

**Committee on Educational Policy**  
**Minutes**  
**Wednesday, April 24, 2013**  
**Kerr Hall Room 307, 11 a.m.-1:30 p.m.**

Present: Mark Anderson, Lora Bartlett, Max Hufft (SUA Rep.), Olof Einarsdottir, Pam Hunt-Carter (Registrar, *ex-officio*), Tracy Larrabee (Chair), Ronnie Lipschutz (Provost Rep.), Stephen Sweat (NSTF Rep.), Ted Warburton, Jim Wilson, Susanna Wrangell (staff), Jim Zachos.

Absent: Barbara Love (Articulation Officer), Michael McCawley (Director of Admissions).

Guests: Cher Bergeon (Academic Preceptor Designee), Margie Claxton (Associate Registrar), Richard Hughey (VPDUE).

**I. Announcements**

Chair Larrabee met informally with Economics faculty who, due to time constraints are declining to update their program statement for the 2013-14 catalog. CEP members understand the department has been under a strain with recent faculty departures and recruiting for their graduate program, but must be held to the same accountability as other departments on campus. For CEP's response:

- Re-write the program statement with acceptable changes for this year's submission
- Alert the department about the new way GPAs are calculated using AIS
- Data will be needed to justify keeping the current GPA of 2.8
- CEP supports the addition of one quarter of calculus to your current qualification policy
- Put in a respond by date for department to reference

Members were reminded of the Spring Forum on Friday, April 26 at the Stevenson Event Center at 3:15 pm, light refreshments will be served

Minutes for April 03, and April 10, 2013 meetings were approved with corrections.

Approval of the following Program Statements:

Art:

Engineering: SOE School Statement.

Humanities:

PBSci:

Social Sciences: Environmental Studies.

Removed from the consent agenda for discussion.

TIM Program Statement

Revised Supplemental Course Approval Form with Comments from Associate Registrar Claxton.

Revised Draft Supplemental Course Approval Form

Exam Week

Exam Week Letter to Faculty.

**II. Program Statement Review: Technology Information Management (TIM)**

CEP members previously discussed TIM and will send a response to the program outlining the following:

- Remove references to the SOE GPA calculation, this needs to be a department GPA

- From the language it appears a student need only take one course and pass to declare the major, please create a set number of courses needed
- Update the transfer student area on the program statement, transfer student requirements should be listed here
- Alert the program to the new AIS/GPA calculation required of all departments next year for their qualification to the major policy
- Stakeholder confirmation from Mathematics is needed

### **III. Success Rate for Students Enrolled in Extra Units per Quarter**

Members held a confidential discussion on first year students and their success rate when enrolling in more than 15 units per quarter and the recent association with a current academic integrity case. The students who have the ability to enroll normally have a very high GPA and do not need advisor approval, the pass rate for frosh so far this year is as follows:

Students enrolled in 12 units have a pass rate of 85%.

Students enrolled in 15 units have a pass rate of 94%.

Students enrolled in 20 units have a pass rate of 96%.

Students enrolled in 21 -22 units have a pass rate of 92 - 93%.

### **IV. Disciplinary Communication (DC) Funding**

Working in collaboration with the VPDUE's Office, CEP will create guidelines and a call for proposals to create educational grants focused on the DC. Members discussed the funding resources, with a one-time balance of \$650,000 right now, but the permanent budget allocation will be given back as a cut to the UE Division's permanent budget reduction. The philosophy behind the proposal was to provide one-time funding to enhance the quality of the writing instruction for the discipline while the departments transitioned from the Writing Intensive GE to the new Disciplinary Communication requirement in their programs.

