To the Academic Senate, Santa Cruz Division:

The Committee on Educational Policy’s (CEP) responsibilities include the review of the undergraduate programs and their program statements, and consultation with other Academic Senate Committees and administrative units on a broad range of issues concerning undergraduate education. In addition to these routine activities, the committee also spent time reviewing issues related to the transition out of COVID-19 and the ongoing impacts to remote teaching and learning regarding undergraduate education.

The committee has dealt with the following issues this year:

I. TRANSITION OUT OF COVID-19 TEACHING AND LEARNING

This academic year began with fall 2021 instruction including a mix of remote, online and in-person offerings. While the communication had largely been around the return to in-person teaching and learning, there were multiple factors (limited housing availability, family responsibilities, and health issues) that made it a transitional year with the need for multiple modifications and adjustments. CEP received multiple requests from the CP/EVC to consider how to support the many students that decided to not return to the Santa Cruz area, and the implications for making timely progress toward major declaration and time to degree.

a. 2021-22 Delegations
   i. Winter 2022
      On October 25, 2021, the CP/EVC sent a delegation request to CEP, CCI and GC for the winter, spring and summer of 2022. Given the winter schedule going live on November 12th, CEP and CCI delegated to course sponsoring agencies (CSA’s) the ability to determine the mode of instruction for undergraduate courses on November 1st. This delegation did not include mezzanine courses since this is GC’s oversight. CEP and CCI asked for CSA’s to submit a record of which courses were being switched with the justification in early December.

   ii. Spring 2022
      In a follow up to the November 1, 2021 joint communication, on November 23rd, CEP, GC, and CCI sent communication to CSA’s to provide the following for spring quarter requests via a google form:

      ● How many juniors and graduate seniors are impacted?
      ● What are the reasons for making this course decision?
      ● Report any proposed modification to program requirements that are impacted by changing to remote instruction.

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1 Please refer to the February 25, 2021 where CEP, CCI and GC announced jointly with the CPEVC that fall 2021 instruction will include a mix of remote, online and in-person instruction. The Senate delegated authority for approval of remote course offerings for fall 2021. On March 23, 2021, CPEVC announced that instruction would largely aim to be in-person. The delegation to course sponsoring agencies remained.
b. Remote Teaching and Learning
   i. Emergency Remote Attendance
      The committee reviewed and discussed recent inquiries regarding instructors making temporary provisions for students who are unable to return to campus. CEP was sympathetic to the current need for the practice of allowing the use of zoom for in-person courses when students are not able to attend the course. The committee did not require that this information be collected and reported back to the Academic Senate. Additionally, it noted concern for Unit 18 lecturers and that any instructor should not be forced to teach in multiple modalities. This correspondence was sent to the CP/EVC and the VPAA and posted on CEP’s website.2

c. Student Union Assembly (SUA) Resolution
   In January 2022, the SUA presented a resolution in support of hybrid and remote options to continue the remainder of the 2021-22 academic year. They also further urged for CEP to and CCI to require instructors to allow for flexibility in grading; record and post lecturers and course materials online whenever possible; and extend P/NP threshold. This was discussed both at CEP and at Senate Executive Committee (SEC) meetings. Faculty members were sympathetic, this concern echoed at maybe campuses was elevated to the Academic Council.

   On May 24, 2022, University of California President Drake issued the, “Academic Council Response to Calls for Universal Hybrid Instruction.” Academic Council determined that remote instruction has not proven to be completely effective pedagogically, and thus could not support mandating recordings of classes.

   d. Committee on Courses of Instruction
      i. Online Course Policy
         The implementation of the online policy this year was fraught with an unexpected number of proposals with the onset of campus returning to in-person teaching and learning. With fall quarter predominantly still in remote learning, the number of proposals for winter and spring quarter were unforeseen and CCI had the difficult responsibility of having to evaluate.

