

**COMMITTEE ON EDUCATIONAL POLICY
MINUTES**

**Wednesday, October 12, 2016
11 am-1:30 p.m., Kerr Hall, Room 307**

Present: Jeff Bury, Manel Camps (Provost rep.), Gina Dent (CCI Chair.), Suresh Lodha, Onuttom Narayan, Tonya Ritola, Tchad Sanger (Registrar, *ex-officio*), Beth Stephens, John Tamkun, (Chair), Kim Van Le (Senate Analyst), Tias Webster (SUA Rep.), Lynn Westerkamp, Susanna Wrangell (Senate Analyst).

Absent: David Draper.

Guests: Margie Claxton (Associate Registrar).

I. Announcements

This week Associate Registrar Margie Claxton was invited as a standing guest for fall quarter. Chair Tamkun updated members recent Student Success Campus Leadership Team and CAB/SEC meetings.

Consent Agenda

Members approved the draft CALL for Disciplinary Communication Grants (DCG). After VPDUE Hughey reviews, CEP will send this out to Senate faculty.

II. External Review Feminist Studies Closure Meeting

Member Dent was not present during the discussion and outcome for the Feminist Studies external review closure meeting. Members found the ERC report directly addressed our questions as part of the report itself, and we agree with the recommendations provided by the committee.

There are three areas we are concerned with to be addressed at the closure meeting:
Advising, TA training, and curriculum coverage for the Science, Technology and Medicine Concentration.

III. External Review Applied Mathematics & Statistics, Supplemental Questions

Member Draper was not present during the discussion of the Applied Mathematics and Statistics Department review. The self-study emphasized problems with the two disciplines merged into one department. CEP does have some significant concerns about the structure of the department and collegiality of its members. AMS provides outstanding service to departments on campus, so it would be catastrophic to the campus curriculum for undergraduates if the department were to be disestablished as suggested by the minority report. CEP would like the external reviewers to address the following questions:

- How does the fractured state of the department effect the undergraduate experience?
- The department offers many service-oriented courses. Could a lecturer from other departments teach these courses instead?
- Does it make sense for the department to offer more service courses or change their curriculum instead?

- Pedagogically, does it make sense for the department to teach lower division mathematics courses?
- With the challenges facing the department, does it make sense to continue offering the minor due to the small number, and do the requirements for the minor seem excessive? They may want to consider reducing the number of courses required to the CEP standard: a minimum of 25 upper division credits.

IV. Review Open Campus Policy

Last year CEP members updated the Open Campus policy for students who are non-matriculated but would like to take courses for credit from either University Extension or UC Online. Members reviewed the appended Open Campus policy with regard to credit limits for non-matriculated students returning to campus after an absence. This limit is not imposed on articulated students. After discussion members requested more information on the types of course scenarios students may enroll in. Registrar Sanger will create a document for a future meeting discussion and policy development.

V. ELWR Hold Procedures

The Committee on Preparatory Education (CPE) has requested committee members to review the hold procedures pertaining to ELWR satisfaction. The procedures we use to prevent ELWR-required students from taking classes beyond the 4th quarter places a hold on their record, thus preventing them from enrolling for the next quarter. This results in difficulties for the students who satisfy ELWR in the fourth quarter, who find themselves off-sequence in a major course series, which can significantly impact time to degree. Members all agreed with the process change: to allow students to enroll normally. Once the ELWR results are available, 4th quarter students who do not satisfy ELWR would be administratively withdrawn by the Registrar's Office.

VI. Fall Quarter consultations

Council of Provost Representative Camps updated the committee on the future structure of the Core course, College 1, a five-unit course offered in fall on academic ethos and literacy. Originally, the Council of Provosts developed a proposal for a first-year experience (reading course in fall and writing course in winter), but CEP suggested that writing and Core be separated. As a result, the WP and the Provosts are working on a compromise by offering a small number of C1 sections for a few colleges in winter quarter when the new Core structure goes into effect. The committee discussed if there is a commitment from the administration to fund College 1 and the C1 and C2 courses. College 1 enrollment will be 30 students per course, and the C1/C2 courses will range from 22-25 students. In order for this shift to change, we will need a substantially higher number of FTE to cover the courses. A small working group was convened during the summer with the VPDUE to anticipate the total number of courses to cover College 1, C1, and C2. The group also discussed possible ELWR pathways and thought about how to reduce the total number of courses that would be required to serve all students for College 1, C2, and C2. The committee also discussed the coordination of the Writing Program and the CoP and whether or not College 1 should carry a GE. Further, the committee briefly discussed the future of Stretch Core.

Members considered the following consultations to take place in the future:

- Meeting with the Writing Program Chair and the Council of Provosts Chair

- Committee on Planning and Budget Chair Rodriguez
- Consultation with the Office of International Education on the Multilingual Curriculum Program (MLC)
- Consultation with VPDUE Hughey

VII. Continuing Discussion of Issues for CEP 2016

The committee discussed the following issue:

Graduate Growth

- Support for graduate student growth can enhance undergraduate teaching and research.
- GSI's are to teach large introductory lecture courses with little or no training or preparation.
- Some divisions do provide mentoring and training for graduate students who also pursue their own research.
- Mentoring graduate students is important for professional advancement and participation in teaching and research.
- The impact on faculty must be balanced by the department chair.

VIII. Review of the Multilingual Curriculum Report- Moved forward due to lack of time

Two years ago CEP approved a proposal from the Writing Program to offer a Multilingual Curriculum to help international students satisfy the Entry-Level Writing Requirement (ELWR) and lower-division writing requirements. After reviewing a preliminary report on the effectiveness of the MLC, CEP requested an addendum for review in fall quarter.