

**COMMITTEE ON EDUCATIONAL POLICY
MINUTES**

June 9, 2010

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

Present: Holly Cordova (NSTF Rep), Pam Hunt-Carter (Registrar, *ex officio*), Jimin Lee, Roxanne Monnet (Staff), Matthew Palm (SUA Rep), Eric Porter, Deanna Shemek (Provost Rep), John Tamkun (Chair), Peter Young, Eileen Zurbriggen.

Absent: Cormac Flanagan.

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

I. Announcements and Updates.

The Committee on Educational Policy (CEP) considered the consent agenda. The advanced language general education (GE) proposals had a significant cultural component in most cases. Several were found to meet the educational objectives for the Cross-cultural Awareness (CC) GE designation. List of pending GE course proposals was discussed. Review of proposals will continue this week.

CEP supported that CEP Chair Tamkun act on GE proposals over the summer that clearly respond to feedback already given by CEP. Chair Tamkun will also continue, with CEP's authorization, to review student petitions, graduate student instructor appointment requests, undergraduate TA requests, and individual major proposals as time permits this summer.

The balance of this year's minutes and the annual report will be completed by email over the summer.

II. Disciplinary Communication, general education, and other catalog topics.

CEP was asked the question of whether the service learning designation was appropriate for a student working for a for-profit entity. The Committee thought that in most cases, such situations would not be appropriate for the Practices: Service Learning (PR-S) designation. CEP recommended the student petition process be used for cases that seem appropriate for PR-S.

The Committee considered whether the Perspectives in Technology and Society (PE-T) designation might be appropriate for music in society classes. In such classes the technology side may well be met, and the topics may be broad and global. As long as the technologies are related to society in some way this may be an appropriate fit for PE-T. However, courses that are data structures would not to meet this designation in that they tend to be technology with no social consequence.

The Disciplinary Communication (DC) requirement for Electrical Engineering was approved.

CEP discussed what statement to put into the catalog for DC requirements that are not fully in place in time for general catalog. CEP supported that there be an overall chart for the catalog for an at-a-glance way that students may satisfy the DCs. Although such a chart cannot get into the hard-copy calendar this round, it will be on the Registrar's web site.

Italian Studies DC: Catalog copy is still needed for the Italian Studies DC, as well as course approval paperwork for the one-credit augmentation course discussed at an earlier meeting. All consultations on course availability are in. The proposal was approved as revised, pending course approval, an approved course list, and final catalog copy.

Literature DC: CEP considered the revision provided by the department and approved the Literature DC on the assumption that there will be template text added to syllabi to ensure that all courses meet the DC minimum expectations.

Community Studies DC: Community Studies proposed that the DC for its majors be spread over 3 courses: CMMU 100, 102 and 194. Concern was expressed over the CMMU 100 courses because the amount and instruction in writing is quite variable. However, the other two courses had more than enough DC writing (16+ pages in CMMU 102) and (29+ pages in CMMU 194). CEP approved the proposal on the condition that CMMU 100 be dropped from the proposal since it seems too variable and not necessary to meet the requirement.

Latin American and Latino Studies (LALS) DC: The department responded to explain why they wanted LALS 194 stated with the DC requirement even though CEP thought it unnecessary in light of the content of the other courses in the proposed series. The course provides intellectual training that the faculty find to be very valuable to its majors. CEP approved the proposal.

LALS catalog requests and admissions statement: CEP approved that LALS 10 be changed to LALS 100, in light of the department's demonstration that the content is appropriate to be upper-division in level.

CEP discussed the request to change the admissions to the majors policy from LALS 10 to LALS 1 and 100 (and possible on 80s course depending on which document you look at). In principle, CEP supported the request to make LALS 1 a requirement for the LALS major. However, in the cover letter it was indicated that students would be required to take both LALS 1 and an approved 80s course before taking LALS 100. By contrast, the proposed program statement included a recommendation that students take two 80s courses before enrolling in LALS100, but did not refer to any formal prerequisites. Since CEP have not received a formal request to add LALS 1 (or any other) prerequisites to LALS100, CEP assumed that the reference to prerequisites in the cover letter was a misstatement. If LALS did intend to add prerequisites to LALS 100, they must submit the proposed change with the next round of catalog requests in December. This request should be accompanied by a clear explanation of the potential impact of the change on the admissions policy. CEP was concerned that the addition of any formal prerequisites to LALS 100 would constitute a de facto change in the admissions policy for the

major. This is not a trivial concern since the academic planner provided in the program statement suggests that LALS 100 would be offered only once per year (in the fall). Thus, the addition of any pre-requisites to this course might prevent junior transfer students from declaring the major until the winter of their senior year, which is well past the deadline for students to declare their major.

III. Articulation Topics.

CEP continued its review of Advanced Placement (AP) courses.

