

California State University, Stanislaus

University Educational Policies Committee

May 6, 1999

Present: M. Aronson, R. Asher, J. Borba, D. Demetrulias, J. Elliott, R. Floyd, A. Petrosky,
K. Potts, and R. Weikart
Excused: C. Floyd and B. Redford
Guest: J. Boffman

- I. *Call to Order.* R. Asher called the meeting to order at 1:07 p.m.
- II. *Approval of Agenda.* The agenda was approved with the addition of the following two announcements: 1) inquiry from P. Crawford, Coordinator, GE Task Force, and 2) information regarding the 1999/2000 academic calendar.
- III. *Approval of Minutes.* The minutes of April 29, 1999 were deferred to the May 13 meeting.
- IV. *Old Business*
 - A. *Student Retention at CSU Stanislaus.* Deferred.
 - B. *Master Academic Plan.* Deferred.
 - C. *Globalization Draft.* No action.
 - D. *Year Round Operations (YRO).* No action.
 - E. *Grant Proposal to Create Certificate in Global Competence.* The committee continued discussion of L. Bunney-Sarhad's request for approval to run the program as a pilot if funded. Following a review of the budget for the program and discussion it was moved by J. Borba, seconded by R. Weikart, and voted unanimously to approve L. Bunney-Sarhad's request for approval to run this program as a pilot program, if funded.
 - F. *Liberal Studies Proposal.* The committee reviewed for the first time the program revision form submitted on April 30, 1999. For clarity of the academic records, certainty of resource implications, and accuracy of catalog copy, all revisions to the Liberal Studies program must be accurately reflected in writing in the documentation that UEPC receives for review. As a result of the discussion at today's meeting, many questions were raised and several items require clarification.
 1. Are department chairs fully informed about the details of the program proposal – beyond the framework? Are they aware that some current LS courses are unlikely to be selected by LS students in the new program? Are they aware that they can make this up in GE or in an integrative area? It appears that elimination of courses from the current LS program may affect the university's overall FTES generation and budget.

2. Is it correct that the CCTC does not specify courses but rather content areas? If so, will there be a shift from LS to general education? How will this affect university FTE? What has been the result of consultation with the GE program about how the new LS program would affect GE?
3. This program change might have enormous impact on the GE program, especially in areas that meet CCTC requirements. Has the GE subcommittee reviewed this document? How will they manage the shift in students and the review of new courses?
4. Describe the consultations that have occurred with departments, college/schools, and committees. Also describe the consultation that has taken place between the School of Education Curriculum and Resources Committee and the College of Arts, Letters, and Sciences Curriculum and Resources Committee.
5. LIBS 1000 and 2000. Revise program narrative and course proposals for consistency and clarify issues such as:
 - Are these fieldwork courses, lecture courses, or a combination of both? Will these courses be staffed as C or S factor classes?
 - Specify the articulation of courses with the community colleges.
 - What is STAMP and HOSTS? Do we have some kind of contract with these tutor organizations? Who provides the training and supervision for our students? What are the liability issues? What training does the LS program want these students to have and by whom? How will these programs be monitored and reviewed? What will happen if these programs are not available in the future?
 - What is the Dean's Team? How will the Dean's Team be trained and supervised to ensure compliance with federal regulations for working in schools? How will they be resourced at the university and protected for liability – as students, volunteers?
 - If the courses are team taught, what WTUs will be given to faculty and what resources are needed? What is the arrangement between SOE and ALS for resource allocation?
 - Have these courses been reviewed by the School of Education Curriculum and Resources committee since these are to be team taught between SOE and ALS?
 - Specify how the courses will be delivered (hours instructor is teaching, hours with tutors, etc.).
6. Page 33 of the program revision states that "Units required in the credential program will apply as upper division credit toward satisfying the 124-unit requirement for a bachelor's degree." Is this correct? How many units may be counted? What are the resource implications of decreasing the total number of units that students complete for the BA and the credential? What are the curricular implications for counting education courses in an undergraduate LS program?

