

COMMITTEE ON EDUCATIONAL POLICY
Letters to Departments, Colleges and Interdisciplinary Programs, 2019

To: Academic Senate, Santa Cruz Division

This year, the Committee on Educational Policy (CEP) has been reviewing various aspects of how undergraduate programs function. As part of this exercise, the committee is sending several letters to departments, colleges, and interdisciplinary programs, with the request that they be discussed by their faculties and, in some cases, responses provided to CEP. These letters are being reported here to the Academic Senate.

Respectfully submitted;
COMMITTEE ON EDUCATIONAL POLICY

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May 3, 2019

Department Chairs
Undergraduate Interdisciplinary Program Directors
College Provosts

Re: Curricular Governance

Dear Colleagues,

The Committee on Educational Policy (CEP) would like to remind faculty of the distinct responsibilities of the Academic Senate and the administration in the University of California. In particular, curricular decisions about an academic program are the province of the program faculty (corresponding to the faculty of the department that sponsors the program, except in the case of interdisciplinary programs and college programs) in their role as committees of the Academic Senate and of Senate standing committees. The faculty may delegate some of these rights to committees or to their chair. CEP usually communicates with chairs about proposed changes to their curricula on the assumption that the changes have been reviewed by the process approved by their faculty.

By contrast, decisions about resources, e.g. which courses are offered and who will teach them (the Curriculum and Leave Plan) are made by the administration and academic units with resources, typically departments and colleges. This is in consultation with the faculty and Senate where appropriate, in accordance with the principles of shared governance and the provisions of CAPM 312.245.

CEP is requesting all department, interdisciplinary program and college faculties to discuss which parts of their role in undergraduate curricular governance they wish to delegate, and **inform CEP when they submit their program statements for 2020-21**. The faculty may choose to categorize the aspects of curricular governance as they wish. Possible categories are not limited to but include i) changing the prerequisites for a course, ii) changing the content of a course, iii) sponsoring a new course, iv) changing the requirements for degrees and minors, and v) waiving degree or major qualification requirements for individual students who appeal. For each category, the faculty can decide whether to delegate authority to a committee, delegate authority to the chair, or (the default) retain authority themselves. If questions emerge about what matters are in the purview of program/department faculty and which are of administration, please contact CEP for clarification.

As part of this discussion, it would be useful for the faculty to consider the appropriate role for online courses in their undergraduate curriculum. Such decisions are often made on a course by course basis, yet the more significant considerations may not be those having to do with an individual course, but rather the overall role of online courses in a program. Faculty are encouraged to discuss whether there are types of courses in their curriculum that could be likely enhanced with online components or might be most successfully taught online, versus whether there are types of courses in which face-to-face instruction is particularly important, and what the balance between face-to-face and online courses offered in a given year should be. Faculty may choose whether or not to adopt any department policy regarding such questions, and if so what the policy would be. We simply wish to ensure that faculty have the opportunity to consider such questions and reach deliberate decisions. As background, it may be useful to know that the systemwide Senate is discussing when and under what conditions fully online undergraduate programs would be appropriate, and that on our own campus this year, after seeking feedback from the Senate, CEP approved a policy where — with exceptions allowed

— courses that are **required** for academic programs must have **no more than 50% of the seats offered during the academic year be fully online.**

In sum, we encourage faculty to collectively take a moment to reflect on their curriculum, and ask them to agree upon and articulate the program policies regarding it, including whether and how decisions regarding it might be delegated.

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May 3, 2019

COMMITTEE ON EDUCATIONAL POLICY
Facilitating Student Mobility and Increasing Enrollment

To: Department Chairs, Undergraduate Interdisciplinary Program Directors

Dear Colleagues,

This year, the Committee on Educational Policy (CEP) and the Committee on Planning and Budget (CPB), with assistance from the administration and Institutional Research and Planning Services (IRAPS), are trying to identify academic programs that have inadequate resources for the number of students they educate, even if they have not been formally designated as ‘impacted’.

The other side of the equation is that some departments would be able to teach more students than they currently do, and may be eager to attract more students. As shown in the appendix to this letter, the enrollment and number of majors in various divisions has changed dramatically over the years. Within each division, there is further non-uniformity.

Aside from the departmental and faculty perspective, there is an advantage for students if they have the scope to explore majors they may not have considered at first. Many students migrate from one major to another, because they discover that they are more interested in or better at a major that was not their original choice. It is in the students’ best interests if they can try out these options sooner rather than later. As mentioned in our letter about major declaration and timely graduation, we will try to construct major planners (for groups of majors where possible) with a reasonable number of vacant slots in the first year.

Some of the suggestions in our letter about career opportunities and the Career Center (and the College Scholars Program) can draw more students to a major. **For departments that wish to attract greater enrollment**, we offer the following ideas, none of which are intended to lay down new mandates, but which may be worth considering:

- a. (For programs that are not associated with courses students take in high school, and which would therefore be unfamiliar for them.) Consider providing written materials for college advisors to guide students. The college core courses can also serve as a vehicle to familiarize students with such programs.
- b. Work with the top feeder community colleges for UCSC to see how to get their students to apply in larger numbers.
- c. Articulate courses better, and recommend what courses a prospective student should take to do well at UCSC (even if they are not articulated), so that they can be confident about where they stand before applying.
- d. Team-teach general interest courses, with faculty from STEM disciplines partnering with other divisions. (Issues about the sharing of resources and accounting will have to be worked out by the administration before this can be successful.)

