

COMMITTEE ON EDUCATIONAL POLICY MINUTES

**January 14, 2009
Wednesday, 11 am-1:30 p.m., Kerr Hall, Room 307**

Present: Linda Burman-Hall, Holly Cordova (NSTF Rep), Dave Helmbold, Pam Hunt-Carter (Registrar, *ex officio*), Roxanne Monnet (ASO analyst), Loisa Nygaard, Jaye Padgett (Chair), Matthew Palm (SUA Rep), Don Potts, Ravi Rajan (Provost Rep), Shawn Riley (SUA Rep), Eileen Zurbriggen.

Guests: Margie Claxton (Associate Registrar), Elaine Kihara (Academic Preceptor Designee), Barbara Love (Articulation Officer), Michael McCawley (Associate Director of Admissions).

I. Announcements, updates, and minutes.

Chair Padgett apprised CEP of the recent Senate Executive Committee (SEC) meeting. In response to the budget, every unit at UCSC has been asked to report on how it would implement a 10 percent budget cut. The administration plans to organize committees to aid in recommending potential cuts. Chair Padgett has been asked to participate in a committee to look at instruction. Some other committees will consider institutional support, personnel, academic advising of undergraduates, and UCSC's organizational structure. CEP's disciplinary communication (DC) draft proposal was discussed. UCSC's high-level indicators document was also discussed; committee responses are due Wednesday. UC Acting Provost Gray is stepping down.

On Monday Chair Padgett met with Chancellor Blumenthal, Assistant Chancellor Sahni, Vice Provost/Dean of Undergraduate Education Ladusaw, and the professor who in September submitted a letter to the administration asking for consideration of various questions, most of which fall within the charges of Senate committees, particularly CEP's. Among the group there was a general feeling that the questions raise valuable topics needing consideration. However, the Senate must be at the center of that consideration. One idea was for the Senate to establish a special committee to consider these questions. The committee structure proposed in the Senator's letter was deemed by CEP to be too large. The focus of the committee could be to look at recommendations that came out of past reports and the impediments to achieving those recommendations. Some possible reports for consideration are the Q Report, the Millennium Committee Report, and the Honors Taskforce Report. CEP will shape a next action and move it to SEC. At this same meeting the group took time to briefly discuss the DC proposal and the resources needed to make this requirement a success.

CEP was provided with the Learning Support Services 2007-08 Academic Year in Reflection report. Discussion regarding Learning Support Services is planned to be on the agenda during spring.

II. Astronomy and Astrophysics External Review.

CEP discussed the external review response documents for the Astronomy and Astrophysics Department, and found the information to be clear, well-organized, and to the point. In terms of

undergraduate education, this department sponsors a small Minor which was not discussed in the materials. The Physics (Astrophysics) Major is sponsored by the Physics Department with significant participation from the Astronomy and Astrophysics Department. It appears that there is a low level of support for undergraduate activities based on the very short attention it was given in the external review. The main upper-division teaching for the department is in support of a major sponsored by Physics. The Astronomy and Astrophysics faculty supervise many Physics senior theses. Lack of ownership for course ASTR 135 was discussed. This course is required for Physics (Astrophysics) Majors. The department commented that the lack of TA support for this course causes an overly heavy workload for the instructor. The department is hoping to get a grant to fund ASTR 135 (enrollment around 30) to put a lab in place that would be there for a few years. Some of the department's faculty see undergraduate education as drawing time away from more important priorities. The department decided to give graduate education a higher level of support than undergraduate education and intentionally pruned the undergraduate program for this reason. No TAs are assigned to upper-division courses in order to maintain TAs for the large lower-division general education courses that the department offers. In its letter of response CEP will ask for a review of the current Minor. The draft response letter will be discussed at the January 28 meeting.

III. Feminist Studies External Review Draft Charge.

The self-study for the Feminist Studies Department was discussed by CEP, who found that some troubling issues arose in the document. It was noted that past reviews of Feminist Studies did not discuss undergraduate programs. CEP wants to ensure that there will be continuing support for course FMST 1. The Committee wonders whether the department is making optimal use of affiliated professional faculty. The draft letter of response to the charge for the external review committee addressed the issues well. With minor text edits the letter was approved for sending.

IV. DC Legislative proposal and non-writing topics.

CEP continued its discussion of the disciplinary communication proposal. CEP does not want to allow transfer credit or lower-division courses to satisfy the DC. It was noted that there will be two years to implement the requirement, since the requirement will be at the upper-division level and in light of catalog rights. Transfer students will need to satisfy DC at UCSC, since IGETC satisfies general education for transfer students with the exception of upper-division requirements. Twenty pages, including significant edits, was agreed upon as a minimum for writing for this requirement, for departments that include non-written communication as part of DC. CEP decided to forward the draft DC legislation to Committee on Rules, Jurisdiction, and Elections for review, with the plan of submitting it for the February 18 Senate Meeting.

V. Non-writing general education topics.

CEP continued to discuss possible non-writing related general education (GE) requirements.

An idea currently being called Creative Process was discussed. This is not envisioned as solely an arts requirement. Topics such as creative writing fit the description as discussed at this meeting. Resource issues were identified as a possible challenge for this requirement. It was suggested that a course such as the history of painting would not fulfill this requirement but would fit into another GE requirement being considered.

Interest was expressed for service learning to have a place in the general education curriculum such as field studies and internships.

A human behavior requirement was discussed, both experiential and theoretical.

CEP wants to keep clear for the Senate that as they talk about a “stats” requirement they are talking about statistical reasoning in a broad sense, not focused on or limited to doing statistical tests. The Committee sees a need for people to develop an understanding of probabilities and the use of statistics.

Members volunteered to work as subcommittees on specific categories for general education reform, and will be reminded via email of work to be done by the next meeting.

VI. Pass/No-Pass Courses.

Cowell College has asked CEP to allow COWL 86 to be limited to pass/no pass (P/NP) only grading. CEP was reminded of the Regulation that limits students to taking no more than 25 percent of their courses pass/no pass.

The Committee considered past minutes of earlier CEPs on this topic and agreed with the thinking of past CEPs on which courses should be allowed P/NP only grading. P/NP only seems appropriate for courses that can only be graded in a binary way such as field studies and internships, workload-only courses, and courses that can be taught more effectively if they do not affect a student’s GPA such as certain academic success courses like WRIT 21.

In reviewing the materials submitted for COWL 86, CEP found that it did not meet the above description of P/NP only criteria. Faculty are supervising the experience, the syllabus lists a significant amount of work, and the final project was deemed gradable. CEP’s decision was that COWL 86 should allow the standard letter grade option.

So attests,

Jaye Padgett, Chair
Committee on Educational Policy