

**COMMITTEE ON EDUCATIONAL POLICY  
MINUTES**

**February 6, 2008  
Wednesday, 11:45 a.m.-1:45 p.m., Kerr Hall, Room 307**

Present: Jamal Atiba (SUA Rep), Joel Ferguson (Provost Rep), David Helmbold, Pamela Hunt-Carter (Registrar, ex officio), Roxanne Monnet (ASO Staff), Loisa Nygaard, Jaye Padgett (Chair), Sarah-Hope Parmeter (NSTF), Kip Tellez, Jack Vevea.

Absent: Russ Flegal.

Guests: Margie Claxton (Associate Registrar), Elaine Kihara (Academic Preceptor Designee), Bill Ladusaw (VPDUE).

**I. Announcements and updates.**

Chair Padgett reviewed the UCEP meeting for CEP. UCSC honors legislation was approved and now only needs to go to an Assembly Meeting for confirmation. UCEP discussed concerns regarding how the UC president search may be going in light of position reductions at UCOP and other things that may make the position less appealing to top candidates. The BOARS proposal was discussed widely by the Divisional Senates resulting in responses similar to UCSC's. The proposal was returned to BOARS for reworking. UCEP expressed concern regarding continued funding for the Science and Math Initiative whose goal is to generate K-12 level science and math instructors. Soft funding for the Initiative is expected to run out next year. The program's size goal is to attract 1000 students across UC to the program. Approximately 600 students are now involved. UCEP considered the proposal for a School of Public Policy at UC Riverside and found no issues with it. They also considered three pre-proposals (UC Irvine, School of Nursing Science; UC Merced, School of Medicine; UC San Francisco, School of Global Health) and supported all of them. UCEP discussed the UC Education Abroad policy regarding support for students to travel for education abroad to countries that have travel warnings.

The Writing Program (WP) external review closure meeting was reviewed for CEP by the member who attended that meeting. The meeting was found to be a productive discussion without many specific action items. Use of graduate student instructors to meet their teaching workload was discussed. The Memorandum of Agreement (MOA) being developed with the Vice Provost/Dean of Undergraduate Education's Office was also discussed. The scope of the MOA involves the needs of the entering frosh lower-division writing requirements. It does not at this time relate to the scope of the WP nor to upper-division (UD) curriculum. The MOA represents consensus between the administration and the WP. VPDUE Ladusaw apprised CEP of the status of the MOA. Numbers and how to deploy it are now being discussed. He hopes that it will be finalized this year. CEP expressed concern regarding the potential impacts of the State budget situation on the outcome of the MOA.

Looking toward the future for the WP, the discussion of whether this program should move toward department status with faculty FTE was discussed. The WP members express some

concern that a move toward hiring of professor rather than LSOE could negatively affect their high level of collegiality.

It was clear that from the discussion at the closure meeting that there will need to continue to be campus discussions about the role of writing including frosh writing, entry level writing, the writing-intensive requirement, and whether the WP might move toward UD curriculum. The WP and provosts will meet to work on challenges associated with the C1 and C2 course offerings. Both the colleges and the WP are open to rethinking the connection between the Core course offerings and the WP courses.

When UD interests were brought up in the meeting, the Journalism and Communication & Rhetoric Minors were discussed. Interest has been expressed by students to VPDUE Ladusaw for development of something like a New Media degree (broader than traditional journalism which tends to be focused on newspaper writing). VPDUE Ladusaw offered that if three faculty members from two divisions would express an interest in teaching in this area he would fund a course in news writing. A meeting was called during late spring 2007 with an open invitation to faculty to meet to discuss articulation of what would be needed in this area. Faculty from every division attended the meeting. More meetings are expected to occur on the topic.

CEP's representative at the WP meeting asked whether there could be a hire to support writing across the curriculum. If not, it was asked whether there could be a lecturer given course release time to work with CEP on the issues associated with upper-division writing. The Humanities Dean expressed his intent to consider this topic.

**II. Minutes.** No minutes were available for consideration at this meeting.

**III. Double counting policy.**

Proposals were received by CEP in response to this year's catalog call asking for double counting of courses across Major and Minors. While UCSC Senate Regulation prohibits double counting of UD coursework toward more than one degree, a clause was included giving discretion to CEP to approve exceptions.