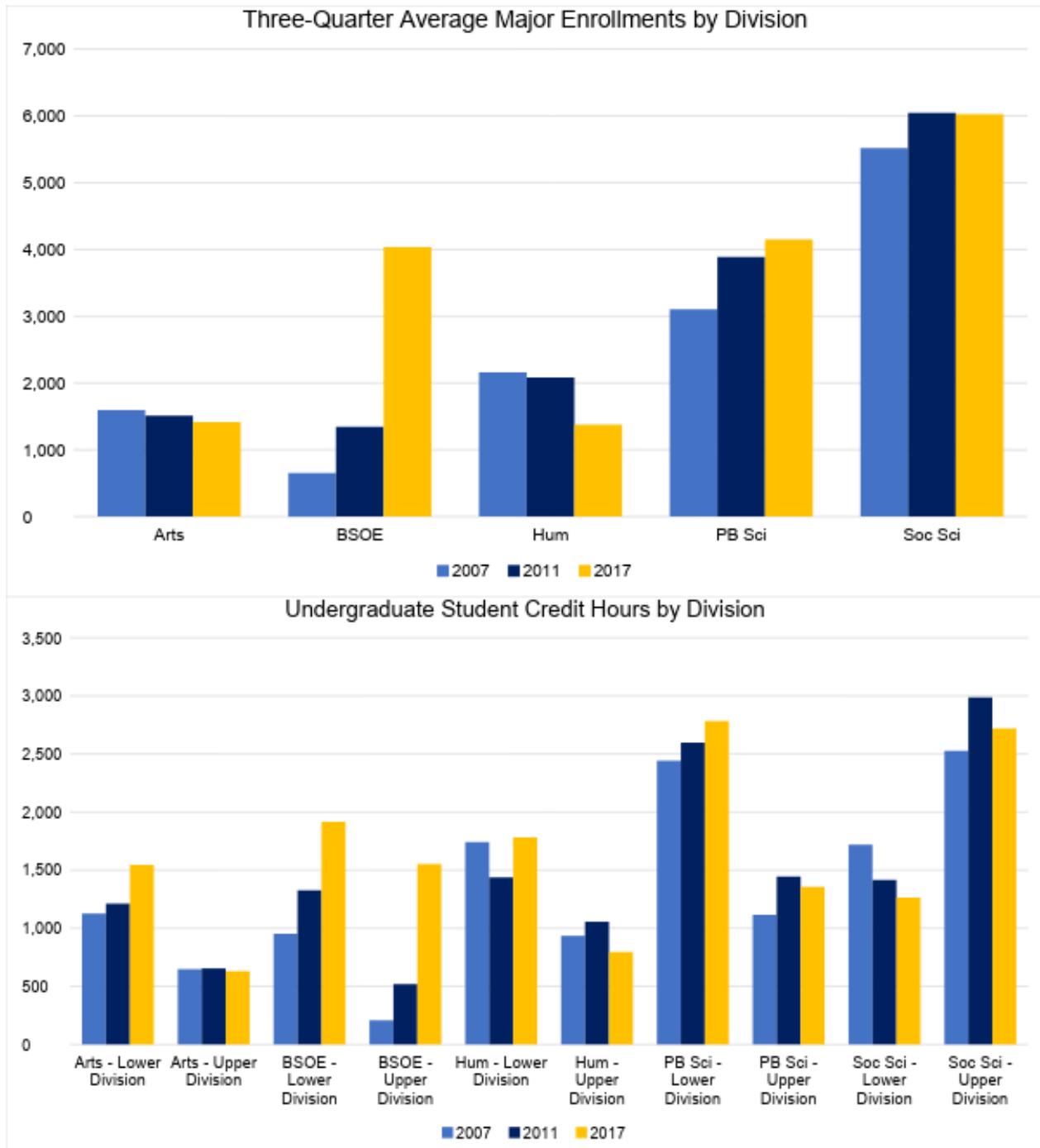
- e. Collaborate with impacted programs to see if some courses — e.g. in ethics or disciplinary communication — could be taught by other academic units, or if combined majors could be developed.
- f. Create minors (and advertise existing minors) that, in combination with our existing majors, could enhance a student’s career prospects substantially.

We welcome feedback and other suggestions from interested departments. The published version of this letter, on our website, will be updated if we get feedback with important new ideas.

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May 03, 2019

APPENDIX



COMMITTEE ON EDUCATIONAL POLICY
Student Progress Toward Degree

To: Department Chairs, Undergraduate Interdisciplinary Program Directors

Dear Colleagues,

The Committee on Educational Policy (CEP) would like to thank departments, especially departmental staff, for their patience during the transition to the new catalog system. Although far from apparent from the catalog editor, we believe that the published catalog will be much more convenient for students, advisors, and all other users. For next year, we will ask the Curriculum Management Group in the Registrar's Office to try and implement various changes to make the editor easier to use.

This year, CEP has been looking into issues related to students' progress to degree, which is an area that the state legislature is interested in. UC Santa Cruz has considerable room for improvement, and has drawn the attention of the Office of the President in this regard. CEP can take some modest steps, but ultimately the most useful steps can only be taken by academic programs.

We request your **undergraduate curriculum committee** or equivalent examine your curriculum for bottlenecks, such as courses with a high failure rate that may be possible to teach differently, or a Fall-Winter-Spring (and Summer) set of course offerings that could be optimized better. Institutional Research and Policy Studies (IRAPS) can provide the names of students in your programs who have graduated late or (if the major has a qualification policy) had difficulty with declaring a major, so that you can examine some of their transcripts individually and identify the most common patterns.

