

## **COMMITTEE ON EDUCATIONAL POLICY 2012-13 Annual Report**

To: Academic Senate, Santa Cruz Division

The Committee on Educational Policy's (CEP) primary responsibility is to create undergraduate policies that enable our students' careers to be enriched with regard to their futures and enhance faculty creativity with regard to their respective disciplines. CEP also reviews proposed and existing undergraduate programs and courses as well as any changes to either. CEP consults with other committees and administrative units about a broad range of issues pertaining to undergraduate education and reviews program statements and other material relevant to undergraduate education that appears in the general catalog. CEP also considers a large number of individual student petitions each year.

A brief overview of the Committee's work this year is provided below. For our proactive agenda CEP worked on the following five topics and accomplished some and others are in progress:

- Follow up on the transitioning from last year with regard to qualification versus disqualification;
- Work with Committee on Admissions and Financial Aid (CAFA) on BOARS inspired transfer major preparation, articulation, and the transfer of the purview for Honors Program from CAFA to CEP;
- Provide input to UCEP about UCSC view of many things. Among them: Systemwide and UC online courses, and the WASC process change;
- Work with UNEX to review nine certificates in their program;
- Work with VPAA and WASC Steering Committee, including investigating how the recent GE revamp affects our curriculum and our learning outcomes.

### **Transitioning To Qualification from Disqualification Policies: Creating the AIS Grade Point Average (GPA) Standard Policy**

Last year CEP made changes to majors with regard to qualification to major policies and eliminating late disqualification of a student in their major. Seeking fairness, consistency, and transparency, CEP members strongly agreed that departments and programs that use GPA should all use the same tool to reach this calculation. Using Senate GPA regulations and the Academic Information System (AIS), the Registrar's Office can display a student's qualifying GPA in a particular major, based on a list of qualifying courses and the student's record. This will provide functionality for students and advisers to easily view the student's GPA in the considered major.

For the past two years CEP has reviewed and created admissions policies with departments, and after reviewing many, came to the conclusion that none had anything in common: the departments with admissions policies with a specific Grade Point Average (GPA) requirement were calculated in many different ways. This led the committee to create the AIS GPA Standard Policy, which will lead to an AIS tool that should be available sometime in the coming two

years. The new tool will allow department staff, faculty, and students access to admissions GPAs with very little effort.

For future qualification to major policies, this will be CEP's expectation, but for departments that have an approved GPA in courses, members sent notification informing them of this proposed change, allowing them to choose to make the change now or when it becomes available in AIS. CEP created a policy (see Appendix A) and presented a report on GPA standards at the May 22, 2013 Senate meeting. The policy is available on our website:

[http://senate.ucsc.edu/senate-meetings/agendas-minutes/2013-may-29/8-CEP\\_Rpt\\_%20GPA\\_Cal\\_SCP1726.pdf](http://senate.ucsc.edu/senate-meetings/agendas-minutes/2013-may-29/8-CEP_Rpt_%20GPA_Cal_SCP1726.pdf)

Members will be reviewing comprehensive major qualification requirements submitted or revised next year. Members determined that there were three issues to consider: (1) student success, (2) student access, and (3) enrollment management. Members came to a conclusion and agreed that some departments are only allowing students the option to re-take a course once after a fail. This restriction is redundant because AIS has been reconfigured to disallow multiple takes of a failed course.

Next year the committee will take up discussions regarding the temporary major qualification policies for departments with sunset clauses; these include EEB Biology, Mathematics, and Environmental Studies. The School of Engineering departments were granted both admission and disqualification policies when the school was officially implemented in 1997. CEP 2011-12 removed the disqualification policies but allowed departments to keep their admissions policies as long as the SOE GPA was removed and adopted by the department. CEP will be looking for proposals from these departments using the AIS GPA Standard and are curious to see if any changes occur.

### **Transfer Major Preparation**

CEP worked with CAFA on BOARS inspired transfer major preparation, articulation, and the transfer of the purview for Honors Program from CAFA to CEP. For issues on transfer major preparation with regard to reviewing program statements this year, members checked the list CAFA created last year working with departments on courses for articulation. CEP members confirmed the listed courses on the ASSIST and UC Transfer Websites and the Campus Articulation Officer Love.

CEP will be working with CAFA next year to finalize admissions criteria for transfers; it should closely match and follow Community College established articulation course agreements via either IGETC or BOARS SR 476C. UCSC Admissions ran a pilot program last year and is actually putting this in place a bit earlier than the required date Fall 2015. Some additional issues are currently being fine tuned with regards to transfer students qualifying for the major admission policy. However, CEP and CAFA will work together with Admissions next year to fine-tune any discrepancies that may inadvertently prevent admission to a qualified student.

