

EDUCATIONAL POLICIES COMMITTEE:

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Minutes of Meeting:

December 3, 2003

Approved by Committee

March 17, 2004

Submitted to Executive Committee

Approved by Executive Committee

Submitted to Academic Senate

Approved by Academic Senate

Policies: Retention of Student Work (Item II. C)

MEMBERS PRESENT: A. Akers, J. Dow, H. Hertzog, M. Kamrava, L. Lampert, J. Matos (Chair),
 J. Munsch, M. Pardo, D. Schwartz, G. Truex

MEMBERS ABSENT: D. Aiken (Student Rep.), M. Fieweger

GUESTS PRESENT: Elizabeth Berry (COMS), James Bracy (PAS), Arlinda Eaton (EDU),
 Rafi Efrat (BLAW), Elliot McIntire (SBS), Cynthia Rawitch (AMC),
 Elizabeth Say (HUM), Kathryn Sorrels (COMS), Tom Spencer-Walters (PAS),
 William Watkins (Student Affairs)

STAFF: S. Loffler (Recording Sec.)

I. Announcements

A. This was the 8th EPC meeting of the 2003-2004 Academic Year.

Schedule of EPC 2003-2004 [Meetings](#):

<u>FALL 2003</u>	<u>SPRING 2004</u>
September 10, 24	February 4, 18
October 1 (special meeting: GE revision)	March 3, 17
October 8, 22	April 14, 28
November 5, 19	May 12, 26
December 3, 17 (the December 17 meeting was cancelled)	

Note: The committee agreed to schedule a 3:00 p.m. meeting for 2:00 p.m. on December 10, 2003 in University Hall (UN) 215 to conduct elections of 3 EPC members to the General Education Task Force. The December 17 meeting was therefore cancelled.

B. Time Certain: 2:30 p.m. – Out of Sequence Curriculum Review: College of AMC

C. Time Certain: 3:00 p.m. – Vice President of Student Affairs William Watkins and Business Law Professor Rafi Efrat spoke to the committee on the **Policy of Retention of Student Work** and the result of the Academic Grievance and Grade Appeals Board deliberations over a recommendation that was emailed to EPC for review.

D. The CSUN Student Research Symposium held on November 21, 2003 was an extraordinary success!

E. On March 5, 2003, EPC approved a New Course **TH 304** for the ITEP program with the contingency that its course description be rewritten. On November 19, 2003, EPC agreed to allow Chair Jennifer Matos to review the revised course description in lieu of former Chair Jim Ferrell's having retired. Those involved in the revision were Ray Brie, Anna Marie Gallardo, Cynthia Rawitch.

Original Course Description:

TH 304. Process Drama and the Child (1 u. @ C-7)

Prerequisite: **TH 120/L**. Restricted to students in the ITEP-Freshman Option. In this class you will engage in intensive focus on one of the four arts areas. Every course in the visual and performing arts curriculum of the Liberal Studies major at CSUN includes discussion and activities related to all four arts domains: visual art, music, dance, and theatre. Students are expected to apply and integrate the knowledge of the art form under study to all of the arts, and to address the five strands of the Visual and Performing Arts Framework in a holistic manner. Students are guided through discussion, reflection and application to extend their depth and breadth of understanding in one arts area to the others, resulting in an integrated appreciation of the power of the arts to shape human experience. 2 hours of lab per week.

Revised Course Description:

TH 304. Process Drama and the Child (1 u. @ C-7)

Prerequisite: TH 120/L. Restricted to students in the ITEP-Freshman Option. This course provides students the opportunity to revisit Theatre and apply their knowledge of this area to working with children. Students will develop their skills as a leader of drama experiences for children through the practice of planning, implementing and evaluating drama experiences with peers and in the context of field based-settings. 2 hours of lab per week.

The Chair approved the course description changes on behalf of the committee, as agreed. The course will be implemented in Fall 2004.

- F. The committee was informed that on January 2, 2004, employees will not be required to work and no offices will be required to be open. Since January 2 is not an academic work day, faculty will be unaffected.
- G. EPC members assigned to Program Reviews were asked to contact Patty Faiman x2969 or email patty.faiman@csun.edu.

II. Business

A. APPROVAL OF MINUTES

1. The Minutes of October 22, 2003 were emailed to member on December 3, 2003.
2. The Minutes of November 5, 2003 were not yet distributed.
3. The Minutes of November 19, 2003 were not yet distributed.

- B. **Time Certain: 2:30 p.m.** – The College of Arts, Media, and Communication Curriculum requested an out of sequence review of a proposal to delete Option IV [English/Communication Credential Preparation (51 units)] under the Communication Studies program. Members received the proposal for a Program Modification via email.

It was

MSP to approve by consensus the deletion of Option IV [English/Communication Credential Preparation (51 units)] under the Communication Studies program.

