

**Educational Policies Committee
Meeting Minutes**

Wednesday, September 22, 2021

Status of Minutes: Approved 10/6/21

Attendees

Members Present: L. Becker, J. DeBonis, S. Garrett, K. Grote, M. Mejia, Y. Mimura,
T. Montaña, L. Shelton, K. Taylor, D. Weingarten

Members Absent: T. Zirkian

Staff: E. Adams, J. Charres, D. Cours, J. Hunter

Guests: S. Andrews, K. Baxter, N. Blalock, S. Camara, L. Campbell, M. Crosswhite,
K. Dabbour, R. Espinoza, J. Gandhi, K. Harris, C. Hayashi, D. Heermance,
X. Jia, H. Johari, K. King, P. Lazarony, J. Oh, J. Scillitoe, J. Stallcup,
D. Tamalis, C. White, B. Wightman, B. Wu, D. Zell

I. Announcements

A. There were no announcements.

II. Business

A. The minutes from 9/8/2021 were **MSP approved**.

B. Provisionally Approved Curriculum

The following items were informational and not voted on.

SELECTED TOPICS

Mike Curb College of Arts, Media, and Communication

1. JOUR 495ET – Emerging Technologies (3)
2. JOUR 495DA – Data and Analytics (3)

College of Humanities

3. ENGL 459GT – Literary and Rhetorical Genre Theory (3)
4. ENGL 495ADW – American Detective and Western Genre (3)
5. ENGL 495SME – Sex, Monsters, and Empires: 19th-Century Worlds in Contemporary Media (3)
6. GWS 495GHC – Gender, Human Rights and Conflict Zones (3)
7. LRS 425MC – Multicultural/Multiethnic Children's Literature (3)
8. RS 497J – Introduction to Jainism (3)

College of Social and Behavioral Sciences

- 9. CJS 452MH – Mental Health and Crime (3)
- 10. CJS 454AC – Applied Corrections (3)
- 11. CJS 454CP – Critical Perspectives on Policing (3)
- 12. CJS 454GC – Gender and Corrections (3)
- 13. PSY 479GG – The Psychology of Games and Gambling (3)
- 14. PSY 479GGS – The Psychology of Games and Gambling Seminar (2)

PREVIOUSLY OFFERED EXPERIMENTAL TOPICS

College of Health and Human Development

- 15. RTM 496ME – Design, Implementation and Evaluation of Large-Scale Events (3)
(Previously offered Spring 2020, Spring 2021)

C. Previously Offered Experimental Topics

David Nazarian College of Business and Economics

- 1. BUS 496BH – Systems Thinking for Organizations (3). **MSP approved.**
(Previously offered Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021)

College of Social and Behavioral Sciences

- 2. HIST 496EH – U.S. Environmental History (3). **MSP approved.**
(Previously offered Spring 2005, Fall 2006, Fall 2020, Spring 2021, Fall 2021)

D. General Education Proposals

College of Engineering and Computer Science

Mechanical Engineering

New Course

- 1. ME 100 – Introduction to Computer-Aided Design and Fabrication (3). **MSP approved** with revised course description and grading basis changed to Letter Grade Only.

David Nazarian College of Business and Economics

Management

New Course

- 2. ENT 101 – Exploring Entrepreneurship (3). **MSP approved** with correction to grading scale and addition of GE SLOs in the syllabus.

College of Health and Human Development

Family and Consumer Sciences

New Courses

- 3. FCS 111 – Interior Design Matters (3). **MSP approved.**
- 4. FCS 318 – Environmental Psychology for Interior Design (3). **MSP approved.**

