender and ethnicity issues were not addressed, only 10% undergraduates are females, but we understand you have a 28% Hispanic population
7. In the last external review, undergraduate students reported the Labs were not sophisticated, were these upgraded?

Stage 2 – External Review Reports

Philosophy

The lead member felt these were important points for response from the department at the closure meeting.

For the Response:

1. Diversity has declined markedly in this review period, for both faculty and students. While this issue was addressed briefly in the self-study—the department intended to encourage increased involvement from affiliated members of other departments—the issue has not surfaced since. We take this silence not as a passive expression of a status quo, but as an active contribution to the problem. Recruitment of a faculty and student body more closely representative of a public institution and its mission will require more visible forms of outreach, especially to women and minority students.
2. CEP noted in its amendment (November 12, 2012) to the ERC charge that “the relatively small Philosophy Department serves many students, and this has affected the quality of undergraduate education, especially in terms of access to courses...”; we are not satisfied that the department has addressed this downward shift in faculty-to-student ratio, or its relationship to declining student satisfaction. CEP will request that the department describe its approach to this problem in detail. Finally, the Department Chair estimates that faculty rifts and low morale, while still a serious problem in the ERC’s view, have not recently impacted governance of the department.

Environmental Studies

The department seems to have a positive overall curriculum for undergraduates but members had the following concerns that need to be addressed:

1. Admission to the major seems to be a bottleneck with ENVS 100/L, even with two offerings per year, this process seems cumbersome, six prerequisite courses seems like too many, and three must be taken outside the department
2. ENVS 100/L is a writing intensive course, has DC general education requirement designation and is the gateway course to declare one or any of the four majors, it is unclear why supplemental materials will be provided for students during the course
3. The comprehensive requirement, is instruction by ladder rank faculty?
4. How has the departure of Professor Haddad impacted the undergraduate curriculum? Will the department be replacing him?
5. Diversity is not addressed
6. The Environmental Studies Department is a gate keeper for all undergraduate curricula that has an environmental component, what types of collaboration with other units can benefit areas of study for undergraduate curricula?
7. Has the Econ/Environmental Studies major lost undergraduate interest?
8. Remind the department, that the current admission to the major policy expires this year, 2013-14, and a full proposal with data and justification for gateway courses must be submitted this fall with the program statement per CEP 2011-12 August 17, 2012 correspondence. CEP members feel this maybe the appropriate time to address prerequisites for the majors.

Science Communication

This is an outstanding one-year graduate certificate program, one of the finest in the nation. This is the first review since the retirement of the founding director of the program, John Wilkes.

The new director, Robert Irion, has expanded the range and number of the student internships and changed the curriculum to include training in various current digital and online media

The primary concern of the ERC was financial stability. Science Communication offers only one undergraduate course, Science Communication 160, and since 2009 many undergraduates have expressed a need for a second offering, the enrollment cap is at 18. CEP would like to encourage more resources for this program that serves many undergraduate science students with regard to science writing and brings prestige to our university. CEP will recommend fundraising in association with the new Institute of the Arts and Sciences fundraising, may help support this program in the future.

Move to next week due to lack of time:

III. Course Approvals

The Committee will discuss various types of course approvals from the online course approval database. Routine courses are approved by sub-committee members but sometimes there are exceptions the whole committee must consider. Members will discuss these different types of courses together as an orientation to the online process.

Crown 81 a second offering of core class for students who don't satisfy ELWR or C1. CEP members discussed at length last week and decided more information was needed and will discuss again.

PSYCH 159A an additional course for their approved DC curriculum, a sub-committee can approve this type of request, it is not a new course, or proposal, this course was part of the original curriculum and is being re- activated after suspension.

IV. Z Notations in AIS

Committee members will decide if legislative changes need to be made or just define the Z notation and send out communication to the campus community.

Committee on Educational Policy, 2013 – 14