

**COMMITTEE ON EDUCATIONAL POLICY
MINUTES**

March 11, 2009

Wednesday, 11 am-1:30 p.m., Kerr Hall, Room 307

Present: Linda Burman-Hall, Holly Cordova (NSTF Rep), Dave Helmbold, Pam Hunt-Carter (Registrar, *ex officio*), Roxanne Monnet (ASO analyst), Loisa Nygaard, Jaye Padgett (Chair), Don Potts, Shawn Riley (SUA Rep), Eileen Zurbriggen.

Absent: Ravi Rajan (Provost Rep), Matthew Palm (SUA Rep).

Guests: Margie Claxton (Associate Registrar), Elaine Kihara (Academic Preceptor Designee), Bill Ladusaw (VPDUE), Michael McCawley (Associate Director of Admissions).

I. Announcements, updates, and minutes.

Successful passage of the general education (GE) package at last Friday's Senate Meeting was announced! The vote was nearly unanimous. The only change to text that passed on the floor was removal of the word "natural" from before "science" for the Scientific Inquiry requirement.

Chair Padgett met with the last two divisional Councils of Chairs to consult regarding the GE proposal. The dean of Social Sciences said that the division was well represented in CEP's GE reform proposal. Very little feedback was offered in the School of Engineering meeting.

The recent Senate Executive Committee (SEC) meeting was reviewed for CEP. SEC considered the newly formed chief diversity officer position, a high-level administrative position meant to subsume the currently-vacant Equal Employment Opportunity/Affirmative Action (EEOAA) director position. The new position has a much larger set of administrative responsibilities, leaving only 30 percent of the position for the EEOAA director work. The reduction of support for this area by 70 percent is of concern to both the Committee on Affirmative Action and Diversity and SEC. Recruitment for the new position is underway. The Committee on Research Chair spoke on the process for moving existing Multi-Campus Research Unit (MRU) assignments to a new structure. The University Committee on Research Policy (UCORP) chair discovered recently that the compendium between the state and UC appears to have been breeched for MRU review. UCORP is not involved in this restructuring. The UCORP Chair and other Senate leaders met with UC Office of the President who indicated that the Senate had been consulted in other ways. Faculty salary issues were discussed at SEC. Campus Provost and Executive Vice Chancellor Klinger agreed to both a one-time permanent bump up in salaries for some faculty and working to change the culture of peer-review at UCSC. The subcommittee is working on implementation of the first part of that proposal. Their proposal discussed as one possibility a modest raise for nearly all ladder-rank faculty and more to those with greater than normal salaries over the last three review periods.

A member shared that the San Francisco Chronicle cover story indicated that there may be as much as a 10 percent increase in student fees for next year.

II. General Education next steps.

CEP recognized that they have much to do to ensure that CEP and the faculty are clear on next steps before the end of spring quarter. They plan to finalize the guidelines for Disciplinary Communication (DC) and the balance of the general education (GE) requirements as soon as possible and to get it out for feedback so that there can be a call for course proposals with a deadline in fall 2009.

CEP is supportive of continuation of the current courses but recognized that some changes will be needed to make them fit sufficiently with the new guidelines. All existing courses that carried current GE designations will need to be reviewed under the rubric of one of the new designations. One approach would be to provide a questionnaire to course-sponsoring units informing them that a preliminary review of their curriculum suggests their courses may satisfy certain designations. The questionnaire could start from a question about whether the goals of the major program are central to goals of some of the GE requirements and ask whether they would consider that by completing a certain degree program those students would satisfy certain GEs. The next question could be one to separate courses appropriate for majors from those appropriate for non-majors.

At an earlier CEP meeting, it was decided not to consider creativity in research for satisfaction of the 2-unit Creative Process requirement because i) students generally need to take some coursework before they reach a level of skill that allows them to engage in research that is truly creative, and this generally does not happen before the upper-division; and ii) research creativity may overlap with senior comprehensive requirements.

CEP has yet to resolve whether GEs may be satisfied at both the upper- and lower-division, with the exception of the DC requirement which is required to be upper-division.