- C. **Time Certain: 3:00 p.m.** – Vice President of Student Affairs William Watkins and Business Law Professor Rafi Efrat asked that the committee to consider a recommendation to revise the current **Policy of Retention of Student Work**. The current policy (adopted in 1975) requires faculty to retain student work for one semester. Problems have arisen because of the deadlines in the current grade appeals policy.

Current Policy

That Faculty shall retain final examination and other materials which contribute to the student's final grade, and which are not returned to the student, for at least one semester.

Materials from the spring semester will be retained until the end of the following fall semester.

Materials from the fall semester will be retained until the end of the following spring semester.

The Academic Grievance and Grade Appeals Board (AGGAB) proposed the following revision to the current policy:

That Faculty shall retain final examination and other materials which contribute to the student's final grade, and which are not returned to the student, for one year. In instances when a faculty member has received formal or informal notice as to the filing of an academic grievance or grade appeal, all related course materials shall be retained until the case is resolved.

Materials from the spring will be retained until the end of the following fall semester.

Materials from the summer will be retained until the end of the following summer term.

Materials from the fall semester will be retained until the end of the following spring fall

semester. Materials from the winter will be retained until the end of the following winter term.

The committee requested that the proposal delete the words “or informal” from the second sentence. Greg Truex stated that the current practice on campus is to keep work for one year. Hillary Hertzog asked how this policy revision will affect part-time faculty, especially if they are no longer on campus. Rafi Efrat replied that the policy might have to be revised to address part-time faculty and that, in the event of their leaving, part-time faculty would, perhaps, have to turn in to departments the

student records they retained. Alyce Akers asked why faculty could not have a sunset clause. William Watkins said that there are time frames at every stage of the process and that his office would broker the communication and follow through. The procedures are very clear and the deadlines will be held to. Alyce Akers suggested that the policy should also clearly state what the responsibilities of the student are. Mary Pardo asked what the lag-time is between the issuance of a complaint and the notification of the faculty against whom the grievance has been made. Alyce Akers suggested that the administration should support faculty. Lynn Lampert suggested that the AGGAB talk to Spero Bowman in Institutional Research regarding electronic records. Greg Truex asked, "What if the student doesn't pick up the work?" and said that we need some way to make students obliged to pick up their work.

The committee requested more time to consider the proposal and to focus especially on

- 1) consequences for when students don't pick up their work,
- 2) part-time faculty,
- 3) storage space allocated for both hard copies and soft copies and email (consult Institutional Research on capacity for electronic record retention),
- 4) definition of the type of work that must be retained (copies or originals?), and
- 5) whether and how students' receipt of materials would be determined/verified.

- D. **Curriculum Review** – The College of Social and Behavioral Sciences Curriculum requested an out-of-sequence review of a proposal for a new course:

PAS 158. Academic Strategies for Success (2 u. @ C-2)

Helps students command the necessary skills to establish a pattern of academic success at the college and university level. Provides students with intensive strategies and practice in effective college-level writing, chapter/article/story outlining, note-taking, calculation and successful test-taking at the college/university level. The course is frequently used as an adjunct class for discipline-specific courses, and is taught in 6-week modules, with one skill focused on per week. The course does not count towards graduation. (Credit/No Credit only)

Greg Truex asked why the course was not given 3 units. Tom Spencer-Walters replied that the course was designed to help students zero in on weak points in their writing skills. Alyce Akers asked why the course did not offer credit and whether the course content is related to the UNIV 100 course content. Tom Spencer-Walters replied that this course is more skills-based than UNIV 100 and that UNIV 100 units can count toward university credit. PAS 158 is designed for entering freshmen and students who need help where UNIV 100 merely introduces these materials. Mary Pardo agreed that there is indeed a need for students to have an opportunity to develop writing skills. Tom Spencer-Walters added that students with deficiencies who need to take 094 and 094A will receive reinforcement. Jim Dow asked whether consultation had taken place with UNIV 100 faculty. Greg Truex reiterated that UNIV 100 is a GE course. Tom Spencer-Walters said that 097 and 098 are also similar courses and exist concurrently, but the goals of PAS 158 are entirely different than UNIV 100. Hillary Hertzog asked how a 0-unit course that offers no FTE got department approval. Tom Spencer-Walters replied that faculty are willing. Hillary Hertzog asked whether the units go into the graduation rate numbers. Tom Spencer-Walters replied that the course is not a required course, but that students who need the course would be identified. Alyce Akers asked how the course would fit into the curriculum and whether it was for majors only. She also asked why the course was numbered this way as opposed to a number under 100, such as 091? Tom Spencer-Walters replied that majors and non-majors will be able to take the class. As for the numbering of the course, he said that the course already existed years ago. In the 1970s, the course was research-based and doing the job of 097 and 098. This course is simply a reinstatement of that old course. Elliot McIntire, Associate Dean of the College of Social and Behavioral Sciences, said that enrollments would probably be drawn from students enrolled in PAS courses. The students would be identified as needing additional help. Nevertheless, the course would remain available to other students. The Chair then said that she'd like to see consultation take place with UNIV 100. The Chair asked how students would be motivated to participate for 0-units on a Credit/No Credit basis. Mary Pardo replied that she had taught this course. Lynn Lampert stated that the course is very different from UNIV 100. The PAS

mentorship is excellent and there is consistent follow-up. Tom Spencer-Walters added that there are inequities for these students, and this course is designed to help them to succeed.

