



Date: April 27, 2017
To: Stuart Sims, Speaker of the Faculty
From: Megan Thomas, Chair of University Educational Policies Committee
RE: AY 2016-2017 Year End report for UEPC

Members:

Mark Thompson, Chair-elect
Vacant, Counseling Representative
Laura French, Library Representative
Michael Fleming, College of Science Representative
Shawna Young, Executive Secretary
Teresa Bargetto, At Large Representative
Brent Powell, College of Education, Kinesiology and Social Work Representative
Tiffany Spalding, Associated Students, Inc. Representative
Stuart Sims, Speaker of the Faculty
Gerard Wellman, College of the Arts, Humanities and Social Sciences Representative
Jingyun (Jenny) Li, College of Business Administration Representative

Non-voting:

Lisa Bernardo, Director of Enrollment Services, standing guest
Sarah Schraeder, Recording Secretary

The committee held 14 meetings during Academic Year (AY) 2016-2017. The members are to be commended for their hard work, diligence and attention to detail. The committee is especially fortunate to have the knowledge of Lisa Bernardo and the excellent recording and information retrieval skills of Sarah Schraeder. The committee was able to present one resolution to the Senate Executive Committee (SEC) and then Academic Senate (AS). We also discussed numerous topics and approved one program name change and one center discontinuation. Below is a summary of the activities of the University Educational Policies Committee work for AY 2016-2017.

The UEPC sent one resolution to SEC and the Academic Senate in AY 2016-2017.

10/AS/17/UEPC Campus Implementation of SB 412: The California Promise. CA Senate Bill 412 was signed into law in September 2016. This bill requires all CSU campuses to offer pledge programs for entering freshmen who commit to completing their degrees in 4 years, and to entering transfer students to commit to completing in 2 years. Stanislaus State is one of the campuses required to have a pledge program in place for transfer students entering in Fall 2017. Priority registration and academic advisement are both mandated by this law for students participating in the CA Promise Program.

In discussion within UEPC and Academic Senate it became clear that local faculty are extremely concerned that our campus policies remain sensitive to the needs of students who, because of family, financial, or other considerations, are not able to commit to graduating in two or four years as SB 412 requires of participating students. Penalizing, with a late registration time slot, students who, for example, need a part-time job to help pay their college fees and so are unable to take as many



units each semester compared to a student who can work on college classwork full-time, would not be compatible with our commitment to helping all of our students graduate in as timely a manner as each student's circumstances allow.

The CA Promise Ad Hoc Work Group (Lisa Bernardo, Scott Davis, Betsy Eudey, Mark Thompson, Shawna Young) generously worked under a short deadline to draft a policy to enable Stanislaus State to satisfy the requirements of SB 412. Students participating in the CA Promise Program will be offered priority registration in the second pass of our Two-Pass Registration system, within each student's class rank, plus the academic advisement SB 412 requires. The resolution identifies the local requirements students must satisfy to participate in the CA Promise Program and how their advising requirements will be structured.

The UEPC held robust discussions of the following:

Draft Calendar for College Year 2020-2021. The placement of Spring Break and Reading Day was discussed, and UEPC decided to align Spring Break with Turlock Unified School District Spring Break in 2021. The Stanislaus State Academic Calendar Policy, the Reading Day history document, and other Bb documents were reviewed by members. After much debate, UEPC decided to try a week-long break during the week of Thanksgiving in 2020, by moving Fall white days to that week. Discussion in Academic Senate indicated cautiously positive, certainly lively interest in trying this variation on Stanislaus State Fall semester arrangements. UEPC noted that the experiment with Thanksgiving week may not be repeatable in future years due to variations in weekday/holiday placements from year to year.

Policy for Change of Major, Adding a Second Major, Adding an Additional Minor. During AY 2013-2014, an Academic Senate resolution proposed "that upon completion of 90 units, all students wishing to change their major, add a second major, or add a minor, must develop a plan demonstrating their ability to complete the new course of study within a 140- unit limitation and submit the plan for signature to the new department chair and dean. Those unable to adhere to this policy must obtain approval from the new department chair and dean of the college that houses the requested program of study." This resolution was returned to UEPC for further analysis to determine how many students would potentially be affected.

