

**Committee on Educational Policy
Annual Report 2009 -10**

To the Academic Senate, Santa Cruz Division:

The Committee on Educational Policy's (CEP) responsibilities include the review of campus programs, program statements, new courses and revisions to courses; consultation with other committees and administrative units; and the consideration of student petitions. In addition to these routine activities, the committee spent considerable time dealing with problems resulting from the steep decline in state support for higher education. The major focus of our work this year was to prepare for the transition to the new general education (GE) requirements, which go into effect in the fall of 2010. We begin our report with a discussion of this topic.

I. General Education Reform

In the spring of 2009, the Senate approved significant changes to UCSC's GE requirements. The old requirements – which were designed to ensure disciplinary breadth – were replaced by new requirements with defined educational objectives (Table 1). Unlike the old requirements, the new requirements are not constrained by disciplinary or divisional boundaries. They can be satisfied by both lower- and upper-division courses, including major requirements and electives. For additional information about the new GE requirements, please refer to the 2010-12 general

Table 1: New General Education Requirements (effective fall 2010)			
Cross-Cultural Analysis		CC	one 5 credit course from each of these categories
Ethnicity and Race		ER	
Interpreting Arts and Media		IM	
Mathematical and Formal Reasoning		MF	
Scientific Inquiry		SI	
Statistical Reasoning		SR	
Textual Analysis and Interpretation		TA	
Perspectives (choose one)	Environmental Awareness	PE-E	one 5 credit course from only one of these categories
	Human Behavior	PE-H	
	Technology and Society	PE-T	
Practice (choose one)	Creative Process	PR-C	one 2 credit course from only one of these categories
	Collaborative Endeavor	PR-E	
	Service Learning	PR-S	
Writing	Composition	C1 & C2	two 5 credit courses (unchanged from current requirements)
	Disciplinary Communication	DC	1 to 3 upper-division major requirements (at least 5 total credits)

catalog or the CEP web page (<http://senate.ucsc.edu/cep>).

The new GE requirements go into effect for new students in the fall of 2010. Continuing students will be allowed to follow either the old or new requirements. To protect students' catalog rights, programs were encouraged to maintain old GE designations carried by their courses for at least three to four years.

Colleges and departments were asked to submit proposals for courses that satisfy the new GE requirements by December 1, 2009. In October and November, the CEP chair attended meetings with the Dean and department chairs of each division to answer questions about the new requirements and encourage the submission of GE course proposals. Departments were given the opportunity to submit written feedback on the draft guidelines for new GE courses. CEP used this feedback to develop a revised set of guidelines for the new requirements. The revised guidelines and answers to frequently asked questions about the new requirements can be viewed at <http://senate.ucsc.edu/cep/GenEdDeptGuideindex.html>.

“Double-counting” of New GE Requirements

According to the new GE Regulations approved by the Senate last year, only one GE designation can be placed on a single course unless a specific exception is granted by CEP. By preventing overlap between GE designations, each GE course can focus on a single educational objective. Preventing overlap between GE designations also encourages students to choose courses based on their interests and educational goals, as opposed to a desire to satisfy as many requirements as possible.

In response to requests from several departments, CEP revisited the “double-counting” issue. CEP appreciates the difficulty of assigning only one GE designation to certain courses, including those dealing with ethnicity, race, or cross-cultural issues in the context of visual or performing arts. After much discussion, the committee found the original arguments against “double-counting” compelling. Rare exceptions to this policy will be considered for college core courses that satisfy the C1 or C2 requirement and upper-division courses that partially satisfy a major's disciplinary communication (DC) requirement.

Review of GE Course Proposals

The response to the call for proposals for new GE courses was overwhelming; more than seven hundred proposals were submitted before the end of the fall term. CEP adopted the following approach to review the proposals. For each GE designation, several proposals were discussed by the full committee. This allowed us to identify additional issues in need of clarification and establish consistent standards for the review of the remaining proposals. At least two committee members independently reviewed each of the remaining course proposals using criteria approved by the committee. The reviewers' comments and recommendations were imported into a database of GE course proposals maintained by the committee. Additional information – including a course syllabus or a stronger justification for the requested GE designation – was required to evaluate many of the course proposals. Proposals were immediately approved if both reviews were positive. If the reviewers' recommendations differed, the proposal was flagged for referral to the full committee or a third review. Between January and June, each member of the committee reviewed a minimum of 250 GE course proposals.

