COMMITTEE ON COURSES OF INSTRUCTION
Annual Report, 2019-20

To: Academic Senate, Santa Cruz Division

The Committee on Courses of Instruction (CCI) met bi-weekly throughout the academic year to review campus and systemwide policies, all matters relating to courses of instruction (including review of new courses and revisions to courses), consultation with other committees and administrative units, as well as the consideration of graduate student instructors, undergraduate teaching assistants, student petitions and grievances. A smaller cohort of committee members continued to meet bi-weekly during summer 2020, prompted by Interim CP/EVC Kletzer and VPAA Lee's May 2020 Call for Online Course Proposals (more on this below under Course Approvals).

The 2019-20 year was certainly out of the ordinary for CCI, as a multitude of new issues arose in light of the graduate student strike and the sudden switch to remote instruction for the spring 2020 quarter due to the COVID-19 pandemic.

I. Routine Business

Course Approvals

Between September 30, 2019 and July 8, 2020, the committee reviewed 462 course approvals. Of those, 236 were proposals for new courses, and 226 were course revision proposals.

Throughout the course approval process, CCI routinely requested that instructors update course syllabi in accordance with the list of syllabus requirements noted on the course approval forms in the Curriculum Management System (CAT) to promote the inclusion of important elements in each course syllabi, particularly learning outcomes, course pacing, and grading structures, student disability resources, academic integrity and course citation and collaboration policies.

Summer 2020 Review of Online Course Proposals

In light of the remote teaching and learning challenges presented by the COVID-19 pandemic, on May 11, 2020, Interim CP/EVC Lori Kletzer and VPAA Herbie Lee issued a call for online course proposals for fall 2020. The idea was that revamping courses to be taught as online classes, rather than just teaching an in-person class remotely, would better prepare instructional capacity and quality of education for the continuation of remote instruction in the fall. Forty course proposals were selected, with priority given to course proposal submissions that addressed degree completion, have high enrollment, or are for types of courses (e.g., labs, studios) that have presented greater challenges in being offered remotely. Courses were developed in cohorts of roughly ten faculty led by

an instructional designer, supporting staff, and a faculty fellow. Each cohort worked together for six weeks.

Due to the large number of course proposals being submitted during the summer months, a smaller cohort of CCI met biweekly between June and September 2020 to review the online course proposals, as well as other routine business. CCI members who chose to serve over the summer were told to track their time spent in CCI meetings and doing committee work, and will be compensated for their time at the end of the summer.

While this summer work proceeded smoothly and most of the courses were approved, CCI carefully considered whether learning outcomes for a course could be achieved in an on-line format. At least in one instance, BIOL 101L, CCI determined that the online format was incompatible with achieving the learning outcomes and did not approve the course, prompting CEP to discuss this point and issue a unanimous opinion that courses, for which an important element is direct hands-on experience, should not be approved as online courses.

Teaching Appointments

Between September 30, 2019 and July 8, 2020, the committee considered 224 requests for Graduate Student Instructor (GSI) teaching appointments and 17 for Undergraduate Teaching Assistant (UTA) appointments.

Student Petitions and Grievances

Between September 30, 2019 and July 8, 2020, the committee made decisions on 298 student petitions. Of these, 234 (79%) were approved and 64 (21%) were denied. The majority of petitions reviewed were for substitutions of GE requirements (73 petitions, 25%), followed by grade option changes (66 petitions, 22%), withdrawal grade requests (58 petitions, 19%), late add/drop requests (41 petitions, 14%), waivers of credit (17 petitions, 6%), Disciplinary Communication (DC) substitutions (15 petitions, 5%), waivers of senior residency requirements (13 petitions, 4%), catalog year rights (9 petitions, 3%) and writing requirement extensions (6 petitions, 2%).

The committee reviewed five grade grievances. Three were denied, one was withdrawn, and one is on hold pending a meeting between the student, instructor, and provost.

II. Streamlining the UNEX Course Approval Process

Chair Hinck and Analyst Gordon met with UNEX staff (Alix Keener, Mayan Udoetuk, Claudia Terrizzano) to discuss roadblocks that have occurred in obtaining UNEX course approval through departments at UCSC. Chair Hinck also reached out to department chairs who are regularly delegated these reviews (Martine Schlag, Computer Science and Engineering and Sri Kurniawan, Computational Media) to determine their perspective on the process. With this

information, procedure was streamlined. CCI also asked that UNEX provide faculty with an acknowledgement letter of the work performed for their personnel files.

