

COMMITTEE ON EDUCATIONAL POLICY MINUTES

March 18, 2009

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

Present: Linda Burman-Hall, Holly Cordova (NSTF Rep), Dave Helmbold, Roxanne Monnet (ASO analyst), Loisa Nygaard, Jaye Padgett (Chair), Don Potts, Ravi Rajan (Provost Rep), Shawn Riley (SUA Rep), Eileen Zurbriggen.

Absent: Pam Hunt-Carter (Registrar, *ex officio*), Matthew Palm (SUA Rep).

Guests: Henry Burnett (Media Services Director), Margie Claxton (Associate Registrar), Elaine Kihara (Academic Preceptor Designee), and Michael McCawley (Associate Director of Admissions).

I. Announcements, updates, and minutes.

The twenty-one days have passed by which a mail ballot could have been called on the Disciplinary Communication (DC) Regulation voted in at the February 1 Senate Meeting. March 31 is the deadline for a call for a mail ballot on the General Education (GE) regulations that passed at the March 6 Senate Meeting.

Assistant Professor John Ellis is actively pursuing an Interdisciplinary Topical Cluster (ITC) at Cowell College working with Provost Deanna Shemek. The second course may be in Sociology.

Fall 2009 frosh admission offers have been sent. UCSC was far more selective this year, having made ~17K offers this year and ~20K last year. Every academic qualifier to get into UCSC went up. The GPA threshold rose from 3.70 to 3.76. UCSC hopes to net 3500 students for fall.

The minutes from February 11 and 18 were accepted as amended.

II. University Extension certificate programs.

CEP continued their discussion of University Extension (UNEX) certificate programs to be renewed. CEP found it challenging to evaluate the programs with the information provided. They observed that there is no real process for these reviews and that the process is being shaped now, through this first round of CEP review of existing UNEX certificate programs. Members recently made calls to the faculty advisors listed in documentation for the University Extension Certification Programs that are up for review this year. They asked about the advisor's current level of involvement with the certificate program and whether the course requirements were appropriate to the goals of the program. The Committee will consider whether to ask that a letter of evaluation from the faculty member be included with future certificate reviews, as well as feedback from the department chair(s) reviewing the course proposals for these certificate programs. CEP will invite Vice Provost for Academic Affairs and University Extension (VPAA/UE) Alison Galloway to attend a meeting in spring quarter to discuss what would be an

appropriate level of involvement for the UCSC Senate faculty advisor of each certificate programs.

Accounting: This certificate is a rigidly standardized program which serves as a feeder into MBA programs as well as into another UNEX certificate program from which participants earn a CPA. This is a successful, revenue earning program. The Senate faculty advisor named in the proposal was the Chair of Economics at the time of its approval. He was approving the courses when this certificate program was established in the 1990s. Now that he is involved with the Silicon Valley professional school initiative he is aware of this certificate program at a higher level of review. He recommended that another faculty member than he be identified as advisor and suggested that CEP be in touch with the department chairs who are approving the courses now if more feedback was needed. CEP approved renewal of this program but will ask the VPAA to appoint a faculty advisor who will be more actively involved with the advisory committee.

Business Administration: The Business Administration (BA) certificate program is financially viable and revenue earning. The Senate faculty advisor for this program at the time of its approval was the same faculty member mentioned in the previous section. The CEP member assigned to this review has attempted to identify whether another Senate faculty member is actively working with the advisory group since it was not clear from the review documentation. The member will provide follow-up feedback to CEP via email.

Very Large Scale Integration: The assigned CEP member had an email exchange with Engineering faculty who are involved with this certificate program. When asked what contact they have with the advisory committee, they indicated that there was a meeting at the beginning of the academic year at which all of the SOE related certificate programs were discussed. They found the titles of the courses to be applicable and appropriate to the topic of the certificate. The founding faculty member for this program is now the director of Information Systems Management and is no longer with the advisory committee. Originally participants in this program took four to five required courses plus one elective. There is now one specific required course, with the balance being electives. CEP approved renewal of the certificate but will ask the VPAA to designate a Senate faculty member to be in more regular communication with the advisory committee.

Clinical Trials: The documentation provided did not make clear who is the faculty advisor for this certificate program. CEP decided to write to VPAA to ask her to appoint a Senate faculty advisor and to return this certificate for review to CEP next year. Members indicated that although the content of this certificate does not seem to overlap with UCSC strengths, it has a strong reputation and should be continued.

CEP was reminded that UNEX is divided into specific geographic zones across the campuses and that the Santa Clara Valley falls within UCSC's zone.

Teaching English as a Foreign Language (TEFL): The variable numbers of annual graduates from this program was noted by CEP. CEP wants to know more about why no course on English grammar or the structure of English is required. CEP would also like to ask whether the program should train people to deal with cultural issues of the sort that arise when teaching English as a foreign language. The designated CEP member will draft questions to go to the VPAA on these

topics, with a request that the certificate be resubmitted for review next year. The letter will also ask that a Senate faculty member be assigned to oversee the program, perhaps from the Language Program or from Linguistics.