College of Humanities

American Indian Studies

New Course

- 5. AIS 210 – Thinking About Knowing (3). **MSP approved.**

Program Modification

6. American Indian Studies Minor. **MSP approved.**

College of Science and Mathematics

Geological Sciences

New Course

7. GEOL 125 – Introduction to Environmental Science (3). **MSP approved.**

College of Social and Behavioral Sciences

Public Sector Management

Pattern Modification

8. Public Sector Management, B.A. **MSP approved.**

- E. D. Weingarten said that the Graduate Studies Committee is updating the graduate withdrawal policy to match the undergraduate policy. E. Adams added that withdrawals are by and large governed by EO 1037. The undergraduate policy was approved by Faculty Senate years ago but the graduate policy never went through Senate. GSC is in the process of sending the revised policy to Faculty Senate for approval.
- F. J. Oh and S. Camara shared details about changes in assessment and provided background on the undergraduate Institutional Learning Outcomes submitted to WASC in 2016. S. Camara shared a PowerPoint presentation on the IROCA process (instructors reporting on classroom assessment), looking at trends across the country, measuring outcomes, updating department PLOs and SLOs on the assessment website, working with departments to align PLOs to ILOs, and using matrices to align PLOs and ILOs as well as core classes and GE courses. In addition, the Office of Assessment and Program Review is gathering data and conducting pilots with two colleges to streamline assessment across the university. S. Camara asked EPC for suggestions on vetting new undergraduate ILOs for the campus or using the ones already in place. D. Weingarten described the standing committee process for submitting policy recommendations to Faculty Senate. D. Weingarten thanked J. Oh and S. Camara for the presentation.
- G. E. Adams gave an overview of the changes in General Education structure between Plan R and Plan G. In Plan R, Natural Sciences as well as Arts and Humanities were single GE sections with no subareas. In Plan G, the Natural Sciences section was split into subareas for B1 Physical Science, B2 Life Science, B3 Science Laboratory Activity and B5 Upper Division Scientific Inquiry and Quantitative Reasoning. Likewise, the Arts and Humanities section was split into C1 Arts and C2 Humanities. The student learning outcomes require updating to match the new GE structure.

The committee first discussed the proposed changes to subareas C1 Arts and C2 Humanities. Some members asked whether the SLOs for the two subareas were sufficiently distinct. In addition, it was requested to remove the proposed phrase “the history of” from C2 SLO 1. D. Weingarten asked whether removing that phrase would make subarea C2 too broad and allow C1 courses to meet the C2 SLOs. After discussion, it was **MSP to approve** the revised Section C SLOs, with removing the proposed phrase “the history of” from C2 SLO 1. (See Attachment I.)

Discussion of the Section B Scientific Inquiry and Quantitative Reasoning SLOs was postponed due to lack of time.

Meeting adjourned at 3:53 p.m.

Attachment I

Arts, Humanities, and U.S. History (Section C)

Goal: Students will understand and engage with the diversity of human knowledge, discourse and achievements of their own and other cultures as they are expressed in the visual and performing arts, literatures, religions, histories, philosophies, and/or thought traditions.

Student Learning Outcomes

Arts (C1)

Students will:

1. Acquire knowledge and apply skills in various visual/performing arts or creative writing.
2. Produce individual or collaborative artistic work.
3. Demonstrate knowledge of a wide variety of expressive forms in order to solve artistic problems and communicate with diverse audiences.
4. Describe and explain historical/cultural contexts within which diverse artistic traditions were created or emerged.
5. Analyze, interpret and reflect critically upon the visual/performing arts or creative writing from a variety of diverse perspectives.

Humanities (C2)

Students will:

1. Explain and reflect critically upon the human search for meaning and values, within and across the human experience, as expressed in the arts, literatures, religions, philosophies, and/or thought traditions.
2. Analyze, interpret, and reflect critically upon creative expression, discourse, or thought traditions from diverse perspectives.
3. Demonstrate the ability to engage and reflect upon their intellectual and creative development within the humanities.
4. Describe and explain the historical and/or cultural context within which a body of work or school of thought was created or a tradition emerged.
5. Critically analyze how the humanities as disciplines of memory and imagination reflect upon the current conditions of the human experience and help us envision where we are going.

U.S. History (C3)

Students will:

1. Describe and analyze significant events covering a minimum time span of approximately one hundred years and occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.
2. Describe and analyze role of major ethnic and social groups in such events and the contexts in which the events have occurred.
3. Describe and analyze events presented within a framework that illustrates the continuity of the American experience and its derivation from other cultures, including consideration of three or more of the following: politics, economics, social movements, and geography.