

**Curriculum and Policies Subcommittee Meeting Minutes**  
**October 27, 2020**

**Voting Members Present:** Chair Molly Bolger, Joan Curry, Leslie Dennis, Jack Haskins, Amber Rice, Claudia Stanescu, Jennifer Schnellmann, Joost Van Haren

**Non-voting Members Present:** Neel Ghosh, Abbie Sorg, Alex Underwood

**Voting Members Absent:** Moe Momayez, David Ortiz

**Guest Presenters:** Stephanie Carlson, Mary Beth Tucker

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Chair Molly Bolger called the meeting to order at 3:30 p.m. A quorum was established with 8 voting members.

**I. Introductions and Approval of Curriculum & Policies Subcommittee meeting minutes, 8/25/2020**

Molly welcomed members and asked for introductions as new members joined the subcommittee after the August meeting.

Claudia Stanescu moved to accept the meeting minutes from 8/25/20 as submitted. Joost Van Haren seconded the motion. The motion passed with 4 votes in favor and 3 abstentions.

**II. Policy Proposals**

**A. Undergraduate Certificate Policy Amendment**

**Presenters:** Stephanie Carlson, Program Manager, Curricular Affairs; Abbie Sorg, Senior Program Manager, Office of the Registrar

The recently-approved Undergraduate Certificate Definition, Procedures, and Policies were originally written with small plans in mind, usually consisting of 12-18 units of credit. Curricular Affairs is aware of an upcoming proposal for a 49-unit certificate; when considering the policy in light of this proposal it became clear that some policy elements do not scale well. The current policy limits duplication of credit to 6 units; the proposed amendment would change this limit to 50% of the units for the certificate. For most 12-unit certificates this change will continue to limit duplication to 6 units, but for larger certificates it will allow greater flexibility while still ensuring at least half of the required coursework will be unique to the certificate. Similarly, the initial requirement for all changes to certificates to be approved through shared governance was drafted with 12-unit certificates in mind; requiring only substantial changes to be approved through shared governance will align the procedures for certificates with those already in place for majors and minors, and will allow departments to more nimbly make regular updates to certificate requirements.

Discussion commenced:

- Certificates that require 18 units are the same size as many minors; since not all changes to minors are required to go through the approval process, is it necessary and a good use of time for all changes to certificates to be reviewed through shared governance? This element of the current policy was drafted to address small certificates- for a 12-unit certificate, changing even one course would be a substantial change of 25% of the total units.
- The proposal indicates that the threshold for a “substantial change” is defined by Curricular Affairs, but does not include the definition. Should the definition be included as part of the policy? Currently that threshold is understood to be a practice but not a policy; if it’s accepted as part of the policy, if the threshold ever needed to change it would need to be put forward as a policy change and be approved through shared governance. Rather than defining the threshold

for substantial change in the policy for certificates, a link to the definition on the Curricular Affairs site could be added, while a separate policy is drafted and approved. This separate policy would be written to define substantial change consistently for majors, minors, and certificates, so the modification process could be aligned regardless of the type of program.

- Would the updates to the double use of courses be more or less liberal than the current policy? For 12-unit certificates, the end result would be the same- 6 units of coursework could be used for both the certificate and another major/minor/certificate. For larger certificates, the update would be more liberal, allowing students to use more than 6 units for both the certificate and another program; the update would still ensure that at least half of the required coursework would be unique to the certificate.

The subcommittee agreed the proposal will be updated to include a link to the Curricular Affairs definition of a substantial change, and a separate proposal document for a substantial change policy will be prepared for review at a later meeting.

**Leslie Dennis moved to approve the proposal, and Joost Van Haren seconded the motion. The motion passed unanimously with 8 votes in favor.**

#### **B. Undergraduate Syllabus Template Title IX Amendment**

Presenter: Mary Beth Tucker, Interim Associate Vice President of Equity & Title IX Coordinator

The Office of Institutional Equity has been restructured this year. Compliance and investigation units have been separated from diversity and inclusion units; this restructuring of the office should provide students one clear pathway for reporting issues, whether for Title IX issues, or other discrimination or harassment issues. The Nondiscrimination and anti-harassment policy is broader than just Title IX, and is more expansive and protective than federal or state laws. Rather than segmenting out different categories on the syllabus with separate reporting procedures, the desire is to provide one streamlined process while also highlighting the relatively new confidential survivor advocacy program. The updates are intended to funnel students to the services and support they need without requiring them to determine which processes to use.

Discussion commenced:

- Should there be more information on the Survivor Advocacy link to make it a little clearer what it's referring to? A description could help students know why they should go there, and help instructors know why they'd want to include the link (since it's recommended rather than required). Mary Beth would be happy to add descriptive language.
- It would also be good to recommend including current survivor advocacy information in the ASUA club handbook and training. Mary Beth can follow up on that possibility separately.
- The current policy includes a notification that the instructor is a mandatory reporter, but this language is removed in the proposal. Should there be some indication that instructors are mandatory reporters? Title IX regulations have changed this year and there's a different legal approach now. It should be seen as a responsibility for faculty members to take action if they are aware that discrimination is occurring. Not quite sure how to encapsulate this information in a way that students and faculty can easily understand, that can be efficiently included in the syllabus- Title IX office is still working on this. Does keeping that notification serve the students better, or would removing it serve them better? Some students may hesitate to bring up an issue if they think a full process will result. If this notification should be removed, it would be helpful for Mary Beth to be in attendance at the UGC, CAAC, and Faculty Senate meetings to respond to questions about this removal, as it will likely be a point of interest for discussion.

- Some of the resources that are removed from the template on the proposal seem like they'd be good to salvage. Would the CAPS link be good to put back in the Additional Resources for Students area? CAPS is linked on the survivor advocacy page, but some students might not make it that far if they don't identify as a survivor.
- The committee would prefer to include a brief description of each bullet point under the "Additional Resources for Students" section, rather than removing them altogether.

Mary Beth Tucker will contact the Dean of Students office and revise the proposal to include more information in the Resources for Students section. A revised proposal will be forwarded to the subcommittee for an e-vote prior to the November UGC meeting.

### III. Discussion on Possible Equity Course Requirement

Student representative Jack Haskins reported that ASUA representatives have been in discussion with representatives from the Gen Ed Refresh team regarding ways to include field-specific coursework related to equity as a graduation requirement. There is student support for a requirement of this type, although the discussion is still in the early stages. Ideally, colleges would offer one or more courses that addressed issues of equity within their fields, to ensure that students are exposed to information that directly relates to the experiences they will have in their careers after graduation.

Would this be a General Education requirement? Graduation requirements generally fall within the major, the minor, or General Education; if the intent is for all students to have this requirement, General Education would be the likeliest place for the requirement to be housed. The updates to the General Education curriculum are already working under tight restrictions- in order to complete the expected requirements within the 32-unit program, students will need to select courses that satisfy multiple requirements at the same time, so including another requirement may be difficult. Outside of General Education, it would be necessary to work with colleges individually to get support for creating a new requirement for all their majors.

Is a one-course requirement the best way to deliver this type of content? It seems that weaving this focus into many courses (if not all) longitudinally across a student's career would be more effective. Including it as a one-course requirement may give students and faculty the impression that this content is simply a checkbox to complete once. This feedback will be brought to the group as exploration of this possible requirement continues.

Molly adjourned the meeting at 5:00 p.m. The next Subcommittee meeting will be on November 24, 2020.

*Respectfully Submitted by Abbie Sorg, 10/29/20*