In Spring 2017, L. Bernardo brought a report to UEPC. The report summarized policies regarding double majors at a variety of CSU campuses, and actual change of major (adding a major, deleting a major, changing a major, declaring a second bachelor degree) data for Stanislaus State students at different class levels (freshmen, sophomores, etc.) from Fall 2011 through Fall 2016. UEPC discussed the data over the course of several meetings. Combining the relatively low and possibly falling numbers of change of major actions late in student careers, the significant changes in financial aid policy, improvements in advising practice, and improved advising training in recent years, and the hopefully positive effects on student planning of the new Academic Success Center, UEPC concluded that proposing a new policy regarding changes of major in degree programs would have no beneficial effect for students. UEPC will not propose such a policy unless and until data indicates a need. This item has been removed from UEPC's agenda.

Draft Revisions to Executive Order 1071 – Delegation of Authority to Approve Subprograms. In Fall 2016, the CSU Chancellor's office sent a draft of EO 1071, which added a



requirement that options, concentrations, or special emphases constitute less than half of the units in any major program, to Stanislaus State for feedback. UEPC discussed the draft Executive Order 1071, paying particular attention to how many programs might be affected, the deadlines for compliance, and the nuances of the language in the draft EO 1071. UEPC assembled a list of requests for clarification and sent them to Interim AVP for Academic Affairs Shawna Young and Speaker Sims to be integrated into the campus response for the Chancellor's Office.

Quantitative Reasoning Task Force Report Response. In Fall of 2016 the Academic Senate of the CSU endorsed the ASCSU Quantitative Reasoning Task Force Report issued in Sept 2016 and called for implementation of the report recommendations. Upon the request of SEC, UEPC discussed the report and the implications of its recommendations, both locally and in the wider Californian community.

UEPC was in favor of the Task Force recommendations. UEPC wished to add to the campus feedback a reinforcement of the importance of properly supporting the recommended CSU Center for the Advancement of Instruction in Quantitative Reasoning, and of making the resources developed by this center available to all K-12 teachers, with particular attention paid to teachers in geographically remote areas of CA and to teachers in under-resourced areas. The committee feedback was forwarded to SEC to develop a final campus response.

WASC Self-Study Feedback. In February 2017, representatives from the WASC Reaffirmation Self-Study visited UEPC to discuss the results of a Qualtrics survey. The survey asked UEPC members their opinions about how Stanislaus State satisfies the WASC Criteria for Review most relevant to UEPC's charge. The WASC Self-Study members visited UEPC to review and discuss the survey results in more detail so that the discussion results could be incorporated into the self-study process.

Change of Numbering for Individual Study. UEPC was asked to look into the interaction between repeated individual study courses, financial aid, and students who are at or over 180 course units completed (150% of the 120 units to complete most BA/BS degrees), and consider whether allowing individual study course to have different numbers in addition to 4980 (4981, 4982, 4983, ...) could help some students. After consultation with the Director of Financial Aid, it was concluded that the numbering of courses is not relevant to the particular Financial Aid challenge at hand, so a new UEPC policy could not be helpful.

Campus Space Management. In Fall 2016, UEPC was asked to review a draft plan for a Campus Space Plan Committee and draft Space Management Guidelines. UEPC reviewed and discussed the draft plans, identifying several concerns regarding similar, past committees, appropriate membership in proposed committees, and also related concerns regarding workload. The discussion results were sent to Speaker Sims for incorporation into overall faculty comments about the plans.

Revisions to the Program Revision Form. A revised version of the Program Revision Form, more consistent with current practices in curricular paperwork, was proposed to UEPC. The new form was approved in April 2017.



Certification and Recertification Process for General Education Courses. Several times over the course of AY 2016-17, UEPC discussed the plans developed by the General Education Advisory Council (GEAC). Some of the discussions included either the GE Director, Scott Davis, or the GE Director and other members of the GEAC. UEPC and the visitors discussed at different times the plan for aligning existing GE courses with the new GE Goals and Outcomes, the plan for how future GE courses will be approved, and the appropriate faculty governance consultation and approval the changes will require. There was considerable debate over the extremely fine distinction between procedure, which UEPC alone has approving authority over, and policy, which requires approval by UEPC, SEC, and potentially full Academic Senate.

GEAC was encouraged to finish planning the procedures for re-certifying old GE courses to ensure they satisfy the new GE Goals and Outcomes. (Recertification will occur at the time of department APRs, to more evenly spread out the work over time.) The new process requires mapping all existing GE courses to the new GE Goals and Outcomes they currently address, which requires department by department consultation with each department that offers GE courses, a time-consuming process.

UEPC recommended that the new GE certification procedure/policy, after it has been completed by GEAC, at a minimum include approval by GE Sub, UEPC and SEC. At that time, SEC can make the final judgement about whether approval by the full Academic Senate is appropriate. Further discussion of this subject has been deferred until the GEAC completes its work on the full recertification plan and it is approved by GE Sub.