CEP discussed whether some double counting should be permitted as long as a certain number of distinct UD credits has been achieved for each degree. Former CEPs preferred that departments propose combined majors rather than overlapping UD coursework.

Most other UC campuses post policies with some allowance for UD course double-counting (UCB allows 2 for double majors; UCD allows double counting as long as there are 40 unique UD credits for Majors; UCI same as UCB; UCLA allows 5 overlapping courses for double majors; UCR's policy is much like UCD's).

Discussion will continue at a future meeting with regard to overlapping UD coursework, required minimum numbers of unique UD coursework for Majors and Minors, and whether to propose legislation naming a minimum number of UD credits for Majors as is in place for Minors. The Registrar's Office will compile a list of the current UD requirements by Major across campus for CEP's consideration.

#### **IV. Catalog reviews.**

**Electrical Engineering (EE) Minor:** The EE Minor proposal includes a request to double count courses, particularly with the Applied Physics Major. As stated above, CEP will further consider the broader topic of double counting courses. Discussion of this Minor will continue at a future meeting.

**STEM:** Discussion of the Science, Technology, Engineering, and Math Minor (STEM) was carried forward to a future meeting.

#### **V. GE Reform.**

Members reviewed for the group the department meetings they facilitated regarding general education since the last discussion. Most departments seem to be reacting negatively to the idea of coursework in the areas of ethics, leadership, or teamwork—some were very disturbed about the idea that the curriculum might make value judgments. According to this view, anything that could lead to social engineering and have a political agenda should be avoided. Departments generally want the general education system to be simpler and with fewer requirements than is presently the case. Resource concerns were expressed at most meetings.

A number of departments expressed concern regarding students preparation for the Q requirement. One department recommended reworking of the quantitative requirement, perhaps with some “remedial thinking” like word problems or how to express the means by which one gets to a particular solution. The desire for history of science courses was expressed in one meeting. Some units are interested in cross disciplinary courses but would like seed funds to get them going. There are departments that questioned why we should have any general education requirements at all. Faculty expressed their view that introductory courses need to be rethought so that it is clear that these are serving a significant purpose at this time. A concern was expressed within CEP that introductory courses may say “we’ll deal with that topic more completely in another course”, whereas topical courses should be designed to deal with problems in entirety and accessibly to non-majors. One unit suggested that more courses be online to make them more accessible give space limitations. Most departments expressed the need for more writing in advance of the writing-intensive requirement. Concerns related to C1/C2 courses arose in some departments.

#### **VI. C1/C2 enrollments.**

UCSC’s Entry Level Writing Requirement (ELWR) Coordinator Sarah-Hope Parmeter apprised CEP of challenges around management of the curriculum for the C1 and C2 requirements. CEP was reminded that enrollment in WRIT 20 (or equivalent course) in winter quarter is required of students who did not pass the ELWR by the end of fall quarter, per Senate Regulation, and that the requirement is now being enforced. CEP was also reminded that Senate Regulation requires students to complete C2 before beginning their seventh quarter’s courses. Although a number of structures are in place to advise and remind students of these requirements, there are ways for students to fall out of enrollment in the course, such as withdrawing after the third week.

A number of ideas were raised for consideration as to how to handle the situation where students enroll in writing classes and proceed to drop them, creating open seats too late for others to use

them and creating the need to accommodate those same students who dropped the course in a future quarter. One idea was to charge students a fee if they drop the course without permission. The Registrar indicated that Version 9 of the Advanced Information System may be able to place holds earlier than is the case at present. CEP acknowledged that there are limits to how well the Regulation can be enforced. VPDUE Ladusaw will consult with the Writing Program regarding reasonable levels of enforcement and report back to CEP on the topic.

It was noted that the number of UCSC students who do get barred after the fourth quarter for non-satisfaction of the ELWR is quite small. These are primarily students who are not taking the direction being given to them by the colleges and WP. To develop skills to meet the ELWR, students take the relevant section of their Core course in the fall, WRIT 20 in the winter, and may need to also take WRIT 21 in the spring. WRIT 23 is offered in the fall to accommodate those students in their final quarter to pass the ELWR before they are barred from further enrollment at any UC. All are equal in preparing students for ELWR.

## **VII. Permission numbers.**

The topic of permission numbers will be discussed at a future meeting.

So attests,

Jaye Padgett, Chair  
Committee on Educational Policy