In particular, we request:

- all programs for which major declaration rates by the fall of the junior year are less than 67% (see Appendix 1 to this letter)¹
- all programs for which the percentage of students not graduating with *any* degree in four years for [frosh](#) or two years for [transfer](#) students is more than 1.15 times their divisional average.¹
- to **inform us during program statement review for 2020-21** about the steps they are taking to improve the situation. Other programs are welcome to carry out a similar analysis if they wish to do so.

We wish to be clear that we are not suggesting that major requirements be reduced unnecessarily; our degree programs must meet disciplinary standards.

In addition, we are requesting **all departments with programs that have major qualification policies** to:

¹ Except when there are 10 students or less in the program, since the percentages have large uncertainties.

- work with their divisional curricular analysts² to try to develop reports that find students who are proposed in their majors and who have completed their major qualification courses but are not eligible to declare³. The report can be run every term, and students who are not eligible can be informed by the department that they have to appeal to get into their major. If they do not appeal or if the appeal is rejected, their status may be changed to Undeclared. This will discourage students from pursuing a major that they have very little chance of succeeding in for too long.
- collect data for each quarter, fall 2019 through spring 2020, about appeals received:
i) what aspect of the MQ requirements did the student not satisfy? ii) when was the appeal received, and when was it responded to? iii) was the appeal accepted, denied, or conditionally accepted? iv) if it was conditionally accepted, what conditions were placed on the student?

1. Major Declaration

Major declaration data for every major is provided in Appendix 1 to this letter. Of the students who entered UCSC as frosh in Fall 2015, proposed in various majors, it shows the number of students who were declared in *some* major⁴ by the end of Fall 2017 (this captures students who are allowed to complete their major qualification courses in their sixth term), the number of students who were still undeclared, and the number of students who had left the university.

Apart from the School of Engineering, where it is possible that the first-year gating policy introduced in Fall 2017 will improve the statistics at the end of Fall 2019, and excluding the Humanities Division which does well, the other three divisions all show **approximately 28% of students are either undeclared or have left the university**. Improving this statistic would be highly desirable.

In addition to the program-specific analysis that we have requested some programs to conduct earlier in this letter, CEP will take the following steps:

- Try to align major planners in related programs with each other, so that students who are undecided about their exact major will not be pulled in various directions.
- Try to ensure that there are at least a few free slots for the first year in major planners, so that students have a chance to explore other majors and see what suits them the most.
- Ask departments to streamline the major qualification process. **The draft policy is provided in Appendix 2 to this letter, including actions requested of departments, and we invite comments.**

CEP has decided about the kind of data it will request from IRAPS to review major qualification policies, and will start doing so in 2019-20.

² The Division of Undergraduate Education will provide assistance if needed.

³ Departments may also include students who have not completed major qualification courses but are already ineligible to declare in the report, and advise them what they would have to do in order to be accepted into the major by appeal.

⁴ A student who entered UCSC as proposed in Major X and changed to proposed/declared in Major Y is counted against Major X. Thus programs into which students migrate from other majors in their sophomore or junior year do not look bad as a consequence of the migrants.

2. Time to degree

A related issue is our four-year graduation rates. The Office of the President compared our four-year graduation rate with what would be expected for a similar group of students at the other UC campuses, based on data from all campuses. On this measure, UCSC is below expectations. Examining the data for students by their proposed major at the time of matriculation at UCSC, with majors grouped into categories, we see in Appendix 3 that the physical sciences are the only group where we are below expectations. **A much bigger problem is with students who are not proposed in any major at the time of matriculation,** and we are in discussions with the Vice Provost and Dean of Undergraduate Education about this.

As mentioned earlier in this letter, data for each major are available from IRAPS. These show that not all majors within a group are uniform. Hence, our request for action by program faculty is major-specific. CEP will also consider next year if any changes are needed to its policies and to campus practices, or if the Division of Student Success can help to identify students facing difficulties.

Respectfully submitted;
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May 03, 2019

APPENDIX 1

“Retained and declared” counts all the students who declared *some* major by the end of Fall 2017, regardless of whether it was their original proposed major; “Retained and not declared” counts students who did not declare any major by the end of Fall 2017 but were still at UCSC; “Not retained” counts students who left UCSC by the end of Fall 2017. This ensures that majors into which students migrate are not counted as having a large number of undeclared students.

