

COMMITTEE ON EDUCATIONAL POLICY

Annual Report 2013 -14

To: Academic Senate, Santa Cruz Division

The Committee on Educational Policy's (CEP) primary responsibility is to safeguard undergraduate education and address all issues pertaining to the success of our undergraduate population. CEP is a fast-paced committee with incredible output. The Committee on Educational Policy (CEP) initiates policy changes, studies, and program reviews for undergraduate education. The committee also reviews changes to academic departments and programs, new program proposals, course approvals, catalog materials, undergraduate student petitions, and requests to appoint graduate and undergraduate student instructors. CEP meets weekly. A brief overview of the Committee's work this year is provided below.

Changing GE Policy on Courses

CEP members continued their discussion from fall quarter on the possibility of a course to fulfill varying general education (GE) requirements: that is, any one course could only fulfill one GE, but might fulfill different GEs for different students. One recent example would be HAVC 46, which could satisfy the Interpreting Arts & Media (IM) or Ethnicity & Race (ER) in its present form. Right now, HAVC Faculty are put in the difficult position of leaving off an obvious GE for some classes so that they can convince non-majors to enjoy taking further HAVC classes. Members discussed many such classes where the focus of the class addresses more than one concern: for example, a scientific reasoning (SR) course with content on practice and ethics could also satisfy Ethnicity & Race (ER).

While the past committees did not want overlap, this year's committee recognized the value of a change, as many students are not able to get into some of the practicum courses and some departments are being affected negatively by this restriction. After discussion, members proposed that qualifying courses could carry more than one GE, but the students would only be allowed to satisfy one general education code—either by having the codes applied in a sequence (so that the first code would be used unless a student did not need that code, and so on) or by having it be an explicit choice made by the student in conjunction with college advising. Members discussed handling the alternative codes via petition until an automatic solution is found in the Registrar's Office. This project would require at least one year of research before implementation. All of our reading of the previous restriction found that such a system would not violate the spirit of the most recent GE redesign. This year's CEP passes this concern on to the incoming CEP membership.

Qualification Policy Data Requests:

Members held discussions on types of data sets they would like to analyze from departments when reporting back on the effect their qualification policy has on progress through their major. Typically, the committee has determined that the data should be gathered over a two year period and reported back to CEP. If CEP accepts the report, then the policy would be reviewed again during the next scheduled self-study. Members determined the criteria needed to review for the

success of the qualification policy, which included: time to degree, number of appeals and denials, student success rate based on before and after institution of qualification policy, effects on diversity, and number of late declarations.

Disciplinary Communication Grants

Last year CEP worked with VPDUE Hughey on creating a CALL for small grants to enhance courses for the Disciplinary Communication (DC) General Education/Major Requirement. Members decided to add an additional submission date, so there were two CALLs for proposals, one in Fall and one in the Spring. Committee members reviewed the following proposals: Anthropology Writing Tutors, Westside Writing Center, Environmental Studies Writing Tutors/TAs, Film and Digital Media, Community Studies and Computer Sciences. To review the approved proposals, see <http://www.ue.ucsc.edu/dcgrant>.

Disciplinary Communication courses continue to be a difficult requirement for many programs to mount. CEP received a request from the Ecology and Evolutionary Biology Department (EEB) concerning their perceived inability to continue to offer their DC course to their students with their current TA staffing levels. CEP members are sympathetic to departments with very large majors and their needs and after discussion suggested some, admittedly imperfect, solutions. Ultimately, the EEB TA allocation by the Physical and Biological Division was augmented (as a result of a new TA policy), which will allow EEB to continue to offer DC courses in a manner consistent with the intent of these courses. However, it should be emphasized that this is only one department reporting serious problems in this area. These concerns were relayed to the Senate Executive Committee, and CEP has been told this will be an ongoing concern for the Senate to address in the coming year.

Transfer Major Preparation Screening

CEP and CAFA continued their collaboration with Admissions Director McCawley on formulating guidelines for admissions staff to reference when addressing transfer applicants to departments requesting screening of their transfer students for their major. All such guidelines must be consistent with major qualification procedures for students qualifying as sophomores. Members are in favor of the following process for departments and Admissions to use. Departments need to inform CEP, via the undergraduate check list, and briefly explain the department's concerns in their cover letter for the catalog copy. Admissions does welcome departments doing their own screening, but deadlines must be kept with regard to sending out offer letters. CEP will send out a reminder for major screening requests at the beginning of Fall quarter.

Honors and Challenge Programs and Sub Committee Report support

The existing First Year Honors Program (FYHP) is moving from a pilot program to an established one, with some evident growing pains. Added to the FYHP is a Challenge Curriculum also designed for first year students, which CEP sees as an important retention tool for our best students. Ideally, all of our students would be able to participate in these types of courses. Members from the CAFA-CEP Joint Honors sub-committee (JHSC) updated CEP members on their request to offer first year Honors students priority enrollment, and members approved.