Departments could have graduate student instruct sections and provide feedback early on, for students who required extra help with writing. Members discussed approving small requests from departments that maybe repeated. The courses are built around grading of peer editing, which statistically has produce positive outcomes. Peer grading leads to expert grading, providing less time to evaluate papers. Departments may want to collaborate with the Writing Program to access how the course is doing, and postiively enhance graduate career experiences as well. Members want additional information added to the draft proposal:

-encourage collaborations with individual departments and the Writing Program

-create an online DC course like the one at UC Riverside

-seed money for re occurring or matching funds for tutors, to help get the program going, then if sucessful, or needed in the future, the department would need to invest on how to keep it going

-what majors and number of students will be effective?:

-grants are to enhance the quality of the writing experience in the department

-enhance or provide graduate career experience in teaching writing in the discipline

-use as money to hire writing tutors

#### **Additions for the Application:**

*For assessment questions that should be on the application:*

*-Assess how the course is doing, have the writing department help evaluate the course progress*

*-How many students will the grant or funding effect?*

*-What majors and number of students will be effected, or how will the proposal be effective?*

*Decision Making Sample Lanugage:*

*The Senate Committee on Educational Policy (CEP) will recommend which proposals receive funding based on the priorities listed above and the department's justification for the request. Proposals that are submitted after the due date will be considered as long as funds are available. The final decision will be made by the VPDUE. An application form is attached or available on the web at home page: <http://senate.ucsc.edu/> or <http://senate.ucsc.edu/cep/>.*

VPDUE Hughey will work on a revised proposal for CEP review at a future committee meeting.

### **V. Physics 6A Online Course Approval**

Earlier this year the Physics Department contacted CEP regarding an online hybrid version of Physics 6A to accommodate enrollment needs. Members found the proposal unproblematic with several recommendations. Physics incorporated many of the committee's recommendations using the new draft online course form, students will have a choice between in person lecture or an online version of the same lecture and reading material. TAs will be available for both populations, but it is not clear how this will be scheduled, as well as the logistics issue regarding final exams. Members approve the course for one year and will send a response to Physics recommending coordination for scheduling with Associate Registrar Claxton. After one year CEP would like a report on the online course offering.

### **VI. TA 50 Research**

CEP Member Warburton will present research on whether TA 50 should be offered to non-theater arts majors as students in the past have not been able to attend required sessions, the sections have been scheduled after enrollment and can conflict with more strenuous curriculum. These courses in Production give students behind the scenes experience in a theater, how to work on a show collaboratively and support their colleagues. Faculty proposed the course as one to fulfill the PR-E general education requirement, to support major requirements, however, the department experienced increased enrollments of non-majors wishing to satisfy the GE but are not theater arts majors and not familiar with the theater production. The department has proposed removing the general education designation as there are other courses for TA majors to enroll in to satisfy this general education requirement.

### **VII. Supplemental Course Approval Form**

Members discussed the revised form with comments.

Changes will be made to questions 1, 2, 5, 7, 8, 12, and 13 will be deleted.

Question edits:

- 1) Request one list for major core topics.
- 2) In concrete, substantive terms explain how the course will proceed. List the major topics to be covered, preferably by week.
- 5) How will the instructor evaluate the student's work?
- 6) Needs a question, place before 5, "If the course does not have a final examination, indicate the alternative method of comprehensive evaluation."
- 7) "Please describe the learning objectives that you would ascribe to this course: What do you expect the students to be able to do or understand that would not have been expected of them before taking the class? How do these outcomes support the larger goals of the program(s) in which the course is embedded?"
- 8) "List other USC courses covering similar material(if any) and how the proposed course ...."
- 12) Please justify your request by answering the questions listed in the ~~attached~~ guidelines below.
- 13) Delete.

Chair Larrabee will update the form and members can review for approval next week.

**VII. Course Descriptions for Teaching Practicum**

Members will finish the discussion in a couple of weeks on how to proceed with courses that carry the 191 numbering sequence, CEP determined in 2004 that these should be courses for Teaching Practicum, for undergraduates to gain experience in teaching or aiding in a course with faculty supervision. Members must decide how to inform departments that currently have this number listing for senior seminars and others that are internships and can be repeated for credit, which was not what CEP intended, these courses would be taken for credit only once. As a group, these courses cannot be repeated for credit, CEP could send out a uniform declaration that this numbering should be for service learning and not repeatable for credit, or make the departments change the numbering for these courses, or simply allow these numbers to go forward for Teaching Practicum only, and have language in all existing courses that specifically states these cannot be repeated for credit.

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