

**Committee on Educational Policy  
Minutes  
Wednesday, April 3, 2013  
Kerr Hall Room 307, 11 a.m.-1:30 p.m.**

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

Absent: Cher Bergeon (Academic Preceptor Designee), Ronnie Lipschutz (Provost Rep.), Michael McCawley (Director of Admissions), and James Wilson.

Guests: Margie Claxton (Associate Registrar), Richard Hughey (VPDUE), Barbara Love (Articulation Officer),

**I. Announcements**

Chair Larrabee reported on the SEC meeting which included discussions on international student enrollments and recruitments. Chair Larrabee will be attending the Coursera Conference this weekend, where she will learn the basics on best practices with online courses hosted at the site. Among those attending from our campus: UNEX Dean Lynda Rogers, Professors Ira Pohl, Lauren Butler, and Chair Larrabee. For the April 13 Systemwide meeting for online education demonstrations with vendors, Chair Larrabee requested members check in with their colleagues to see who might also be attending. There will be another proposal call for online courses coming from UCOP for UCOE, interested faculty still have time to create an online course proposal.

CEP received a request on repeating of courses when a satisfactory grade of C or better is earned. AIS was not originally set up to prevent this, in the past only a very small percentage of students repeated a course with a passing grade, based on the need for knowledge over grade improvement. With increased student enrollments and demand for gateway courses, this is now becoming problematic, with regard to available seats. AIS will be configured to follow the senate regulations and ban any future attempts. CEP Chair Larrabee met with both the VPDUE and the Registrar to discuss options and what may be possible. CEP will follow up later in the quarter with an update.

CEP received a request on the functionality of the AIS Waitlist, there was a meeting and Chair Larrabee understands how wait lists work and can help faculty with future questions.

CEP has received a second request for posting of course syllabi in AIS. Commissioner of Academic Affairs (SUA) Shiku Muhire has requested the follow up, after carefully searching the campus web site, syllabi are only available if a division or department have resources to post these. Commissioner Muhire found the Engineering website helpful with regard to student planning, even though the syllabus and who is teaching that quarter may change. CEP members will send a response and address the issue at our next meeting on learning outcomes with regard to our upcoming WASC review, these descriptions or extended descriptions of course content can make an accreditation review less time consuming and meet the requirements for WASC.

The Academic Structures Task Force Sub-Committee on Pedagogy met this week on curriculum and the funding for the DC initiative, approved by the Senate with funding provided by EVC Klinger from a joint senate request from past CEP and CPB Chairs. There was a one-time funding allocation of \$300,000. CEP and VPDUE Hughey will work on creating proposals or plans for matching funds to

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create educational grants focused on the Disciplinary Communication (DC) curriculum. Matching funding or seed educational grants focused on enhancing education for the DC curriculum.

Members approved the consent agenda which included the following program statements:

Art: None.

Engineering: None.

Humanities: AMST, Linguistics, Language Studies.

PBSci: Chemistry & Biochemistry.

Social Sciences: None.

Removed for discussion:

Music: request updated program statement.

Biological Sciences, EE Biology and , MCD Biology: send a request to have the catalog years referenced for the disqualification policy on their website, CEP will approve after confirmation.

Mathematics- can't approve without stakeholder confirmation, Analyst Wrangell will contact the department for a status update.

Anthropology discuss the very small change in major requirements.

The Physics Department responded back to CEP's suggestion on including math prerequisites as part of the GPA calculation for qualification to their major. The department did not want the mathematics courses included in the calculation of GPA; but are a specific part of the major. Faculty felt that students who took Honors Calculus versus those who took regular Calculus may have their GPAs negatively affected, when an average grade is achieved in the more strenuous course. CEP members agreed with the department's request and is consistent for both native and transfers students.

The February 27, 2013 minutes were approved

The March 6, 2013 minutes were approved

The March 13, 2013 minutes were approved

The following letters were also on the consent agenda.

AMS Mid-Cycle Review Response

## **II. Senate Online Forum April 26 Questions for Panelists**

The next online education forum will be hosted by COT and CEP, with COT taking the lead on answering the "big questions", before creating online education courses.

Members discussed the questions submitted for the online education forum in spring to be held on April 26 and will recommend the following to the COT.

For the questions and answer discussions during the event, we recommend an experimental approach that uses on-line interaction as a participation enhancement tool:

1. Have questions submitted both electronically and by paper. Paper can be picked up by runner. Afterwards the differential response rates could be compared.
2. Display the flow of questions on the screen while answering the previous question and have the audience vote on each to determine priorities.
3. Perhaps enter paper questions from the floor also into the on-line forum so that everything can be displayed digitally.