         At the end of the spring quarter, CCI sent 3 memos to CEP and GC requesting feedback regarding how pedagogical justifications should be defined and used in CCI review the ability to provisionally approve hybrid and synchronous courses in the same way as asynchronous courses.

      ii. Online Course Proposals
         In the fall quarter, due to the increased number of online course proposals to CCI, CEP reviewed 34 courses to help support the workload of CCI.

      iii. Provisional Approval for Synchronous and Hybrid Fall 2022 Course Proposals
         In the spring quarter, CCI requested the ability to provisionally approve synchronous and hybrid course proposals for fall 2022, which would be the same pathway for approval as asynchronous courses.

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2 CEP to CP/EVC Kletzer and VPAA Lee re Emergency Remote Attendance, 12-02-2021
On August 16, 2022, the chairs of CEP and GC extended CCI provisional approval for synchronous and hybrid online course proposals for the 2022-23 academic year. It was also noted that CCI will be developing their requirements for the final report requesting permanent approval.

II. UNDERGRADUATE EDUCATION RESOURCES

a. Classroom Capacity Issues and New Program Proposals
   i. Correspondence to the Committee on Planning and Budget
      As a follow up to previous communication with the Committee on Planning and Budget (CPB), CEP sent correspondence requesting to communicate with the Physical Planning Director to prioritizing academic spaces when reviewing major maintenance and major projects on campus.
   ii. CSE Request for Overflow Classrooms
      In the fall, CSE submitted a request to employ the use of overflow classrooms for high enrollment courses. The committee was sympathetic to the impact of space constraints on campus. CEP noted that while this could be beneficial for campus theoretically, there are several significant logistics that cannot be overlooked, including the improbability that overflow rooms would be near the main classroom, and the overall lack of available overflow rooms. The committee recommended that while generally not approved, departments could ask divisional analysts to attend the quarterly large lecture scheduling meeting with the Office of the Registrar to determine availability.
   iii. CSE Emergency Remote Section Request
      The committee approved the request from the CSE department for authorization to teach some of the offering of CSE 20, CSE 30, CSE 12, and CSE 13S remotely for 2022-23 due to the excess yield from frosh admission offers to CSE. As this oversized cohort advances through the CSE major over the next four years, the Committee recommended early planning to manage the increase in demand for major requirements. This includes ensuring appropriate capacity for in-person upper-division courses, offering additional support for these students beyond their first year, and closely monitoring enrollment caps. Consideration could also be given to reducing frosh admission targets into the major for 2023-24 to further manage capacity constraints in the upper-division curriculum.

b. Chemistry Redesign
   In spring 2021, CEP reviewed a draft proposal of the redesign of the General Chemistry sequence. CEP advised the department that the proposal should be submitted to the VPAA so that it could be reviewed also by CPB to determine if there were any space or resource issues. Due to some unforeseen circumstances, the routing of the proposal was delayed until winter 2022 for CEP and CPB review. While the committee was unanimously supportive of the proposal and changes to the sequence, there were significant challenges in process and other department dependencies for this to be implemented for the 2022-23 academic year.

After multiple conversations and consultations, the committee approved the launch of CHEM4 for the 2022-23 year, as long as course entry is restricted to the Chemistry and
Biochemistry departmental programs only (CHEM B.A., CHEM B.S., and BMB) and/or by petition (at the instructor’s discretion). Additionally, the committee offered several suggestions for how to coordinate a successful launch of the remaining Chemistry redesign for the 2023-24 year. CEP will continue to consult and collaborate with the department and division to ensure a successful transition.

c. **College Scholars Program**
The committee met with Faculty Director of the Undergraduate Honors Program, Amanda Smith, to discuss the status of the College Scholars Program and review the proposed expansion to a 4-year program that is inclusive of transfer students. The committee was supportive of the proposal and sent a letter of continued support to the CP/EVC.

### III. ONLINE UNDERGRADUATE DEGREE PROGRAMS

a. **VPAA’s Online Programs Initiative Final Report**
The committee reviewed the Online Program Initiative Report Executive Summary that emerged from the 2020-21 working group that the VPAA and CEP Chair co-facilitated. The committee’s response noted that while each subcommittee report provided members with principles and options to consider, as well as practical approaches the campus might take to mount online degree programs, the overall package of materials left the committee wondering if UC Santa Cruz is ready to make a unilateral decision about this initiative. However, the committee was amenable to a small-scale pilot program, such as the one afforded by the potential Creative Technologies degree.

