Senate Committee on Educational Policy

Monday, October 1, 2012
Minutes

Present: Gay Miller, Chair; Leah Dinh, Lauren Eiten, Bettina Francis, Philip Geil, Sarah Halko, Prasanta Kalita, Jerome McDonough, Eric Meyer, Steven Michael, Paul Prior, Surva (Pratap) Vanka.

Ex Officio: William Buttlar, Brenda Clevenger, Kristi Kuntz, Faye Lesht.

Guests: Amy Edwards, Assistant Provost & Director of the Division of Management Information; Rod Hoewing, Associate Registrar for Student Systems; Mary Lowry, Graduate College Director of Academic Programs & Policy; Randy McCarthy, Professor, Mathematics; Karen Carney, Associate Dean, Liberal Arts and Sciences.

A regular meeting of the Senate Committee on Educational Policy (EPC) was called to order at 1:09 pm on Monday, October 1, 2012 in Room 232 English Building, with Chair Gay Miller presiding.

1. Introductions
   None.

2. Approval of Minutes
   Minutes from the September 17th meeting of the Senate Committee on Educational Policy were approved as distributed by unanimous consent.

3. Chair’s Remarks
   None.

4. Provost’s Office Updates (Kristi Kuntz)
   Timeline for proposals for new academic degree programs – once EPC finishes a review, and the proposal passes EPC, the proposal goes to the UIUC Senate. Proposals passed by the Senate go before the University Senate’s Conference; USC decides whether actions taken by one senate have broader all-university relevance and if the other senates must be consulted. The vast majority of EPC proposals are only relevant to the Urbana campus. Items leaving USC go before the Board of Trustees (BOT); BOT meets every other month and an item must be on their agenda 6 weeks prior to discussion. Proposals passed by BOT go before the IL Dept. of Ed (IBHE) for review; IBHE review can take six months. Kuntz advises proposal sponsors that it can take 1 year-18 months for proposals of this nature to get through the entire process before they can be
implemented. Miller noted that email discussion between EPC members suggested value in EPC members understanding better the timeline for proposals.

5. **Graduate College Updates (William Buttlar)**
Dean Dutta is pleased to hear that EPC is discussing Coursera. The GC CEEED Committee (Committee on Extended Education and External Degrees) will discuss Coursera at their October meeting. Lesht stated that there has been significant growth recently in online courses at the undergraduate level. Miller said EPC will have good representation, with Buttlar, McCarthy and Kalita serving on the Coursera Courses Review Committee, and suggested they consider the need to report to EPC at our regular meetings important Coursera information.

6. **Old Business**
   A. **Subcommittee A – Paul Prior, Chair;** Carey Ash, William Buttlar, Brenda Clevenger, Bettina Francis, Prasanta Kalita, and Eric Meyer.
   B. **Subcommittee B – Phil Geil, Chair;** Michael Andrejasich, Brock Gebhardt, Sarah Halko, Stacey Kostell, and Jerome McDonough.
      i. **EP.13.07:** Proposal to Establish a Master of Engineering Degree in the College of Engineering, which can have majors or concentrations per dept.
      ii. **EP.13.08:** Proposal to Establish a New Major in Materials Engineering in the Department of Materials Science and Engineering, College of Engineering for the degree of Master of Engineering.
      iii. **EP.13.09:** Proposal to Establish a New Combined Bachelor of Science in Materials Science and Engineering-Master of Engineering with a Major in Materials Engineering in the Department of Materials Science and Engineering, College of Engineering.
   C. **Subcommittee C – Steve Michael, Chair;** Leah Hoa Dinh, Lauren Eiten, Kristi Kuntz, Faye Lesht, Gary Schnitkey, and Surva (Pratap) Vanka.

