

Committee on Educational Policy Annual Report 2004-05

To the Academic Senate, Santa Cruz Division:

The Committee and Educational Policy worked on a wide range of issues during the 2004-05 academic year.

New Major Issues

Quantitative courses: The Committee began its comprehensive review of the Quantitative Course general education requirement. The review will be completing in the 2005-06 academic year, and an interim report on this review was submitted to the Senate during the Spring 2005 meeting (AS/SCP/1457-1).

Undergraduate Student Grievance Procedure: Working with the Academic Assessment Grievance Committee (previously the Narrative Evaluation/Student Grievances Hearing Committee) and the Committee on Committees, CEP proposed, and the Senate approved, modification of Appendix C of the Senate manual.

Individual Major: Based on growing concern about the use and quality of individual majors, CEP reviewed many examples of individual majors and developed a new process for their approval. In an effort to ensure that all majors have the high quality expected of a University of California Bachelor's degree, CEP modified the procedure and developed new guidelines for approval of individual majors. The primary changes include:

- The committee chair for an individual major must be a member of the Academic Senate.
- The proposal for an independent major must be structured to answer a series of questions concerning the major and the reasons for the Major's development.
- Required annual meeting with the student's individual major committee and an annual status report to be filed at the student's College.
- Final approval for individual majors rests with the Committee on Educational Policy, pursuant to Divisional Bylaw 13.17.4. CEP may consult with related department chairs in the process of evaluating these majors.

Student-Directed Seminars: In a related review, CEP also examined student-directed seminars. The Committee saw variations in the level of preparation for the course and the quality of the proposal, and revised the documentation checklist as well as instituted a required background check for student leaders. The primary changes include:

- Title IX training for all student-directed seminar leaders,
- An academic and disciplinary record check for the student,
- A more structured request for supporting documentation, and
- A faculty supervision plan.

XSC Courses: The Committee worked with UCSC Extension Dean Cathy Sandeen and several department chairs to enable the offering of “XSC” courses by UCSC Extension. These courses are the equivalent to campus courses in all respects except that the offering is managed by Extension. Preliminary plans include offering of mathematics, psychology, and economics courses at Extension facilities in Santa Clara County. CEP will receive an annual report on this new program.

Enrollment Adjustment: The Committee eliminated the Enrollment Adjustment petition. This petition was created for one-time enrollment adjustments at the time when the campus moved to mandatory grading. Since then, the petition has seen many uses beyond those intended, and the Committee has retired the petition. Cases of enrollment error will continue to be petitionable through the colleges to the Committee on Educational Policy. The Committee hopes that removal of this form will help instill among students a culture of responsibility for enrollment.

Catalog Rights: CEP has had a long-standing policy of catalog uniformity, that all major, minor, college, and general education requirements be taken from the same catalog. On consideration, the Committee found that the requirements for each aspect of the degree are coherent on their own, and now students may graduate using different catalogs (constrained according to term of admission) for each of these components. For example, a student pursuing two majors may use one catalog year for the first major, perhaps the sophomore year catalog, and another catalog year for the second major, perhaps the senior year catalog. This has often been the practice, but was necessary to formalize for the AIS system.

Major Issues From 2003-04

Composition requirement: Working with the Council of Provosts and the Writing Program, the Committee approved definitions of course objectives for the C1 and C2 general education requirements approved by the Senate in the 2003-04 academic year. The Committee reviewed and approved course approvals for the various College Core courses to carry these designations.

WASC Review: During fall quarter, the Western Association of Schools and Colleges (WASC) visited our campus for a second time as part of the campus accreditation process. Both as a committee and as members of the committee, CEP continued an extensive role in this process, successfully led by Senate Vice Chair Faye Crosby and VPDUE William Ladusaw.

Comprehensive/Senior Exit Requirement: The Committee continued to follow-up on its 2003-04 report on the Comprehensive/Senior Exit Requirement. Informed by CEP’s analysis that comprehensive examinations are not satisfactory for either students or faculty, several programs modified their major requirements to change or eliminate comprehensive examinations. In 2004-05, Computer Science replaced its comprehensive examination with several options for a capstone project. Linguistics and Language Studies replaced its comprehensive exam with choices of a capstone course, senior thesis, or senior project. Biology enabled satisfaction of the exit requirement by passing a new senior seminar course, participating in undergraduate research, or completing an academic internship.

Minors: Last year, at the Committee's request, the Senate modified its regulation on minors to require 25 upper-division units. Several minors did not meet this criterion, and modified requirements or justified an exception as permitted by the regulation. CEP approved increases in upper-division unit requirements by the minors in Jewish Studies, Psychology, Philosophy, Legal Studies, Music, Electronic Music, and Jazz. CEP approved an exception to the policy of 25 UD units for the History Minor to enable the minor to ensure lower-division breadth, and for the Astrophysics minor because of the extensive lower-division requirements.

Honors Program: CEP endorsed VPDUE Ladusaw's plans for a steering committee with members from appropriate senate committees to pursue planning a campus-wide honors program.

New Programs

The Committee approved a new Combined Major in Literature/Latin American and Latino Studies. The Committee approved new minors in Statistics (overseen by Applied Mathematics and Statistics) and in Computer Technology (overseen by Computer Engineering).

The Committee approved name changes from Women Studies to Feminist Studies, and from the Minor in Music to the Minor in Western Art Music.

Other Issues

The Committee performed its regular work of approving all new courses and major revision to the existing courses, taking part in program external reviews, commenting on the academic program review process, and the reviewing all catalog copy. The Committee approved several requests for pass/fail grading in cases of internship courses without direct faculty supervision. The Committee delegated the assessment of Concurrent Enrollment courses for general education requirements to Admissions, as is done for transfer courses.

CEP approved the request to prohibit seniors who are not majors from enrolling in Literature 1, and a removal of the Writing-Intensive (W) designation from Politics 100. The Committee was disturbed by the declining capacity of W courses, and suggests that the 2005-06 CEP study this issue.

The Committee also commented on system-wide issues such as Interdisciplinary Activities, the Science General Education Transfer Curriculum (SciGETC), streamlining transfer course approval within the UC system, first-year writing class sizes, and monitoring of student progress.

Concluding Remarks

The members and guests, especially the Chair, recognize and salute Cathy Fong's excellent work as staff analyst for the Committee and Educational Policy, and congratulate her on her retirement. Cathy for many years has been the facilitator, memory, and steward of not just the Committee on Education Policy, but of educational policy and process itself. Her research skills and hunches have enabled the committee to maintain a particularly high level of

consistency. Her hard work in preparation for weekly meetings enabled CEP to cover the endless stream of educational policy topics the committee examines, from the routine to the unexpected, from issues affecting one student to all students.

Respectfully submitted,

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