Active Learning Classrooms. In Fall 2016, funding was made available for remodeling a limited number of classrooms to be “Active Learning Classrooms” with a tentative promise that more funding might be available in future years if the initially remodeled classrooms work out well. Due to some unfortunate miscommunications, initial news of the remodeling plans caused considerable anxiety among faculty members worried that the classrooms they personally find best suited for their class activities would be selected for remodel. Several times over the course of AY 2016-2017, UEPC discussed all aspects of this project – what active learning is, what kinds of physical attributes a classroom supporting active learning would feature, what the appropriate policy for selecting classrooms for remodeling should be, how faculty should be consulted in the classroom selection process, etc. The decision was made that the appropriate committee to be “point” on this project is the Technology and Learning Services (T&L) Subcommittee of UEPC, and the creation of all relevant policies was assigned to T&L. (Due to intense interest in this project on UEPC’s part, T&L Sub was micromanaged on this issue more than is usually the case, and UEPC deeply appreciates the patience and openness with which T&L Sub dealt with UEPC questions.)

T&L Sub worked with Facility Services and other relevant parties to select one room, not currently used as a teaching classroom, and the design for remodeling the room in summer 2017 for experimental use in Fall 2017. Developing a policy to guide the selection of future classrooms and other aspects of this project has been deferred to T&L Sub.

Note that planning and funding for the Active Learning Classrooms, though it involves some of the same staff members, *is not part of* the existing plans by OIT to upgrade classroom projectors, related hardware, and computer interfacing software to more modern hardware and software. They are separate projects with separate funding.



(See the agenda items not completed, below, for more discussion.)

The following program changes were approved by UEPC:

Program Revision: B.A. in Agricultural Studies to B.S. in Agriculture. UEPC approved the name change for the B.A. in Agricultural Studies to a B.S. in Agriculture. In the course of discussion, strong support was expressed for programs carefully arranging their curriculum so that a student who completes program prerequisite classes will be able to enroll in most upper division elective courses for a major without needing to take additional prerequisite courses. Courses that students need to take in order to fulfill program requirements should not be “hidden” from students. The proposal was forwarded to the AVP for Academic Affairs for submission to the Chancellor’s Office for approval.

Discontinuation of the Center for Direct Instruction. Upon the request of Oddmund Myhre, Dean of the College of Education, and Elmano Costa, Chair of the Department of Teacher Education, after discussion and as no comments were submitted by anyone else in the campus community, UEPC approved the discontinuation of the Center for Direct Instruction and forwarded the proposal to Provost Greer for final review and approval.

These agenda items were not completed:

Exception Request Form for Course Time Module. The Course Time Modules Policy passed by Academic Senate in Spring 2016 requires that “Exceptions to these time modules will be approved by each college dean.” In Fall 2016, UEPC was asked to create a form to enable faculty to consistently request, and deans approve, such exceptions. Revision of the form has been on-going.

Particular concern has been expressed, by multiple parties, about cases where courses were scheduled into a classroom back to back, with one class ending at the same minute the next class is scheduled to start. This occurs when one of those classes has requested a non-standard time (which required no approval before the new CTM policy). Such scheduling makes it impossible for both faculty involved to use their entire scheduled class time for class. UEPC would like to courteously yet firmly request that exceptions that create such back to back schedules never be approved.

Adding Pathways / Meta-Majors / Affinity Explorations. In Spring 2016, members of the Pathways Faculty Learning Community visited UEPC to discuss their draft GE Structured Exploratory Emphases (SEE). The plans for SEEs on this campus are concrete enough that the appropriate means to embed SEEs into the Stanislaus State faculty governance structures need to be developed. UEPC held a robust discussion of assorted possible ways to ensure appropriate review of future SEEs and changes to future SEEs while trying to remain sensitive to workload issues in existing committees, particularly the Committee on Committees (CoC). The sketch of a plan for governing SEEs emerged from the discussion. UEPC will likely need to revisit this topic, either upon the request of the Pathways FLC, or when a policy regarding incorporating GE SEEs into our Academic Catalog and faculty governance is sent to UEPC, likely from the General Education Subcommittee of the UEPC – GE Sub).



Active Learning Classrooms. As noted in the longer discussion above, while a plan for a singled ALC room has been approved for Fall 2017, developing a policy to guide the selection of future classrooms and other aspects of this project has been deferred to T&L Sub.

Charge of the Assessment and Student Learning Subcommittee. This item will be a carryover into AY 2017-18. The ASL subcommittee will propose a revised charge to UEPC, if they so wish.