In starting small, the campus would be afforded the opportunity to build an infrastructure to support online students over time. This approach would allow UC Santa Cruz to be cautious and innovative at the same time: It would afford having an opportunity to assess carefully students’ experiences in an online program, their access to campus resources, and the quality of their educational experiences. The committee strongly encouraged that a cohesive plan be developed for assessing the value, impact, and wider implications of the pilot program, which would require local reporting potentially on a yearly basis.

b. **Creative Technologies B.A. Proposal**
The committee spent considerable time discussing a preview and the final proposal for the Creative Technologies B.A. proposal. In the preview proposal, CEP identified 3 major areas that required additional development: 1) student concerns, 2) faculty and staff, and 3) assessment and program learning outcomes. The final proposal included a matrix that addressed the issues raised in the draft proposal. CEP supported the proposal and noted that it would be an excellent pilot for an online program at UC Santa Cruz and supported a 2023-24 launch.

c. **CP/EVC’s Online Programs Project Charter Group**
In November, the CPEVC announced four campuswide initiatives for 2020-21. CEP chair and the VPAA co-facilitated the working group. As a result of this group’s work, an Online Program Project initiative was created and reviewed by the committee, with the chair recused. The committee supported the formation of an executive committee and five subcommittees to address the feasibility of offering online degree programs. Members
noted some confusion, as the pathway for online degree programs seemed to be moving forward, and there was concern that members’ review and response was moot at the time. The committee was interested in issues raised regarding parity for online degree-seeking students with regard to student support services, in actively preventing the creation of a two-tiered system for degree programs. It was noted that, if there will be forthcoming proposals for online degree programs, the committee would need to establish clear criteria for these degree programs and possibly create a subcommittee.

IV. Annual Program Statement Review

This year, the CAT team made several updates to the undergraduate sections including the new required section: Getting Started in the Major for both frosh and transfer students. Additionally, for relevant programs and departments, a math placement and language placement is required. Departments were also required to review the major qualification information to ensure alignment with CEP’s revised policy.

CEP additionally reminded departments that all statements should include a cover letter in the “Department Information and Documentation” form. It also reminded departments to continue to pay close attention to the major qualification sections and that the information on department websites is aligned.

In the spring, VPDUE Hughey asked CEP to include summer quarter in all catalog course planners beginning with the 2023-24 catalog. This would include the orientation course and College 1 (for frosh). Additionally, programs can place Writing 1 (if needed) in the first winter, and Winter 2 in or before the winter of the second year. The committee will review this during the 2022-23 program statement review for efficacy.

V. LEGISLATION AND POLICIES

The following issues were discussed by CEP. Legislation was approved by the Academic Senate or a policy was approved by the committee. The general objective was to simplify and provide better clarity regulations and policies.

a. Revisions to the Priority Enrollment Policy

● The University Registrar, on behalf of Services for Transfer and Re-entry Students (STARS) and the SUA submitted a request to expand priority enrollment to include students with dependents. This will further support students with dependents in their ability to complete required courses and programs in a timely manner as they balance their own schedules, children’s schedules, work and other unpaid labor responsibilities.

● Baskin Engineering Excellence Scholars (BEES) students were granted priority enrollment during the fall, winter and spring quarters of their first year as part of the BEES program. This first-year experience program is designed to serve 40-45 of the most disadvantaged and historically marginalized students who have proposed majors in BSOE.

b. Revisions to the Concurrent/Open Enrollment Policy
Open Campus/Concurrent Enrollment through UC Extension provides course enrollment on a space-available basis for students or community members seeking to take a single course during a fall, winter, or spring quarter at UC Santa Cruz. Students pay pro-rated, per-unit tuition to UC Extension, such that the tuition for a 5-unit course in Open Campus is 5/15 of the quarterly full-time resident tuition at UC Santa Cruz. Students in Open Campus/Concurrent Enrollment do not pay Student Services Fees or Campus Fees, and as a result do not have access to many of the student services and student groups available to term-activated students. The policy was revised to include: “Students are required to provide copies of any unofficial transcripts to the instructor to determine sufficient preparation and eligibility.”