III. SCR 4.3 on review of Majors and Minors.

Members discussed whether to propose a change to Santa Cruz Regulation (SCR) 4.3 to allow CEP the option to review undergraduate Majors and Minors on the same time line as external reviews. This has been possible until this year, when the VPAA began proposing that departments with non-problematic external reviews be allowed 8 years between reviews. SCR 4.3 requires that CEP review undergraduate programs at least every 5 years. Even though CEP intends to keep review of Major and Minor programs on the same timeline as the sponsoring unit's external review, CEP will retain the option to review them more frequently.

CEP would like to know whether for most units the normative review cycle will continue to be 6 years. Members expressed concern about waiting as long as 8 years to review undergraduate programs. This topic will be discussed further with the VPAA when she visits CEP in May.

IV. Science education concentrations.

Discussion on the proposed education concentrations in Earth Sciences and MCD Biology was carried forward due to lack of time.

V. SCR 6.5 on independent studies.

Further discussion on SCR 6.5 on independent studies was carried forward due to lack of time.

VI. Literature request for a language requirement.

CEP discussed the proposal submitted by the Literature Department to add a language requirement to their Major. The subject matter of Literature makes a language requirement very important. Member Loisa Nygaard remained available to answer questions for the Committee then recused herself from the discussion.

The Literature faculty think that requiring one year of a language will help UCSC graduates in their studies while here, and in their lives and careers beyond UCSC. Since many transfer students will arrive having had this amount of exposure to a foreign language, it is expected that many students will satisfy the requirement by the time that they declare the major. Heritage languages (languages a student learned in the home other than English) will be allowed. The department wants to take full advantage of the skills that students bring to campus. A placement exam will be required for all students which focus on reading skills. It was noted that the current language placement exams assess both reading and verbal skills. Literature thinks that focusing only on reading will suffice for their majors. The reading assessment for this requirement will not be at a more intensive level than is the case for the Language Program's placement exams. Languages for this requirement that are not taught at UCSC will be honored as much as possible.

CEP discussed who would provide the testing. In the proposal it was noted that the Literature faculty met with the Chair of the Language Program. Three avenues were identified for testing:

Literature could provide compensation to the Language Program to support the need; there is a UCwide on-line test which seems sufficient for most languages; and in rare other instances, targeted faculty would need to be sought to aid in the assessment, or off-campus support for testing would need to be found. Since the letter from the Chair of the Language Program does not mention support for conducting the placement tests, CEP will confirm support.

The Committee wonders whether it would be wise to add a clause to the catalog about possible limitations to the list of languages that may meet this requirement. Perhaps Literature could include a list of languages that will be assessed, with a clause that the requirement is not limited to those languages.

Members wondered whether there is an intention that students would use the particular language they test in for their academic work but speculated that this may be more appropriate at the graduate level. The real target of this requirement appears to be the monolingual American student.

CEP looked favorably on this proposal but wanted to inquire about the availability of resources for testing.

Members will be provided with the proposed catalog copy for continued discussion of the proposal in early April.

VII. Disciplinary Communication and general education.

CEP briefly discussed general education (GE) requirements and Interdisciplinary Topical Clusters (ITC). In particular they discussed whether an additional incentive may be given for completion of an ITC such as more GE credit than the sum of the classes taken as part of the ITC, whether to wait until students complete the full sequence before they earn GE credit, and whether the designation would appear on students' transcripts. No decisions were reached. At a spring meeting CEP will discuss the proposal for an ITC in College 8 and the number and configuration of GEs that may be satisfied through the sequence.

VIII. Anthropology 3 on-line course consultation.

UCEP has been discussing on-line courses for a couple years. Systemwide Senate Regulations on residency raise questions about the number of courses that students should take on-line. So far there have been very few proposals for on-line courses but given the state budget situation more proposals are anticipated as a cost saving measure. Some departments have been looking for ways to enlarge their lower-division classes in order to preserve a smaller class size at the upper-division. On-line courses or course sections may be of increased interest to these departments.

Anthropology 3 has been taught as a hybrid of in-class and on-line instruction for a few years. The required in-person work of the class exists in the on-campus discussion sections. There is neither a common mid-term exam nor final exam. The sections are thought to be why the course is so successful, especially given the small size (15 each).

Fully on-line courses have complex multi-media needs. Pre-produced, on-line curriculum is expensive. In Anthropology 3, the instruction of the primary instructor is being captured for re-use for the on-line lecture which saves on the potential costs and complexities.

CEP thinks that these general questions need to be considered for on-line instruction: What is the evidence that the material is being successfully communicated; is on-line instruction more successful for skill-based learning than for conceptual learning; and how would conceptual knowledge gained by students be assessed?

CEP plans to invite the instructor of Anthropology 3 Diane Gifford-Gonzalez and Media Services Director Henry Burnett to a spring meeting to continue the conversation.

So attests,

Jaye Padgett, Chair
Committee on Educational Policy