7. Page 33 of the program revision also states that "Subject matter competency requires that all courses in Liberal Studies be met with a minimum grade of C- or CR or with part-scores on the MSAT high enough to waive areas where grades are not adequate." Must students meet the mean undergraduate GPA requirements for the LS program in order to meet admission requirements for the Multiple Subjects Credential Program (3.04)? How can students meet the GPA requirement if they enter the Teacher Education program before completion of their undergraduate GPA?
8. Have the prerequisites and sequence of courses in the concentrations been reviewed? Will students be able to accomplish a blended program for all concentrations?
9. Using the model on page 47 of the program revision, provide a sample of how students would be scheduled to proceed through this program from entry to award of baccalaureate using a large concentration such as Child Development as a model.
10. Describe the timeline for phasing in from the old to the new program and how this will be accomplished.
11. In the current program a student can be an LS major and is not required to earn a waiver to the credential program. Does this apply to the new program?
12. Provide a detailed analysis of FTES overall generated by the current program and the new program, as this may have significant budgetary implications.
13. Describe what has been approved by CCTC. Include a copy of the letter of submission to CCTC and the letter of receipt from CCTC.
14. Describe how students will be prepared for entry to schools. There are no specifics included to show TB testing, fingerprinting, professional training, etc. What is being done to meet the changes in the criminal record clearance laws that changed in January?
15. Show how 1,000 majors will be able to work through the program from beginning to end. How many sections of courses will be affected? How will GE courses, LS lower division courses, concentrations, and integrated courses be affected?
16. Describe the application process for students to the credential program. At what point in the baccalaureate program will students apply? What course work will have been completed?

The committee requested the revised document by Monday, May 10. A special meeting of UEPC will then be scheduled for Thursday, May 13, from 11:00-2:00 p.m. to discuss the Liberal Studies revised proposal. Time certainly will be scheduled from 11:00-12:00 noon. The campus community will be invited for an open discussion from 12:00-2:00 p.m. The committee meets in DBH 118.

V. *New Business*

- A. *Response to Program Reviews*. Deferred.
- B. *Syllabi for 4000 Level Courses*. Deferred.
- C. *Student/Faculty Ratios*. Deferred.
- D. *Program Review: Institute for International Studies*. Deferred.
- E. *Program Review: MA/MS Interdisciplinary Studies*. Deferred.
- F. *Graduate/Postbaccalaureate Probation Policy*. Deferred.
- G. *Center for Portuguese Studies*. The committee continued its discussion of the Center for Portuguese Studies. The request for funding for a Center for Portuguese Studies will be submitted to a private foundation; the foundation will not entertain substantial funding unless there is institutional support. There is strong community support for this Center; E. Costa has provided leadership and volunteered his time on this project. Following discussion it was moved by R. Weikart, seconded by J. Borba, and voted unanimously to approve the Center for Portuguese Studies as submitted to the UEPC.

VI. *Subcommittee Reports*. None.VII. *Announcements/Reports*.

- 1) M. Aronson shared a message she received from P. Crawford, Coordinator of the General Education Task Force, regarding appointing a cluster coordinator for General Education. After discussion it was decided that the UEPC should consider this request in the context of the proposal for GE revision when it is received.
- 2) R. Asher announced that E. Erickson proposed an amendment to the 1999/2000 academic calendar. This amendment will be a first reading item at the May 11, 1999 Academic Senate meeting. The committee originally approved a calendar identical to the proposed amended calendar, but as a result of 2/AS/98/SEC, UEPC revised the calendar to conform to this resolution.

The UEPC asked its chair to convey to the Academic Senate its strong opposition to changing a calendar that has had full faculty consultation and has been approved by the university in accordance with policy. Further, the calendar has been transmitted to the Chancellor's Office and campus activities already scheduled on the basis of the approved calendar.

VIII. *Other—Information Items*. None.IX. *Adjournment*. The meeting adjourned at 3:15 p.m.

Respectfully Submitted,

Jeanne Elliott
Recording Secretary

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