| FROSH ENTERING FALL 2015 | | | | | | | |
|--|----------------------|--------------------------------|--------------|------------------------------------|--------------|---------------------|--------------|
| Program at Admissions vs Declaration Status at end of Fall Quarter 2017 | | | | | | | |
| Report: Frosh Fall 2015 Declaration Rates by end of Fall 2017 | | | | | | | |
| - Major Declaration Status at End of Fall Quarter 2017 - | | | | | | | |
| PROGRAM AT ADMISSIONS | Overall Count | Retained & Declared | | Retained & Not Declared | | Not Retained | |
| | | Count | % | Count | % | Count | % |
| Arts Division | 146 | 104 | 71.2% | 6 | 4.1% | 36 | 24.7% |
| Art | 18 | 13 | 72.2% | 1 | 5.6% | 4 | 22.2% |
| Film & Digital Media | 86 | 64 | 74.4% | 4 | 4.7% | 18 | 20.9% |
| Hist. of Art & Visual Culture | 8 | 7 | 87.5% | | 0.0% | 1 | 12.5% |
| Music | 13 | 6 | 46.2% | | 0.0% | 7 | 53.8% |
| Theater Arts | 21 | 14 | 66.7% | 1 | 4.8% | 6 | 28.6% |
| School of Engineering | 841 | 554 | 65.9% | 127 | 15.1% | 160 | 19.0% |
| Bioengineering | 118 | 69 | 58.5% | 23 | 19.5% | 26 | 22.0% |
| Bioinformatics | 9 | 8 | 88.9% | 1 | 11.1% | | 0.0% |
| Comp Sci: Comp Game Design(BS) | 123 | 78 | 63.4% | 23 | 18.7% | 22 | 17.9% |
| Computer Engineering | 145 | 85 | 58.6% | 32 | 22.1% | 28 | 19.3% |
| Computer Science (BS) | 314 | 226 | 72.0% | 26 | 8.3% | 62 | 19.7% |
| Electrical Engineering | 57 | 36 | 63.2% | 8 | 14.0% | 13 | 22.8% |
| Network and Digital Technology | 2 | | 0.0% | 2 | 100.0% | | 0.0% |
| Robotics Engineering | 57 | 39 | 68.4% | 10 | 17.5% | 8 | 14.0% |
| Technology & Info Management | 16 | 13 | 81.3% | 2 | 12.5% | 1 | 6.3% |
| Humanities Division | 131 | 103 | 78.6% | 9 | 6.9% | 19 | 14.5% |
| Critical Race & Ethnic Studies | 2 | 2 | 100.0% | | 0.0% | | 0.0% |
| Feminist Studies | 10 | 7 | 70.0% | | 0.0% | 3 | 30.0% |
| German Studies | 1 | 1 | 100.0% | | 0.0% | | 0.0% |
| History | 29 | 23 | 79.3% | 1 | 3.4% | 5 | 17.2% |
| Language Studies | 9 | 7 | 77.8% | | 0.0% | 2 | 22.2% |
| Linguistics | 16 | 15 | 93.8% | | 0.0% | 1 | 6.3% |
| Literature | 52 | 38 | 73.1% | 7 | 13.5% | 7 | 13.5% |
| Philosophy | 10 | 9 | 90.0% | 1 | 10.0% | | 0.0% |
| Spanish Studies | 2 | 1 | 50.0% | | 0.0% | 1 | 50.0% |
| Physical and Biological Sciences Division | 987 | 714 | 72.3% | 95 | 9.6% | 178 | 18.0% |
| Applied Physics | 4 | 3 | 75.0% | | 0.0% | 1 | 25.0% |
| Biochem & Molecular Biology | 88 | 58 | 65.9% | 11 | 12.5% | 19 | 21.6% |
| Biology (BA) | 25 | 17 | 68.0% | 3 | 12.0% | 5 | 20.0% |
| Biology (BS) | 257 | 191 | 74.3% | 23 | 8.9% | 43 | 16.7% |
| Chemistry | 70 | 54 | 77.1% | 7 | 10.0% | 9 | 12.9% |
| Earth Sciences | 22 | 14 | 63.6% | 2 | 9.1% | 6 | 27.3% |

| | | | | | | | |
|---------------------------------|--------------|--------------|--------------|------------|--------------|------------|--------------|
| Earth Sciences/Anthropology | 3 | 2 | 66.7% | | 0.0% | 1 | 33.3% |
| Ecology and Evolution | 21 | 16 | 76.2% | | 0.0% | 5 | 23.8% |
| Human Biology | 150 | 115 | 76.7% | 14 | 9.3% | 21 | 14.0% |
| Marine Biology | 104 | 74 | 71.2% | 12 | 11.5% | 18 | 17.3% |
| Mathematics | 59 | 44 | 74.6% | 4 | 6.8% | 11 | 18.6% |
| Molecular, Cellular & Devl Bio | 30 | 22 | 73.3% | 3 | 10.0% | 5 | 16.7% |
| Neuroscience | 65 | 38 | 58.5% | 7 | 10.8% | 20 | 30.8% |
| Physics | 27 | 18 | 66.7% | 3 | 11.1% | 6 | 22.2% |
| Physics (Astrophysics) | 55 | 41 | 74.5% | 6 | 10.9% | 8 | 14.5% |
| Physics Education | 1 | 1 | 100.0% | | 0.0% | | 0.0% |
| Plant Sciences | 6 | 6 | 100.0% | | 0.0% | | 0.0% |
| Social Sciences Division | 774 | 556 | 71.8% | 61 | 7.9% | 157 | 20.3% |
| Anthropology | 32 | 23 | 71.9% | 3 | 9.4% | 6 | 18.8% |
| Business Management Economics | 185 | 115 | 62.2% | 16 | 8.6% | 54 | 29.2% |
| Cognitive Science | 34 | 29 | 85.3% | 1 | 2.9% | 4 | 11.8% |
| Community Studies | 6 | 4 | 66.7% | | 0.0% | 2 | 33.3% |
| Economics | 56 | 40 | 71.4% | 6 | 10.7% | 10 | 17.9% |
| Economics / Mathematics | 16 | 9 | 56.3% | 3 | 18.8% | 4 | 25.0% |
| Environmental Studies | 51 | 39 | 76.5% | 4 | 7.8% | 8 | 15.7% |
| Environmental Studies/Biology | 23 | 19 | 82.6% | 2 | 8.7% | 2 | 8.7% |
| Environmental Study/Earth Sci | 14 | 9 | 64.3% | 2 | 14.3% | 3 | 21.4% |
| Environmental Studies/Economics | 8 | 5 | 62.5% | 1 | 12.5% | 2 | 25.0% |
| Global Economics | 11 | 8 | 72.7% | 1 | 9.1% | 2 | 18.2% |
| Latin Amer Studies/Politics | 2 | 1 | 50.0% | | 0.0% | 1 | 50.0% |
| Latin Amer Studies/Sociology | 1 | 1 | 100.0% | | 0.0% | | 0.0% |
| Latin American & Latino Study | 4 | 4 | 100.0% | | 0.0% | | 0.0% |
| Legal Studies | 22 | 18 | 81.8% | | 0.0% | 4 | 18.2% |
| Politics | 68 | 53 | 77.9% | 6 | 8.8% | 9 | 13.2% |
| Psychology | 166 | 130 | 78.3% | 6 | 3.6% | 30 | 18.1% |
| Sociology | 75 | 49 | 65.3% | 10 | 13.3% | 16 | 21.3% |
| Undeclared | 748 | 508 | 67.9% | 91 | 12.2% | 149 | 19.9% |
| | | | | | | | |
| Grand Total | 3,627 | 2,539 | 70.0% | 389 | 10.7% | 699 | 19.3% |

