Members present: Eileen Barrett, Andrew Carlos, Brian Cook, Jennifer Eagan (acting Chair), Cristian Gaedicke, Jim Mitchell, Nancy Thompson, Claudia Uhde-Stone (Secretary), Joy Vickers, Jing Wen Yang, Donna Wiley.

Members absent: Mitchell Watnik

Guests: Sarah Aubert, Michael Hedrick, Erik Helgren, Sophie Rollins, Angela Schneider, Jason Singley, Aline Soules, Mark Robinson

1. **Organizational Meeting**
   MSP  Eagan, Wiley
to move organizational meeting to June 1st meeting, because Mitchell Watnick (CIC Chair) is not present today.
   If members are not available for organizational meeting, they can join by phone.

   Michael Hedrick (Chair of Academic Senate) expresses thanks to all that served on CIC, especially those who will move on, because CIC in preparation of the semester conversion will be hard work.

2. **Approval of the agenda**
   MSP Thompson, Carlos
   Wiley needs to leave early, thus suggests to move writing skills requirements discussion (e) to top of New Business agenda.

3. **Approval of 5/4/15minutes**
   MSP Gaedicke, Yang

**Reports**

1. **Report of the Chair** (Jennifer Eagan, Acting Chair)
   CIC 10 (course numbering); some modifications where requested by Academic Senate: additional numbers should be reserved.

   Discussion
   Wiley would like some additional numbers to be reserved. Suggested amendments: 699 department thesis, 689 project
   Eagan: 499 could be undergraduate Capstone class
   Question: do we really need separate numbers for independent studies and faculty-mentored research?
   Thompson: suggest to leave those reservation, doesn’t hurt
   Eagan: suggests to cut the reserved number for faculty-mentored research”, because these are included in independent studies.
   Barrett: what about “individualized studies”
Eagan: because of difficulties how to count the course (would just have 1 student), we usually use independent studies (does not distort course size numbers).
Barrett: individualized studies commonly used in English
Murphy: instead of taking it out, can we do some research if it is still commonly used in some disciplines
Wiley: 6901 (comprehensive exam preparation) could get a reserved number.
Eagan: List of suggested changes will be send to Donna Wiley, Eileen Barrett, and Mitch Watnik, who can present those suggestions on the Senate floor.

2. **Report of the Presidential Appointee**
   Excited about new catalog software to be implemented as soon as possible.

3. **Report of University Extension**
   Reminder that Extension will at some point need to participate in the course number discussion.

4. **Report of Semester Conversion**
   Calendar will have a second reading. Work of GE subcommittee was very helpful to create a format for the calendar.
   
   Has seen many proposals from colleges; excited how colleagues plan to transform their programs.
   Eagan: do we have a fully developed budget?
   Barrett: asked by president to develop a budget to be presented to chancellor by June
   Most departments in Science are going for transformation.

5. **Old Business:**
   a. **Development of Catalog Policy for Challenging Courses**
   Wiley reports that she edited the San Jose policy on challenging courses, cut it down, and integrated it into our policy; she sent the edited policy to Mitch Watnik.
   Schaefer reports that she sent some questions to Mitch Watnik that need to be addressed, and requests that CIC also gets access to these.
   After some discussion, members agree that Committee will need more time to reflect on this draft policy. Both above mentioned documents (Wiley’s draft, Schaefer’s list of questions) will be made available to the committee to be voted on at a future meeting.

6. **New Business:**
   e. **Writing Skills Subcommittee**
   MSP Wiley, Thompson
   To send it to the Senate (was voted via e-mail by Thursday May 21)
   Wiley: this course exists for a while as a pilot program
   Eagan: the document is a draft from the Writing Skills subcommittee; objective is to move the pilot practice to a permanent practice.
Thompson: if students don’t pass this class, they can still use the existing alternative routes to fulfill writing skill requirements.

Vickers asks if there is a mentioning of a HOLD?

Wiley explains that the paragraph mentioning the HOLD just emphasizes that students should fulfill their writing skills requirement early on. This is important in the light of the current Senate discussion to put a hold on graduation if writing skills requirements are not fulfilled.

b. Affordable Learning Solutions Subcommittee report to CIC
MSP Barrett, Yang
Sending subcommittee report to Senate

Aline Soules: this document was developed by the Affordable Solution Committee. Students will take more classes in a semester calendar, and thus need more money at beginning of semesters. Affordable Solution Committee wants to make sure that faculty understands that affordable learning solutions are an option available to them. Members of CIC thanked Aline Soules and committee for saving students a lot of money. Many students have low socioeconomic status, and even with financial support, not all text book costs are covered.

Eagan: wants to emphasize that library faculty can help saving students money; make use of opportunity to work with library staff. Barrett: suggests to include the topic to Back-to-the-Bay. Soules: will consider, if appropriate time slot can be found that invites enough participation. Yang: will the document be available to students? Soules: snippets could be put into News Letter

c. Semester conversion: Three quarter sequences
Singley, Gailey

Gailey: Introductory series in Biology: 15 quarter units converts to 10 semester units. Biology plans to advertise completion of introductory series before conversion to minimize numbers of students caught in the middle. Each course is offered every quarter right now-> very few students would be caught in the middle. For the few students that For example, if students have taken 1 quarter before conversion, they are 1 2/3 short of units; students could receive content credits for the quarter already taken.

Eagan: majors may be quite flexible; GE may be most problematic in terms of unit counts in the conversion. Murphy: similar flexibility in GE (1 unit requirement can be fulfilled by an extra unit in other area). Another topic to think about is grade forgiveness: we need to think about how to fairly deal with students who lose some units due to the semester conversion.
Yang: bridge course; students could move to week 5 in second course
Gailey: not practical
Vickers: how about only offering certain parts of the sequence to hinder a student
starting with the quarter sequence too late
Yang: may slow down students who want to graduate
Glass: Calculus sequence: some departments require all parts of the sequences, others
only some. We can not stop offering certain parts of the sequence.
Eagan: lots of adjustments, exceptions will be made on individual level; only faculty
in the discipline can do this. This will help to not make the process punitive to
students.
Glass: will this committee (or some others) offer guidance on how detailed
departmental policy needs to be?
Eagan: steering committee may help with this
Cook: we can stay friends with our colleagues in Ponoma and see what problems they
may encounter, what advise they have.

d. **Freshman year experience under semesters** (from GE subcommittee)

MSP Barrett, Mitchell
Move to approve; send to Senate (with minor corrections of typos)

Eagan gives background: we want to continue with a freshman community cluster
model. This document shows suggested conversions from a 3 quarter to a 2 semester
freshman year experience

Barrett: thanks the GE subcommittee in general, Sally Murphy in particular, to bring
the freshman learning community to our campus.

7. **Adjournment**

MSP Mitchell, Carlos

Respectfully submitted,
Claudia Uhde-Stone
2015, May 26

On May 21, 2015, CIC voted via email to approve 14-15 CIC 42: Priority
registration and registration policy