

**COMMITTEE ON EDUCATIONAL POLICY**  
**MINUTES**  
**January 17, 2007**  
**12:30-2 p.m., Kerr Hall RM 307**

Present: Heather Bullock, Joel Ferguson (Provost rep), David Helmbold, Pamela Hunt-Carter (Registrar, ex officio), Anatole Leikin, Roxanne Monnet (ASO staff), Loisa Nygaard, Jaye Padgett (Chair), Sarah-Hope Parmeter (NSTF rep).

Absent: Russ Flegal, Flori Lima (SUA rep).

Guests: Margie Claxton (Associate Registrar), Bill Ladusaw (VPDUE), Barbara Love (Articulation Officer), Michael McCawley (Associate Director, Admissions), Stacey Sketo-Rosener (Academic Preceptor).

**I. Announcements.**

Associate Director McCawley discussed with CEP the need for assistance in articulating coursework toward the Topical requirement per the recently passed legislation which will become effective fall 2007. Registrar Hunt-Carter was appointed to act as CEP representative to meet with McCawley, Associate Registrar Claxton, Academic Preceptor Sketo-Rosener, and Articulation Office Love toward implementation of this change and to report back issues to the Committee as necessary. In the coming months, degree requirements need to be reviewed for catalog updates and clarity needs to be given to college and department advising staff.

The committee discussed whether to propose legislation to keep the student representatives on CEP at the undergraduate level. The members agreed with this idea. It was noted that attending all meetings was a challenge for undergraduates based on their attendance rate and that having two undergraduates on the Committee should improve their representation. Additionally, it is thought that undergraduates have fewer opportunities to voice themselves at UCSC than is the case for graduate students. Chair Padgett will prepare a draft justification for the Committee's consideration prior to seeking feedback from the Committee on Committees and the Committee on Rules, Jurisdiction, and Elections. The goal is for a vote to be taken at the March 9, 2007, Senate Meeting.

CEP was reminded that spring 2007 will be the first time that the deadline to fulfill the C1 and C2 requirements will be enforced at UCSC. The legislation indicated that students need to have fulfilled the requirement prior to enrolling in their 7<sup>th</sup> quarter courses. It is anticipated that there will be a significant number of people affected by this first-time enforcement of the requirement. Systems are not fully in place to notify students in a timely fashion. Colleges are requesting a one-time extension on enforcement from spring 2007 to fall 2007. It was noted that it is very difficult for non-frosh to get into these courses during winter or spring quarters. Although CEP will support the one-time exception, the Committee made it clear that it does not support future

blanket waiving of the timelines of enforcement of this requirement. An explanation was given regarding how the courses plan for some flexibility for “late” admittees. The class size limit is set at 13 and is open to first and second-year students only. The remaining spaces up to 20 are made available for one day after the fall ELWR results are known. This enables fall enrollees in ELWR courses an opportunity to get into the winter course.

**II. Minutes.** The December 6, 2006 minutes were accepted.

### **III. Sociology Catalog Proposal**

CEP considered the Sociology Department’s proposal to change their senior exit requirement. Two of the three existing options do not seem very strong as far as meeting the exit requirement. The Committee found the options proposed to be an improvement over what has been the case but not the most desirable options that the department could adopt.

The proposal indicates that the seminar course option would be offering just once per year. This concerns the Committee since there are no options for any student to graduate in the other quarters. Could there be a portfolio option of some sort for those who studied abroad or could not take the course during the fall? The group discussed whether achievement of a certain minimum score on the appropriate GRE exam could be a viable addition to the list.

It was noted that the senior thesis is an honors option, not open to all majors.

The fall-back option described in the proposal for students who do not pass the seminar series course was discussed. The department is proposing that students take two additional courses if they do not pass the seminar course. CEP did not approve this portion of the request. The addition of two courses is not a culmination of the students’ major experience.

A draft response to the department will be discussed at the January 31 meeting.

VPDUE Ladusaw reminded the Committee that the CEP review of the senior comprehensive requirement was used during the last WASC review as part of the educational effectiveness assessment. The senior comprehensive requirement provided a "non-GPA outcome indicator" for every undergraduate program in the required inventory of educational effectiveness indicators. (Cf. <http://planning.ucsc.edu/wasc/EEReview/objectives.htm>)

He shared with the Committee a concern that there is an inevitable tension between the use of the senior comprehensive requirement as an indicator of a program's effectiveness and its use as a graduation requirement in the major. The requirement was originally instituted as an independent assessment of student learning in the program under the original P/NP grading system. Hence 100 percent of a program's graduates must pass the senior comprehensive requirement at a minimal level in order to receive a degree at all. In the current environment, it might make sense to consider how the need to provide an assessment of a minimum acceptable level of achievement affects the use of the requirement as a "capstone" experience, in line with CEP's recommendations. (Cf. <http://planning.ucsc.edu/wasc/EEReview/seniorexit.htm>)

#### **IV. Writing topics.**

Members apprised the Committee regarding their research on writing courses at other institutions. It was noted that some others have the requirement administered by their writing program, and that some have theirs as a first-year requirement.

Dartmouth's requirement is discipline specific. They offer a two quarter sequence for less well-prepared students and a one quarter course for those better prepared for writing. These are taught with a research focus by ladder faculty and are first-year courses.

UC Davis has a strong writing requirement which seems well organized and well supported. Their writing program does the teaching. Some departments have courses that meet the requirement. Junior standing is required for these courses. UCD has an independent funding structure for their writing program.

UCLA's situation for writing seems more like ours. They have a matching TA fund. Most of their course options are discipline specific. The page requirement decreased from 20 pages to 15.

They discussed briefly what kinds of support could be provided to faculty such that offering W designated courses would be palatable or even enjoyable. It is thought that a strong peer tutoring program would help. Firm commitments made to instructors of specific student to faculty and/or student to TA ratios should also help.

CEP will continue this discussion next week and will look for related topics in which to engage the support of the Committee on Planning and Budget.

#### **V. Retention task force.**

Discussion of a draft charge for a task force on retention was postponed to the next meeting due to lack of time.

Attest,

Jaye Padgett, Chair  
Committee on Educational Policy