c. **Major Qualification Policy and Course Repeats**
   Given that Admissions will no longer consider repeats in admissions decisions for transfer students, it would not be fair to admit a transfer student and then refuse to allow that student to declare their intended major as listed on their UC Santa Cruz admissions application. Community college courses are comparatively inexpensive, and students taking Community College classes are often working or they have other obligations. When life interferes, they sometimes “drop” a class by just not finishing it; this does not necessarily reflect an inability to succeed in a major. Effective with the fall 2022 transfer class, major qualification policies that consider course repeats, or grades below a certain threshold, may only consider non-passing or below-threshold grades that are received after matriculation to UC Santa Cruz.

d. **Revisions to the Policy on Revising Requirement for Undergraduate Programs**
   Due to a number of programs revising their requirements for undergraduate programs, the committee modified the policy to add in best practices for making significant changes that should occur outside of the annual winter catalog program statement review. The stakeholder form was updated and the visual workflow process map was created.

VI. **Preparatory Education and Placement**

   a. **Analytical Writing Placement Exam (AWPE) and the Entry Level Writing Requirement (ELWR)**
      i. **Waiver of ELWR and Senate Regulation 10.5.2**
         The committee approved the request to temporarily waive the following enrollment deadlines for writing requirements for the 2021-22 and 2022-23 academic years due to the lack of classroom space and instructors to offer sufficient number of courses:

         Due to [UC Santa Cruz Senate Regulation 10.5.2](#), students who enter the university without having satisfied the Entry Level Writing Requirement (ELWR) must enroll in a program of study designed to satisfy ELWR every quarter of enrollment until the requirement is met, and must be completed by the start of students’ second year, with the exception of students who begin their writing course sequence in Writing 25.

      ii. **C Requirement**
The committee approved the Writing Program’s request to discontinue enforcing the C requirement deadline through discontinuing a student’s enrollment in the 7th quarter. CEP supported the following enforcement processes:

- Proactive enrollment in Writing 2 for students in their final quarter before reaching the deadline and for those who are beyond their deadline; and
- For those students who fall subject to disqualification at the end of a term, have reached their deadline, and have not completed the C requirement, CEP supports the colleges requiring the student to take the class as a condition of continued enrollment, or to complete the requirement elsewhere prior to readmission (if they are barred or disqualified based on their academic standing). These actions are consistent with Senate Regulation 12.2b: Continued registration of an undergraduate student subject to academic disqualification is at the discretion of the Faculty of the student's college or their agents and is subject to such conditions as they may impose.

iii. Directed Self-Placement

The Writing Program implemented year 2 of its localized writing placement process, Directed Self-Placement (DSP). DSP is an experiential survey that evaluates students’ experiences and perceived difficulties with academic reading and writing. The survey takes up to two hours and exposes students to readings, assignments, and student writing typical of a WRIT 2 course. After reviewing the materials and answering reflective questions, students receive a survey-based recommendation and then select a course pathway that provides them with the level of support needed to be successful. Students’ standardized test scores for Entry Level Requirement (ELWR) satisfaction were accepted; however, given that ACT/SAT scores are no longer required for admission to a UC, fewer students entered having satisfied the ELWR.

Second-year DSP results were similar to first-year results, with a higher demand for Writing 1, Introduction to Composition, than in years prior to DSP. To accommodate student demand, the Writing Program worked with the Committee on Courses and Instruction (CCI) to waive the three- or four-quarter requirement for ELWR satisfaction so that students could complete ELWR without receiving enrollment holds. Because DSP will continue in the 2022-2023 AY, central administration should consult with the Humanities Division about what support may be needed for DSP to become a sustainable, permanent program.

iv. University of California Committee on Preparatory Education (UCOPE)

Member WouldGo served as the CEP representative to UCOPE through January 2022, with Writing Program Acting Chair Amy Vidali serving from January through June. The committee performed routine duties related to oversight of preparatory education requirements, in addition to evaluating the function and role of the Analytical Writing Placement Exam (AWPE), the Entry Level Writing Requirement (ELWR), and localized placement processes as a result of the SR.636 variance. The committee convened an Entry Level Writing Requirement task force
to evaluate the ELWR, which completed its work in two phases. Formal
documentation and reporting for this task force should be available in the 2022-
2023 AY, which will provide recommendations moving forward on systemwide
placement processes. Finally, the Analytical Writing Placement Exam will no
longer be centrally funded by the UC System, beginning in September 2022, and is
no longer required for demonstration of the ELWR.

