

California State University, Stanislaus  
**University Educational Policies Committee**  
**Meeting Minutes**  
**January 28, 2010**

Present: R. Albert, R. Asher, D. Demetrulias, R. Esau (recording), S. Filling (proxy for P. Petratos), R. Floyd, F. Lin, I. Littlewood, M. Martin, C. Stessman

Excused: A. Garza, M. Bender, E. Broadwater, P. Petratos

Guest: S. Marshall

- I. **Call to Order.** C. Stessman called the meeting to order at 1:10 p.m.
- II. **Approval of Agenda.** The agenda was approved as distributed.
- III. **Approval of Minutes.** The minutes of January 14, 2010, were approved as distributed.
- IV. **Announcements/Reports.** R. Albert reported that all resolutions and meeting minutes for the Associated Students, Inc. are available online. D. Demetrulias reported that the WASC site visit dates have been moved to March 1-3, 2010, instead of March 3-5, 2010. The WASC site team chair is expected to call D. Demetrulias in order to provide feedback from the initial reading of the Educational Effectiveness Review report and feedback regarding the site visit schedule. Following that conversation, the site visit schedule will be sent out to the campus community, alerting the participating groups of the planned meeting dates and times. D. Demetrulias expressed special thanks to R. Albert and the ASI for helping to structure the collection of the student quotes about their learning experiences at CSU Stanislaus that will be used on signage being placed around the campus for the WASC site team visit. I. Littlewood reported that H. Shirvani will be responding in writing to the UEPC concerning his decision regarding the UEPCs Winter Term Report.
- V. **Old Business**
  - A. **Online Courses.** A. Garza and I. Littlewood met with the Technology and Learning Subcommittee to discuss the proposed Policy for Technology and Mediated Courses and Programs. Based on discussions, the policy is being revised completely. This item is deferred until a revised policy is received from the Technology and Learning Subcommittee.
  - B. **Suggestions from Self-Study Inquiry Circles for Campus Consideration.** The UEPC was asked to consider the suggestion from Inquiry Circle One to “develop a student engagement project in which students evaluate engagement and explain the meaningfulness of the baccalaureate and graduate experience.” As part of a case study, programs undergoing Academic Program Review in 2008/09 were invited to add an "engagement" criterion under the section on "Commitment to Student Learning" in which programs describe departmental efforts/accomplishments to promote student engagement in learning. At the conclusion of the process, departments will express their views for adding student engagement as a permanent criterion. Inquiry Circle One also suggested that the UEPC encourage departments to discuss the viability of recognizing “engagement in learning” in the Retention Promotion and Tenure process as a desirable

component of excellence in teaching. One practical approach would be to request that the University Retention, Promotion, and Tenure Committee include the recognition of engagement in learning as a way in which teaching excellence can be demonstrated. It was also suggested to request that B. Eudey, Director of the Faculty Center for Excellence in Teaching and Learning, coordinate a workshop to discuss engagement in learning – what it is, how it can be demonstrated. B. Eudey may also wish to include this topic as part of the annual Instructional Institute Day. Inquiry Circle One also suggested that the review, analysis, and use of the content of the Writing Proficiency Screening Test diversity prompt essays could possibly increase engagement and learning for a diverse student body. J. Wittman led his graduate students in assessing the WPST diversity prompt essays. The UEPC is interested in trying to schedule a presentation regarding the assessment that was completed during 2008/09. The UEPC members discussed the suggestions for consideration from Inquiry Circle Two regarding the infrastructure to support student learning, specifically the instructional side of assistive technology. It was suggested that assistive technology be added to the current draft of the online course policy. It is important that the policy for online learning addresses those with special needs for assisted technology. At this time, it is unclear what the need is for updated policies and procedures regarding the Tutoring and Writing Center. I. Littlewood will contact P. Peters and L. Johnson to inquire what the issues are that need to be addressed by the UEPC. Regarding Inquiry Circle Three's recommendation of evaluating the scheduling of classes to meet pedagogical and program goals, the UEPC has met with L. Bernardo regarding the time modules for the schedule of classes to assure that instructional time is allotted accurately and efficiently. The UEPC values the work done by the Inquiry Circles and remains available for additional recommendations to strengthen and/or create university policies which reflect the commitment of student learning.

