

**COMMITTEE ON EDUCATIONAL POLICY
MINUTES**

**Wednesday, November 04, 2015
11 am-1:30 p.m., Kerr Hall, Room 307**

Present: Doris Ash, Faye Crosby, Matt Guthaus, Erica Halk (NTSF Rep.), Dee Hibbert-Jones, Seamus Howard (SUA Rep.), Sean Keilen,(Provost Rep.), Tonya Ritola, Vanessa Sadsad (SUA Rep.), John Tamkun, (Chair), Susanna Wrangell (staff).

Absent: Felicity Schaeffer, Tchad Sanger (Registrar, *ex-officio*), VPDUE Hughey.

Guests: Associate Registrar Claxton.

I. Announcements

Chair Tamkun updated members on the November UCEP meeting

Consent agenda items and the following correspondence were approved:

Revised draft CEP Supplemental Questions for ERC Charge for Community Studies External Review.

Revised draft CEP Supplemental Questions for ERC Charge for Politics External Review.

II. Proposed B.A. in Applied Linguistics and Multilingualism

Members reviewed the proposal for the Bachelor of Arts degree in Applied Linguistics and Multilingualism and found the proposal thoughtfully composed and the major itself promising for our undergraduate population. The proposed curriculum is both intellectually rigorous and comprehensive, and CEP is confident that the major will be of interest to students. The committee has several areas of concern that will be addressed in the response to the VPAA.

Members want information on potential bottleneck courses and their effect on time to degree. The department should also generate sample plans for students with different levels of writing competency.

The Department of Language and Applied Linguistics houses six ladder-rank faculty and is currently conducting a search for a new ladder-rank faculty to start in the 2016-17 academic year. While the proposal indicates this number is sufficient to host the curriculum for the major, the proposal also cites a number of affiliated faculty whose courses contribute to the upper-division electives requirements. Members would like to know more about how affiliated faculty will contribute to the workload and sustainability of the major. The proposed enrollment is for 25-30 students; how would the department deal with larger numbers of students if the interest in the program is higher than expected?? Members are curious if the affiliated faculty would be obligated to absorb the increase in workload.

The proposed admissions policy for the major requires students to earn a “B” or higher in two courses before declaring the major: APLX 80 and level four of a non-English language 80 course. Students who receive lower than a “B” can follow the appeal procedures indicated in the proposal. Before the committee can approve the major, the department needs to submit a request for a qualification to the major policy designed to ensure that students possess the minimal qualifications required for success in the major. The policy must include the process and criteria that will be used to evaluate appeals from students who are denied admission to the major. CEP will not approve any major admission policy designed to restrict access to the major based on budgetary concerns.

Departments must be prepared to accept and support all students who meet the minimum requirements for admission to any major with a qualification policy.

The proposal did not contain sufficient information about how prospective transfer students should prepare for the major nor did it address how transfer students would be impacted by the major admissions policy. CEP has an established precedent that identical criteria must be used to screen native and transfer students for admission to UCSC majors. The proposal indicates students may take oral or writing placement exams, depending on language in lieu of articulation agreements with community colleges. Members want to know if the foundational course (APLX 80) is covered by existing articulation agreements with community colleges as it appears to be offered only during fall quarter. Transfer students should be encouraged (if they have the option) to take a foundational class prior to transfer.

III. External Review Stage 1: Astronomy and Astrophysics Postponed until Winter Quarter

IV External Review Stage 2: Anthropology

CEP members reviewed the materials for the Anthropology Department external review closure meeting. The Committee recognizes the department is committed to undergraduate education but would like to note several concerns especially in relation to an expected climate of ongoing resource scarcity.

1. Our primary concern relates to the proposed model presented by the ERC and elsewhere, suggesting increasing undergraduate enrollment in order to produce more teaching assistantships for PhD students, thus relieving the pressure of diminishing finances and lower morale at that level of scholarship. CEP is concerned that this model of increasing enrollment in one area in order to financially support another may diminish the quality of undergraduate education.
2. The Anthropology faculty put forth many potentially valuable undergraduate program innovations, such as enhanced field study and team-taught, cross-cutting courses. Because these (and other) possible innovations are all resource intensive (faculty time and financial), CEP members believe the faculty must more clearly indicate to which of the program innovations they are most committed. It may be that there are trade-offs between specific innovations and the faculty's ability to achieve their goals in research and graduate training.
3. The Anthropology faculty would like to re-allocate TAs from the introductory courses to upper-division courses as a way of providing enhanced teaching opportunities for graduate students and enhanced instruction for Anthropology majors. CEP members believe this decision merits careful scrutiny because students' satisfaction surveys already score those classes relatively low. CEP is concerned that such reallocation may mandate changes to course pedagogy that may have unforeseen and negative consequences for enrollment and the quality of undergraduate education.
4. Of particular concern is the department's desire to increase undergraduate enrollment in order to generate more funding for TAs. A more reasonable solution is to consider other means for providing undergraduate support, perhaps through the implementation of undergraduate course assistants, as a way to supplement undergraduate education. This approach would decrease the department's need to prioritize graduate student education at the expense of undergraduate education.

V. Policy Issue Discussion for ELWR, Core, Lower-Division Writing Requirements

Members started a discussion for changes to the lower-division writing requirements and the process the Writing Program and the Colleges will develop together.

- Should programs develop major advising plans tailored to each student's college and writing proficiency?

VI. Course Approvals

College 8 courses for Education for Sustainable Living Program:

CLEI 160 Developing Leadership to Facilitate Environmental Education is approved.

Members will finish their discussion and review of courses CLEI 61 and CLEI 161 next week.