### **Honors Update**

CEP and CAFA formed an Honors subcommittee to produce a report with recommendations for progress and future growth of the program. This program is growing and now requires Senate oversight. CEP requested the subcommittee create a charter in the next two years.

### **University Committee on Educational Policy (UCEP) Participation**

Provided input to UCEP about the UCSC campus: Systemwide and UC online courses, and the WASC process change as well as the review on the handbook.

Chair Larrabee worked closely with UCEP on online education matters. UCSC's Math 19A joined Environmental Studies 65 as another Systemwide online course from our campus. Math 19A has an interactive electronic math text book, videos of lectures, and sample problem solving. CEP responded to UCEP's request for Systemwide online courses versus online course offerings, there can be Systemwide offerings that a student at any UC should be able to enroll in, but this does not prevent campuses from creating their own online versions limited to students on campus to enroll in. Chair Larrabee will be the UCEP Vice-Chair next year.

### **UNEX**

CEP reviewed the annual report and found there were nine certificates out of the review cycle. CEP worked with UNEX and was able to review eight certificates (one was retired) for renewal. CEP will continue to review each certificate for renewal every five years. CEP approved the following certificates conditionally for one year and will re-review next year: Environmental Safety & Health Management, Hazardous Materials Management, and Occupational Safety & Health Management. The following certificates were renewed for another five years: Medical Devices, Teaching English to Speakers of Other Languages (TESOL), LINUX/UNIX Programming and Administration, Web Interactive Media Design, and Information Technology.

### **Learning Objectives Data for Reporting Student Success Rates**

The Committee worked with VPAA Lee and the WASC Steering Committee, investigating how the recent General Education requirements reform affects our curriculum and our learning outcomes. CEP commented and recommended guidelines from which departments will be able to create learning objectives. CEP members revised the supplemental course approval sheet to explicitly reference learning outcomes, which are important not only for record keeping and our interaction with WASC, but also for clear communication between departmental administrators, teaching staff, and students. Members also discussed adopting an "Extended Course Description" that can drive the content of courses, save department time, and aid the articulation process. The articulation is based on points that were not covered in a transfer course and are easy to discern.

### **Revision of Santa Cruz Regulation (SCR) 9.1.8**

Last year's CEP members wrote an amendment to (SCR) 9.1.8 to include the "W" grade as an attempt at a course for the purpose of regulation 9.1.8. This year's committee amended the legislation to require a student to receive approval from their college prior to enrolling in a course for a third attempt. By ensuring that the student must speak with a college adviser to be able to re-attempt the course, there is an opening to help him or her strategize for success or redirect the student to another major. The legislative changes were approved by the Senate at the October 19, 2012 fall meeting. Catalog language was updated to reflect the changes for the campus community.

### **External Reviews**

The Committee read and responded to two external review reports and participated in the related closure meetings for Art and Psychology. CEP commented on the charges for five external

review committees History of Art and Visual Culture, Environmental Studies, Philosophy, Physics, and Science Communication. The Committee also reviewed mid-cycle reports from the following departments: Biomolecular Engineering, Chemistry and Biochemistry, Earth and Planetary Sciences, Education, Digital Arts and New Media Program, and the Department of Linguistics. The Committee reviewed requests for deferrals for the TIM Program, as well as a request for the establishment of a Department Technology Management (TM).

### **Online Education Forums and Online Course Approvals versus Overflow Rooms**

This year CEP worked with the Committee on Teaching, (COT) and jointly hosted three forums on online education. The first of three forums, “Moving Online: Stakes and Assumptions” was held fall quarter, which was a question and answer panel on what UCSC is currently doing and how to move forward into the future with regard to online education. It was well attended. The second of three forums was a “*Trade Fair*” type of forum, and was also well attended by faculty, staff and students. Participants could walk from one station to the next and watch a demo of an online tool or recorded class. The event was audio recorded for future referencing and can be heard here: [http://ic.ucsc.edu/videoarchive/special\\_events/booths1.mov](http://ic.ucsc.edu/videoarchive/special_events/booths1.mov)

The participants included: tablet teaching, Alan Christy and digital histories; Brent Haddad, online course participation from a professor’s perspective and the students. For the third forum, COT organized a panel of experts to discuss the “big questions”, before creating online education courses.

