

COMMITTEE ON EDUCATIONAL POLICY

Annual Report 2010 -11

To the Academic Senate, Santa Cruz Division:

The Committee on Educational Policy's (CEP) primary responsibilities include the review of proposed and existing undergraduate programs; proposals for new courses and the revision of existing courses; and changes to undergraduate programs and policies. CEP consults with other committees and administrative units about a broad range of issues pertaining to undergraduate education, and reviews program statements and other material pertaining to undergraduate education that appears in the general catalog. CEP also considers a large number of individual student petitions each year. A brief overview of the Committee's work this year is provided below.

I. Articulation of transfer credit for the new General Education requirements

The Committee continued to work on the transition to the new General Education requirements approved by the Senate in the Spring of 2009. A major focus of our work this year concerned the articulation of GE credit for courses taken at other institutions. The old GE requirements were designed to ensure disciplinary breadth; as a result, transfer students who received credit for a UCSC course under an existing articulation agreement automatically received credit for any old GE requirement satisfied by the course. The Committee did not support the continued use of this approach for the majority of the new GE requirements since they satisfy educational objectives that are not specifically linked to particular courses or disciplines¹. In collaboration with Associate Director of Admissions Michael McCawley and Articulation Office Barbara Love, the Committee developed guidelines that will be used by the admission staff to identify courses offered by other institutions that satisfy the educational objects of our new GE requirements. We believe the new guidelines will simplify the articulation of transfer credit for the new GE requirements.

II. Major Admission and Disqualification Policies

During the past few years, there has been a disturbing decrease in the ability of students to gain access to majors and complete their degrees on time. Recent budget cuts have severely reduced the number and capacity of courses. CEP has received numerous requests to suspend or discontinue popular majors, introduce new major admissions policies, introduce new major disqualification policies; or strengthen existing disqualification policies.

CEP recently began to utilize computer-generated curriculum maps to better understand and evaluate the organization and requirements of undergraduate programs. These maps revealed significant problems with many of the major disqualification policies on our campus. We were particularly concerned to learn that some programs can disqualify majors based on their performance in courses:

¹ the only exceptions are the MF (Mathematical and Formal Reasoning) and SR (Statistical Reasoning) requirements, which can be satisfied by any course equivalent to Math 3 (or above) or an introductory course in statistics taken at another institution, respectively.

- that are not required for the major
- that are not pre-requisites for any upper-division major requirement or elective
- that can be taken during the junior or senior year, including the quarter immediately prior to graduation

As a result, it is not uncommon for students to be disqualified from their majors during their junior or senior year, making it difficult if not impossible for them to identify an alternative major that they can complete in a reasonable amount of time.

After extensive discussion, the Committee concluded that departments should abandon major disqualification policies in favor of major admissions policies that are designed to direct students to programs that mirror their interests and abilities by the beginning of their junior year. For additional information about this recommendation, please refer to CEP's recent report to the Academic Senate on Major Admissions and Disqualification Policies ², and our updated policy on Selective Admission to Majors³.

III. Revision of Santa Cruz Regulation (SCR) 9.1 to permit exceptions to one-year limit for grade changes

SCR 9.1 allows a final grade to be changed within one year of the original submission based on a clerical or procedural error by the instructor who issued the grade. CEP became concerned about the wording of this regulation after encountering situations in which students were unable to meet the one-year limit due to factors outside their control, including the death of the instructor or their separation from the University. CEP therefore sought approval to grant exceptions to the one-year limit for grade changes based on clerical or procedural errors with the support of the department or other course-sponsoring unit, provided that all other conditions are met. The proposed revision of SCR 9.1 was passed at the May 2011 Senate Meeting.

V. External Reviews

The Committee read and responded to seven external reviews and participated in the related closure meetings (Applied Mathematics & Statistics, Biomolecular Engineering, Chemistry and Biochemistry, Digital Arts/New Media, Earth and Planetary Sciences, Education, and Linguistics). CEP commented on the charges for three External Review Committees: Language, Music and Psychology. The Committee also reviewed mid cycle reports from Astronomy and Astrophysics, Computer Science, Mathematics, Ocean Science and Politics.

VI. 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 and changes to other programs including:

- a new B.S. program in Robotics;
- the undergraduate component of a combined B.S./M.S. program in Physics;
- a new Network and Digital Technology B.A. program;

² CEP's Report on Major Admission and Disqualification Policies, <http://senate.ucsc.edu/committees/cep-committee-on-educational-policy/reports-and-presentations/CEPMajAdmisssep1671.pdf>

³ CEP's updated Policy on Selective Admission to Majors, <http://senate.ucsc.edu/committees/cep-committee-on-educational-policy/policies-guidelines/majors/NewSelectiveAdmissionsPolicyJune82011.pdf>

- a new minor in Dance;
- changing the name from Information Systems Management (ISM) B.S. and Information Systems Management Minor (ISTM) to Technology Information Management (TIM);
- the administrative home change of Greek and Latin Language from Language to History;
- Approved a new subject area for the Yiddish (YIDD) language courses.

CEP also approved the suspension or discontinuance of the following programs:

- the elimination of Philosophy Religious Thought concentration;
- the elimination of the Computer Technology minor;
- the elimination of the Writing Programs minors in Communication and Rhetoric and Journalism;
- the suspension of the combined B.A./M.S. Applied Economics and Finance Program.

