

**COMMITTEE ON EDUCATIONAL POLICY
MINUTES
Wednesday, April 1, 2015
11 am-1:30 p.m., Kerr Hall, Room 307**

Present: Matt Guthaus, Sean Keilen, Mark Krumholz, Heather Shearer, Tchad Sanger (Registrar, *ex-officio*), John Tamkun(Chair), Alice Malberg (SUA Rep.), Max Hufft (SUA Rep.), Roxi Power (NSTF Rep.), Susanna Wrangell (staff), Barak Krakauer (staff).

Absent: Faye Crosby, Mary Beth Pudup.

Guests: Margie Claxton (Associate Registrar), Richard Hughey (VPDUE).

I. Announcements and Consent Agenda

VPDUE Hughey announced that work on revising the academic misconduct policy is continuing, and that a draft of the language should reach CEP for review shortly. Such a policy would remove the DG notation, which has been a source of some confusion and controversy around the campus.

Members were briefed on the results of the external review closure meetings for the Literature and Electrical Engineering departments.

CEP received a request from the Arts Division for three of its classes to carry multiple GE designations. Members will discuss these classes at a later meeting to determine how to proceed.

Chair Tamkun discussed the growing number of collections of courses that would seem to be classified as non-academic programs, such as summer academies, writing programs for multilingual students, collections of physical education courses, and the honors program. The committee agreed to work with VPAA Lee to consider the creation of such programs to fall under the guidelines established by the VPAA's office, according to which such programs would be established with advice from relevant Senate committees.

Members approved minutes for March 4, 2014.

Members approved draft letters to CMPM about the qualification policy and DC curriculum for the major, to LAAL about the pass/no pass options for LAAD 99/99F and 199/199F, and to the Graduate Council about the Chancellor's Teaching Fellows.

The program statement for Queer and Sexuality Studies was approved.

II. CEP Supplemental Course Approval Form Revision

CEP members continued their work on streamlining the course approval forms. Members have created new course approval and revision forms, and intend to streamline the GE designation forms in a similar manner. Members reviewed a draft of one GE supplemental form that is meant to highlight the criteria that committee members use to determine whether a course fulfills a GE requirement as intended, thereby reducing the amount of confusion about what a GE course should consist in.

Members found that this new model of GE supplemental forms enhances CEP's ability to be able to review the curriculum being proposed. While some faculty members may object to having to determine

the structure of assignments when proposing a new course, doing so will help the committee determine exactly how the course in question will teach the GE aspects of new courses.

The committee will continue creating these GE supplemental forms for the other GE designations over the rest of the quarter.

III. Qualification Policy Report Template and Extension Letter

Members discussed correspondence to departments offering them extensions on their qualification policy reports. Members approved the draft letter with revisions.

IV. C Minus Legislation

The final draft of legislation related to expanding grading options was reviewed by committee members. Members determined that the final version of the legislation should contain a link to its previous report on expanding grading options as delivered in the Winter Senate meeting.

Members also determined that it would be appropriate to deliver a short presentation justifying the inclusion of C-, D+, and D- grades at the April 22 Senate meeting. Members also stressed the importance of outreach if the grade change legislation passes, since it would be very important for faculty to understand how the C- grade will function.

V. Student Directed Seminars

Members continued their discussion from previous meetings about the use of undergraduate students in the delivery of course content. Members remain concerned about the use of students in this fashion, and are worried by a trend of more course content being delivered by non-ladder rank faculty. This worry is particularly acute when the content is being delivered by undergraduate students. Committee members noted, however, that there are a relatively low number of such courses, and that most of them are being taught in Theater Arts as student directed productions, which are less problematic pedagogically.

Committee members still questioned why these courses sometimes bear five credits and questioned the degree of faculty oversight in these classes. Members considered revising the forms for the approval of these courses to highlight that it is strongly recommended that they carry two credits, and require further evidence of faculty support and oversight of teaching and responsibility for assessment.

Members agreed to consider some more potentially problematic cases of undergraduate teaching, such as the Stevenson Junior Fellows Program and the College Eight Education for Sustainable Living Program, at a later date. The committee will request more information about these programs and consider them in more detail at a subsequent meeting.