

**COMMITTEE ON EDUCATIONAL POLICY
MINUTES**

**Wednesday, April 15, 2015
11 am-1:30 p.m., Kerr Hall, Room 307**

Present: Matt Guthaus, Sean Keilen, Barak Krakauer(staff), Mark Krumholz, Alice Malberg(SUA Rep.), Roxi Power (NSTF Rep.), Heather Shearer, John Tamkun(Chair), Susanna Wrangell(staff).

Absent: Max Hufft(SUA Rep.), Tchad Sanger(Registrar, *ex-officio*), Mary Beth Pudup.

Guest: Margie Claxton(Associate Registrar), VPDUE Hughey, Admissions Director McCawley, Articulation Officer Love.

I. Announcements and Consent Agenda

Chair Tamkun updated members on the CAB/SEC meeting this week concerning spousal hires. There were no consent agenda items to approve.

II. Consultation with Admissions on Major Transfer Screening, Systemwide Transfer Streamlining and AP and IB Credits

Committee members had a robust consultation with Admissions Director McCawley and Articulation Officer Love on the following topics:

- Transfer Admission Screening for UCSC students: Our campus has several departments that do major pre –screening of transfer students to confirm student’s completion of requirements for the proposed major. The Admissions Office works directly with the department to draft agreements that are in alignment with policies. The departments confirmed students are better prepared than in previous years. Transfer Admission Pathways: Systemwide Admissions has proposed a transfer admission streamlining initiative. While these policies are created to streamline the transfer student admittance to campuses, Director McCawley pointed out that students must still complete criteria set by the individual campuses; which may cause confusion and cautions that students and counselors will require training materials.
- C Minus Credit: Members used this opportunity to ask advice on how C minus grades are handled for students who transfer into UCSC, where this grade notation is acceptable for passing a requirement. Admissions staff informed CEP that C minus grades are not accepted for credit to a general education or major requirement, but students can petition for an appeal to CEP.
- AP and IBH Exam credits: Student Representative Malberg gave a presentation on the inconsistency of credit awarded for course work throughout the UC system and UCSC exam credit seems out of date with respect to new IBH courses being offered and recognized at other institutions. Member Crosby and Chair Tamkun volunteered to re- examine courses in their respective departments and seek feedback from their colleagues. Director McCawley will send information for members to review on this year’s CALL to departments.

III. Course Approval for BME 188A and 188B for PR-E

Members reviewed the course approval requests from BME and denied awarding the requested general education designation, which would be redundant as the pre-requisite already satisfies the PR-E.

The committee is not opposed to teaching and implementing fundraising techniques in a course, and has already discussed these issues in the context of other courses earlier this year. Although the committee understands the importance of the fundraising in BME 188A and 188B, some aspects are problematic. Similar arguments for fundraising could be made by faculty in other disciplines. In the absence of clear guidelines for courses dependent on fundraising, the proliferation of such courses could create significant problems for students. For example, a student's academic progress and eligibility for financial aid could be jeopardized if unsuccessful fundraising makes it impossible for them to complete a course. The committee concluded that courses with fundraising elements should meet the following criteria:

- Fundraising should occur before the class begins, if possible. Further fundraising should be such that the student has a clear picture of what is required and the likelihood of success before the withdrawal deadline.
- There should be a curricular contingency plan in the event that fundraising is not successful. A student who is unable to raise enough money to participate in the class in the normal fashion should still be able to participate in and complete the class in an academically and intellectually rigorous way.
- Any class with a fundraising component should not be required for the major.

IV. Education for Sustainable Living Program (ESLP) and Undergraduate Teaching

The Committee discussed related issues concerning the use of undergraduate students as instructors. The original courses were approved with clear guidelines and assessments but now it is not apparent who is responsible for grading of the work. The undergraduates are designing and delivering the content of each course section and not a course. The website is a bit misleading as it appears students would be instructors of courses instead of just a section of a course, with faculty oversight. After reviewing the original course approval requests members determined the courses may have developed into different forms and should be revised. CEP will request clarification on how the program runs now and to amend or revise the course proposals. We will include the policy on student directed seminars.

V. Disciplinary Communication (DC) Course and GSI Instructors

The original ideal behind the general education Disciplinary Communication (DC) requirement was to have the courses taught by faculty in the discipline, understanding the work in the field, who have developed a sense of how communication happens for this particular group of individuals studying a specific area of study. While if at all possible members would prefer a faculty member teach the D.C. requirement, exceptions can be granted, the graduate students must have experience with publishing and skills that articulate the conventions of the discipline. These requests should be very rare.

Members considered the use of undergraduate course assistants as well and it was clear if these students are just working with their peers giving instructions on lab work and not grading papers, it seems appropriate.

The policy for Disciplinary Communication Instructors will be updated to include situations which would be appropriate to have graduate student instructors and undergraduate teaching assistants. Members desire criteria that demonstrate experience and training which constitutes the ability to teach.

VI. Priority enrollment for Brazil Scientific Mobility Students

The Committee on Educational Policy (CEP) discussed a request for priority enrollment of undergraduate visitors funded by the Brazil Scientific Mobility program. The request is asking for the same status as visiting UC Education Abroad Program (EAP) reciprocity students. Members agreed these types of connections benefit both populations of students going and coming abroad to their respective programs. The Committee would like the following questions answered, and are inclined to approve for one year with a follow up report addressing the following questions:

- What is the expected enrollment for the year?
- What specific courses are the students expected to enroll in?
- Were departmental faculty in the programs consulted?

VII. Summer Academy

CEP members discussed several issues related to the International Student Summer Academy, including a non-standard length (seven weeks versus five weeks), and proposed enrollment restrictions on the course offerings. Members were disappointed on the short turn around time for a decision and decided to approve the program as a pilot for this summer, 2015 with a report due Winter 2016. CEP will request the VPDUE and the Summer Session Director create a non-degree program proposal and submit this to the VPAA's Office for review and approval of future offerings.