CEP also considered several proposals to selectively admit students to majors:

- a request to selectively admit students to the Psychology major was approved;
- a request to modify the Bioengineering major admissions policy was approved;
- requests to introduce selective admissions policies for the Biochemistry and Molecular Biology (BMB) major and majors administered by Molecular, Cell and Development (MCD) Biology were denied but the departments were encouraged to submit revised proposals for consideration next year.

Community Studies

CEP continues to be deeply concerned about the potential loss of the Community Studies major, which fills a unique and important role on our campus. In the spring of 2010, CEP reluctantly suspended the major due to concerns about the long-term viability of the program. In 2010-11, our committee was asked to provide feedback on several proposals related to Community Studies, including requests to discontinue the major; bring the major out of suspension; transfer the majority of faculty FTE to other departments; and disestablish the department.

CEP was unwilling to support the discontinuation of the Community Studies major before the end of the current two-year suspension period since continuing majors must be given the opportunity to complete their degrees. Furthermore, the immediate discontinuance of the program would almost certainly block ongoing efforts to restore its viability.

The Committee did not support an alternative proposal to bring the Community Studies major out of suspension due to the lack of formal support from other faculty and departments. We remain hopeful that Community Studies major can survive and thrive as an interdepartmental program even if the department is disestablished.

American Studies

The Committee considered proposals to suspend the American Studies B.A. degree program and transfer the majority of American Studies faculty FTE to other departments. CEP is sympathetic to challenges faced by the American Studies due to the small size of the department and the limited professional opportunities available to its faculty due to the lack of a graduate program in their discipline. However, we felt it was inappropriate for the Administration to approve the FTE transfer requests without adequate consideration of their potential impact on the undergraduate

program. CEP believes that it should be possible to maintain the American Studies major as an interdepartmental degree program administered by faculty with common interests in American Studies, U.S. history and culture, and critical race and ethnic studies; we were therefore unwilling to suspend the major at this time.

University Extension Programs

CEP reviews proposals for new University Extension certificate programs and periodically reviews existing programs. CEP reviewed and re-approved revised University Extension certificate programs in Educational Therapy, Embedded Systems, and Clinical Trials Design and Management. A proposal for a new certificate program in Online Teaching was also approved. CEP would like to thank UNEX for adopting a new course approval process similar to the one used on campus by departments. This new format is straightforward and has streamlined the process for members.

VII. Miscellaneous Responses

In addition to the usual review of undergraduate courses 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 proposed change in the funding of the UCEP On-line Education Project;
- UCOP's 5 year perspectives campus program development list;
- a request to defer the external review of the Department of American Studies;
- a proposal from the Economics Department requesting suspension of their Applied Economics and Finance BA/M.S. degree programs;
- eight proposals to transfer faculty FTE to other departments or divisions;
- a proposal from the Senate Executive Committee (SEC) to realign academic units from Student Affairs to the VPDUE's Office;
- a proposal from CAFA to create an undergraduate honors program;
- a proposed revision of the campus Academic Integrity Policy;
- a proposal from the VPDUE to alter the length of classes and the class schedule ;
- a proposal from Academic Council on Funding Streams;
- draft campus academic calendar from the Registrar's Office;
- draft Financial Aid Student Aid Policy (SAP) guidelines.

VIII. Other actions

In addition to general education course proposals, CEP members reviewed 171 course approvals, 617 course revisions (including cancellations, suspensions and re-numberings), 67 program statements, and 6 individual majors.

The Chair reviewed another 571 petitions, including:

- 141 Writing-Intensive course substitutions;
- 143 other general education substitutions;
- 45 requests to retroactively change the grade option (letter grade vs. pass/no pass) of a class. Approximately 24 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);

- 89 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 6 of the requests were denied due to the lack of supporting documentation;
- 99 requests for the retroactive addition or removal of a class. Most of these requests of were based on purported AIS errors; 2 were denied due to the lack of evidence that the student attempted to change their schedule prior to the deadline;
- 54 other miscellaneous petitions;
- 95 requests for Graduate Student Instructors;
- 12 requests for Undergraduate Student Instructors.

Other work undertaken by the Committee included:

- the revision of the Graduate Student Instructor application form;
- the creation of an Undergraduate Teaching Assistant application form;
- the continued develop of standardized forms for the review of courses and program statements by Committee members;
- a discussion of catalog rights issues that led the Committee to conclude that changes to a disqualification policy cannot be applied retroactively;
- the revision of the guidelines for the preparation of Narrative Evaluations in response to the Senate's recent decision to make them instructor-optional;
- the re-examination of the guidelines used by the Committee Chair and Analyst to evaluate individual student petitions.

CEP benefited from the expertise of an impressive group of invited guests, including Associate Registrar Margie Claxton; Academic Preceptor Elaine Kihara; interim Vice Provost and Dean of Undergraduate Education Mark Cioc; 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 express our special thanks to Susanna Wrangell for her truly outstanding work during her first year as the analyst for the Committee.

Respectfully submitted;

COMMITTEE ON EDUCATIONAL POLICY

Nathaniel Deutch (F)

Cormac Flanagan

Pamela Hunt-Carter, *ex officio*

Melissa Gwyn

Eric Porter

Peter Young (WS)

Eileen Zurbriggen

John Tamkun, Chair

Holly Gritsch de Cordova, NSTF Representative

Alma Natalia De Castro, Student Representative (SUA)

Justin Riordan, Student Representative (SUA)

Lourdes Martínez-Echazábal Provost Representative

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