Also at an earlier meeting CEP considered and decided not to allow courses to satisfy more than one designation with the exception of core courses which may satisfy either C1 or C2 plus one GE designation. However, the Regulation as approved allows CEP to make the decision to allow overlap.

CEP has not decided whether to limit the number of GEs that students could satisfy that are also major requirements.

VPDUE Ladusaw indicated that he would consider capacity assessment and bring proposals to CEP for comment in the future.

The SUA reps volunteered to identify a few existing courses that might meet the new GE guidelines, as a way of furthering CEP's consideration of guidelines to circulate to course sponsoring units.

The topic of assessment of GE requirements was discussed. CEP thinks that continual evaluation of courses is needed, including when there is a change of instructor, as a way to prevent slippage from the goals of the GE designation. In the spring CEP will discuss how to maintain the goals of the new GE system, and how best to gather qualitative feedback on courses for this purpose.

The suggestion was given that an exit interview regarding the GE structure may yield useful information, preferably if asked a couple years after graduation.

CEP will discuss at a future meeting whether group projects may count toward the Disciplinary Communication requirement.

III. Combined Major in Mathematical Economics.

The Committee considered a draft response to the proposal for a combined major in Mathematical Economics based on the February 18 discussion. They found the letter to be well written and deemed it ready for sending. It was noted that since Economics is the lead department, this degree program will be reviewed when Economics is reviewed.

IV. University Extension Certificate Programs.

CEP discussed the need to confirm that there is an active Senate faculty advisor for each University Extension certificate program. Designated members will contact the faculty advisors named in the certificate documentation to ask about their level of involvement, the extent of their knowledge about the program, and to ask them to comment on the viability of the program and the appropriateness of the requirements to meet the goal of the program. Chair Padgett will form these thoughts into questions and send them to members. Members will work to have responses for discussion at the next CEP meeting.

The Committee will invite Vice Provost for Academic Affairs (VPAA) Galloway to a meeting to discuss what expectations there should be for the faculty advisor of the certificate and what is the appropriate Senate role in review of these certificates. They will also discuss with her what documents would be best for CEP's consideration of the certificates. For example, catalog copy and course descriptions would be helpful.

V. Science Education Consultation.

Professor of Education Doris Ash and Director of CalTeach Gretchen Andreasen visited CEP to answer questions related to the proposed science education concentrations in Earth Sciences and MCD Biology, and the proposed Physics Education major.

Chair Padgett apprised the group of the letter from VPAA Galloway regarding the proposal, in particular the VPAA's questions about what would happen if CalTeach support went away and her request that Physics resubmit their proposal for a Physics Education Major through the routine degree approval process.

Director Andreasen reviewed for CEP the history of the Science and Math Initiative (SMI) and CalTeach at UCSC. Beginning in spring 2006, UC President Dynes and the Governor made a deal intended to engage more UC students in becoming science and math teachers statewide. The SMI is UC's attempt to address the shortage of science and math teachers at the K-12 level. Through CalTeach, participants in SMI hold paid internships as early as in their first year. Participants are more informed about teaching as a career and are better prepared to succeed in teaching credential programs. CalTeach works closely with UCSC's Education Department. CalTeach is housed in the Physical and Biological Sciences (PBSci) Division. A goal of the sciences education proposal is to get students into the one-year Master's in Education program. Calteach students are well-prepared and very successful in the Education Master's program.

Through the internships, CalTeach students do classroom observation, work with students one-on-one, and aid in grading and lab set-up. They may teach a warm-up lesson at the beginning of the internship, working toward independently leading a class by the end. The class instructor serves as the supervisor for the intern.

Director Andreasen has been assured by the PBSci Dean that Calteach has permanent funding to the extent that this can be said about any department or program at UCSC. She has no concern that the money will disappear in the next fiscal year. Some internship funds from a private donor will be used up this year, which will change how they do some things in order to fund the internships. This week two funding awards totaling \$150K are expected to arrive. She is confident that CalTeach will be able to provide advising support into the foreseeable future for the proposed science education concentrations.