After review of the FYHP sub-committee report, the Committee submitted the following recommendations to VPDUE Hughey:

We support the report's call to decouple the funding of Honors from revenue generated by international students. If the university is committed to offering a First Year Honors Program (FYHP), we argue that permanent funding should be in place that does not require the program (even through implication) to admit a specific group of students. We reaffirm the JHSC's recommendation to require Entry Level Writing Requirement (ELWR) satisfaction of Honors students. However, we also recommend that if ELWR unsatisfied international students are recruited for membership into the Honors Program, then ELWR unsatisfied domestic students should be recruited with equal vigor.

Dovetailing the First-year Honors Program and Challenge would represent an important step toward leveraging the recruitment mission of the FYHP with the retention mission of the Challenge Program. Ultimately, this would benefit the university, as it would allow us to recruit honors-level students and keep them here. While CEP is agnostic at this point about how to integrate these programs, it does look forward to a more detailed articulation of how an integration might occur.

In closing, CEP requests that Honors Director Matt O'Hara provide a mid-quarter update to CEP in Fall 2014 with respect to the comments above, but most especially with respect to the performance of ELWR-unsatisfied Honors students in Crown Core.

University Extension (UNEX)

Members agreed to change the process with regard to renewal of established UNEX Certificates. Normally, these are vetted by an expert in the discipline or field and, after expert approval, the renewal requests are sent to CEP. Members approved delegating these types of certificate renewals to the CEP Chair. New proposals and exceptions would be discussed by the committee as a whole.

The following 11 certificates were renewed for another five years:

- Accounting
- Project and Program Management
- Human Resource Management
- Computer Programming
- Database and Data Analytics
- Internet Programming & Development,
- Software Engineering & Quality
- Environmental Safety and Health Management
- Hazardous Materials Management
- Occupational Safety and Health Management
- Programs in Personal Financial Planning.

CEP and UNEX are now up to date on renewals of certificates, and next year's committee will only need to review the annual UNEX report and any new certificates.

LEAP (Liberal Education for Academic Performance)

Members discussed course design and implementation of accreditation and administrative mandates per the Western Association of Schools and Colleges (WASC) for UCSC upcoming accreditation reviews. All departments on campus are now required to have Program Learning Outcomes (PLO), which are specific outcomes and measures associated with each course in the curriculum, and to make these frameworks available to current and potential students. UC reviewed the LEAP (Liberal Education for Academic Performance) documents, at UCEPs request, for possible adoption, believing that these rubrics could help reduce workload with regard to WASC requirements. CEP members agreed that faculty need to assess achievement of course objectives in relation to particular learning outcomes, but members did not want to adopt the LEAP principles, which seemed to be overly general and to exclude many topics that we at UCSC find important.

Online Education Summit

After the summit meeting, CEP worked on creating guidelines for online education course articulation for departments to reference. Here is the result:

Campus Articulation of Online Education Course Guidelines for Departments:

As online modes of course delivery become a more routine part of higher education, UCSC remains committed to the pursuit of academic excellence. The transcripts of students receiving a bachelor's degree from UCSC may now include courses characterized by different modes of delivery: traditional seminars and lecture courses, hybrid or "flipped" courses, and fully online course offerings taken at UCSC, through UC Online or from another institution. The Committee on Educational Policy encourages faculty to evaluate courses on learning objectives, content, and modes of engagement specified in their syllabi, rather than exclusively on their mode of delivery. This is especially relevant to hybrid or online courses taken by students who transfer to UCSC to complete their baccalaureate degrees. Any and all courses undergo a rigorous vetting system accepted by UCSC for credit and/or major qualification to ensure the course contents meet the high standards for which the University of California is justly renowned.

For those of you who evaluate courses for articulation, please evaluate online courses in the same way you would evaluate any course: using learning objectives, syllabus comparison, extended course descriptions, and other course materials as appropriate. If we fail to articulate otherwise appropriate online courses for major credit, we run the risk of placing our students at a disadvantage and stressing our already overflowing classrooms with students taking redundant classes. Faculty members having trouble deciding if a course is appropriately rigorous or covers the material in appropriate depth are encouraged to reach out to CEP for help.

Z Notations in AIS

The Z notation was used in the past to cover academic integrity cases and to accommodate Scantron issues. The existence of the DG grade and the lack of Scantron eliminate the need for further use of the Z notation. Further, for various reasons, several faculty were assigning Z grades and leaving them on student records permanently. This became a problem for the registrar's office, which was forced into the role of nagging faculty and apologizing to graduated students with Z grades. Members reviewed our policy and strongly agreed that a legislation change was not needed to address the issue, but instead simply requested that the Registrar's Office discontinue this grade notation. Faculty will continue to be able to make changes to grades for up to one year based on procedure or clerical errors. The Registrar's Office has implemented the change and CEP sent out notification to faculty on May 22 with instructions for rare instances; due to an inability to determine final grades for an entire class, instructors may need to post grades for only part of a course roster.

