

**COMMITTEE ON EDUCATIONAL POLICY
MINUTES**

**Wednesday, May 18, 2016
11 am-1:30 p.m., Kerr Hall, Room 307**

Present: Faye Crosby, Matt Guthaus, Dee Hibbert-Jones, Seamus Howard (SUA Rep.), Tonya Ritola, Vanessa Sadsad (SUA Rep.), Felicity Schaeffer, John Tamkun, (Chair), Susanna Wrangell (staff).

Absent: Doris Ash, Erica Halk (NTSF Rep.), Sean Keilen (Provost Rep.), Matthew Mednick (staff), Tchad Sanger (Registrar, *ex-officio*), Associate Registrar Claxton, Articulation Officer Love.

Guests: VPDUE Hughey, Preceptor Representative Burroughs.

I. Announcements:

Everyone is invited to attend this afternoon's Senate meeting at 2:30 p.m. at the Stevenson Event Center; legislative changes for ELWR satisfaction criteria will be voted upon (Regulation 10.5.2).

CEP representative from the METX external review closure meeting explained to members that, while the department does teach lots of undergraduate student labs, the TAs are not instructing the labs. These are taught by ladder-rank faculty.

The Computer Science Department (CMPS) course gating outcome: Chair Tamkun gave an update on restricting upper-division courses for the major, due to capacity issues. Priority enrollment holds will be placed on the courses, which is a labor intensive process for the Registrar's Office but staff are willing to accommodate the request.

There was also a meeting for impactation of majors with a membership of faculty and administrative staff.

CEP met with members of the Humanities Division for a consultation on the undergraduate student writing curriculum.

Consent agenda approvals:

Petitions: 12 GE substitutions, 2 late add/drop, 6 other requests.

Program statements: Computer Science (CMPS), Computational Media (CMPM).

Biological Sciences: Needs minor correction to change introductory/advanced to lower- and upper-division requirements, and other minor conforming changes.

Revised Delegation Policy

Correspondence:

CEP Requests to CoP re: Repeat Exception for WRIT 27

CEP to Chair Brenneis re: NAU at Economics 3+1+1 MOU

College Eight Sustainability Program Statement

II. Best Practices for Course Approvals

Committee members have been working in the online course approval system and have shared the following observations for creating member guidelines:

- Hold an orientation meeting for members, covering both OCA and Google Drive access.
- Provide more directly for how we approach looking at the course versus what we are reading about courses.

- Offer better training in the OCA
- Offer an easier method to reference necessary materials needed to make a decision on the Google Drive.
- Give more guidance on how to approve courses unrelated to a member's individual discipline. For example, Members without a science background were uncomfortable approving course requests for the School of Engineering and Physical and Biological Sciences.
- Provide a more logical approach to website navigation and filing of documents.
- Develop a cheat sheet on acronyms for departments, subject areas, etc.
- Have course approval forms available for CEP members to access.
- Create a half-page description with examples for faculty to reference for learning outcomes so course approvals can be approved more efficiently.
- Use examples of successful course approval forms for the General Education requirements for members to access.
- Put examples online for faculty members to reference with the course approval process (create a workflow chart).
- Create a sample syllabus and post online as a reference.
- Create a template for program statements on course placement/subject area for consistency with catalog program statements.

III. Current Catalog Rights Policy

Last week Chair Tamkun received a request from UCEP (University Committee on Educational Policy), to re-examine how our campus supports students returning after an absence of more than two years. Our policy appears to be very restrictive, but in fact, that is not the practice on campus. CEP, advising staff, departmental staff and the Registrar's Office work together diligently to help returning students earn their degree. Members will recommend to next year's committee to look over the language and make changes. Until then, CEP will continue to examine each request on a case-by-case basis.

IV. Follow Up: CEP input on Challenge 45 Responses from Departments

Members are tasked with reviewing department feedback on reducing upper-division credits in their majors; completing the response form; and commenting on whether the department provided a good faith. Each Member has been assigned four departments to review and respond to the VPDUE's Office by the end of May.

Members with conflicts were excused from the meeting before discussing the following agenda items.

V. Multilingual Curriculum (MLC) Report

CEP has reviewed the preliminary assessment report for the Multilingual Curriculum for international students. We were very impressed with this thoughtful report: the Multilingual Curriculum appears to have a very positive impact on international students who fail to satisfy the Entry Level Writing Requirement (ELWR) before entering UCSC. CEP would prefer to review the program after a full academic year of data is collected in tandem with CPB next fall. CEP supports the Writing Program's request to suspend WRIT 24 and offer only a three-course sequence (WRIT 25, 26, and 27) for entering international students who have not satisfied ELWR, effective fall 2016. Because the financial implications of this change are minimal, consultation with CPB will not be required, but CEP will send a response for a revision to the Writing Program's catalog statement, which will need updating immediately in order for this change to go into effect next year.

VI. Proposal for CoP College Core Courses

VPAA Lee has forwarded the proposal to our committee and has noted the proposal is lacking a budget, decanal feedback, and consultation with the Writing Program. CEP's discussion of the proposal will therefore be limited primarily to pedagogical issues. Members are disappointed the proposal still links writing to the College Core courses. From CEP's consultations with divisions, the first-year writing experience is a divisional concern across the board for all faculty with writing in upper-divisions courses.

Members agree Core is a college bonding experience only and should be separated from writing. Members do not have a clear understanding of what the College Core courses' content will focus on besides community building. A course on writing ensures basic skills are a priority and will strengthen these skills.

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