CEP voiced their concern about the high number of credits for the proposed concentrations and whether the proposed lists of courses will prepare students to teach an array of science courses. Director Andreasen confirmed that the proposed courses were explicitly chosen to prepare students in areas that will allow them to be credentialed according to the state's structure. The required course list is large in order to train students in the area of their major (MCD Biology or geosciences) plus general sciences and integrated science to teach outside their major. The proposal is not based on the state's specifications for specialized teachers; instead the focus of the proposal is foundation teaching plus breadth in science. Since the existing majors in these areas allow little time for other courses, this proposal represents a compromise. The concentrations are a little broader than the general B.S. in these departments but still quite deep.

A CEP member expressed concern about reducing the number of lab courses from two to one in the biology concentration since the students will be teaching labs in the classroom. Director Andreasen answered that students will also get lab experience in chemistry, physics, and earth sciences with this new proposal, hopefully balancing out the difference of there being one fewer biology lab. She added that requirements for teacher preparation in biology for the state-level exam led to the proposal as it is (the fit of current courses to required topics). She pointed out that to restore the biology lab would either result in an increased number of requirements or necessitate that something be dropped that is as or more important to the proposal. Fortunately, some of the courses needed for these concentrations will be offered during the summer.

The concentrations as designed should allow students to satisfy the California Subject Examination for Teachers (CSET) exam by curriculum. If the required topics are not met, students would be better prepared for credentialing but will not have met CSET.

UCSC's Master's in Education is a credential-earning program. They graduate ~100 Master's credentials per year. Student who fulfill the sciences education concentrations but do not pursue credentialing may teach outdoor science classes or at private schools. Thus far, nearly all CalTeach participants have gotten into the MA credential program at UCSC. They would like to increase the diversity of Calteach participants and are hopeful that as the program becomes more well-known and integrated, its diversity will increase. Paid internships should help but they are not sufficient to replace a regular job so the internships do not fully address the problem for lower-income students. Scholarships for the Master's program help lower-income students. To enhance diversity, CalTeach works with campus resource centers such as EOP, ACE, etc, and with the Associate Vice Chancellor for Student Affairs.

Chair Padgett will write to the PB Sci dean regarding funding and will confirm with Physics whether they want a concentration or a unique major program. Discussion of the Earth Sciences and MCD Biology concentrations will continue next week.

VI. Prerequisite satisfaction and Incomplete grades.

Students are currently dropped from classes for which they have not met the prerequisites after grades are in for classes in the previous quarter. This is enforced by the Registrar's Office for classes in which students earned a D, F, or NP grade. A Senator has asked CEP to consider changing the process to include Incomplete grades in the automatic drop process. Although Santa Cruz's Regulation indicates that students are only to be given Incomplete grades upon mutual consent between the instructor and the student, and only when the student's work thus far was of passing quality, the reality is that students are often given Incompletes when their work does not quite make the bar for passing. In addition, students often do not complete an Incomplete before the start of the following quarter, and so have not met the prerequisite requirement under the scenario being entertained here.

CEP decided that Incomplete grades should be treated as D, F, or NP with students being dropped after grading and that Z grade notations should also be treated in this way.

The Committee discussed whether to have a slightly different time by which to drop students based on Incompletes and decided that it would be best for it to occur on the same timeline as for other non-passing grades so that students would know as soon as possible that they will need to change what they are enrolled in for the next term. For students who are able to resolve Incomplete grades prior to the start of the next quarter, permission codes could be issued to allow students to enroll in the course—assuming the faculty members confirm that passing grades were issued.

The Registrar will report to CEP mid-April on how Incomplete grades have been resolved in recent years, separated by lower- versus upper-division so that CEP can understand whether pass rates are better or worse for students who had Incompletes than for the balance of the class.

VII. SCR 6.5 Independent Studies.

Further discussion of Santa Cruz Regulation (SCR) 6.5 on independent studies was carried forward due to lack of time.

VIII. Literature require for a language requirement.

Further discussion of Literature's proposal for a language requirement was carried forward due to lack of time.

So attests,

Jaye Padgett, Chair
Committee on Educational Policy