UCSC Policy on Credit Hour Compliance

CEP reviewed the current policy with regard to credit hours for in-person and online courses, making sure that our campus is in compliance for our WASC accreditation review. SR 760 defines one credit is equal to 3.5 hours of class time. Basically a credit hour is "an institutionally established equivalency that reasonably approximates not less than" one hour of contact and two hours out of class for a 10 or 12 week quarter (for a normal lecture). Our policy as posted on our website is: <http://senate.ucsc.edu/committees/cep-committee-on-educational-policy/policies-guidelines/course-information/UCSCCreditHourPolicy2014.pdf>

Overseeing Deans of Academic Programs

The Senate Chair requested Senate committee input on the VPAA's request on the role of deans for academic programs and, more broadly, the nature of the overseeing dean's role. CEP held discussions over two consecutive meetings about VPAA Lee's request for consultation regarding the policy question of whether non-academic divisional deans, and specifically the VPDUE, should be permitted to be the "overseeing" dean for a program of undergraduate study (academic minors and majors). After substantial discussion, members voiced agreement that widening responsibility for academic planning in this manner could enhance opportunities for interdisciplinary collaboration among faculty using the institutional infrastructure of UCSC's college system. Simply put, we see no down side in amending policy this way and wish to ensure the office of the VPDUE has sufficient budgetary authority to execute such responsibilities. To the extent that CEP is a guardian of undergraduate education at UCSC, CEP members were enthusiastic about current college-based interdisciplinary initiatives that augment curricular offerings of academic departments. We note that such initiatives do not have the explicit goal of reviving the academic life of UCSC's 10 colleges but may have that salutary, if unintended effect on the undergraduate experience. Because college provosts report to the VPDUE, it makes sense that the VPDUE be vested with authority as the overseeing dean for college-based major and minor academic programs. A central focus of CEP's discussion concerned the VPDUE's budgetary authority for college based academic programs, particularly funds for lecturers and teaching assistants, and the capacity of the VPDUE to support them. A related concern was the question of program sustainability. CEP members recognized that new programs typically commence with sufficient resources for the first several years of their existence but usually lack a guarantee or plan for long-term support.

The VPDUE requested approval to become a course sponsoring agency at CEP's last meeting of the year. Committee members present at the meeting were of mixed minds about the proposal. Our overwhelming sentiment was that the proposal arrived too late in the year for the committee to give it appropriate consideration. Specifically, committee members expressed the wish for separate consultations with the VPAA and VPDUE to explore the rationales for, and potential implications of, the proposed new arrangement. Aside from the workload question, CEP members expressed reservations about the following issues:

- The source and consistency of academic resources (i.e., funding) to support courses being sponsored by the DUE.
- The overall budget implications of DUE course sponsorship.
- The chain of command governing DUE course sponsorship; i.e., to whom is the VPDUE accountable as a course sponsoring agency?
- The coordination of courses sponsored through the DUE with those sponsored by the academic divisions.
- Senate governance: Is CEP the appropriate body to approve the proposal or should this matter be brought before other senate committees (i.e., CPB) too?

Our final concern is best put as a question. Members openly asked “what problem is the proposal trying to solve?” Members would like the problem specifically defined. Are there administrative or curricular gaps that need to be filled? CEP members were unsure about the need for the DUE assuming this new prerogative and without adequate time for discussion or consultation, CEP was unable to approve or disapprove it.

Consultations with Undergraduate Champion Professor Jaye Padgett

Professor Padgett was invited to be an honorary member of CEP this year and he accepted. Members and guests welcomed Professor Padgett to the weekly CEP meetings. Members found the discussions informational and look forward to any retention enhancements that will be developed during the next couple of years. Professor Padgett invited a CEP member to serve on his weekly working group and his offer was accepted. Members agreed with his idea for learning community-based programs.

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, and comments for program reviews.

Statistics

In addition to general education course proposals, CEP members reviewed 175 new course approvals and 402 course revisions. In reviewing Department and Program catalog statements this year, CEP members worked very hard to be consistent and set standards for a program statement template that departments would be required to use for their catalog copy; there was not enough time to formalize the document.

The Chair reviewed:

- 4 Posthumous Degrees
- 548 Student Petition Requests
- 57 requests for Graduate Student Instructors
- 6 requests for Individual Major.

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.

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

Respectfully submitted;

COMMITTEE ON EDUCATIONAL POLICY

Ben Carson

Ólöf Einarsdóttir

Michael Mateas

Mary Beth Pudup

Heather Shearer

Tchad Singer, *ex officio*

Ted Warburton

Tracy Larrabee, Chair

Ronnie Lipschutz, Provost Representative

Kayla Oh, Student Representative (SUA)

Roxi Power, NSTF Representative

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