VII. Academic Program Establishment, Modification, Suspension and Discontinuance

● Community Studies B.A. changed the administrative oversight from Oakes College to the
  Sociology department.
● Latin and Latino Studies and Education combined B.A. major was approved.
● The Critical Studies concentration in the Film and Digital Medial department was
discontinued.
● The Global Community Health B.A. and B.S. were approved creating two parallel
  undergraduate degrees between the Social Sciences and the Physical and Biological
  Sciences divisions. As a result, the Human Biology B.S. will be discontinued beginning in
  2022-23.
● The CHEM4 sequence was approved for the 2022-23 academic year.
● The History of Consciousness minor was reinstated for 2022-23.
● The Physics department established a concentration in Computational Physics in the
  Applied Physics B.S.
● The Mathematics Theory and Computation B.S. degree from the Mathematics department
  was approved. As a result, the Computational Math concentration will be discontinued.
● The new charter and bylaws for Art and Design: Games and Playable Media B.A. was
  endorsed by the committee.

VIII. Reviews

This academic year, CEP reviewed and responded to the following:

Systemwide

● Proposed Revisions to SR 478 (IGETC)
● 2nd Systemwide Senate Review of SR 478
● Systemwide Review of SR 424.A3

Divisional

● VPAA Online Programs Charter Initiative Review
● CP/EVC Pilot Structures for Free Speech and Protest Review
● BSOE Reshaping Proposal
● DRC Request for Faculty Feedback on Accomodate Faculty Notifications
● VPAA Planning for WASC/WSCUC Reaccreditiaton
● VPAA Five Year Perspectives 2022-2026-27
● DRC Request Regarding Access to Canvas
● VPAA Revised Proposed Remote Work Guidelines for Senate Faculty
● VPDUE Academic Integrity Draft Policy Proposal
● iVPGE Request for Feedback on Proposed International Center
● VPDUE Commencement of Academic Activity
● Summer Campus Initiative Executive Summary
• VPAA and VCIT Technology-Enhanced Teaching and Learning Advisory Committee
• Revised Baskin School Direct Admission and Diploma Proposal
• COT Request for Feedback on DRC FAQ Guidelines

Additionally, CEP participated in the external review process for the following departments and programs: Latin and Latino Studies, Literature, Digital Arts and New Media, Physics, Critical Race and Ethnic Studies, Theater Arts, Electrical and Computer Engineering, Writing Program, Molecular, Cell and Developmental Biology, Anthropology, Environmental Studies, Philosophy, Art, Computational Media, Psychology, Feminist Studies, Colleges, and Language and Applied Linguistics.

IX. OTHER ITEMS

a. Global Engagement Program Review Process
In the fall, Assistant Vice Provost for Global Engagement Becky George proposed a review process for the committee to follow when considering new Independent Provider Partners. The follow process was established:

A. Universities could be coded into categories as follows:
   1. Those with a higher or equal ranking to UCSC per ARWU, THE and Q.S.
   2. Those that are current or past UCEAP approved universities.
   3. Those with lower rankings, or no rankings

B. Approval could be considered as follows:
   1. For the Universities that fall into category 1, they may be considered as automatically approved.
   2. For the Universities that fall into category 2, they may be considered as automatically approved provided the reason for UCEAP program cancellation is not academic (such as low enrollments, closure of UCEAP support office, etc.).
   3. For the Universities that fall into category 3, GE will provide background information as to why these universities should be approved. This could include world region specific information about rankings; faculty connections; specific academic programs of strength with recruitment limited to those departments; other pertinent information. In addition, for each university in this category, GE will seek out a faculty champion that can attest to the quality of the institution.