APPENDIX 2

Proposed CEP Policy to Simplify Major Declaration and Improve Declaration Statistics

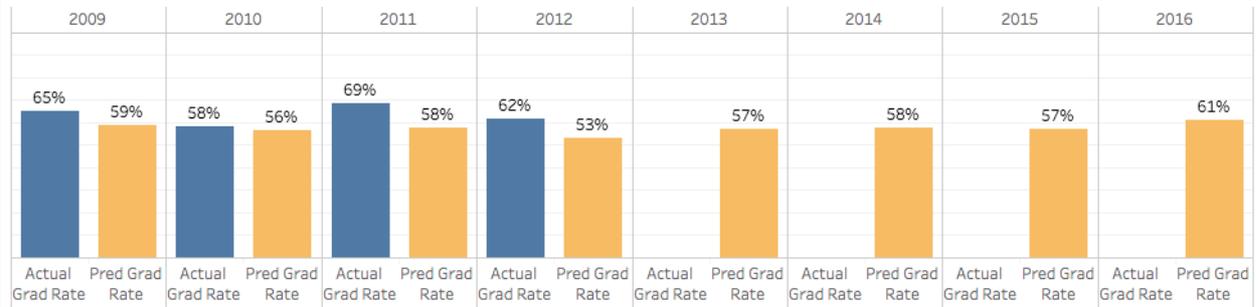
1. a) If a student in a proposed major tries to declare when the campus declaration deadline is imminent (i.e. in their sixth quarter, for students admitted as frosh), programs have to either allow them into the major, deny them admission, or set conditions (e.g. completion of some courses with certain grades) that will be resolved within at most one more enrolled quarter, even if they have not completed major qualification (MQ) courses.
- b) If a student completes major qualification courses but does not meet the major qualification criteria, and appeals, the department may accept or reject the appeal or place conditions on the student that will be resolved within at most one more enrolled quarter.
2. Conditions placed on students appealing MQ ineligibility must be based on courses that fulfill requirements for the major. Conditions must present a feasible enrollment plan for the quarter.
3. Departments may require students to complete non-course requirements (e.g. meet with a faculty member, or attend a workshop) before they can declare the major. They may also require that students complete the *course requirements* to declare the major by the campus declaration deadline. If some of the non-course requirements remain incomplete by the deadline, the student must be allowed to declare the major in the next academic term (excluding summer), without appeal.

APPENDIX 3

Four-year graduation rates for UCSC frosh by proposed major at the time of matriculation. The actual graduation rate is compared to a prediction for the student body in each discipline, based on the graduation rates for similar students at other UC campuses.