An issue for online course approvals was discussed with regard to telecast or broadcasted courses, In the past, CEP always reviewed and approved courses that used an overflow room for broadcasting the live course to another room or location, and were referred to as hybrids. This year, members decided if the course was being taught live, with the same contact time just being broadcast to another location to accommodate students, these courses would not have to be reviewed or re-approved by CEP. For example, SSL 132/207 a combined undergraduate and graduate course, are being taught together, but over in San Jose. Some UCSC students would like to take the course, but can’t make it on campus by the scheduled time can watch in a classroom in Silicon Valley. These types of courses have the same face time as being on campus, the only difference is one part of the class is on campus and the other is viewing remotely. CEP approves hybrid courses, where one component is offered online, such as labs or lectures but not both. A fully online course would require CEP approval per established course approval procedures and would be entirely online. The student would sign up and participate in the course on line, watch and participate on line and turn in any work online. There may only be a chat or online office hours, with T.A. support or in person office hours offered by appointment only. This is very different from a broadcast course.

### **Disciplinary Communication Funding**

The Committee followed up on a request from last year sent to the EVC and VPDUE asking for an accounting of the \$300,000 in permanent funds to support the Disciplinary Communication (DCG) Initiative; approved by EVC Kliger in the letter to the VPDUE dated 4/17/09. CEP worked closely with VPDUE Hughey to create a CALL for grant proposals in the fall to distribute these funds. Sometime in fall quarter there will be an announcement to apply for Disciplinary Communication Grants (DCG) for curriculum enhancement.

## **Programs**

CEP reviews all proposals to modify the requirements or policies of undergraduate programs that appear in the General Catalog. CEP reviewed the following proposed changes to programs:

- Psychology reduced upper division requirements from nine to eight and added two additional courses for streamlining students through their major;
- A request for a final exam schedule change for Italian courses to be held simultaneously was withdrawn;
- Language Program Request for Subject Area Change from LAAD to APLX.
- The subject area request for Critical Race and Ethnic Studies (CRES) as well as course offerings for winter and spring 2014;
- UCDC subject area request from the Politics Department for course offerings.
- UCSC – UC Hastings 3 + 3 Program sent in comments for a meeting on the possibility of sponsoring the program here in the future;
- Approved DC curriculum changes for Economics/Mathematics combined major and Anthropology;
- CEP approved DC curriculum for the new Spanish Studies major;
- Online courses approved this year: Anthropology 103, Math 19A, Applied Mathematics & Statistics Department (AMS): AMS 7L lab only and Physics 6A lecture only.

CEP approved the suspension or discontinuance of the following program:

- The discontinuance of the concentrations in Modern Hebrew and Russian for the Language Studies major;
- The discontinuance of the Psychology Minor.

CEP considered several proposals to selectively admit students to majors:

- Approved a proposal from the Economics Department to add one quarter of calculus to the admission policy;
- Approved proposals for Anthropology, Bioengineering, Chemistry/Biochemistry, Linguistics, Language Studies, and Music;
- Approved Changes to Cognitive Sciences admission policy;
- Approved Changes to BMB admission policy removing outdated language.

### *Community Studies*

Approved lifting the suspension status and allowing Oakes College to administer the major program.

### *Spanish Studies B.A.*

New major was approved and students can declare fall 2013.

## **Review Course 191 Descriptions in Catalog**

CEP members discussed the confusion over the use of the course descriptions for the number 191 offerings, which was approved to be a teaching practicum course experience for interested juniors or seniors. However, in the catalog there are similar course descriptions for courses

numbered 189 or 191 and some are repeatable. CEP informed departments, going forward with course approval requests, that these numbers be reserved for this type of course and cannot be repeated for credit. These courses offer students the opportunity to help with planning and instruction of a course as a T.A. once for credit. If asked by a department to T.A. again, the students must be paid; the committee membership determined there was no added value for students taking the course for credit more than one time from a pedagogical point of view.