C. GE will submit future lists for consideration with no more than 6-8 institutions, organized by world region or country with no more than 2 falling into category 3.

b. Summer Session 2022 Delegation
VPDUE Hughey requested delegation of summer session courses to Course Sponsoring Agencies (CSA’s) for summer sessions 2022. This request came out of pressing issues such as increased housing costs in Santa Cruz, and the desire to support students in minimizing their time-to-degree. CEP approved this delegation with the conditions that a report be submitted to CEP and CCI by November 2022 to demonstrate financial and educational efficacy and to determine if future delegations should be made.

c. ENGR Course Code Request
Associate Dean Whitehead submitted a request to establish a divisional course code (ENGR) for Baskin School of Engineering. The request was denied as it was unclear what kind of course would be created where a faculty member wouldn’t have a home department.

d. **UCEP**

Much of UCEP’s work over the course of the year involved the UC-wide approach to possible online degrees. Because UC Santa Cruz has the only proposed (but as yet unapproved) online undergraduate degree, this will have a disproportionate impact on UC Santa Cruz. The year finished with UCEP refusing to review the UC Santa Cruz program and pushing for legislation (SR 630) that would make UCSC’s proposed online degree against regulations.

Online degrees were not the only topic, but they were the only unusual topic. UCEP also discussed many issues related to the COVID-19 pandemic and the normal renaming, establishment, and up keeping of the various undergraduate degrees across the system.

X. **Subcommittee**

a. **Bay Tree Bookstore Committee**

The Bay Tree Bookstore subcommittee regularly met to help successfully convert to a user-friendly on-line text bookstore managed by Akademos, Inc. The Adoption and Booklist Committee that supervised this transition included a CEP faculty representative. Conversion of the Bookstore to an on-line campus resource was initiated in the Spring quarter of 2021 and smoothly proceeded to complete the transition by fall 2022. Along this timeline, the Akademos team provided training sessions for both faculty and students, reviewed the specific needs for the UCSC library and the student cohorts, and made proper arrangements for inclusive and equitable access opportunities for all students. The CEP member provided necessary inputs to all these steps during several Bookstore Committee meetings. The online bookstore is now fully operational and the faculty and student engagement has been seamless. This online conversion has opened up physical space at the Bay Tree Bookstore building for DRC use, and at present is providing textbooks and other course materials to the UC Santa Cruz students at less-than-market price.

XII. **Carryforward 2022-2023**

a. **Computer Science and Engineering Department Enrollment Management Plan**

CSE’s Enrollment Plan was due to the Senate by January 21, 2021. In May, the committee requested an update on the status of the enrollment management plan and the report.

b. **Assessment of Online Course Policy**

CEP, GC and CCI to continue discussions to determine if and how the policy and/or supplemental questions should be modified.

c. **Directed Self-Placement (DSP)**

Assess how the DSP is functioning and working for our campus. Additionally, the committee will consult with the Writing Program to discuss the longer term implications of waiving ELWR and C deadline and requirements.

d. **Summer Delegation Efficacy**
Committee to review the data and report from VPDUE to determine if future delegation to CSA’s for mode of instruction is appropriate.

e. Review and assess the pedagogical contributions that arose from COVID-19 to see how they can be integrated into our collective teaching and learning at UC Santa Cruz.

f. Classroom Capacity
Continue working with CPB, additional Senate committees, and campus stakeholders to develop guiding principles for classroom capacity issues.

The committee would like to extend their gratitude to the many students, faculty, and staff who helped CEP fulfill its obligations. CEP members feel a particular need to thank the Director of the Center for Teaching and Learning and the Director of Online Education for the tireless work of keeping CEP members—and everyone else on campus—informed during a trying time.

Throughout the year, CEP was provided with valuable input from Associate Registrar Kalin McGraw, Stacey Sketo-Rosner from the Office of Campus Advising Coordination, and Carmen Robinson from the Baskin Engineering Student Excellence, Engagement, and Inclusion. We also thank analysts Rebecca Hurdis and Morgan Gardea for the enormous amount of work they did in supporting the work of the committee and serving as a repository of knowledge about CEP activity in previous years.

Respectfully submitted,

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August 31, 2021