Review of Disciplinary Communication (DC) Proposals

In response to numerous inquiries from departments, CEP clarified the minimum amount of writing needed to satisfy the DC requirement as follows. Students must complete 25 pages of individual writing (including drafts) with no single assignment less than two pages in length. 25 pages of writing corresponds to ~6,000 words in 12 point Times New Roman font, with double-spaced lines and 1.25 inch page margins. The formal writing requirement may be reduced to 18 pages if students receive instruction in alternative forms of disciplinary communication approved by CEP.

The DC proposal for each major was reviewed and discussed by the full committee during the winter quarter. CEP solicited feedback about each of the DC proposals from Carol Freeman, who directed the Writing Program for 25 years and served two terms as Chair of CEP. Surprisingly, relatively few of the DC proposals were contingent on the availability of supplemental funding. The majority of DC proposals were approved with little or no modification. Overall, the transition from the old Writing-Intensive (W) requirement to the new DC requirement proved to be smoother than anticipated.

Use of AP and IB Exam Scores to Satisfy GE Requirements

Each year, about 1,700 incoming students satisfy one or more of the old GE requirements based on their performance on specific Advanced Placement (AP) or International Baccalaureate (IB) exams. To preserve this mechanism for satisfying GE requirements, CEP compared the content and educational objectives of each AP and IB courses to those of the new GE requirements. Since each AP and IB course has clearly defined educational objectives, it was fairly easy to determine whether credit for one of the new GE requirements should be awarded based on a strong performance on one of the AP or IB exams. A list of CEP's decisions can be found on pages 29 and 30 of the 2010-12 General Catalog.

Impact of GE Reform on Transfer Students

CEP discussed several issues pertaining to the impact of the new GE requirements on transfer students. Roughly half the students who transfer from community colleges have completed the Intersegmental General Education Transfer Curriculum (IGETC) - a set of courses that satisfy lower-division UC and CSU GE requirements. CEP supported the continued use of IGETC to satisfy all GE requirements with the exception of the DC, which must be satisfied by upper-division UCSC major requirements.

Many transfer students who do not complete IGETC can receive GE credit for specific courses covered by articulation agreements. The linkage of the old GE requirements to the disciplinary content of courses simplifies the articulation of transfer credit; any student who receives transfer credit for a UCSC course automatically receives credit for the old GE requirement(s) satisfied by the course. The committee supported the continuation of this policy for new GE requirements that have educational objectives that are tightly related to disciplinary course content, including the SR and MF requirements. The approach that will be used to articulate transfer credit for new GE requirements that are not inherently disciplinary in nature will be discussed next year.

II. Initial Projections of the Capacity of New GE Courses.

By mid-summer, CEP approved placing new GE designations on more than 500 new and existing courses. We anticipate that many of the remaining 200 proposals will be approved

once additional information is provided. Preliminary information about 2010-11 course offerings allowed us to generate a rough estimate of the GE course capacity (Table 2).

Table 2: Projected capacity of 2010-11 GE course offerings (as of 9/2010; based on preliminary Curriculum and Leave Plan data provided by Interim VPDAA Herbert Lee and Principal Analyst Betsy Moses)			
<i>GE requirement</i>	<i>Number of courses¹</i>		<i>Estimated capacity</i>
CC	121		7624
ER	32		2763
IM	31		3600
PR-C	74	1910	2891
PR-E	31	981	
PR-S	<5 ²	?	
PE-T	11	2352	8786
PE-H	17	4290	
PE-E	15	2144	
SI	42		8208
TA	37		3538
SR	20		3265
MF	73		10336
All GE courses	504		51011
All courses	3435		164392
¹ number of courses to be offered in 2010-11, as opposed to total number of courses approved by CEP; includes multiple offerings of the same course ² the projected capacity of most of these new courses was not available at the time this report was prepared.			

Continuing students have the option of following either the new or old GE requirements; the transition to the new requirements will therefore occur over roughly three years. Assuming a total enrollment of approximately 16,000 undergraduates, the campus must offer roughly 4,000 seats per year in courses fulfilling each of the new requirements by the end of the transition period. This estimate is conservative since it assumes that no students will satisfy the new requirements via transfer courses, IGETC or other mechanisms.

