

**COMMITTEE ON EDUCATIONAL POLICY**  
**Annual Report, 2002 - 2003**

To the Academic Senate, Santa Cruz Division:

During 2002-2003, the Committee on Educational Policy addressed a number of policy issues in the process of fulfilling its charge to oversee the undergraduate curriculum; it participated in launching two new programs for first-year students; and it consulted with divisional and systemwide committees on a wide range of topics of local and university wide import.

**The Undergraduate Curriculum**

In 2002-2003, CEP commented on drafts of charges to external committees for a number of upcoming external reviews and participated in closure meetings for reviews of Computer Science, Economics, History, Ocean Sciences, Politics, Theater Arts, and the re-review of Mathematics. CEP persisted in its belief that revisions to the external review process could make it a more valuable part of departments' establishment of goals for, and evaluation of the quality of, their undergraduate programs. Also, CEP maintained its insistence that external reviews should consider the quality of departments' contribution to general education and of their service courses as well as the quality of their major programs.

CEP participated in the approval of a new B.S. in Health Sciences and a combined major in Latin American and Latino Studies/Sociology. It approved two changes in the names of programs: Art History to History of Art and Visual Culture and Astrophysics to Physics(Astrophysics).

As part of its review of proposals for new courses and revisions of existing courses, CEP revised the Supplemental Sheet that accompanies course approval forms and added questions for courses that are to be offered online. The committee affirmed the need to develop guidelines for online courses as well as a list of best practices to assist faculty members as they design online courses.

With Richard Hughey serving as Acting Chair, CEP turned down a proposed course revision from the Writing Program that would have increased the enrollment limit in sections of Writing 1, Composition and Rhetoric, from 22 to 33 students on the grounds that no persuasive pedagogical arguments had been offered to justify so greatly exceeding the professionally sanctioned norm for freshman writing classes. In its effort to understand the origins of this proposal, CEP addressed a number of questions to the Committee on Planning and Budget (CPB) requesting information on how funding for the Writing Program and for other units providing crucial service courses (such as Mathematics) is allocated and monitored but, by the end of the year, had received no comprehensive answers.

At the beginning of the year, CEP reviewed UCSCs general education requirements and determined that three issues should be considered for immediate revision: the guidelines for approving courses to satisfy the Ethnic Studies/Non-Western (E) Requirement; the definition and implementation of the Quantitative (Q) requirement; and the possibility of adding new General Education (GE) options or tracks to the existing requirements. Due to time constraints and the climate of uncertainty created by the developing budget crisis, CEP set aside discussion of

adding additional GE tracks to accommodate concentrated language study or other clusters of courses (including upper-division courses). The committee did adopt revised guidelines for courses that satisfy the E requirement and developed a draft proposal for completely revamping the Q requirement. That draft is currently being circulated within the faculty for comment; discussion will continue in Fall 2003.

At the request of Chair Forrest Robinson, Committee on the Education Abroad Program, and with extensive information provided by Assistant Director of International Education, Rebecca Sweeley, CEP reviewed already-approved EAP courses from UC London and the University of Sussex to determine which ones satisfy UCSC general education requirements so that UCSC students enrolled in these programs know in advance whether certain courses satisfy specific requirements.

Concerning other curricular issues, CEP confirmed long-existing policy disallowing the double-counting of upper-division courses in double majors and minors, and presented a revision of regulations to reflect that policy which was passed at the Academic Senate meeting on May 16, 2003. As part of what will need to be an on-going review of policies governing the W (withdraw) notation, CEP determined that students who have been found guilty of academic dishonesty in a course may not withdraw from that course without approval of the instructor. CEP adopted revised procedures for departments that wish to propose admitting students selectively to majors and advised Economics as it formulated such a policy. It up-dated the existing policy on disqualifying students from majors to reflect the current system of letter grades and advised the School of Engineering and Sociology on the adoption of a disqualification policy. At the request of the School of Engineering, CEP clarified the circumstances in which “catalog rights” do apply (major course requirements, admissions to a major, for example) or do not (academic integrity policy, grading system, major disqualification). CEP also determined that, whereas departments can set priorities for enrollment in introductory courses, they cannot exclude seniors from introductory courses out-of-hand.