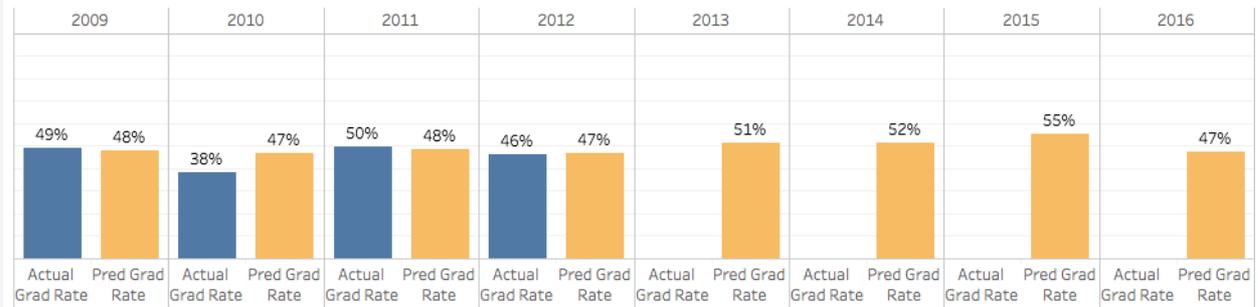
Arts

4 Year Graduation Rates (excluding intercampus transfer degrees): Actual vs. Predicted*



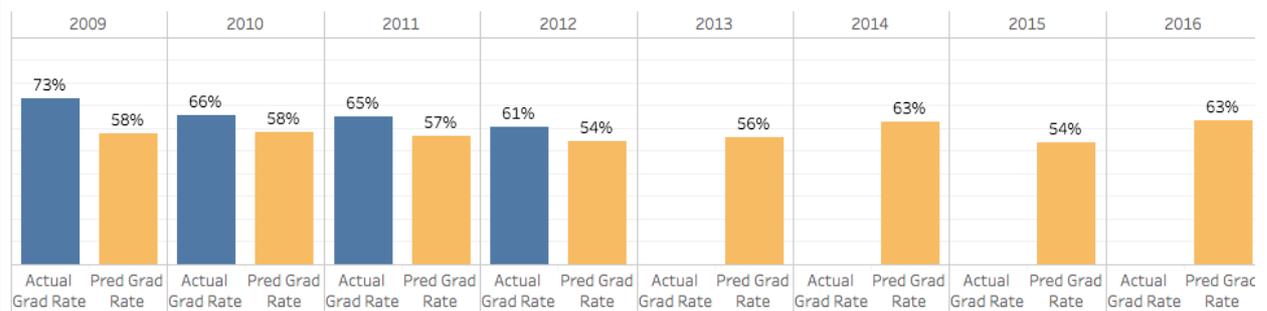
Engineering

4 Year Graduation Rates (excluding intercampus transfer degrees): Actual vs. Predicted*



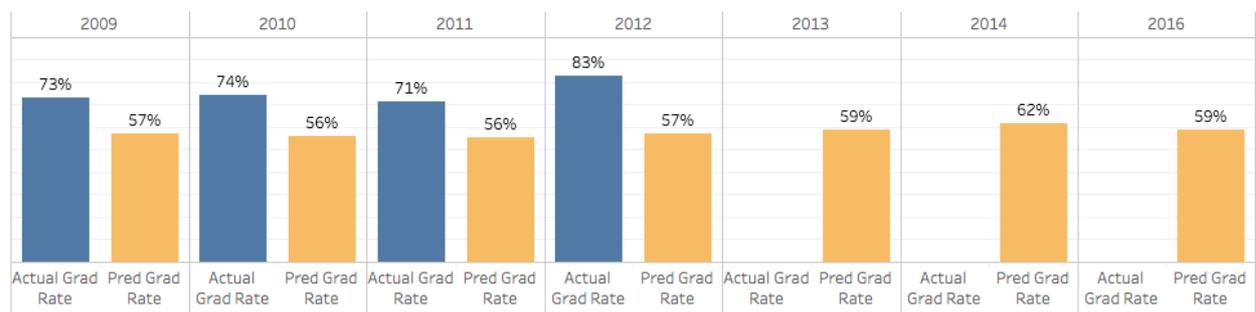
Humanities

4 Year Graduation Rates (excluding intercampus transfer degrees): Actual vs. Predicted*



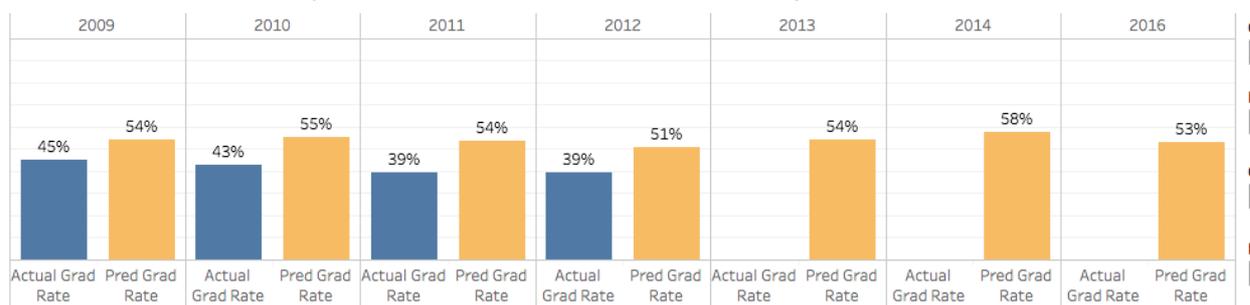
Life Sciences

4 Year Graduation Rates (excluding intercampus transfer degrees): Actual vs. Predicted*



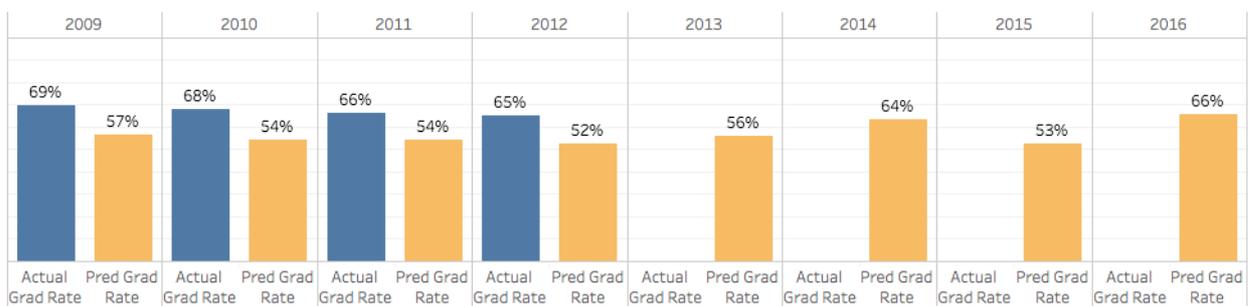
Physical Sciences

4 Year Graduation Rates (excluding intercampus transfer degrees): Actual vs. Predicted*



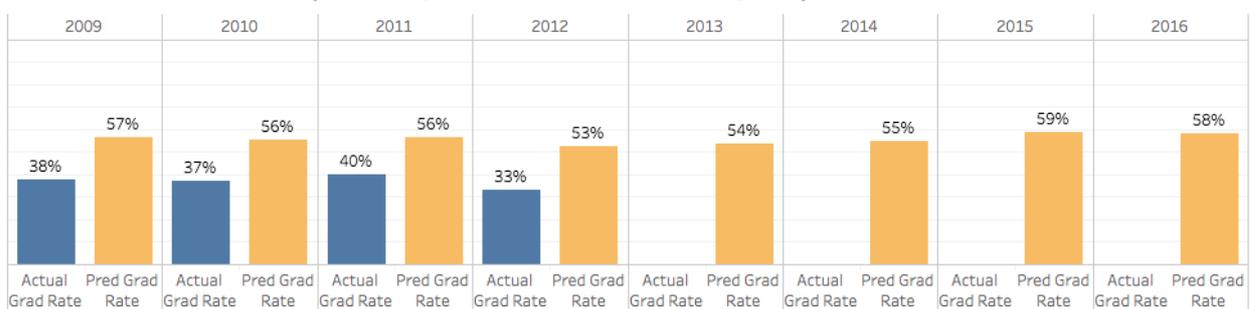
Social Sciences

4 Year Graduation Rates (excluding intercampus transfer degrees): Actual vs. Predicted*



Undeclared

4 Year Graduation Rates (excluding intercampus transfer degrees): Actual vs. Predicted*



COMMITTEE ON EDUCATIONAL POLICY
Proposed and New CEP Policies, May 2019

To: Department Chairs, Undergraduate Interdisciplinary Program Directors, and College Provosts

Dear Colleagues,

The Committee on Educational Policy (CEP) has been updating the policies published on its website. This is an ongoing process, because old policies were not always organized systematically (or even published), and new policies are being approved. We invite faculty to check our [website](#) for policies that are relevant to them. This is being circulated to provide the faculty with information and an opportunity to comment on the draft W policy (see next paragraph), but **no response is required**.

CEP is proposing to amend the policy regarding Withdrawal (W) grades. At present, students can only withdraw from courses until the end of the sixth week of instruction in a term, unless they present proof of emergency circumstances. This results in considerable workload for college advisors and for Counseling and Psychological Services (CAPS) near the end of each term. In its meeting of February 20, 2019, the Academic Senate approved that students would be able to change the grading basis for their courses (P/NP or letter grade) until the end of the ninth week of instruction. Keeping this in mind, CEP proposes to **allow students to choose a NP grade in a course after the sixth week⁵ and until the end of the ninth week of instruction**. We invite comments from departments about this proposal by the end of Spring 2019. (See Appendix 1 to this letter.)

Although not yet published, we would like to draw attention to the approved policy regarding grading and the use of entry quizzes, which states that the **grading policy for any course should be provided to students in the syllabus that is distributed at the beginning of the term**, and that entry quizzes to disqualify students from a course — which are effectively late prerequisites — can only be used with permission from the Committee on Courses of Instruction (CCI) and must be included in the course description in the General Catalog. This policy is provided in Appendix 2 to this letter, and will be published during the summer.

