

COMMITTEE ON EDUCATIONAL POLICY
MINUTES

February 27, 2019
10:40 a.m.-1:10 p.m.
307 Kerr Hall

Present: Noriko Aso (CCI Chair, ex-officio), Needhi Bhalla, Elisabeth Cameron, Manel Camps (Provost Rep), Bruce Cooperstein, Noah Finnegan, , Joy Hagen (NSTF Representative), Rebecca Hurdis (Senate Analyst), Dongwook Lee, Lily Moser (SUA Rep), Tchad Sanger (University Registrar, ex-officio), Megan Thomas (pro tem Chair), Micah Perks, Lauren Woo (SUA Rep).

Guests: Preceptor's Representative Emily Burt, Deputy Registrar Margie Claxton, Deputy, Associate Registrar Kalin McGraw.

Absent: Onuttom Narayan (Chair), Matthew Mednick (ASO Director)

I. Announcements and Consent Agenda

The following consent agenda items were approved:

- 2/13/19 Minutes
- Program Statement Letters
 - History of Consciousness
 - LAAL
 - CRES
 - Mathematics
 - Physics
 - Film and Digital Media
- Additional Letters
 - CEP to VPAA re ENVIS Concentrations
 - CEP to Professor Paul Roth
 - Request for posthumous certificate of progress

II. Program Statement Review

The committee reviewed Literature + Italian Studies, Linguistics + Language Studies, Music, MCD Biology, and EE Biology department program statements.

Action: Letters to be sent to the Literature + Italian Studies, Linguistics + Language Studies, Music, MCD Biology, and EE Biology departments.

III. Discussion Regarding Granting Exceptions to Lower and Upper Division Courses in CAT

Pro tem Chair Thomas raised the issue of the committee allowing exceptions to the format of CAT for lower and upper division courses for program statements whose requirements are not structured

in the format of CAT. The committee discussed how to make the format accessible for students to understand the pathways for majors. It also considered the uniformity of all program statements.

Action: Further discussion at future meeting.

IV. Continued Discussion about Humanities and Arts

Committee continued the exploratory discussion about the declining enrollment of students in the Humanities and Arts Division. The discussion focused on making it possible for first year students to explore various disciplines rather than on the issue of low enrollment in specific departments and divisions. Members considered the tension between majors that are heavy in requirements versus a liberal arts education and the structural problems that this creates.

Committee discussed whether CEP should require students to complete a certain number of general education courses outside their division, except for double majors in two different divisions. Concern was expressed about how this would impact students who already are in majors that have heavy requirements. It was stated that instead of pushing departments to do this as a requirement, it should be encouraged as a value through the role of advising. One suggestion was to perhaps offer a “college honors” on the diploma and transcript for students took x amount of courses outside of their department or division. The University Registrar provided context that when GE reform occurred effective in 2010, the premise was to encourage departments to offer GE’s within. Therefore, if CEP now creates a requirement to take GE requirements outside of the major/division, this would contradict previous messaging.

Committee considered aligning major planners in the first year for clusters of majors to free up slots as much as possible. This would provide students in a major, or even if they are deciding between a group of related majors and the scope to explore other fields. It was agreed that this would be beneficial for students and the possibility of stating that certain programs will take 5 years to complete.

Additionally, members discussed the possibility of prohibiting School of Engineering students from double majoring within the School of Engineering. This would also prohibit double majors where the total number of requirements are a set amount of classes that have overlap. Members also raised the possibility of prohibiting double majors for any major combination that met a certain threshold of numbers of required classes.

Lastly, the discussion focused on the role of advising first year students who come from schools without knowledge about courses and disciplines that are not offered as AP courses in high school (e.g. anthropology). Concern was raised about this not being effective since college advisers would need resources to help implement this.

Action: This discussion will be continued, as an agenda item, in later meetings.