

Educational Policies Committee Meeting Minutes

Wednesday, November 3, 2021

Status of Minutes: Approved 11/17/21

Attendees

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

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

Guests: S. Bamrungpong, K. Baxter, K. Dabbour, S. Dudgeon, R. Espinoza, J. Gandhi, M. Glidden, D. Gray, K. Harris, C. Hayashi, D. Heermance, D. Heisley, V. Jensen, X. Jia, P. Lazarony, K. Lorenz, K. Luna, S. Malhotra, N. Ramirez, J. Scillitoe, D. Tamalis, R. Vedd, E. Weiss, C. White, B. Wu, D. Zell

I. Announcements

- A. D. Weingarten announced that the [Curriculum Proposal Process](#) and [Curriculum Proposal Content](#) pages are published on the EPC website.
- B. E. Adams said the Chancellor's Office signaled that a decision to alter the Graduation Writing Assessment Requirement (GWAR) may come as early as next week. The system will move away from high-stakes testing to prove writing proficiency. The Upper Division Writing Proficiency Exam has been suspended indefinitely. Most students will meet the GWAR through upper division GE under the recently revised campus policy, but an alternative pathway will be needed for students who cannot meet the requirement through that method. The GWAR policy will return to EPC later this semester or in the beginning of spring.

II. Business

- A. The minutes from 10/20/2021 were **MSP approved**.
- B. Curriculum proposals on the Consent Calendar were **MSP approved** (see Attachment I).

C. College of Social and Behavioral Sciences

Criminology and Justice Studies

Returning from 10/20/21

New Course

1. CJS 280 – Statistics in Criminology and Justice Studies (3). **MSP approved** (two no votes).

Course Modification

2. CJS 430/L – Criminology and Justice Methods and Lab (2/1). **MSP approved.**

Program Modification

3. Criminology and Justice Studies, B.A. **MSP approved.**

D. David Nazarian College of Business and Economics

Accounting

New Course

1. ACCT 412L – Excel Specialist Certification (1). **Tabled** to clarify course classification.

Program Modifications

2. Accountancy, B.S. – Information Systems Option. **Tabled**, related to ACCT 412L.
3. Accountancy, B.S. – Professional Accountancy Option. **Tabled**, related to ACCT 412L.

Business Honors

New Course

4. BUS 489BH – Systems Thinking for Organizations (3). **MSP approved.**

Program Modification

5. Business Honors, B.S. **MSP approved.**

Management

New Courses

6. ENT 320 – Social Entrepreneurship (3). **MSP approved.**
7. ENT 330 – Entrepreneurial Family Business (3). **MSP approved.**
8. MGT 340 – Management of Emerging Technologies (3). **MSP approved.**

Program Modifications

9. Business Administration, B.S. – Management Option. **MSP approved** with removal of the reference to UDWPE.
10. Entrepreneurship Minor. **MSP approved.**

Marketing

Course Modifications

11. MKT 498A – Field Assignments and Reports-Marketing (1). **Tabled** to clarify course classification.
12. MKT 498B – Field Assignments and Reports-Marketing (2). **Tabled**, related to MKT 498A.

Program Modification

13. Business Administration, B.S. – Marketing Option. **Tabled**, related to MKT 498A.

- E. D. Weingarten explained that the subgroups from the two colleges concerned with the revised Section B Student Learning Outcomes came to a compromise on the proposed revisions. It was clarified that the specific student learning outcomes are assumed to meet the overarching goal of the GE section in which the course resides. After discussion, it was **MSP to approve** the revised General Education Section B SLOs. (See Attachment II.) E. Adams thanked the faculty for developing a clearer set of SLOs with enough rigor for courses to be evaluated fairly in the future.
- F. D. Weingarten asked if EPC could be more clear about the content expected in sample syllabi. A concern was raised that the curriculum process is often viewed as overly bureaucratic and challenging, making it worrisome to ask for new requirements. This was acknowledged; however, it is believed that increased clarity on the part of the committee will help remove the feeling of uncertainty from the proposal process, which may make the process feel less bureaucratic. It was suggested that the sample syllabus should demonstrate what is happening in the course, that the SLOs are being met, and what students will get out of the course is clear to those who are not an expert in that field. Submitters also have the opportunity to provide clarification in the justification and discussion of the SLOs on the proposal form. It was suggested that clear guidelines of the committee's expectations would make the process easier for proposers as well as for EPC to review. A subcommittee was formed to work on draft guidelines. S. Garrett, K. Grote and K. Taylor volunteered for the subcommittee.

Additionally, it was suggested to find ways to streamline proposal requirements to simplify the process. L. Becker and T. Montañó volunteered for the subcommittee.

Meeting adjourned at 3:55 p.m.