7. **New Business**
   **Certificates Programs - Kristi Kuntz:** Kuntz distributed the letter that EPC received from GUP last spring. GUP suggested the need for a more formal review process for certificate programs. At present, the Certificate of Advanced Standing (CAS) is the only certificate program formally noted on the transcript (teacher certification is added to a notes field). The CAS is considered to be a post-masters degree in our campus and the following discussion point do not apply. For all other certificate programs, only the courses required for completion are recorded on the transcript. The transcript does not reflect enrollment in or completion of the certificate program. This makes it impossible for the Office of the Registrar to verify completion of these programs. In addition, students only enrolled in certificate programs on our campus are not eligible for financial aid. Further, recent changes from the US Department of Education have forced institutions to demonstrate the opportunities for students to be gainfully employed
upon completion of the certificate program in order for the program to be considered aid eligible. No campus-level oversight of certificate programs currently exists, standing certificate programs are managed at the college or unit level and there is no consistency in the structure of these programs. Miller said certificates have been used as a way to generate income for a unit. Lesht said it’s a way for the adult student who has been out of school for a while to get their feet wet; also for professionals who want to get short-term career learning. Miller says there may be resistance to formal certificate programs from the units that gain substantial benefit and there may be use of campus resources in certificate programs. Vanka is concerned that we don’t want to dilute the core PhD and mentioned quality concerns. Prior explained that in the Writing Studies unit, students who already have a Master’s degree are interested for example, and that the difference between a certificate and a degree is complex. Michael said many professional areas require formal education, but IBHE is not required to weigh in. With a certificate program, a student can respond quickly to changing needs. Michael is reluctant to make it a blanket university-policy, because current flexibility is good and allows us to be nimble to meet needs. Francis suggested that it is unlikely that a certificate program or policy that “fit all needs” can be developed. McDonough noted that in his unit, GSLIS, the staff continually uses the certificate program to stay up on technology. Lesht noted that some certificate programs are freestanding and some are interrelated with an online degree program. Lesht suggested finding a way to define the different programs, like bee-keeping vs. medicine. Also, difference between for-credit and non-credit certificate programs needs to be addressed. Kuntz indicated that of the concerns addressed in the Provost’s Office from the units is the desire to make financial aid available. Group decides to think about a level of governance that doesn’t force all certificates to fit into a particular mold. UI-Chicago has certificates that are only noted in the transcript. Is there a centralized mechanism for knowing the certificate programs currently offered? Need to establish guidelines for record-keeping. Buttlar said that for the Grad College, confusion sometimes arises when students participating in certificate programs requiring, for instance 20 hours of coursework, learn that a maximum of 12 hours of credit can be transferred into a Master’s degree program (via a GC petition). Also, students can’t transfer any non-degree pursued coursework into PhD. Meyer said certificates may relate to a minor in a technical field. Halko is worried if certificate programs are legit. Kuntz explained the process for undergrad certificate programs is managed by the colleges or units offering the programs. Eiten noted that Poly Sci’s certificate programs give the students a little more edge. Miller said last year Livingstone shared the need for her to report data related to certificates and there is no formal data for most of our current certificate programs. Miller said we will continue the discussion pending an inventory. Kuntz offered to conduct an inventory of what exists on campus which will include some details of how they are structured. With this data, we will be able to understand if we want to pursue creating a general policy related to certificates.

8. Presentation by Rob Rutenbar, College of Engineering – Coursera briefing
   • MOOC’s at Illinois (Massive Open Online Courses)
1. Started at Stanford University’s Computer Science dept.
   a. Put their classes online
      i. Video, Cloud
   b. Graded by software
   c. Large enrollment
2. Technology-enabled
3. Pedagogical innovations
   a. Quizzes halfway through
4. MIT and Harvard followed

Rutenbar explained that Coursera provides platform and recruits universities to use it. The first four to join in were Stanford, Michigan, Princeton, and Penn; then Illinois came in this summer. Rutenbar asked our CFO, CIO, etc. to work on the financial aspects. Then the SEC voted yes. Then the Chancellor agreed, within one week of Coursera’s next admission deadline.

1. Illinois is first land grant University to join.
2. Syllabus and courses are required before admission into Coursera.
3. Courses tend to be shorter than full semester, more like 10 weeks.
   a. Illinois’ courses in Coursera are varied, 5- to 10-weeks.
   b. Typical online courses need to be revised for Coursera.
      Tools are available to break it into 15-minute time blocks, shorter time totals.
4. Courses have a video intro.
5. Coursera is interested in student data – age, demographics, socioeconomics, etc.
6. Students pay Coursera to get a transcript or certificate of completion.
7. Good for pre-college readiness, or to fill skills gaps.
8. Life-long learning.
9. Course-related surveys.

Rutenbar said Coursera is free for U of I to participate. Miller noted that there must be a cost in creating courses for it and do we know what that is? Not yet. UI gets a small percentage of top-line and bottom-line profits. Rutenbar said that in 60 days, UI has added 100,000+ Coursera students (not UI enrollees). Vanka noted that Coursera offers freedom for its students because they can take the best courses from any university that subscribes to Coursera. A student can then sort of make their own degree. Rutenbar added that “university X” can suggest a course pre-requisite from “university Y”. Prior and others worry about “ghost students” and the need for quality control. Rutenbar
mentioned the use of bricks and mortar testing centers. Committee members raised several other concerns: will the on-campus experience disappear with the popularity of online courses; will faculty get paid or get time off to teach MOOC’s; does funding for Coursera come from the college level or the campus level; and how will courses be determined. Rutenbar said they are working on a strategy for faculty, courses, rights/privacy, cheating, funding and any other important details. He added that Coursera requires a term of service for a course, and that all courses will be reviewed periodically for sustainability. Chair Miller said she thinks it would be valuable to receive regular reports from EPC members who are on the Coursera Course Review Committee so Ed Pol can stay abreast of what will be rapid changes. Rutenbar encouraged the committee to view the Salman Khan video on “Flipping the Classroom”, at: http://www.ted.com/talks/salman_khan_let_s_use_video_to_reinvent_education.html. Also, he encouraged a look at Daphne Koller’s TED talk, at: http://www.youtube.com/watch?v=U6Fvj6jMGHU.

Rutenbar said he would provide his slides. Note: these are also available on the member’s only webpage under MOOC presentation by Rob Rutenbar at the bottom of the webpage.

9. Meeting adjourned at 3:10pm.