February 10, 2012

EILEEN ZURBRIGGEN  
Chair, Committee on Educational Policy

Dear Eileen:

Re: Senate Regulation 9.1.8

I write concerning regulation 9.1.8 and the clause “Repetition of a course more than once requires approval of the student's college.” This clause was not enforced for a number of years, although some program policies include similar language, resulting in possible major disqualification. Beginning Spring 2011 we implemented a prototype system with the Physical and Biological Sciences (PBSci) advising office for the following courses:

- Math 3: Precalculus
- Math 11A: Calculus with Applications
- Math 11B: Calculus with Applications
- Math 19A: Calculus for Science, Engineering, and Mathematics
- Math 19B: Calculus for Science, Engineering, and Mathematics
- Chem 1A: General Chemistry
- Chem 1B: General Chemistry
- Chem 1C: General Chemistry
- Biol 20A: Cell & Molecular Bio
- Bioe 20B: Development and Physiology
- Bioe 20C: Ecology and Evolution
- Biol 105: Genetics

In order to triple-take a course, students had to seek approval of their college advisor after consulting with the student’s department (form attached). Although there are some elements of the process that we need to attend to, PBSci and Undergraduate Education (UE) consider this a successful intervention and plan to continue this process pending a decision on campus-wide implementation.

We have recently determined that the Academic Information System is able to enforce the triple-take rule as follows:

- W grades count as attempts. The system used with PBSci does not include Ws as attempts.
- The override requires that the advisor directly enroll the student, rather than provide the student with the ability to enroll.
- When enabled, the system would affect all courses, upper and lower division and for all course-sponsoring agencies.

We are not implementing this for Spring 2012 enrollment for the following reasons:

- The clause places responsibility for override with the Colleges, however we have no policy for when advisors should provide an override. Last year, IVPDUE Cioe provided the colleges with the attached guidelines, but we anticipate the need to update these if and when implementation is extended to the entire campus.
• Many believe that major or divisional advisors are better positioned to evaluate triple-take requests for courses within the major or unit. College advisors would often not be able to make a determination without consulting the major, becoming an intermediary between the student and the course sponsor, major, or divisional advisors. On the other hand, college advisors are uniquely positioned to identify the effect on a student’s prospects for graduation, since their knowledge of major programs and time-to-degree policies would inform their decision-making. For this to work seamlessly and without tension between colleges and departments, it will be necessary for all parties to agree on the intent of the regulation (many course-sponsoring agencies interpret the intent as related to curricular capacity, while colleges interpret the intent as related to redirecting students to majors in which they will be more successful).

• The interplay between the clause and SR900 in light of the UCR&J Legislative Ruling of 3/2/11 is, I understand, still under discussion.

• There is insufficient time to develop necessary messaging to students and training for college, program, and divisional advisors prior to the February 29 start of enrollment.

The Division and I would be happy to work with you and the Committee on Educational Policy to clarify these and other issues for future implementation.

Sincerely,

Richard Hughey
Vice Provost and Dean of Undergraduate Education

cc: Registrar Hunt-Carter
Advising Coordinator Sketo-Rosener
PETITION FOR APPROVAL TO REPEAT A CLASS MORE THAN ONCE
University of California, Santa Cruz
NOTE: This form is outdated; please use the current form.

Name: ___________________________ Student ID#: ___________________________

☐ Intended or ☐ Declared Major: ___________________________

College: ___________________________ Date: ___________________________

Class you are requesting to repeat: ___________________________ Quarter: ___________________________

Previous Attempts: Quarter: ___________ 20_______ Grade: ___________
Quarter: ___________ 20_______ Grade: ___________

Reason for request: ___________________________

Academic Plan:

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Department / Major Review:
Is the class in question an element in the major’s admission or disqualification policy?
☐ Yes ☐ No
Does the department support this student’s petition to enroll in the class listed above?
☐ Yes ☐ No

Comments: ___________________________

______________________________
Signature: ________________ Major/ Department Adviser

College Review:
☐ Approved ☐ Denied

Reason for approval or denial: ___________________________

______________________________
Signature: ________________ College Provost or Designee

Copies: College, Department
**Suggested guidelines for enforcement of UCSC Academic Senate Regulation 9.1.8**

*Office of the Vice Provost and Dean of Undergraduate Education, February 2011*

**A9.1.8** Students who receive a grade of D or F may retake the course, subject to the following guidelines: Courses in which the student has received a letter grade may not be repeated on a P/NP basis. Credits shall not be awarded more than once for the same course, but the grade assigned each time must be permanently recorded on the student's transcript. Repetition of a course more than once requires approval of the student's college. (For computation of GPAs involving repeated courses, see SCR A9.4.1.) Courses originally taken on a P/NP basis but not passed may be repeated either on the same basis or for a letter grade. (En 29 May 96, effective 1 Sept 97; Am 23 Feb 00, 9 Nov 00).

Exceptions by colleges should be considered based on the ultimate goals of supporting student academic success, retention, and graduation. In most cases, a student who attempts a major course again after having attempted it twice is not showing promise of success in that major, and should consider alternatives. It is important to be aware, however, that in some cases it is impossible for students to complete an alternate major in the remaining terms available based on time-to-degree policies, and in these cases some flexibility may be appropriate.

**For students who are repeatedly earning less than passing grades in lower-division foundation courses for a major they hope to pursue:**

Exceptions for this group of students should be extremely rare, and should be made only on the basis of well-documented extenuating circumstances that resulted in less than passing grades. Advising contacts with these students might focus on identifying and qualifying for a different major that is a good fit for their skills, abilities, and goals. In cases where the student is already declared in a major, consultation with the major adviser is appropriate.

**For students who are repeatedly failing courses that are not specifically required, or that represent one option for satisfying a particular requirement:**

Exceptions in this situation should be extremely rare. A student in this situation will likely be better served by choosing a different class in which he/she will succeed.

**For students who are repeatedly earning less than passing grades in upper-division courses for a major in which they are declared:**

Exceptions for this group of students should be made based on individual circumstances and, in most cases, after consultation with the major department. It is important to be mindful of the fact that, in some cases, denial of enrollment in particular classes will have the same effect as being disqualified from a major late in the academic career, since progress in the major may be blocked by not being able to complete the class in question. Although ideally an advising conversation with these students might focus on whether a different major would be more appropriate, it is important to be aware of the student’s remaining quarters of enrollment eligibility and whether the student has time to complete an alternate major.

It is likely that many of the students in this situation are under the college’s probationary supervision, and as part of probationary counseling conversations about general academic success may also be appropriate.