III. UAW Request for Information on Courses with a Pedagogical Requirement

CCI was tasked with auditing experiential learning courses in response to a grievance raised by the United Automobile, Aerospace and Agricultural Implement Workers of America (UAW) (Case No. BX-03-1718-05). Jennifer Schiffner (Employee and Labor Relations) was our contact person. Through course descriptions, CCI identified classes, requested syllabi and reviewed the syllabi, and found that all the classes satisfied the negotiated principles. Courses from the list given to CCI were: CMMU 189, CMMU 102, EART 196C, EART 109, ECON 191, ECON 191, PSYC 1). Similar courses that CCI identified were: ART 191, CLNI 191, CLTE 191, CRWN 191, MATH 188, LIT 191, PHYS 191 and COWL 192, which is a student directed seminar.

IV. GE Pre-Approvals on the UCSC Campus Credit Abroad Database

CCI was contacted by UCEAP about reviewing general education (GE) pre-approvals for UCSC Campus Credit Abroad courses that had expired. Many of the courses listed in the UCEAP database had not been taken by a UCSC student in many years. CCI discussed this issue, and decided that any GE pre-approvals that have been approved within the last 3 years should remain on the UCEAP credit database. CCI Analyst Gordon created a CCI UCEAP GE Preapprovals spreadsheet to document all GE substitution approval decisions CCI made on UCEAP courses in academic year 2019-20. Analyst Gordon will continue to update the spreadsheet each time CCI approves a new UCEAP course. The courses will be valid for the GEs indicated on the spreadsheet for three years from the date of CCI approval.

UCEAP was told by CCI to advise students that are seeking a GE for a course taken abroad through UCEAP (that isn't on the current pre-approval list) to petition CCI directly for a GE substitution for the course (indicating it was taken through UCEAP), and CCI will continue to update the spreadsheet with those decisions.

V. Reviewing Special Enrollment Restrictions on First and Second Pass Enrollment

CCI reviewed requests from departments to allow for the Office of the Registrar to attach special major restrictions to classes during First Pass and Second Pass Enrollment. These special restrictions are applied to AIS and then removed at set times during First and Second Pass enrollment. This year CCI approved courses in CSE (the majority), ECE, BIOE and BIOL.

VI. Clarification of Syllabus Requirements for Course Approval Submissions

In 2018-19, CCI met with Associate Vice Provost for Teaching and Learning (AVPTL) Jody Greene of CITL to discuss best practices for course and syllabi development. This led to the requirement that all syllabi notify students of Campus Advocacy Resources and Education (CARE) and Title IX support resources, in addition to Disability Resource Center (DRC)

resources and policies on collaboration, citation and academic integrity. CCI received feedback that the inclusion of all these policies in every syllabi was cumbersome.

In 2019-20, CCI decided to remove the requirement for CARE and Title IX notification, and instead only recommend inclusion of this information. CCI also realized that many professors never see the list of syllabi requirements in the UCSC Curriculum and Approval Tracking (CAT) system. Therefore, CCI sent a letter to all divisional deans, college provosts, and department chairs and managers clarifying syllabus requirements for course approvals and revisions. The committee hoped that clarifying the syllabus requirements could help to cut down on the (often) multiple rounds of revisions between course sponsors and CCI in the course approval process.

Currently, syllabus requirements are as follows:

- Learning outcomes or objectives (it is recommended that at least one align with the program's learning outcomes)
- Nature of assignments/assessments (projects, homework, written assignments, quizzes, exams, etc.) and how these connect to the course learning objectives
- How assessments add up to a final grade
- Nature of final exam or project
- Weekly schedule for course materials
- No examinations, tests, assignments, papers, final projects or final performances that result in more than 12.5% of the final grade (other than individual makeup exams) may be given during the last week of instruction. This does not include the collection of materials produced throughout the quarter, such as final portfolios.
- Student hours for class: Systemwide Senate Regulation (SR) 760 specifies that one academic credit corresponds to a total of 30 hours of work over a quarter (e.g. 3 hours per week for a 10-week quarter).
- Policies on collaboration, citation and academic integrity with links to resources on correct practice
- The following notification for student support resources is required: DRC
- The following notifications for student support resources are recommended: CARE, Title IX

VII. Moving to CARS as the Platform for Reviewing and Submitting Petitions

Throughout the 2019-20 academic year, CCI utilized Google forms for the submission of student petitions, grade grievances, GSI requests and Undergraduate Teaching Instructor requests, with a workflow system called Form Workflow Plus that sent notifications of petitions needing review to the applicable reviewers. CCI received numerous complaints throughout the year about both the functionality of Form Workflow Plus, which was constantly plagued with glitches, and security concerns about the access to user's email and calendar that the program required. UCSC

ITS Manager Leslie Geary developed an in-house application and workflow system called CARS, which will be replacing the Google Forms and Form Workflow Plus functions in the 2020-21 academic year. Analyst Gordon spent much of summer 2020 building out the new forms and workflows in CARS. CARS began accepting applications for student petitions on August 21, 2020, and should be ready for grade grievances, GSI requests and Undergraduate Teaching Instructor requests by the beginning of the 2020-21 academic year.