### **Miscellaneous Responses**

In addition to the usual review of undergraduate courses and program statements, CEP was asked to provide feedback on a number of other educational issues. During the past year, CEP commented on:

- The Report on Rebenching principles and enrollment enhancement;
- Open Access Policy which is a depository for UC faculty to store scholarly papers as part of the California Digital Library System. The policy was unproblematic with one suggestion, before promulgation the committee wanted the language to be clear that faculty could opt out without any penalties, some faculty have agreements with publishers and would not be able to place scholarly papers in the depository without penalty. The final version reflected this adaptation;
- Consultation with Crown Provost Ferguson on a second offering of C1;
- SUA Students Request to Add Course Syllabi to the Student Portal. While CEP members supported the idea, it was unclear who would be able to update or upload these with regard to workload in the departments being stretched already. It was suggested that divisions might be able to put up syllabi from past years for students to reference and get an idea if the course is what they are looking for;
- Creating guidelines for the Online Education Website for UCSC faculty to reference;
- Consulted with Director of Learning Technologies, Jim Phillips on the campus support for online educational tools and what faculty can currently access;
- CEP received a response from CRJ&E to Physics on their request about students repeating a course with a passing grade, who are not prevented from enrolling on AIS. This issue has been resolved in AIS;
- Wait List Policy for AIS was reviewed and approved;
- The Five-Year Perspectives is an annual report of proposed academic degree programs, CEP did not respond;
- CEP members discussed SR 478, revision of IGETC for STEM majors and recommended approval;
- Members reviewed the draft Ambassador Fellowship Program proposal for graduate student recruitment;
- CEP participated in five FTE transfers for faculty, one from LALS to Environmental Studies, two from SOE to TM when established, one from LIT to LALS, and one from AMS to CMPE;
- Financial Aid Funding Proposals from the Systemwide Academic Senate;
- Comments on Campus-Wide Purchase of Software for Plagiarism;
- Consulted with Professor Grant Hartzog on the improved major curriculum maps.

### **Other actions**

In addition to general education course proposals, CEP members reviewed 563 course approvals (including four online courses), 436 course revisions (including cancellations, suspensions and re-numberings, major and minor revisions), 127 new course offerings, 75 program statements, and 5 posthumous degrees.

The chair reviewed another 521 petitions, including:

- 30 Writing-Intensive and 29 Disciplinary Communication course substitutions;
- 195-other general education substitutions;
- 73 requests to retroactively change the grade option (letter grade vs. pass/no pass) of a class. Approximately 13 of the requests were approved so that a student could meet the graduation requirement that 75 percent of credits be letter graded. In such cases, all grades earned during the student's last quarter were changed to letter grades (with the exception of P/NP only courses);
- 86 requests for retroactive grade changes. All of the requests involved late withdrawals from a course, usually for medical reasons, leading to the grade W. Approximately 19 of the requests were denied due to the lack of supporting documentation;
- 88 requests for the retroactive addition or removal of a class. Most of these requests were based on purported AIS or clerical errors;
- 83 other miscellaneous petitions;
- 65 requests for Graduate Student Instructors;
- 9 requests for Undergraduate Student Instructors;
- 3 requests for Individual Major.

Other work undertaken by the Committee included:

- Approval of program statements and courses online only this year as our Online Curriculum Approval (OCA) system went live, members were able to approve all program statements by the end of spring quarter;
- Catalog updates included: changes to closed week and exam policy and informing senate membership;
- Approved DC credit for courses offered at UNEX through concurrent enrollment as for the W requirement in the past, these offerings are UCSC courses;
- Created standard appeal language into a major admission's policy for departments to include in their program statements;
- Revised the Graduate Student Instructor application form to include MFA's;
- Revised the online supplemental course approval form;
- Revised the undergraduate supplemental course approval form;
- Created a CALL and application for DCG.

CEP benefited from the expertise of an impressive group of invited guests, including Associate Registrar Margie Claxton; Associate Coordinator of College Advising Cher Bergeon, who represented Academic Preceptors; Vice Provost and Dean of Undergraduate Education Richard Hughey; Articulation Officer Barbara Love; and Director of Admissions Michael McCawley. Their many contributions to the committee's work were truly invaluable and we thank them for

their dedication, their expertise, and their unwavering commitment to making UCSC an exceptional place for undergraduate education. CEP wants to thank the combined support of the Registrar's Office and the VPDUE for implementing the Online Curriculum Approval System (OCA).

As always, CEP is very grateful for the expertise and tireless support of Senate Analyst Susanna Wrangell.

Respectfully submitted;

COMMITTEE ON EDUCATIONAL POLICY

Mark Anderson

Lora Bartlett

Olof Einarsdottir

Pamela Hunt-Carter, *ex officio*

Ted Warburton

James Wilson

Jim Zachos

Tracy Larrabee, Chair

Ronnie Lipschutz, Provost Representative

Stephen Sweat, NSTF

Kayla Oh, SUA

Max Hufft, SUA

August 31, 2013