- C. Discussion of Addition of Non-Tenure Track Faculty Member to UEPC.** It was reported that other Academic Senate committees are discussing the possibility of adding a non-tenure track faculty position to its committee membership. This would require a constitutional change. Several questions were raised concerning the possibility of adding a non-tenure track faculty position to the UEPC. The following questions were raised: 1) Can the UEPC make the recommendation that assigned time be made available for non-tenure track faculty positions on Senate committees? 2) Do other campuses have non-tenure track representation on Senate committees? 3) If the UEPC makes the recommendation to add a non-tenure track faculty position to the committee membership and there are no non-tenure track faculty members available to fill the position, can it be stated that the position does not need to be filled? The UEPC members are not opposed to the idea of adding a non-tenure track faculty member to the UEPC membership, but feel that more information is required before a final recommendation can be made. I. Littlewood will pose the questions to the Senate Executive Committee and report back to the UEPC members at the next scheduled UEPC meeting.

## **VI. New Business**

- A. Program Revision: Bachelor of Arts in Liberal Studies: Elementary Teaching Content Preparation.** The program revision for the Bachelor of Arts in Liberal Studies: Elementary Teaching Content Preparation was reviewed as a first reading item. Since 2002, a single LIBS Senior Seminar class has served as a summative assessment course for

subject matter areas covered in the California K-8 Content Standards. LIBS majors transitioning to a Multiple Subject Credential Program (MSCP) are required to complete the three-part California Subject Matter Examination for Teachers: Multiple Subject (CSET), which is based upon the same California K-8 subject matter standards. The current LIBS major course pattern requires Senior Seminar students to review the content of all subject matter courses rather than review standards for a single CSET exam before testing. The proposed program revision will align CSET exams to follow promptly after relevant coursework (proposed new courses LIBS 4961, 4962, 4963). The fourth one-unit seminar course (LIBS 4964) is a capstone course in which student presentations demonstrate their abilities to integrate K-8 subject matter across discipline boundaries. The final seminar also requires each student to successfully complete an interview that confirms subject matter competency and serves as the admission interview for the CSU Stanislaus Multiple Subject Credential Program. Following discussion, the UEPC is concerned with substituting test preparation for a senior capstone course. The UEPC will invite K. Shipley to join the next scheduled meeting for a time certain to discuss further the program revision.

- B. General Education Summit Program Waiver.** S. Marshall joined the UEPC to discuss the General Education Summit Program. Due to the current budget climate, General Education Summit Program courses have not been scheduled as regularly as needed by some students. As an example, students took the cluster offered by A. Young and I. Bowers. I. Bowers then retired and the second cluster course was not made available to the students who took the first cluster course. The students find themselves in a dilemma of having taken one cluster course which cannot count for G.E. credit and not being able to complete the second cluster course because it is no longer being offered. S. Marshall is asking the UEPC to allow these particular students in this situation to receive G.E. credit for the one cluster course they completed. Following discussion, the UEPC is in favor of allowing S. Marshall to make this exception to university requirements on an individual, case-by-case, temporary basis. It is desirable that students not be required to pay a fee for this waiver. S. Marshall will contact L. Bernardo to discuss the best approach from an enrollment perspective to allow these students G.E. credit for the summit cluster course they completed.

**VII. Subcommittee/Committee Reports.** Minutes of the Graduate Council were received and reviewed (12/10/09).

**VIII. Other (information only).** The next UEPC meeting is scheduled for Thursday, February 25, 2010, from 1:00-3:00 p.m., in MSR 200.

**VI. Adjournment.** The meeting adjourned at 2:35 p.m.

Respectfully submitted,

Randi Esau  
Recording Secretary