It was

MSP to approve new course **PAS 158. Academic Strategies for Success (2)**
(9 Yes; 1 Abstain) with the contingency that consultation take place with UNIV 100.

- E. The committee received feedback from the Faculty Senate Executive Committee meeting of 20 Nov. 2003 on EPC's approval of Recommendation 7 of the GRTF report (**Attached**):

The following represents the Faculty Senate Executive Committee's questions and areas that were identified as being in need of clarification:

1. Regarding Item 1: What does "lowest registration priority" mean?
 - a. Does this mean that students cannot register during priority registration and can only register during the expanded registration period, or
 - b. Does it mean that students have the lowest registration status during priority registration?
2. Regarding Item 2: If the policy limits the number of units rather than number of semesters, then will students who take only a few units per semester not be penalized? What does this restriction intend to accomplish? Is this policy intended to give highest registration priority to students who need only a few (possibly hard to get) classes at the end of their undergraduate career, or is this a strategy to encourage students to enroll in 15-units-per-semester?
3. How will this policy be implemented? Can SOLAR handle this?
4. Can this policy be modified to fit the needs of individual colleges? At graduation, ECS and SM students tend to have relatively high numbers of units because of GE and various transfer credit issues.
5. Do we really need to maintain "graduating-senior registration" priority? Don't these students already get priority registration because of the number of units that they have accumulated?

The following data were requested from IR or from the data processed by the GRTF:

- a. How many times do students get graduating senior status? (college, range, mean, median, SD)
- b. How many students with more than 140 units currently exist and is this really a problem? (college, range, mean, median, SD)
- c. Do the number of units that students graduate with differ among colleges? (college, range, mean, median, SD)

The Chair stated that she would work on these items and that some of the data are already available and Faculty President Michael Neubauer is gathering additional data.

III. Items Pending for 2003-2004

- A.** In Spring 2004, review Annual Report on Medical Withdrawals from Student Health Center
- B.** Margaret Fieweger, CELT's Cynthia Desrochers, and Assessment representative Roberta Madison discussed the creation of a Taxonomy of Tools for Course Assessment. The group said that assessment tools would be made available for online viewing.
- C.** Subcommittee for Online-Instruction Course Assessments - Discuss EPC's role in assessment for alternative delivery courses (e.g. online)
- D.** Review of the Academic Calendar Proposed for the 2004-2005 Academic Year
- E.** New Curriculum Manual and Forms (SOLAR specific) in Late Spring 2004.
- F.** **General Education – Postponed pending formation of GE Task Force**
- G.** Process of Certification and Recertification of GE courses: postponed pending formation of GE-Taskforce.
- H.** Pattern Modifications - Discuss allowing upper division GE courses to count in the GE pattern modifications listed on pages 44-45 in the catalog (Estelle Hekkers, A & R).

The next meeting is set for December 10, 2003, in University Hall (UN) 215, from 3:00 – 4:00 p.m.

Recommendation #7 of GRTF report - (**Attachment on next page**)

(Attachment: Item II.E.)

This proposal went to the Faculty Senate Executive Committee on November 20, 2003.

COMMITTEE REPORT OF APPROVAL OF GRTF RECOMMENDATION

Date of Report: 11-05-03

To: Faculty President Michael Neubauer

From: Educational Policies Committee

By: _____ (Executive Secretary)
Margaret Fieweger

Approval of Graduation Rates Task Recommendation #7

At its meeting on **May 21, 2003**, the Educational Policy Committee (EPC) unanimously approved Recommendation 7 of the GRTF report. The motion was stated in two parts, as follows:

- 1. Students who have completed 140 or more semester units and have not graduated will return to the lowest registration priority until filing for graduation at which time they will receive graduating-senior registration priority.*
- 2. Students who receive graduating-senior registration priority twice and who do not graduate will return to the lowest registration priority.*

Rationale behind “Recommendation 7” as stated in the GRTF report:

In Spring 2002, there were 2,216 students who had completed 140 or more units. Of these, 887 students had already filed for graduation at least twice.

Students with large numbers of units and students who fail to graduate after multiple filings reduce the opportunities for other students to enroll in needed courses. The proposed changes to registration priority are intended to reduce some abuses and to encourage students to avoid taking excessive units. It should be noted that if students file for graduation at 140 units, they will receive priority status twice so they actually have priority up to a number of units that is greater than 140.

This recommendation is herewith reported to the Faculty President for transmittal, via the Executive Committee of the Faculty Senate, for final recommendation by the Faculty Senate.

file Name: GRTF Rec 7 to Senate.doc