European History was given the Cross-cultural Awareness (CC) designation. French and German were not found to adequately meet the guidelines for any GE requirement. Japanese and Chinese Language and Culture will be determined by email. Neither the Japanese nor the Chinese courses currently carry GE designations at UCSC and these are not articulated courses. The content of Spanish Language and Spanish Literature AP was not found to be appropriate for one of the GEs. However, CEP authorized that Chair Tamkun may decide whether it meets the objections for Textual Analysis. Members will be contacted by email as needed to resolve that consideration. Likewise, for the Latin AP course. Environmental Science was given the Perspectives in Environmental Awareness (PE-E) designation. The methodologies for Microeconomics were found to be a little light but acceptable for the Perspectives in Human Behavior (PE-H) designation. Before that designation is approved for Macroeconomics, UCSC course ECON 2 will need to be considered in that this course was not proposed for the PE-H. Psychology AP was approved for the PE-H.

Next CEP considered International Baccalaureate exams for GE credit. In Group 1 (language A1) and Group 2 (other language courses) a strong cultural component was not found in the materials for these courses. No GE designations were given. Group 3 (individual and society) will be resolved by email. Group 4 (experimental science) was approved for the Scientific Inquiry (SI) designation last week. Group 5 (mathematics and computer science) was approved for Mathematical and Formal Reasoning (MF). Within Group 6 (the arts) dance, theater, and music were approved for Practices: Creative Process (PR-C). Film was approved for Interpreting Arts and Media (IM). Visual Arts options A and B were approved for the PR-C.

On May 26, CEP considered whether the courses that have been articulated by departments as equal to their courses, and for which the UCSC equivalent has been approved to carry a new GE designation, may be allowed to articulate for that same new GE. Of last year's first-year class, 809 of 3200 students brought in college course transfer credit. A specific set of Cabrillo courses was considered. CEP decided that they would approve the idea for two years, to allow time for CEP and Admissions to work further on community college articulations.

IV. FTE transfer in Humanities.

CEP discussed the request to transfer an FTE from the American Studies Department to the Humanities Division. Member Porter recused himself from the discussion. The faculty member proposed for transfer would continue to teach two course for American studies and two for

literature for the foreseeable future. CEP saw no issues for the undergraduate program and approved the request.

V. Linguistics BA/MA proposal.

CEP discussed the Linguistics Department's proposal for a BA/MA program. The Graduate Council (GC) has approved the MA side of the request.

Students must take at least three graduate courses during their senior year if they wish to move directly into the MA program after completing the BA. It is already an option in Linguistics for students to take these graduate courses toward their elective requirements. The proposal represents no change to the BA. The sample planner provided with the proposal makes clear that this plan is doable in the allotted time. The proposal will not lengthen the time to earning the BA. During the senior year students apply for the MA program. If accepted, they start their graduate work the next year. If not accepted, they finish their senior course work and earn the BA. A UCSC student through this program could finish the MA in one year, and proceed to a PhD program the next fall; whereas, an outside student would need one more quarter. It was explained to CEP that in the past the MA in Linguistics was not an expected credential but that as the field has matured, this form of MA category has become a sign of a high-quality candidate for a Ph.D. program. The change merely allows UCSC students who continue through the MA to finish in one year and proceed to a Ph.D. program by the following fall.

VPDUE Ladusaw answered questions then recused himself from the discussion. CEP approved the BA portion of the proposal, leaving the MA side to GC.

VI. Regulation requiring permission to retake courses failed twice.

CEP continued its discussion of the currently unenforced SCR A9.1.8--specifically, what advice to give to colleges on how to make decisions to allow/disallow students to repeat courses more than twice. CEP agreed that it is a significant concern that students repeatedly retake failed courses. The Committee decided to give feedback to the colleges that such requests should be denied with rare exception. CEP encouraged strong enforcement of the regulation.

VII. SUA Survey.

SUA Representative Matt Palm gave CEP a review of the student survey that was conducted in April. Twenty percent of the undergraduate student body took the survey in the four days that it was opened; 1600 personal story responses were received. Eleven percent of those who responded said that they could not get into any course that they wanted for their major. The majority responded that the best means of communicating with students was, by far, direct emails from administrators. Forums ranked second and then town-hall meetings.

VIII. Math 2 stretch course.

CEP received a proposal for a stretch course format for Math 2 that would involve creation of two-credit sister course (Math 2S). In the first two weeks of the quarter students in Math 2 would

take an algebra readiness test and decisions would be made by low-scorers to switch to Math 2S. It would be the students' responsibility to make enrollment changes in AIS. Math 2S students would return the next quarter to complete Math 2. After answering questions NSTF Rep Cordova recused herself from the discussion. The proposal was approved for 2010-11, to be reviewed again in the spring 2011.

IX. Recommendations for the next CEP.

CEP discussed the challenges that occurred this year due to the lack of clarity in what was submitted for GE proposals. Over the summer Chair Tamkun indicated the plan to work on streamlining forms and developing a check list to be discussed by CEP early in the fall. Members were encouraged to give further feedback to Chair Tamkun.

The SUA representatives encouraged CEP to continue to be willing to meet with student groups or attend college Senate meeting. They also asked that CEP work resolve impaction issues for majors so that students understand which majors will be more difficult to get into.

So attest,

John Tamkun, Chair
Committee on Educational Policy