VIII. Approving SOMeCA (SOAR, Student Media, Cultural Arts and Diversity) courses that are sponsored by colleges.

Senate Chair Kim Lau consulted with CEP and CCI regarding who can sponsor courses at UCSC. Chair Lau was specifically asking about classes taught by SOMeCA, that had been offered as independent studies courses, sponsored by individual faculty members. Senate leadership was interested in whether SOMeCA or other independent organizations could sponsor the courses themselves. CEP responded to this query, clarifying the following: 1) Santa Cruz Regulation (SCR) 2.2, SCR3.1 and SCR 4.2 authorize only colleges, divisions and departments, and programs of study to sponsor courses -- not organizations such as SOMeCA. 2) The first line of defense ensuring course quality is always the instructor, followed by the course sponsoring agency, followed by CCI.

To ensure clear communication of this information, CCI wrote to the provosts of sponsoring colleges (Elizabeth Abrams, Merrill and Ben Leeds Carson, Kresge) and explained that once a course is approved, CCI does not periodically re-review them. Therefore, college provosts need to be aware of any changes in SOMeCA staff and leadership, especially the staff who teach the sponsored courses. Staff teaching these courses are temporarily appointed simultaneously as non-Senate faculty, and are subject to the same decanal review as other non-Senate faculty. Thus, teaching staff review, along with provost oversight, are the two key safeguards that ensure the quality of these classes taught through organizations and not directly by senate faculty.

IX. Proposed Changes to the Approval Process and Criteria for GSI Appointments

CCI is tasked with the responsibility of overseeing the appointment of graduate student instructors (GSIs) in undergraduate courses. The purpose of these appointments is to provide graduate students the opportunity to teach independently, while under the supervision of mentors who aid in the pedagogical development of these students. Such opportunities offer valuable professional development that is increasingly important for the future success of our graduate students, both in the job market, and in their respective fields. At the same time, it is essential that the quality of instruction in undergraduate courses meet minimum standards; the interests of graduate students or institutional priorities cannot override this requirement.

In recent years, there has been a growing concern that GSI appointments are transitioning from being strictly a learning experience, which also respects the needs of undergraduate instruction,

to one that is subject to the competing interests of balancing the University's budget and/or increasing graduate student growth. To maintain the quality of the GSI experience, CCI proposed to department and program chairs, divisional deans, college provosts and key university administrators six additions to the existing criteria for the approval of GSI appointments for undergraduate courses.

CCI received a lot of feedback from departments, other committees, and the administration, most of which objected to the changes. Several responses questioned CCI's, rather than CEP's, jurisdiction over these matters. Consequently, CEP took over the changes to the criteria in consultation with CCI, and drafted a revision of the six proposed CCI criteria. In this letter, CEP clarified that the criteria for GSI appointments only apply to blanket approval. The revised proposal will not be finalized until fall 2020, and will be applicable starting in fall 2021 (with a later start date proposed for GSI training). In summer 2020, CCI is working on changes to the GSI Faculty Oversight and Mentoring Agreement with the goal of formalizing the process and ensuring that faculty acknowledge this agreement when they consent to supervise a GSI.

X. Recommendations for 2020-21 CCI

- Return to the issue raised in 2018-19 about GE petitions, and discuss and implement refinements for substitution criteria.
- Train new members on accessing records of previous decisions so they can use this information to guide and regularize future decisions on student petitions. Consider documenting discussions and generating a best practices document.
- Allow the committee flexibility to make decisions quarter-by-quarter due to the very unusual circumstances around remote instruction.
- Consider having faculty commit to a 3-year term on CCI because continuity in membership will better ensure policy decision uniformity over time.
- Obtain more information from advisors and provosts concerning their decisions on student petitions. The new CARS reviewer form has a much larger text box that requests additional information to ensure the flow of decision logic to CCI. Please notethat the Writing Program has an extensive internal system, which they use to make decisions concerning student petitions to extend the writing requirement. If questions arise on these petitions, CCI can request this decision thread from the Writing Program.

Respectfully submitted,
COMMITTEE ON COURSES OF INSTRUCTION
Narges Norouzi
Kevin Karplus
Albert Narath
Yat Li

Cecilia Rivas
Juned Shaikh
Jon Daehnke
Amanda Rysling
Lindsay Hinck, Chair

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