

**COMMITTEE ON EDUCATIONAL POLICY  
MINUTES**

**Wednesday, February 18, 2015  
11 am-1:30 p.m., Kerr Hall, Room 307**

Present: Faye Crosby, Matt Guthaus, Barak Krakauer (staff), Roxi Power (NSTF Rep.), Mary Beth Pudup, Tchad Sanger (Registrar, *ex-officio*), John Tamkun(Chair), Susanna Wrangell (staff), Max Hufft (SUA Rep.), Alicia Malmberg (SUA Rep.)

Guests: Jan Burroughs (Preceptor Rep), Margie Claxton (Associate Registrar), Richard Hughey (VPDUE), Barbara Love (Articulation Officer)

### **I. Announcements and Consent Agenda**

The minutes for February 4 were approved.

Program statements for Mathematics and Cognitive Science were approved.

### **II. Discussion of Pro-Active Agenda**

Committee members began a discussion of various issues they had agreed to address at the beginning of the academic year. In particular, members wanted to continue discussions about the role of Colleges in the academic life of UCSC. CEP will discuss its role in encouraging “undisciplined” courses in the Colleges, such as community service courses or courses taught by alumni. More generally, the committee was interested in ways in which it could encourage the University to renew its commitment to the college system; the Colleges allow UCSC to offer a learning community that seems beneficial to the students, and allows the University to offer a range of experimental or innovative courses that are harder to put together within disciplines. The committee will also continue the discussion of Colleges within the framework of issues related to the C1 and C2 writing requirements and Core courses.

The committee agreed to revisit this discussion in the future, and intends to find ways of encouraging the Colleges to assess the courses (Core and otherwise) that they offer and their effectiveness in the broader curriculum.

### **III. Ecology and Evolutionary Biology Program Statement**

CEP reviewed the program statement for EEB, which included a proposed qualification policy and disciplinary communication requirement plan for transfer students. The committee recommended that the DC requirement for transfer students be satisfied by petition, rather than creating a new and complex series of courses which unnecessarily increases the amount of work required by students and faculty.

The committee was not given any data to support EEB’s request for a qualification policy, despite numerous requests. Therefore, the qualification policy was judged in the light of data collected by MCD. These data indicated that the Math requirement (Math 11a) was a poor predictor of success in the major. The committee determined, however, that this requirement did make sense in light of the upper-division physics sequence that is required for the major. As the pass rates for this class are relatively low, the committee decided that any Ds or Fs from Math 11a not be counted toward the maximum number of non-passing grades prior to qualification. The committee also found the sequence of Chem 1a, Chem 1b, Bio 20a, 20b, and 20c to be reasonable. Chem 20c, in particular, seems reasonable because it is a class

that covers ecology and evolutionary biology in particular. In light of the fact that this qualification policy is stricter than it had been, members expressed the desire for the department to include a clear and reasonable appeals policy, so that students who may be adversely affected by the new qualification requirements can submit appeals.

#### **IV. Games and Playable Media B.A. Proposal**

CEP received a proposal for a new B.A. in Games and Playable Media from VPAA Lee. The committee discussed this proposal at length and found that, while the proposed major presents a plan of study that is sure to be both popular and academically rigorous, the proposal as written has some issues that need to be addressed prior to approval.

One set of concerns related to the proposed structure of courses with pre-requisites. Given the advising plans that were included with the major, students may have to take summer courses; CEP could not recommend this plan if such courses were necessary to graduate in a timely fashion. Some electives also included CMPM101 as a prerequisite, which would effectively add far more credits (and difficult classes) to the major. Members wanted to see a map that clearly displayed which classes were required, which classes were prerequisites for other classes, and how often they were offered in order to get a better sense for whether this major was likely to pose problems for the success and time to degree of students in this major.

Another set of concerns were raised by the apparent limit of 25 students to the major. Members discussed the possibility of this major being very popular, and determined that it would not be appropriate to simply apply a cap on the number of interested undergraduates. Issues of scaling the major to demand and available resources would have to be addressed, of course, but CEP cannot approve a simple cap in the number of students admitted to a major.