Finally, in an attempt to gather information on the faculty’s perception of the state of lower division education at UCSC, CEP designed and circulated a survey which it sent to instructors of a large number of general education courses and lower-division courses required for majors. CEP will continue work on this project in 2003-04.

### **Two New Programs for Freshmen**

In 2001-02, CEP approved the creation of a pilot program of Discovery Seminars, 1-2 credit seminars designed for first-year students and taught by Senate faculty members. In Fall, 2002, CEP approved specific seminars proposed for Winter and Spring, 2003, and a total of 30 seminars were in fact offered. Although CEP continues to have serious concerns about the funding of these seminars (mandated but not funded by President Atkinson) and about the adequacy of the program’s administrative infrastructure, CEP remains convinced of the potential educational value of the Discovery Seminars and looks forward to receiving a report on their success before the second year of seminars begins in Winter, 2004.

After extended discussion and consideration of freshman honors programs at other UC campuses, CEP approved a pilot freshman honors program to be made available to qualified students entering in Fall, 2003. This program, proposed by Vice Provost and Dean of Undergraduate Education Lynda Goff and supported by the College Provosts and Executive Director of Admissions Kevin Browne, is taking shape even as it is being initiated. CEP expects frequent consultations on its development and efficacy.

### **The Academic Calendar**

CEP worked closely with the Office of the Registrar in the development of academic calendars through the year 2009-10. The calendars, finalized by the Calendar Task Force in May, 2003, reflect principles articulated by CEP, including avoiding final examinations during weekends and allowing for spring breaks composed of a full week with two weekends.

### **CEP's Participation in the Process of Determining Budget Cuts to Academic Programs**

On February 26 and again May 14, David Kliger, Chair of the Academic Instruction and Research Committee (the committee charged with identifying opportunities for saving money in the academic realm) and Consultant Scott Nostaja attended CEP meetings. The information provided to CEP during these discussions consisted of, for the most part, descriptions of the process by which budget cuts would be proposed (descriptions not significantly different from the descriptions provided in various public forums) and assurances that, at some time in the future, CEP would have an opportunity to see and comment on specific proposals. At both meetings CEP expressed its concerns: (1) that proposals were being developed without benefit of the information and opinion that could be provided by faculty expertise and (2) that crucial decisions might well have already been made by the time CEP and other committees and faculty groups were consulted, thereby rendering the consultation meaningless. Chair Kliger and Consultant Nostaja acknowledged these concerns, but as of the writing of this document (August 31, 2003) CEP cannot be said to have contributed to the year-long budget process at all.

### **Other Consultations**

In 2002-2003 CEP consulted with the Committee on Admissions and Financial Aid (CAFA) on comprehensive review and on developing a public description of UCSC's assessment policy and with the Special Committee on the Colleges with regard to its Interim Report on the academic role of the colleges. CEP commented on issues raised by the Office of the Registrar and the Admissions Office ranging from a plan to identify incoming students' academic interests through the creation of advising clusters to proposals to make the Schedule of Classes and Navigator available only electronically and to print the Catalog biennially. CEP instructed the Registrar's Office to delay the production of NES timeliness reports if that is the only way to assure their accuracy. It discussed reports on Academic Support Services. And it provided comment on Universitywide issues such as the use of subject matter tests in UC admissions, a proposed new definition of academic freedom, and the advisability of encouraging part-time enrollment at UC.

### **Acknowledgements**

CEP's work in 2002-03 was informed by the contributions and considerable insight of regular guests Associate Director of Admissions Michael McCawley, Council of Preceptors' representative Cher Burgeon, and Associate Registrar Pamela Hunt-Carter. The committee also appreciated the ideas and analysis afforded by VP/DUE Lynda Goff. CEP's approval of courses and catalog copy could not have gone forward without the assistance and persistence of Publications and Scheduling Coordinator Margie Claxton. Student representatives Chris Amico and Taylor Moseley articulately presented perspectives that, without them, may well have been missed. Finally, the committee depended on the expertise, organization, knowledge, and understanding of Academic Senate Associate Director Cathy Fong to a greater extent than any of us probably realized.

Respectfully submitted,

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