

**COMMITTEE ON EDUCATIONAL POLICY  
MINUTES**

**June 10, 2009**

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

Present: 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), Ravi Rajan (Provost Rep), Shawn Riley (SUA Rep), Eileen Zurbriggen.

Absent: Linda Burman-Hall, Don Potts.

Guests: Margie Claxton (Associate Registrar), Elaine Kihara (Academic Preceptor), Bill Ladusaw (VPDUE), Michael McCawley (Associate Director of Admissions).

**I. Announcements, updates, and minutes.**

CEP came to a decision about a proposed student-directed seminar that would have focused on pornography in film and would have involved the viewing and discussion of pornographic films. This proposal was given a good deal of serious consideration by the Committee. CEP understands that pornography can be a legitimate topic of research and teaching. The Committee also believes that this topic, by its nature, involves unusual risks both for students and for the University. The Committee came to a consensus that, in general, topics such as this are best left to the expertise and maturity of the faculty. In this case the Committee did not have confidence that the student in question had sufficient professional expertise or maturity to be given such responsibility, and the proposal was denied.

The Committee's letter of approval of Electrical Engineering's request to add a Grade Point Average (GPA) requirement for admission was sent this week. The letter informed the department of CEP's recommendation that the next CEP take up a review of entrance requirements across campus. It was noted that only two engineering departments did not show a GPA threshold for admission in their individual text in the catalog--Computer Sciences and Information Systems Management. CEP will ask the School of Engineering (SoE) to confirm whether there is a schoolwide policy and, if so, will suggest that these two departments include a reference to SoE policy in the next general catalog. The next CEP should review the current SoE policy for inclusion in a future catalog.

The Politics Department responded to CEP's questions about an appeals process for students who wish to major in Legal Studies before completing Legal Studies 10 (the recently approved entrance requirement). CEP will recommend that they extend the time to respond to student petitions to allow the department more than two weeks, particularly during winter break. Otherwise the request was approved.

Representative Cordova informed CEP that Economics is working with Learning Support Services to look for patterns of students who are not meeting their entrance requirement. Economics wants to know who is being excluded in order to develop programs to support students who come in to UCSC underprepared from their high school experience. This work is being done in response to CEP's feedback during the external review closure meeting that the department should look for advising alternatives to be employed prior to students' being denied admission.

CEP supported that Chair Padgett write a letter of response to the chairs of the humanities departments on their request that CEP review the narrative evaluation system (NES) for reduction or elimination. In the letter he will inform them that the Senate Executive Committee (SEC) has charged the next CEP to provide them with ideas for possible changes to NES for SEC's consideration.

The Committee supported that Chair Padgett prepare their annual letter to departments and colleges this summer to include such topics as a reminder to meet the grading deadline, the prohibition on conducting final exams in week 10, an update on honors thresholds, an announcement that starting with fall enrollments for winter 2010 AIS will enforce dropping students for not meeting prerequisites for all forms of non-passing grades including Incompletes, Z notations, DG, NP, and F. The letter will also remind faculty of the deadlines sent earlier to respond regarding the new GEs and to submit Disciplinary Communication proposals.

CEP authorized Chair Padgett to make decisions on course sequences proposed to satisfy the writing-intensive (W) requirement such as the two recently proposed by Chemistry and the one proposed in association with the CalTeach course sequence, and any others that arrive before September.

Representative Palm apprised CEP of the recent meeting of students from Community Studies with Dean Kamieniecki, Executive Vice Chancellor/Campus Provost Klinger, Chancellor Blumenthal, and Senate Chair Williams. A CEP member also attended. Twelve students attended the half-hour long, student-run meeting. Students asked what it means that CEP has announced that the staffing changes in Community Studies made by the dean are a defacto disestablishment of a department and cannot go forward without Senate consultation. Dean Kamieniecki did not agree that his decision to lay off Community Studies administrative and academic staff was a defacto discontinuation of the degree and/or disestablishment of department. Students were informed that Vice Provost for Academic Affairs Galloway is working with Dean Kamieniecki to ensure that Senate authority is observed. The Student Union Assembly (SUA) earlier this week considered the budget that Dean Kamieniecki provided for their consideration. SUA came up with recommendations to which the dean agreed to give a response later this week. Students recommended use of the dean's discretionary fund to help keep the staffing available for a couple more years to allow the department time to come up with on-going external funding needed for the internship program. A SUA representative will be selected today to sit on a Social Sciences Division budget advisory committee to the dean. A graduate student will also be added to that committee.

The minutes for May 6 and 13 were accepted as amended. The remainder of CEP's minutes for this academic year will be completed by email.

## **II. Catalog follow-up.**

Community Studies: CEP considered a draft response to the catalog requests for Community Studies. CEP wants course 10 to continue to be required since there are no other lower-division requirements. The letter asks the department to revise the text of their admissions statement regarding the personal essay as discussed in CEP's June 3 minutes. The Committee indicated in the letter that one or two upper-division courses must be taken in the department. Advising into the gateway courses (100 series) is already an issue and the proposal submitted to CEP will not necessarily solve it. The letter asks the department to consider the issues with the 100 series and respond by December's catalog program statement deadline.

The Committee discussed the draft letter of approval for a concentration in BioEducation to be added to the Biology BA. CEP vetted to Chair Padgett finalization of the letter in light of today's discussion. Concern about whether such requirement-heavy degrees are accessible for underprepared students (due to high school deficiencies) was expressed. Although this degree may not improve the bigger picture of helping underprepared students come up to speed at the University, overcoming their earlier educational experience, CEP thinks that the BioEducation concentration is a valuable opportunity to those who are ready for it. Although there are state programs that focus on science and math teachers, a lack of the same for the social sciences was noted.

