

**COMMITTEE ON EDUCATIONAL POLICY  
MINUTES**

**Wednesday, May 25, 2016  
11 am-1:30 p.m., Kerr Hall, Room 307**

Present: Doris Ash, Faye Crosby, Matt Guthaus, Erica Halk (NTSF Rep.), Dee Hibbert-Jones, Seamus Howard (SUA Rep.), Matthew Mednick (staff), Tonya Ritola, Tchad Sanger (Registrar, *ex-officio*), Felicity Schaeffer, John Tamkun, (Chair), Susanna Wrangell (staff).

Absent: Sean Keilen (Provost Rep.), Vanessa Sadsad (SUA Rep.), Articulation Officer Love.

Guests: Associate Registrar Claxton, VPDUE Hughey, Preceptor Representative Burroughs.

**I. Announcements:**

Chair Tamkun announced this week's Senate Executive Committee (SEC) meeting was cancelled and encouraged members to attend the COC Social June 1, 4- 6 p.m. in Center for Adaptive Optics.

The Physics Department has requested gating enrollment in the Physics 5 series, and the Registrar's Office is currently coordinating with advisers for the implementation of a three-tiered priority enrollment process on the courses. Currently, only minor problems have occurred during fall registration.

Consent agenda item approvals for the following correspondence:

CEP to VPAA re: Review Policy on Academic Programs and Units (APU) draft

CEP to Registrar re: Repeat Policy for Stretch Core College Courses

**II. Review VPAA's Policy Draft Response Academic Programs and Units: Policy and Procedures Governing Establishment, Disestablishment, and Change**

Members reviewed the draft response and will approve by the end of this week with additional information to be added under the new program proposals header:

Planners and Pathway for catalog copy inclusions:

- 4-year major pathway planners, taking into account GE requirements,
- 3-year major pathway planners that include summer, and
- 2-year major pathway planners for transfer students.

**III. Community Studies(CMMU) Internal Review Committee (IRC) Report**

CEP members were pleased with the very positive review of the major. Overall, the IRC highlights the program's exceptional ability to offer an outstanding major within a restrictive administrative framework and, especially, to prosper, despite its limited financial resources. We appreciate the thoughtful response from CMMU, including the articulation of necessary resources to stabilize and expand the program. CEP members would like CMMU to continue to flourish at UCSC, most especially because of its commitment to social justice, which is representative of the university's ethos.

CEP members also noted that the IRC shared our concerns regarding the CMMU's program's long-term sustainability at UCSC. CEP members noted that such an excellent program deserves clear assurances of longer-term financial and structural stability.

Here are CEP's concerns to be addressed at the closure meeting:

1. Given that the program has only one Senate faculty member, we are concerned about CMMU's success if, for example, this faculty member were to leave the program or the university. In other words, placing the responsibility of the program on one Senate faculty member seems unwise for long-term sustainability. The major needs additional Senate faculty—CEP suggests that a minimum of one LSOE needs to be hired.
2. Both the IRC and the CEP agree that the major needs a permanent home on campus. Given the disciplinary focus of the major, the Division of Social Sciences seems a clear fit; however, the Division of Social Sciences appears unwilling to offer CMMU the administrative stability it requires. The Humanities Division, which houses interdisciplinary programs like History of Consciousness, Critical and Ethnic Race Studies, and Feminist Studies was offered as one possible administrative home for CMMU. The CEP, however, wonders if CMMU might find a temporary home in the Physical and Biological Sciences Division (PBSci), as the Molecular, Cell and Developmental (MCD) Biology department has funded a CMMU course for the Human Biology major in the past. We wonder if this partnership might be beneficial for pre-health majors in the PBSci Division and CMMU and might allow for stable collaboration with regard to courses and internship opportunities. Members would like to locate the best centralized administrative home for this exceptional major.
3. CEP agrees with the IRC about the need to upgrade the Department Manager to 1.0 FTE once instructional resources are provided, and promoting a Lecturer from .5 to .75 time with LSOE status. We also agree with the IRC that the administration needs to fund an additional Field Study Coordinator position. CMMU should find a contact person to work with the University Development Office to receive external endowments.
4. CEP agrees with the IRC as well in providing CMMU with TA-ships in order to increase enrollment in CMMU courses and to provide leverage for CMMU students with elective courses in other departments.
5. CEP feels that CMMU needs a more clearly defined MOU that will allow the program to be recognized as a stable unit on campus. Such an MOU would position CMMU as a viable program on campus and would allow the program to attract more affiliate faculty.

#### **IV. Administrative Home Change for Games and Playable Media**

CEP reviewed the request for the administrative home change for the Art Design: Games and Playable Media B.A. from the Art Department to the Arts Division. Before members discussed and formed a response CEP, Member Hibbert-Jones recused herself.

CEP members are supportive of the change in home to the Arts Division; however, we believe these problems could be resolved with a well-defined program charter and MOU. The current charter, Appendix B, is out of date. More important, it contains information that CEP did not approve (e.g., it still contains a Portfolio Review for Admission); lists the Computer Science Department as overseer for the Computer Game Design (CGD) B.S., which is now housed in the Computational Media Department; and lacks the proposed list of faculty program members, which is found in the Interim Arts Dean's request letter.

The request does not explicitly state whether the current principal faculty voted for or are in support of this change, nor are the Program Director responsibilities well defined in the Appendix.

CEP recommended the administrative home change approval and requested an updated program charter and MOU be placed in the academic program portal for referencing during routine academic program reviews.

#### **V. Online Course Report Form**

The updated draft is based on feedback from the review of online course ECON 133 that lends itself as an example of the types of data CEP is interested in collecting. Members approved the re-designed form after discussion.

#### **VI. Proposal for CoP College Core Courses: CEP Response**

The proposal received from the Council of Provosts (CoP) was incomplete lacking a budget and decanal support. CEP will instead formulate a response based on pedagogical issues. CEP has spent a considerable amount of time discussing and consulting on the issue of undergraduate writing courses. Members are disappointed and concerned that a solution must be implemented by fall 2017 when the changes to SCR 10.5.2 take effect. CEP members made the following decisions:

1. CEP continues to support the college core course requirement. The requirement should be limited to the fall quarter of the freshman year, with the size and number of associated credits determined by the educational objectives of the course and available funding.
2. Core must be separated from the lower-division writing requirements, including C1, C2 and the courses that help students satisfy ELWR. The writing courses should be administered and taught by the Writing Program, not the Colleges. These courses must focus on making writing outcomes their priority.
3. The courses that satisfy the lower-division writing requirements should be vertically integrated with each other and the upper-division writing courses, including the courses that satisfy the disciplinary communication (DC) requirement.
4. We do not support the mandatory linkage of the lower-division writing courses to a specific topic (e.g. the college themes) or quarter (winter of the first year) as proposed by the Provosts. This would have a disproportionate impact on students interested in STEM (and other) disciplines that require extensive lower-division coursework for admission to the major and timely progress to degree. In general, we believe that students should have much more flexibility in the scheduling and theme(s) of their writing courses. To the extent possible, students should be given the opportunity to take a C1/C2 course related to the theme of their college during the winter if they wish to do so. Ideally, students should be allowed to take these courses in or near their college to perpetuate the sense of community established in College 1.