An update to the **Closed Week Policy** that clarifies the special conditions on the final week of instruction has been published. (See Appendix 3; modified section highlighted.) Many faculty are not aware that there are constraints on what examinations and related tasks can be assigned for this week. Please consider distributing the policy to faculty or announcing at a faculty meeting.

Other steps we have taken are not directly relevant for departments and are therefore not being put to you for comments, but will reduce petitions and make them more efficient for students and advisors. These are

- A more flexible interpretation of the systemwide Senior Residency policy. Along with this change, if a variance to systemwide regulations that has been requested by the

⁵ Students would continue to be able to obtain W grades in courses through the end of the sixth week, and this would not require consultation with college advisors. Advisors will monitor and counsel students who make excessive use of W grades.

Division is approved by the Assembly of the Academic Senate, petitions for waivers of the senior residency policy should be rarely sought and will not be granted except in unanticipated circumstances.

- Repeal by the Senate of the regulation allowing students to petition to graduate with 178 credits.
- Abolition of the IP (In Progress) grade for courses.
- Requesting Information and Technology Services (ITS) to change the default grading basis for undergraduates in graduate courses from P/NP to letter grade, to comply with Senate regulations. Together with automatic processing by the registrar's office when students request a retroactive change to the grading basis in certain specific situations, we expect that petitions to change the grading basis for a course will no longer have to be entertained.
- Stating explicitly in Senate regulations that CCI can consider petitions to extend the deadline to complete the Entry Level Writing Requirement and the Composition (C) requirement, and that petitions for general education substitutions go directly to CCI instead of through the colleges.

A draft policy regarding the major declaration process (for programs with a major qualification policy) is being sent to you in a separate letter.

Respectfully submitted;
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Onuttom Narayan, Chair

May 3, 2019

APPENDIX 1

DRAFT: CEP Policy regarding W grades

1. W grades will be available to students until the end of the sixth week of instruction without any action on the part of college advisors. If feasible, this will be implemented by allowing students to ‘drop’ a course in the Academic Information System (AIS), but when the drop happens after the third week of instruction, it will be recorded on the student’s transcript as a W.
2. After the end of the sixth week and until the end of the ninth week, students will still have the option to ‘drop’ a course, but this will be recorded as a NP grade. Thereby, there will be no consequence to the student’s GPA but the impact on major qualification policies will be the same as with a standard non-passing grade. As per Senate Regulation 782 and its local counterpart, this option has to be limited to students in good academic standing.
3. Emergency W grades will continue unchanged: requiring documentation (which will be from doctors in case of a medical emergency) and approved by colleges.