CEP discussed College 10's request that their new pilot stretch course (two-quarter core course) be allowed Pass/No Pass only grading status. The sequence was compared to WRIT 20/21 as academic preparation at the lower-division level. College 10's idea is to combine the core course with content akin to WRIT 20. CEP discussed whether this should be a sequence course with students receiving their grade at the end of the two courses since the point is to stretch the content across two terms. The Committee decided not to raise that idea presently since they do not have time to consider the concerns expressed that there can be confusion over sequenced courses with some faculty later wanting to give credit for just part of the sequence.

### **III. Waiver of C1.**

Native and transfer students have been treated differently if they skipped completion of the C1 requirement before completing their C2. In recent years native students have been told by CEP that the C2 they completed may satisfy their C1 and that they must proceed to take another C2. Alternatively they may opt to take a C1 course, with their C2 course standing for the C2 requirement. CEP has denied their petitions to waive the C1. For transfer students it has been assumed (based on feedback from a CEP chair some years ago) that a student who successfully completed the C2 requirement has demonstrated the skills necessary to satisfy the C1 requirement, and that the C1 may be waived. Although they can see the logic in that thinking, CEP does not support anything that would reduce the minimum amount of writing that students are required to do in light of the frequent and consistent feedback given by faculty across campus on the lack of writing practice that students have by the time they reach the W requirement (or for other upper-division work).

The Committee decided on equal treatment for native and transfer students with regard to the C1 requirement. Where a native student would place out of C1 such as with a qualifying advanced placement score, transfer students should have the same opportunity. If transfer students arrive having satisfied C2 and not C1, and if it is not demonstrated that they have a waiver of C1 based on the same rationale (such as advanced placement scores) as what would be accepted for students who joined UCSC as frosh, these transfer students should be held to taking another writing course whether C1 or another C2.

### **IV. GE Topics.**

The Committee continued the discussion of whether an upper-division (UD) course may carry general education (GE) designations. Although most GE courses are lower-division, and some (such as Topicals) must be, there are also many upper-division GE courses, and there has never been a written policy on that nor is there one associated with the new GE requirements.

UCSC needs an array of courses to challenge new students to explore their interests further, as well as space in GE courses for students to meet requirements throughout their career, and there should be

allowance for students to satisfy GEs with courses in their major. There must be sufficient capacity for students in their first two years while looking for a major. By the time students are at the UD level, they are less green in the University in part due to their LD GE experiences.

Members expressed worry that some departments will feel incentivized to help their majors and not students at large resulting in more GE classes being restricted to majors and cancellation of non-major GE courses (or establishment of lower enrollment caps) resulting in capacity problems. Campuswide cuts to teaching assistantship allocations have already motivated departments to propose changes to the content or structure of their GE offerings.

Others commented that capacity alone should not be the reason, in principle, to deny GE designations on UD courses rather than course content. Some reasons why it would be good to be open to GE designations associated with UD courses include (1) CEP's stated desire to look at outcomes rather than specifying mandates such as LD level or lack of prerequisites for which courses get approved; (2) some majors encourage students to stretch completion of their GEs over more years in order to begin their major requirements, and students should not be penalized for taking that advice by having only LD courses available to them; and (3) some departments want to offer UD courses with GEs so that their majors will have the necessary background to succeed in those courses. Chair Padgett gave as an example a linguistics course that satisfies the Statistical Reasoning requirement. Such a course might be better directed at majors, since satisfying the SR objectives and introducing linguistic material in one quarter may be difficult.

CEP decided, generally speaking, to be open to GEs at either the LD or UD level, with or without prerequisites. Nonetheless, some members underscored their concern regarding the need for other incentives for faculty to offer GE courses for non-majors and how to ensure that departments and deans take GE capacity needs seriously in planning for curricular balance. The hope that faculty will recall the mission to serve the whole UCSC body was also expressed.

The Committee discussed whether to limit the number of GE courses students may take in their Major or at the UD level but did not decide to propose such limits.

The Committee decided to ask the next CEP to pay close attention to the balance of courses offered by departments to ensure that a capacity problem is not developing.

## **V. Changes to petition processes.**

Discussion on possible changes to student petition processes was tabled for this year due to the lack of time. The ideas that were to be discussed today will be passed on to the next CEP.

## **VI. Post-consultation letter from meeting with VPAA.**

The post-consultation letter to Vice Provost for Academic Affairs Galloway will be circulated for committee confirmation by email.

## **VII. FTE transfer.**

CEP considered the request to transfer the FTE of Professor Robert Meister from the Politics Department to the Social Sciences Division. CEP found that the documentation with the request lacked a sufficient justification. The Committee would like to know whether the change will create a curricular

gap in Politics. In his letter the dean indicated that he will make the teaching appointment decisions for Professor Meister in upcoming years, and they are expected to stay the same for at least the next couple of years. It was not made clear which courses will be lost, if any, and whether there would be enough course offerings for Politics majors in light of this change beyond the next couple of years. CEP wants assurance that there is a plan for consultation with other departments for any classes currently required for majors that may be discontinued. Chair Padgett will circulate a draft response to the Committee by email.

### **VIII. Closing recommendations for the next CEP.**

The Committee discussed recommendations to give to the next CEP, in addition to those mentioned in past minutes during the year. Topics included: the need for a policy regarding final papers and other large papers not having deadlines during the 10<sup>th</sup> week (akin to the policy of not having exams during 10<sup>th</sup> week) and the need to consider how to enforce shared responsibility on campus to ensure there are a sufficient number of GE courses.

So attests,

Jaye Padgett, Chair  
Committee on Educational Policy