

COMMITTEE ON EDUCATIONAL POLICY  
MINUTES

October 9, 2019  
10:40 a.m.-1:10 p.m.  
307 Kerr Hall

Present: Douglas Bonett, Manel Camps (Provost Representative), Kate Edmunds, Joy Hagen (NSTF Representative), Lindsay Hink (CCI Chair, *ex officio*), Rebecca Hurdis (Senate Analyst), Dongwook Lee, Ronnie Lipschutz, Pradip Mascharak, Richard Montgomery, Onuttom Narayan (Chair), Tonya Ritola, Tchad Sanger (University Registrar, *ex-officio*), Matt Wagers

Guests: Deputy Registrar Margie Claxton, Associate Registrar Kalin McGraw, Preceptor's Representative Winnie Tang

**I. FTE Transfer Request: Confidential (Voting Members Only)**

Voting members discussed the FTE transfer request.

**Action:** Correspondence will be sent to Academic Senate Chair.

**II. Consent Agenda**

Chair provided updates on the recent UCEP and SEC meetings. The following were approved:

- Medical Excuses Policy
- Repeating Courses Policy
- Individual Major Guidelines and Deadlines Policy
- CEP UNEX MOU
- Policy on W Grades
- Letter for student proposal of an Individual Major
- CEP to Chemistry re: Senior Comprehensive Requirement Correspondence
- CEP to Humanities Dean and CRES Director Correspondence
- CEP to ASC Lau re: Writing Program Courses Correspondence

**Action:** Correspondence to be sent and policies to be posted on CEP's website.

**III. External Review: HAVC and Theater Arts**

The committee discussed the materials associated with the external reviews of HAVC and Theater Arts. The draft questions from CEP to the external review committees were finalized.

**Action:** Supplemental questions to be sent to Arts Dean.

**IV. Student Success Review**

Members reviewed the Student Success report with attention to undergraduate education and the specific recommendations made for CEP. Members raised the following concerns:

- The report does not address the underlying problem of lack of funding of undergraduate education at the "ground level," instead dealing with administrative structures.

- The report discusses multiple interactions and collaborations, but it is unclear what the tangible outcomes will be.
- In a restructure, what happens to the Ethnic Resource Centers (ERC)?
- There was concern that administrative structures and not students are not the primary focus of this report.
- The report did not address the issue of providing students increased access to mental health services, particularly international students.
- The report recommends that CEP be asked to change how it functions, in ways that are not advisable.

**Action:** Correspondence will be sent to ASC Lau.

## V. Antirequisites Policy

*Definition:* If a student who has completed course A is, as a result, excluded from enrolling in course B, then course A is an “antirequisite” to course B. In contrast to a prerequisite, which *must* be completed before a course is taken, an antirequisite for a course *cannot* be completed before the course is taken. This is also in contrast to equivalent courses, where course A is determined to be the same as course B for repeat and grade improvement, and a student passing course A or course B would not be able to enroll in either course A or course B.

CEP approved the creation of antirequisites. These are mainly intended for instances when a department has a sequence of courses in which a student does not have to start at the beginning

The Committee on Courses of Instruction (CCI) may approve requests from a course sponsoring unit to establish antirequisites for their courses. These will generally be for one of two reasons:

- The department or program has a sequence of courses, in which a student does not have to start at the beginning of the sequence (e.g. sequences of language courses); the subsequent courses may be antirequisites to the previous ones.
- When a department or program has several courses that satisfy the same curricular function (e.g. a set of elective courses from which each student in their major has to take one, and the courses are typically oversubscribed). These antirequisites may need to be reflected in a new program statement and may need consultation with CEP.

The request should be submitted as a standard course revision request; departments may consult with the Office of the Registrar to analyze if antirequisites may help with oversubscribed enrollment. CCI will consult with CEP if needed (i.e. if a department or program’s request requires looking broadly at their curriculum. Antirequisites will be implemented from 2020-21).

Antirequisites can be overridden by permission code. If a student is issued such a permission code, the grade in the course will count towards the student’s GPA, and the course will earn graduation credit in the same manner as any other course.

**Action:** Policy on antirequisites to be posted on CEP's website.

## **VI. Proposal for New Majors in Mathematics**

The Mathematics Department has proposed to split the three concentrations in the Mathematics B.A. into independent degree programs. The Pure Mathematics, Computational Mathematics and Mathematics Education concentrations would be changed to Mathematics B.S., Computational Mathematics B.S., and Mathematics Education B.A., with slight adjustments to the course requirements.

In comparing to other UC campuses, the Math B.A., Math B.Ss and Math Education majors are comparable in course requirements. It was determined that the Computational Math B.S. was weaker in content and is more appropriate to stay a concentration within the Math B.A.

**Action:** Correspondence to be sent to the Math department.