The committee selected the following three questions for inclusion in the panel:

- Question 10  
*How will online education change the role of the professor?*
- Question 12  
*What is the role of Teaching Assistants in online courses? Do online courses require more or less Teaching Assistants per student? (Add: how will this affect lecturers?... how will this affect the teaching profession... lecturers might be more threatened by this. Could be directed towards SCFA and EVC)*
- Question 14  
*How might online education impact diversity at UCSC? Are there good reasons to think that underrepresented students might be disproportionately affected?*
- Question 18
- *How does a changing notion of what qualifies as a UCSC education negatively impact departments that do not pursue using online educational technologies?*

The Committee also liked the following questions but felt they needed to be modified for optimum emphasis:

- Questions 5 and 15 blended for one question on purpose and identity:  
*5: How is the campus-wide push to online education impacting the campus identity? Can UCSC maintain its identity and seriously engage in online education? Follow up: will UCSC just replicate UCB and UCLA models for online education, or will we form our own identity? (for the CP/EVC)*  
  
*15: What is the purpose of education, and is the quality of online education that the UC can provide sufficient for reaching that purpose?*
- Question 9 and CEP members were interested in student feed back but felt the wording needed to be more open ended (students don't necessarily prefer online education)  
What are student perspectives on online education? Do students prefer online courses?
- Question 23 members suggest the following changes to the wording:  
*What policies can UCSC put in place to better guide faculty in teaching and creating online courses? What policies and resources can UCSC put in place to allow faculty members freedom to create and innovate in the classroom?*

### **III. Targeted Review of SR 478**

CEP members discussed SR 478, revision of IGETC for STEM majors. Members agreed with the proposed changes, enabling students in STEM majors to take science preparatory classes, with the aim of increasing the likelihood of successful completion of their major within two years. Members agreed that these types of majors are linear, every course the student takes is a prerequisite for progress in the major, so with this revised IGETC, there is more flexibility for the students to fulfill the requirements and progress more timely through the major. CEP was made aware previously, students in these majors were not successful using IGETC, but from the student's perspective this version gives a broader range of courses to choose from. We understand that Admissions would

recommend the student follow our own campus GE requirements instead. CEP found this change to be beneficial and sees this as a positive development.

#### **IV. UNEX New Certificates for Approval**

CEP is the reviewing authority for all UNEX courses and certificates. Members held a discussion on the Certificate Program in Medical Devices and approved.

UNEX is requesting revision for the Certificate Program in Information Technology – and approved.

Members were concerned if the process for approval is working, with regard to quality control with the curriculum and will contact the faculty approvers. Chair Larrabee will report at a future meeting. back if any other information is needed.

#### **V. Ambassador Fellowship Program Review for Comments**

Members reviewed the draft Ambassador Fellowship Program proposal and is glad to see that UCSC is working towards developing a program to entice and recruit international graduate students; however, while we support the idea of such a program— the benefits for students, the enhancement of the campus reputation, and the expansion of a funding source—members have a few questions and concerns about the proposal in its present form, as well as a few suggestions for the response:

##### Questions:

- Why doesn't UCSC admit more international students? What are some of the specific challenges that our campus faces?
- Are there any data or precedents demonstrating that this current proposal will have a positive effect?
- What strategies or programs do other UCs use to attract international students? Are they different for graduate and undergraduate students? Are there any data suggesting that those programs have had a positive effect?

##### Concerns:

- CEP believes that there needs to be a central authority for coordinating recruitment efforts. Perhaps the Committee on International Education (CIE) should be consulted in evolution of this proposal.
- CEP members were uncomfortable with attracting students to the campus with the expectation that they would become “recruiting salesmen.” This provision might be perceived negatively by prospective applicants.
- This is positive for the students, the campus reputation and creates a funding source. The mentoring program and the other incentives, why add this?

##### Suggestions:

- For purposes attracting students, CEP does not think any scholarship offered by the program should have recruitment responsibilities sutured to it. CEP members agreed that students who receive their degrees from our institution seem more appropriate emissaries for recruiting potential matriculants. Graduates of UCSC would seem better qualified to speak about the quality of education our campus offers, as compared with newly matriculated students.
- For purposes of retention, CEP suggests either (1) focusing the program on graduate students or (2) having separate programs for undergraduate students and graduate students.
- If UCSC were to use scholarships as a retention tool for graduate students, perhaps the award should be given to second-year graduate students who qualify through an

application process.

- Graduate and non-resident graduate students' resources should be returned to their departments.

#### **VI. Community Studies B.A. Proposal**

The Committee on Educational Policy (CEP) reviewed the Community Studies revised B.A. proposal. After reviewing the curricular changes, the committee strongly agrees to lifting the suspension to the major and allow Oakes College to administer the major program. CEP suspended the major for a period of two years, and members are enthusiastic about the trial period of three years, which seems reasonable in re-establishing student interest. This major is very popular with the alumni who are very proud to have this degree. The Proposal itself is very well thought out, and students who have taken these interdisciplinary courses can declare if they choose. CEP members discussed the revised proposal and agreed to the following:

- Suspension of the major: approved and are enthusiastic about the proposal
- No comparison in costs, how much money are we putting in now, three years to see if viable, it appears to be an average of \$7000 plus summer session revenues
- Costs carried out on summer session tuition, is dependent on this revenue, is it viable?
- EVC Galloway and VPAA Lee are very supportive of this major on campus and our reputation
- Restructured differently, and funded via the EVC Office, and not very expensive
- The major is now housed at Oakes with Education, this is a good partnership, the CMMU major with a minor in Education
- CEP appreciates the amount of work and careful thought that went into planning and preparing the proposal, but long term what is the viability of a program with only one tenured faculty member, CEP approves this proposal since the major has other faculty commitments and is on a three year cycle
- Course list is compelling, and cross listed with other departments
- CEP would like a review process after the pilot period, and would like to see a mid-cycle report or after two years.

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