APPENDIX 2

CEP & CCI Policy Regarding Grading Scheme and Use of Entry Quizzes

CEP and CCI have conferred on the use of an entry assignment or exam of baseline knowledge during the first week to bar or disqualify a student from taking the rest of the course. This kind of entry exam or assignment essentially functions as a prerequisite; therefore, placement exams and initial assignments that do not bar a student from a course are distinct from the above. The committees have agreed that such practice is generally not advisable, and is not acceptable if the exercise is not specified in the syllabus as part of a clearly structured grading scheme.

The grading scheme in a course should be clearly specified in the syllabus that is distributed at the beginning of the course.

If there are unusual circumstances that make such practice necessary for effective instruction of the course, the case should be explicitly made during the initial course approval process. If the practice has been introduced after initial course approval, application for approval of this major change should be made. CCI is generally not inclined to accept this practice if used to determine students’ right to stay in a course in which they have already enrolled, having satisfied any prerequisites. If CCI approves this practice for a particular course, then the information must be included in the course catalog.

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APPENDIX 3

CEP Policy Regarding Final Examinations and Closed Week

Final Examination Policies

Final examinations are required in all undergraduate courses unless the department or other agency sponsoring the course has obtained permission from the Committee on Educational Policy to evaluate students in another manner. Final examinations are only given during the examination-week period at the time announced in the Schedule of Classes, usually in the same room used for class meetings during the quarter. No change in the time or date of a final examination may occur unless the course sponsoring agency has obtained the approval of the Committee on Courses of Instruction (CCI). Requests must be received by CCI not later than the first week of the quarter in which the course is occurring. Completion or submission of final examinations or papers for undergraduate courses is not allowed during the regular term’s period of instruction, including the closed week before final examinations. When finals are administered (not during week 10), they must be completed at the scheduled examination time and may not require more than the scheduled three-hour time block. If a take-home examination is not assigned until the week designated for final examinations, it cannot require more than three hours to complete.

To avoid three final examinations on the same day, students may want to consider the final exam schedule when enrolling in courses.

Instructors may bar students from taking the examination if they arrive late. If a student misses an examination due to an unavoidable emergency, the instructor may agree to give an Incomplete and schedule a makeup examination provided that the student's work is passing up to that point. When a final examination is one of the regular requirements in a course, no one taking the course may be individually exempted from it. Travel plans for vacation are not an emergency, and should not be made without checking the final examination schedule.

Closed Week

No examinations, tests, assignments, papers, final projects or final performances that result in more than 12.5 % of the final grade (other than individual makeup exams) may be given during the last week of instruction. This does not include the collection of materials produced throughout the quarter, such as final portfolios.

Examination Retention

An instructor may release to individual students the original final examinations (or copies). Otherwise, the instructor will retain final examination materials at least until the end of the next regular term. During that time students will be allowed to review their examinations.

Religious Observance for Tests and Examinations

Given the diversity of religious practice within the campus community, academic and administrative units are encouraged to make reasonable accommodation when the schedule of a required campus event conflicts with an individual's religious creed. It is the official policy of the University of California, Santa Cruz, to accommodate, without penalty, requests for alternate test or examination times in cases where the scheduled time for the test or examination violates a student's religious creed, unless the request cannot be reasonably accommodated.

Requests to accommodate a student's religious creed by scheduling tests or examinations at alternative times should be submitted directly to the instructor in charge of the course as soon as possible after the test or examination is announced. Students who are unable to reach a satisfactory arrangement with the instructor should consult the head of the unit sponsoring the course. If the unit head feels that the request cannot be reasonably accommodated, the unit head should consult with the Dean of Graduate Studies or the Dean of Undergraduate Education as appropriate.

Accommodations for Disability

Students with documented disabilities that require examination modifications will be accommodated in compliance with state and federal laws. Reasonable accommodations will be made based on recommendations from the Disability Resource Center

In response to recent inquiries from faculty, CEP would also like to clarify the policies regarding the scheduling of final examinations. The final exam schedule is determined by the Registrar in consultation with course-sponsoring units. The final exam for each course is scheduled for a specific three-hour block, with only thirty minutes to one hour between exams. Students frequently have two or more final exams in a single day.

Three hours represents the maximum duration of an exam given to students without testing accommodations approved by the DRC (see below). However, faculty are permitted to give a shorter final examination if they wish to do so, as long as the starting time and length of the exam is clearly stated in the course syllabus distributed at the beginning of the quarter. By choosing to give shorter examinations, instructors can reduce the burdens placed on students who have multiple exams in one day.

It should also be noted that, in some cases, students with documented disabilities are given extra time to complete exams by the Disability Resource Center. CEP understands the necessity of these accommodations: these students have documented disabilities that are independently diagnosed. Nonetheless, scheduling final exams for students who require extra time to complete an exam poses clear logistical challenges. Departments and divisions must find rooms and proctors for these exams, and, depending on the nature of the DRC accommodations, the students taking these exams may spend a great deal of time taking final examinations. This problem, too, could be made somewhat less severe by scheduling shorter exams.

If an instructor were to decide to give a shorter exam he or she must be explicit about the length of the exam in writing and enforce it when given; if an exam is to be two hours, for example, then students should be informed

of this on the syllabus, and any students who do not require an accommodation must have their exams collected after two hours. If a student is allowed to take twice the amount of time to complete an exam due to a disability, this would be twice the time relative to the amount of time allotted to a student without an accommodation. Thus, if a student is allowed to take twice as long to complete a test, and the exam is announced as a two-hour exam, then he or she could be given four hours (rather than six) to complete the final examination.

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