Review of Online and Technology Mediated (OTM) Courses and Programs Policy. The existing campus OTM Policy was approved in 2011. The state of technology has changed considerably since this date. UEPC was asked to review and update the campus OTM policy as necessary. UEPC discussed the existing policy and made a list of initial concerns, which were sent to the Technology and Learning Subcommittee in Spring 2017 with a request to review and update the policy in order to propose an updated policy to UEPC. This agenda item has been deferred until T&L Sub completes their work.

The committee also reviewed the work of the four standing sub-committees of the UEPC, as reported in their respective year-end reports:

University Writing Sub Committee:

Andrew Hinrichs, Co-Chair, Management
Jesse Wolfe, Co-Chair, English
Rachel Grimshaw, WPST Coordinator, ex-officio
Meggan Jordan, Sociology
John Wittman, Writing Program Director, English
Peter Xu, Operations Management
Susan Eastham, Kinesiology
Patrick Kelly, Zoology

During 2016-17, the University Writing Committee:

- Reviewed 9 courses for continued WP standing.
- Requested assessment materials for 9 courses of the Spring 2017 semester to be reviewed during the Fall semester of the 2017-2018 Academic Year.
- Will be reviewing 2 proposals for new WP courses by May 2017 meeting.
- Discussed, reviewed and edited the GVAR Implementation Policy – updates and edits are to be discussed and implemented (May 2017 meeting).
- Discussed policies regarding writing requirements for WP courses including a suggested minimum word count per course and more effective language defining developmental feedback based on course-review experiences from committee members.
- Updated WP Course Tracking Spreadsheet and discussed data availability of new courses and new instructors for WP courses before the start of each semester for more efficient and effective communication between UWC and instructors of WP courses.
- Discussed online WPST requirements - One promising strategy implemented by the WPST Coordinator was a Grammar Boot Camp offered in January to students who were struggling to



pass the WPST. Twenty-four students were selected, 18 attended, and 9 passed the WPST after participating.

General Education Sub Committee:

GE Membership Fall 2016

Bao Lo, CAHSS, Chair
Heather Deaner, COEKSW
Aletha Harven, COS
Katie Olivant, Library/At Large
David Zhu, CBA
Scott Davis, Faculty Director of General Education

GE Membership Spring 2017

Heather Deaner, COEKSW, Chair
Aletha Harven, COS
Bao Lo, CAHSS
Katie Olivant, Library/At Large
David Zhu, CBA
Scott Davis, Faculty Director of General Education

Course Approvals

GE Sub reviewed and approved sixteen courses under the new GE Goals.

SOCL 3190 (New Course)
AGST/GEOG 2014 (Modified Course)
ENGL 1001 (Modified Course)
GEND 3550 (Modified Course)
ANTHRO 3555 (Modified Course)
ETHS/THEA 3600 (Modified Course)
KINS 1990 (Modified Course)
ART/GEND 4070 (New Course)
AGST 2200 (New Course)
ENGL 1003 (Modified Course)
CHEM 1100/1102 (Modified Course)
AGEC 2510 (New Course)
NSCI 1000 (New Course)
PORT 2011 (New Course)
ART/GEND 4080 (New Course)
ETHS 3100 (Modified Course)

New and Modified Course Proposal Forms

GE Sub discussed the information requested on the new and modified course proposal forms under the General Education section and whether faculty are articulating what is being asked in these forms. Faculty should pick 2-4 GE goals and outcomes and then explain how the course objectives and course materials align with these goals. It seems faculty are not able to match up the GE goals and course materials and objectives. The Sub should expect that the course meets these goals, and if not it will be returned for revisions.



The Sub suggested that having a good sample for faculty would be helpful, and hopes that the Recertification Process coming from GEAC will resolve these confusions.

Evaluating GE within Program APRs

GE Sub reviewed and made recommendations on the GE portion of one APR: Anthropology. The Sub appreciates the Anthropology program's efforts to update course syllabi to reflect the new GE goals and SLOs.

After reviewing guidelines drafted by the previous year's Sub members, the GE Sub still needs clearer guidelines for reviewing the GE section of the APRs. The Sub suggested that the GE Assessment Council discuss this and inform the Sub before letting UEPC know what guidelines the Sub will be using for reviewing the GE section of APRs. UEPC can then distribute the guidelines to the campus.

