

**COMMITTEE ON EDUCATIONAL POLICY  
MINUTES**

**Wednesday, April 26, 2017  
11 am-1:30 p.m., Kerr Hall, Room 307**

Present: Manel Camps (Provost Rep.), David Draper (on phone), Gina Dent (CCI Chair), Suresh Lodha, Leslie Lopez (NTSF Rep.), Onuttom Narayan, Tchad Sanger (Registrar, *ex-officio*), Tonya Ritola, Beth Stephens, John Tamkun, (Chair), Kim Van Le (Senate Analyst), Lynn Westerkamp, Susanna Wrangell (Senate Analyst).

Absent: Anthony Ballesteros (SUA Rep.), Jeff Bury, Jessica Xu (SUA Rep.).

Guests: Margie Claxton (Associate Registrar), Ethan Hutchinson (Preceptor Rep.).

**I. Announcements:**

Chair Tamkun apprised members of mid-cycle program review report assignments. There are seven, and each member will review one and draft up CEP's response to the VPAA due May 31, 2017. Senate Analyst Wrangell will send out more detailed information.

**Consent Agenda**

Program Statement:

- Humanities: The Writing Program statement was pulled off the consent agenda until a decision has been made on the extension for the MLC curriculum.
- School of Engineering Divisional Program Statement was pulled off the consent agenda, and more information will be requested on their policy for articulated courses.
- Social Sciences: Environmental Studies is requesting changes to their major transfer screening policy and will require more information.

CEP has learned the timeline for review of Core and Writing Program course Proposals. The Senate would like the issue to be resolved before the new CP/EVC arrives. Only the Humanities Division contained information on the budget, but the Core proposal dated March 6, 2017 from VPDUE Hughey was not updated with the requested budget information from Senate leadership. CEP's direction is to move forward on the Writing Program proposal and leave Core out of the equation. Members have expressed concern and do not want to review one without the other; however, the last two years faculty have stated writing is important and a priority. Members discussed options to delay the fall 2017 implementation date for SCR 10.5.2, extending the date as a compromise. Without a budget, we wondered if funding College 1 would cost more, and there are currently no course approval requests for College 1 or revisions to the Writing courses for ELWR.

## **Executive Session**

### **II. Discussion of Proposed Changes to the Lower-Division Writing Curriculum**

Members discussed questions of strategy, to move forward with what we know since we have a budget for writing program. We will continue our discussion of the Writing Program's proposal to alter the courses and mechanisms by which students satisfy the Entry-Level Writing Requirement before consulting with Writing Program Chair Heather Shearer at the end of the meeting. Members need to decide if 10.5.2 should be delayed. At the end of executive session, members agreed to a delay if a budget is received during spring quarter. Members will work on the Writing Program proposal with CPB so both committees can move forward.

### **III. Post Consultation – Council of Provosts moved forward due to lack of time**

CEP consulted with Elizabeth Abrams, Chair of Council of Provosts, and Provosts Gina Langhout, Sean Keilen, and Manel Camps on the Council of Provosts' College 1 proposal; members did not have time to discuss drafting a post-consultation memo.

### **IV. Consultation with CPB Chair Rodriguez on Summer Session**

CPB is currently reviewing summer session for costs and operations to improve the quality and experience for students. Members learned that class size and instructor don't really affect the profit, but a salary cap would help with revenue and some ladder-rank faculty (about 10 – 12) would be affected. Chair Rodriguez is forming a sub-committee to work on Summer Session and asked for a volunteer from CEP to be a part of the group.

### **V. Consultation with Writing Program Chair**

After introductions, Chair Tamkun apologized for not sending our questions prior to our consultation.

Members wanted to understand the status of UCSC students being given four quarters to satisfy ELWR and learned there is no variance for students to finish in four quarters. The fourth quarter existed due to lack of an MLC; so students have time to pass the ELWR requirement. The current situation having the core/writing combined guaranteed three proper writing courses for students. If there was an extension to the ELWR requirement (fall 2017), planning for a work around so the domestic students can enroll in a version of the MLC. Without this type of curriculum, they are being disadvantaged over the international students. The Writing Program looks forward to having a 3 quarter satisfaction after year one requirement in place. Students could plan on taking a course over summer and return in fall. The students that fall into this category are a real mix but would be able to fit a CCC course schedule over the summer easier than during the academic school year.

Members wanted to understand the rationale for reducing the multilingual curriculum from 3 to 2 courses. During the MLC first year offering there were 4 courses: 24, 25, 26, 27. Students were struggling to meet C2 deadline, by the start of their 7th quarter. Many students who placed into Writ 24 were placed into Writ 25 instead. Take and fail and take and pass running up to C2 deadline and taking a long time in this curriculum. Students up to 5 quarters developing language skills.

LAAL will help with summer session courses. Do not move the C2 deadline for MLC tested students. On line courses would in this case be beneficial for international students who do not summer here.

Would the Writing Program consider moving towards a 4 credit unit, structure for the writing courses. We looked at outcomes, faculty only looked at supporting a 5 unit courses, with enough content and intellectual work students are required to learn but faculty are not opposed to 4 unit but instead it is a lecture teaching workload issue for IWC credit to a course, it would have to be bargained. Lecturers would need to teach more to get 100% time. The WP faculty do not believe one 3 or 5 unit course in composition would serve the students without a writing center on campus. Generally campus faculty support students needing more than one course in composition.

What is the optimal timing of the C1 & C2 composition course satisfaction; this Depends on a lot of factors, the writing curriculum is 2 years for many students, even though the first year course, for ELWR required it is more advantageous for students to take C2 in the second year and complete the DC in third or fourth year. Students have completed requirements closer to their discipline by the second year and could be more successful in writing skills, but we must be mindful of their majors to take these classes and coordinate with departments on campus. College1 and ELWR unsatisfied would benefit from these two courses. At this time we don't know what the course content for College 1 will be.