Attachment I: Consent Calendar

Some curriculum proposals will be moved onto a “consent calendar” on the agenda. The purpose of the consent calendar will be to expedite items deemed to be minor and non-controversial. The Chair of EPC will move items onto the consent calendar in consultation with the Executive Secretary of the Committee. All of these items will remain available for review by all EPC members and any EPC member may remove an item from the consent calendar at any time prior to or during the meeting at which the item is to be considered. Items on the consent calendar will be acted upon as a single item. (EPC Standard Operating Procedures, page 3.)

A. David Nazarian College of Business and Economics

Finance, Financial Planning and Insurance

Course Modification

1. FIN 336 – Principles of Insurance (3)

Change course title, short title and description

Management

Course Modification

2. BUS 310 – Foundations of Entrepreneurship (3)

Change course description and requisites

Marketing

Course Modification

3. MKT 304 – Marketing Management (3)

Change course description and requisites

Program Modifications

4. Interactive Marketing Minor
5. Marketing Minor

Attachment II: Proposed GE Section B Student Learning Outcomes

Section B: Scientific Inquiry and Quantitative Reasoning

4. Mathematics/Quantitative Reasoning (B4)

Goal: Students will gain competence in mathematical reasoning necessary for informed judgment and decision making.

Student Learning Outcomes

Students will:

1. Represent, understand and explain mathematical information symbolically, graphically, numerically and verbally.
2. Develop mathematical models of real-world situations and explain the assumptions and limitations of those models.
3. Use models to make predictions, draw conclusions, check whether the results are reasonable, and find optimal results using technology when necessary and appropriate.
4. Demonstrate an understanding of the nature of mathematical reasoning, including the ability to prove simple results and/or make statistical inferences.

Subject Explorations

5. Scientific Inquiry (Sections B1-3)

Goal: Students will develop basic knowledge and learn key principles in the natural sciences, including an understanding of the methods of scientific inquiry as applied in the natural sciences through laboratory, activity and/or field-based study.

Student Learning Outcomes

Physical Science (B1)

1. Students will demonstrate an understanding of basic knowledge, principles and/or laws in the physical sciences.

Plus, at least one of the following:

2. Explain how the scientific method can be used to obtain new data and advance knowledge.
3. Demonstrate an understanding of the logical foundations, limits, and/or potential contributions of scientific endeavors in human society and everyday life.
4. Demonstrate an understanding of the value systems and ethics associated with scientific inquiry.

Life Science (B2)

1. Students will demonstrate an understanding of basic knowledge, principles and/or laws in the life sciences.

Plus, at least one of the following:

2. Explain how the scientific method can be used to obtain new data and advance knowledge.
3. Demonstrate an understanding of the logical foundations, limits, and/or potential contributions of scientific endeavors in human society and everyday life.
4. Demonstrate an understanding of the value systems and ethics associated with scientific inquiry.

Science Laboratory Activity (B3)

In conjunction with a Physical Science (B1) or Life Science (B2) course, students will:

1. Practice skills and techniques used to obtain data and test hypotheses in the physical or life sciences.

6. Upper Division Scientific Inquiry and Quantitative Reasoning (B5)

Goal: Students will synthesize, analyze, evaluate, and communicate their knowledge of physical science, life science, or mathematical/quantitative reasoning through assignments and projects in the upper division.

Upper Division Scientific Inquiry and Quantitative Reasoning (B5) courses incorporate at least two of the student learning outcomes from one of the following subareas: Physical Science (B1), Life Science (B2), or Mathematics/Quantitative Reasoning (B4).

Physical Science (B1)

1. Students will demonstrate an understanding of basic knowledge, principles and/or laws in the physical sciences.

Plus, at least one of the following:

2. Explain how the scientific method can be used to obtain new data and advance knowledge.
3. Demonstrate an understanding of the logical foundations, limits, and/or potential contributions of scientific endeavors in human society and everyday life.
4. Demonstrate an understanding of the value systems and ethics associated with scientific inquiry.

Life Science (B2)

1. Students will demonstrate an understanding of basic knowledge, principles and/or laws in the life sciences.

Plus, at least one of the following:

2. Explain how the scientific method can be used to obtain new data and advance knowledge.
3. Demonstrate an understanding of the logical foundations, limits, and/or potential contributions of scientific endeavors in human society and everyday life.
4. Demonstrate an understanding of the value systems and ethics associated with scientific inquiry.

Mathematics/Quantitative Reasoning (B4)

Students will:

1. Represent, understand and explain mathematical information symbolically, graphically, numerically and verbally.
2. Develop mathematical models of real-world situations and explain the assumptions and limitations of those models.
3. Use models to make predictions, draw conclusions, check whether the results are reasonable, and find optimal results using technology when necessary and appropriate.
4. Demonstrate an understanding of the nature of mathematical reasoning, including the ability to prove simple results and/or make statistical in