GE Program Unit Pattern

GE Sub discussed the current "51-unit minimum" GE program and aspects that make it impossible for students to complete the program in 51 units. Specific items mentioned include the Area B Lab requirement, which is not accounted for and always demands at least one extra unit; Area D, which kept all 12 allocated units when Area F3 was created; and nearly all courses offered in Area E1, allocated 2 units (to accommodate a 1 unit PE requirement), are currently 3 units. In addition, it was noted that Area A2 (Written Communication) incorporated First Year Experience elements that increased each course to 4 units. While there is still a 3-unit alternative, it is unclear at what level that option will continue to be offered. The Area E1 complement to Stretch First Year Composition is a 4 unit course, in an Area allocated 2 units, further compounding the issue as most students experience it. GE Sub will continue to discuss this issue in the future as direction is provided from various groups such as the ASCSU GE Task Force.

GE Sub wishes to acknowledge and thank Whitney Placido, Recording Secretary for GE Sub, for the considerable time and effort she devotes to our work.

Assessment of Student Learning Subcommittee

Umar Ghuman, (1) CAHSS
Xinmei Xie (Lucy), (2) CBA
Alfred Perez, (1) COEKSW
Kelly Cotter, (1) COS
Matthew Moberly, (2) At Large
Virginia Montero Hernandez, (2) At Large
None assigned, ASI Student Representative (One –year Term)
Marina Gerson, Director of FCETL, ex-officio non-voting

1. Develop policies and procedures related to assessment of student learning to be submitted to UEPC for review and approval.



- a. The ASL reviewed and discussed the current annual assessment report review criteria and its process of application. No further recommendations were provided to modify these rubrics
- b. The ASL agreed to be informed about the work and progress discussed during UWAAC Meetings. When possible, the ASL chair participated in those meetings. Erin Littlepage and Marina Gerson were the main liaisons with the UWAAC advisory committee, they kept ASL updated of the issues addressed by UWAAC.
- c. ASL was informed about the implementation of the university-wide accreditation process (WASC). Erin Littlepage suggested that the ASL could be interested in participating in the accreditation workgroups as a supportive body. The members of the ASL consist of Assistant Professors primarily; therefore, there was hesitation to undertake a critical role in the process. The ASL members agreed to participate on an individual basis. Additionally, the ASL is open to engage in communication with specific workgroups who could be interested in requesting support from the ASL.
- d. The ASL emphasized the fragmentation of communication and work between the other three Subcommittees (Technology and Learning, Writing...). The ASL suggested stimulating communication among these committees and the UEPC.

2. As requested by academic programs, review and make recommendations regarding the mission and scope of assessment plans to promote and improve student learning and the implementation of those plans within the University's academic programs.

- a. The subcommittee discussed the APR for Programs in Year 3 and Year 6. A memo was sent out to contact programs in Year 3 and 6 of the APR cycle. The purpose of the email was to notify the Deans that ASL is available to review reports and provide feedback to programs. ASL discussed about inviting programs to attend a meeting or possibly hold open forums for programs to receive feedback and discussion on annual reports. No programs formally submitted a request to provide feedback from ASL.

NOTE: Administrative Assistant, Ms. Whitney Placido, continues to provide exceptional administrative support. This committee appreciates her dedication.

Technology and Learning Sub Committee

Peggy Hauselt, Chair, (2) College of the Arts, Humanities and Social Sciences

Tim Held, Library

Jeong Youn Kim, College of Business Administration

Andrea Lucero, ASI Student Representative

Anysia Mayer, College of Education, Kinesiology and Social Work

Scott Russell, College of Science

Andrew Wagner, At Large

Corey Cardoza (proxy for Stanley Trevena), Information Technology, ex-officio non-voting

Glenn Pillsbury, Information Technology, ex-officio non-voting

The Technology and Learning Subcommittee's (TLS) accomplishments during 2016-2017 are listed below.



- 1 The Subcommittee discussed how faculty and staff find software available at CSU Stanislaus, including: Adobe Creative Suite and Microsoft Office, etc. The Subcommittee thanks Glenn Pillsbury for creating a website listing software downloads:
<https://www.csustan.edu/oit/licensed-software-tools>
- 2 The Subcommittee reviewed the Active Learning Classroom project. The Subcommittee viewed potential technology, furniture, and an initial room. The Subcommittee submitted its recommendation to UEPC in April 2017. The Subcommittee intends to continue its review in 2017-2018, including developing a policy on selecting new ALC rooms and reviewing the outcomes of an initial ALC room.
- 3 The Subcommittee began a review of the Policy for Online and Technology Mediated Courses and Programs. The committee intends to continue this review in 2017-2018.
- 4 Most TLS work was accomplished in formal meetings held on 9/27/16, 10/26/16, 2/13/17, 3/6/17, 4/3/17, and 4/24/17.
- 5 The recording secretary was Whitney Placido. The Subcommittee expresses its appreciation for her service.