

**COMMITTEE ON EDUCATIONAL POLICY
MINUTES
Wednesday, April 29, 2015
11 am-1:30 p.m., Kerr Hall, Room 307**

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

Absent: Max Hufft, Alicia Malmberg (SUA Rep.),

Guests: Jan Burroughs (Preceptor Rep.), Margie Claxton (Associate Registrar), Richard Hughey (VPDUE)

I. Announcements and Consent Agenda

The program statement for Italian Studies was approved.
The minutes for April 22, 2015 were approved as submitted.

Chair Tamkun reported that he had met with the faculty members proposing the Games and Playable Media B.A. program, and that progress is being made to address CEP's concerns with this program.

Chair Tamkun also reported about the recent Senate Executive Committee meeting, as well as a meeting involving state and campus leadership.

II. Request for Designation for Classical Studies Courses

CEP received a request from Classical Studies, an interdisciplinary program supported by various departments including History, Linguistics/Language Studies, Literature, Politics, and Archeology, to mark their courses in the catalog with the 'CLST' designation. Such a designation would help the program more appropriately label courses, including the comprehensive examination preparatory class currently labeled as HIS 199F.

While some members wondered how many other programs or areas of study would also want a new designation, most committee members agreed that, since Classical Studies is a department at most comparable Universities, the request for a catalog designation seems reasonable. The committee was inclined to accept this request, but had some questions about which other courses would carry the new designation. Members also wondered whether it may be more appropriate for the Classical Studies Program to develop its own capstone course.

The committee will respond to Classical Studies faculty and let them know that such a request is reasonable, but that more information (such as other courses that would bear this designation) would be helpful in allowing the committee to make its decision on this matter. The committee will re-consider this issue after receiving a reply.

III. Request for Econ 186 P/NP Grading Option

The Economics Department requested a major course revision to 186 to remove the letter grade option and limit grading to Pass/No Pass. This course is meant to be a preparatory math class for incoming M.S. students, and the department believes that not including it the GPA computation will encourage more student enrollment. CEP discussed this proposed change and determined that, if the course functions as described, then it would be more appropriate for it to be listed as a graduate-level course. If the Economics Department re-numbers 186 as a graduate course, undergraduates could still enroll (and perhaps be evaluated differently), but the course could be presented in such a way that more accurately reflects the nature of the class. When this is done, the course would fall under the purview of Graduate Council, but CEP sees no reason why the default grading option for this course should not be Satisfactory/Unsatisfactory.

IV. Mid –Cycle Review of Art and Psychology

After mid-cycle reviews for the Art and Psychology Departments, CEP received a request from the VPAA to set regular review cycles for these departments. CEP concurred with VPAA Lee that both departments are making progress toward addressing the issues raised by previous external reviews, but that since the Art Department is launching new academic programs, an earlier review would be beneficial. Thus, CEP recommended that the Art Department undergo external reviews in a six-year cycle, while the Psychology Department undergo reviews in an eight-year cycle.

V. Approval of Academic Calendar

The committee continued its discussion from last week about the proposed academic calendar for 2015-16. Members were concerned that, in the proposed calendar, classes in the Winter quarter would end on a Monday, and final exams would begin on that Tuesday; not having at least a weekend between instruction and examinations would not be in the best interests of students or faculty. Members recognized that eliminating this final Monday would further reduce the number of instructional Mondays, but determined that it was far more valuable to have a weekend between instruction and examinations. Furthermore, since most of the other UC campuses on the quarter system lack this Monday, and since this Monday was only recently added to the calendar, it seemed reasonable to remove it.

VI. Multilingual Program

Members reviewed course proposals for a sequence of writing classes (Writing 24-27) that are to be offered beginning this summer. These courses are intended for international students with relatively low writing proficiency; international students will take a test to determine their placement in the sequence.

Members determined that the first class in the sequence, Writing 24, would carry workload credit only: the credits earned in this class will not count toward the 180 credits needed for graduation, as the work in this course is remedial per UC regulation. The other writing courses in the sequence would carry credit in the normal fashion.

The committee also discussed potential enrollment restrictions. Since these classes are targeted at international students, it would be beneficial to state clearly in the catalog precisely who is expected to take these courses. The intended population, of course, is international students with low AWPE scores, but the committee suggested that the courses be listed in a way that is more precise. Members suggested that the catalog refer to the students in question as “students required to take the TOEFL examination.”

This wording should be attached to the course proposal for Writing 24 because the other courses enrollment restrictions merely reference completion of Writing 24.

Members noted that this course would be the first on campus that would allow students to satisfy the ELWR by earning a passing grade; portfolio reviews and other such mechanisms are not necessary. The committee did not find this problematic, but did note that this may set precedent for the relationship between other writing classes and the ELWR requirement. Members also noted that this sequence should be considered in consultation with the Colleges and the Academic English program.

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