In some cases, departments placed GE designations on courses with pre-requisites that satisfy the same requirement; although this practice was discouraged by CEP, it may have inflated apparent capacity of GE courses. The above estimates are preliminary and may prove to be unrealistically optimistic, but our initial projections of GE course capacity for the first year of the transition period are encouraging. One of seven courses offered in 2010-11 (one in three

seats overall) will satisfy one of the new GE requirements. Almost 4,000 seats in IM and TA courses will be offered in 2010-11, and the capacity of CC, PE, SI and MF courses is even higher. Although the projected capacity of SR courses is higher than anticipated, there is a clear need for additional courses that satisfy this requirement. We also encourage departments to develop additional GE courses, with an emphasis on courses that satisfy the PR-C, PR-E, PR-S, and ER requirements. CEP will post updated information on GE course capacity as it becomes available.

III. Enforcement of Senate Regulation A9.1.8 - Repetition of Courses.

During the past year, several departments expressed concerns about students who make repeated, unsuccessful attempts to pass a course required for their major. Anecdotal information also suggests that some students retake classes they previously passed to meet a GPA threshold required for admission to the major. These students fail to make academic progress while placing additional pressure on the limited capacity of courses.

CEP therefore strongly recommends the strict enforcement of SCR A9.1.8, which states that the “repetition of a course more than once requires approval of the student's college”. The committee believes that exceptions to this policy should be extremely rare. We encourage the colleges to consult with the relevant departments before granting approvals to repeat a class more than once.

IV. Narrative Evaluations of Student Performance

CEP discussed SEC's proposal to make written evaluations of student performance instructor-optional. Current policies place few restrictions on the length or content of written evaluations. Some written evaluations provide detailed feedback on student performance while others merely state “see letter grade”. CEP endorsed the proposed change because it will bring Regulation 9.2 in line with current policies, while eliminating the need for the labor-intensive accountability measures required by Campus Academic Personnel Manual 006.000.

V. Suspension of the Community Studies Major

In the spring of 2009, Vice Provost and Dean of Academic Affairs (VPDAA) Alison Galloway asked Community Studies to present a plan for maintaining the viability of their major during a period of declining resources. After a year's time, the department was unable to develop a satisfactory plan for supporting their major with the resources at their disposal. Instead, different groups of faculty within the department submitted separate proposals describing “teach-out” plans that would lead to the eventual discontinuation of the major. Out of concern for the welfare of current and prospective students, CEP suspended the Community Studies major for a period of no more than two years.

CEP urged the administration to inform prospective students of the suspension of the major before they accepted offers of admission to our campus. We asked the department to develop a teach-out plan that protects the quality of the undergraduate program while allowing proposed and declared majors to complete their degrees in a reasonable amount of time. CEP reviewed and approved the teach-out plan developed in response to this request in June.

We hope that our decision to suspend the Community Studies major will not be misconstrued as the first step toward its inevitable discontinuation. We remain hopeful that the problems facing the major can be resolved so that we can reverse our decision. In the meantime, we urge the Dean of Social Sciences, the Academic Senate and administration to work together to ensure that students who are unable to pursue a degree in Community Studies can declare another major that fulfills at least some of their aspirations.

VI. External Reviews

The Committee read and responded to four external reviews and participated in the related closure meetings (Feminist Studies, Film and Digital Media, History, and Legal Studies). CEP also commented on the charges for seven external review committees: Linguistics, Education, Applied Mathematics & Statistics, Biomolecular Engineering, Chemistry and Biochemistry, Digital Arts/New Media, and Earth and Planetary Sciences.

VII. Miscellaneous Responses

In addition to the usual review of undergraduate classes and program statements, CEP was asked to provide feedback on an unusually large number of reports and proposals. Many of these reports were motivated by the University's worsening financial situation. During the past year, CEP read and commented on:

- a proposal to broaden the charge of the University Committee on Education Policy (UCEP) to include undergraduate student welfare;
- a UCEP On-line Education Initiative proposal;
- a draft of the revised campus policies and procedures for the establishment; disestablishment and change of academic programs and units;
- a proposal from UCOP to introduce differential fees for certain programs including engineering and business;
- a white paper on differential fees and non-resident tuition from the UC Committee on Planning on Budget;
- a proposal from UCEP and the Academic Council to repeal SR 764 on special studies;
- a report from the Undergraduate Educational Effectiveness Task Force (UEETF);
- the final report of the joint Senate-Administration Task Force on the Education Abroad Program (EAP);
- a report from the Academic Senate Special Committee on Remote and Online Instruction and Residency;
- several reports from Community Studies describing their response to recent budget cuts;
- the Community Studies teach-out plan developed in response to the suspension of the major;
- a proposal from the Senate Executive Committee (SEC) to modify SCR 9.2 on Narrative Evaluations;
- a letter from VPDUE Ladusaw on reading days and other options for non-podium instructional days;
- the report of the Humanities Advisory Task Force on Reconstitution;
- the recommendations of the UC Commission on the Future;

- three proposals to transfer FTE to other departments or divisions;
- a proposal from OPERS to move all physical education courses out of the normal course scheduling process and general catalog;
- the revised Compendium, the Universitywide Review Processes for Academic Programs, Academic Units and Research Units.

VIII. Programs

CEP reviews all proposals to modify the requirements or policies of undergraduate programs that appear in the general catalog. CEP reviewed and approved several new degree programs, including:

- a new major in Jewish Studies;
- a new major in Cognitive Sciences (administered by Psychology);
- a new major in Applied Math and Statistics;
- the undergraduate component of a combined B.A./M.A. program in Linguistics.

CEP also approved modifications of three existing degree programs, including:

- the elimination of the Neuroscience and Behavior B.A. program;
- the conversion of the Neuroscience and Behavior B.S. program to a Neuroscience B.S. program;
- changing the name of the Health Sciences B.S. program to the Human Biology B.S. program.

CEP approved changes to the admissions policies of the Computer Sciences (CMPE); Information Systems Management (ISM); Earth Sciences (EART); and Theater Arts (THEA) majors. Requests to modify the disqualification policies of several other majors were denied because the changes proposed could lead to the disqualification of a student during their senior year. A request to modify the Bioengineering major admissions policy was deferred to next fall, 2010.

CEP reviews proposals for new University Extension certificate programs and periodically reviews existing ones. CEP reviewed and re-approved revised University Extension certificate programs in Ecological Horticulture, Advanced Ecological Horticulture, Marketing and Management, Business Administration. A proposal for a new certificate program in Web Content and Marketing Management was also approved.

In response to a request from CEP, VPDA Alison Galloway agreed to include a Senate faculty member on the advisory board of all University Extension programs. This individual will participate in the review process, be available for consultation with CEP, and review changes to courses and curricula together with the relevant department chair(s).

IX. Other Actions

In addition to general education course proposals, CEP members reviewed 105 new courses, 1144 course revisions (including cancellations, suspensions and re-numberings), 46 program statements, and 12 individual majors.

The Chair reviewed another 585 petitions, including:

- 184 Writing-Intensive course substitutions;
- 116 other general education substitutions;
- 28 requests to retroactively change the grade option (letter grade vs. pass/no pass) of a class. Approximately 12 of the requests were approved so that a student could meet the graduation requirement that 75 percent of credits be letter graded. In such cases, all grades earned during the student's last quarter were changed to letter grades (with the exception of P/NP only courses);
- 69 requests for retroactive grade changes. All of the requests involved late withdrawals from a course, usually for medical reasons, leading to the grade W. Approximately 22 of the requests were denied due to the lack of supporting documentation;
- 138 requests for the retroactive addition or removal of a class. Most of these requests of were based on purported AIS errors; 24 were denied due to the lack of evidence that the student attempted to change their schedule prior to the deadline;
- 50 other miscellaneous petitions

CEP benefited from the expertise of an impressive group of invited guests, including Associate Registrar Margie Claxton; Academic Preceptor Elaine Kihara; former Vice Provost and Dean of Undergraduate Education Bill Ladusaw; Articulation Officer Barbara Love; and Associate Director of Admissions Michael McCawley. We thank them for their important contributions to the committee's work this year. We would also like to thank Carol Freeman for her contributions to the implementation of the DC requirement; we sincerely appreciate Carol's willingness to share her considerable expertise with departments and our committee.

Finally, we thank Roxanne Monnet, for her outstanding work as CEP's analyst. Although the transition to the new GE requirements led to a massive increase in Roxanne's workload, she carried out her responsibilities without complaint. It would have been impossible for the committee to function without her encyclopedic knowledge of our campus's undergraduate programs, policies and procedures.

Respectfully submitted;

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