COUNCIL ON EDUCATIONAL POLICY
ANNUAL REPORT

2007-2008 Academic Year

DIVISIONAL SENATE ASSEMBLY, IRVINE DIVISION

I. COUNCIL OPERATIONS

The authority of the faculty over undergraduate instruction is given by the Standing Orders of the Regents of the University of California, 105.2 (b) Duties, Powers, and Privileges of the Academic Senate which states: "The Academic Senate shall authorize and supervise all courses and curricula offered under the sole or joint jurisdiction of the departments, colleges, schools, graduate divisions, or other University academic agencies approved by the Board, except that the Senate shall have no authority over courses in the Hastings College of the Law, San Francisco Art Institute, in professional schools offering work at the graduate level only, or over non-degree courses in the University Extension. No change in the curriculum of a college or professional school shall be made by the Academic Senate until such change shall have been submitted to the formal consideration of the faculty concerned."

The Council on Educational Policy (CEP) met nine times during the 2007-08 academic year.

Members of the Council were also busy with other Senate activities. Chair Amihai Glazer attended the Senate Cabinet, the Divisional Senate Assembly, the Enrollment Council, and the Chancellor / Provost / Cabinet luncheons throughout the year and reported to the Council on issues of interest or concern.

The CEP representative to the Universitywide Committee on Educational Policy (UCEP) was David Kay. A report on the activities of UCEP was provided at the CEP meetings.

In addition to meetings of the full Council, the Programs and Policy Subcommittee, composed of CEP members and chaired by Donald Senear, formally met ten times to consider matters related to undergraduate academic policy, issues concerning general education and degree requirements, proposals for new majors and minors, changes to majors and minors, and proposals for major-change criteria. Proposals endorsed by Policy are sent forward to the full CEP for final approval on a Consent Calendar. Items requiring further discussion appear on the regular agenda. Additional business resulting from the regularly scheduled meetings but needing further input from members was conducted electronically.

Most members of the CEP were asked to serve on at least one subcommittee during the academic year. Assignments included:

- Universitywide Committee on Preparatory Education (UCOPE): J. Alexander
- Diversity Committee: L. Alcaraz
- UTeach Student-Faculty Steering Committee: D. Kay.

Assignments to additional short-term committees were made as needed. In addition, individual members were asked throughout the year to serve as lead and second reviewers for identified agenda items.

II. PROGRAMS/CURRICULUM

- CEP endorsed for Divisional Senate Approval a new major, the B.F.A. in Music Theatre
• CEP approved, taking into account input from the Enrollment Council, the Dean of the Division of Undergraduate Education, and the Associate Deans, 11 new or changes to Change of Major Criteria.

Additional non-controversial items, such as new minors, changes to programs, and breadth courses were forwarded to the full CEP for final approval on the Consent Calendar (see the Programs and Policy Subcommittee’s Annual Report).

Reviews: Joint Academic Program Review Board (APRB)
The UCI Division of the Academic Senate conducts periodic reviews of the academic programs under its jurisdiction. Authority for conduct of these reviews rests under Divisional Bylaws with the Council on Educational Policy for undergraduate academic programs and with the Graduate Council for graduate programs. Reviews are scheduled to occur on a ten year cycle with a follow-up after three years. The purpose of the follow-up is for schools to reflect upon the recommendations contained in the external reviewers’ report and determine whether steps have been taken to address the issues raised.

Review of the School of Biological Sciences (2007-08)
The APRB organized and planned a joint (graduate and undergraduate) academic program review of the School of Biological Sciences. The review was divided into separate undergraduate (site visit March 10-12, 2008) and graduate (site visit March 17-19, 2008) sections. CEP reviewed, commented on, and made recommendations on the APRB’s undergraduate proposals for the School of Biological Sciences.

March 11-14, 2007, Review of the School of Physical Sciences
CEP reviews the external review report document, drafts its response to the external review report and the school responses, and forwards the packet to the Chair of the Academic Senate. The Chair of the Senate gathers all of the review documents, including the Graduate Council response, and forwards the packet to the EVC/Provost. CEP reviewers found little controversial between the external review report and the School’s response.

Follow-up on the 2004 Review of the School of Humanities
The CEP discussion focused on the recommendations which concerned ways to encourage greater cooperation and collaboration between the Schools.

Follow-up on the 2003-04 Review of the School of Social Ecology
The primary result of the review was the disestablishment of the Department of Environmental Health, Science and Policy (EHSP). The review raised serious concerns about the Department, some of which had been noted in earlier reviews. As a result, the Dean of Social Ecology proposed a significant reorganization of the School. The external review also raised questions concerning the degree to which the School continues to emphasize interdisciplinarity as opposed to narrower departmentalization. The School believes that the interdisciplinary program is the core of what makes Social Ecology unique.

Reviews: Non-Degree Granting Academic Program Reviews
CEP periodically reviews several non-degree granting entities, such as each of the General Education Categories, the Campuswide Honors Program, and upper-division and lower-division writing. These reviews were deferred during the change of the Breadth Requirements to General Education Requirements.

Chair Glazer suggested that since the General Education Requirements have been approved (effective fall 2008), CEP should start holding reviews again, one each year, beginning with the writing requirements. The previous writing review was held over a period of two years, lower-division writing in 1997-98 and upper-division in 1998-99. CEP members unanimously agreed to combine the lower- and upper-division writing requirements. The review will be held in 2008-09 but CEP members began the preliminary process in winter 2008 by appointing a Planning Subcommittee which worked on drafting the charge to the reviewers.
Review of the First-Year Integrated Program (FIP)
FIP courses consist of three-quarter multidisciplinary sequences for freshmen. These courses aim to introduce students to the ways different disciplines approach similar problems and to provide a freshman learning community experience. Successful completion of all three quarters satisfies four courses towards partial fulfillment of different general education requirement categories. These courses are designed to have a capstone research writing component in the third quarter which will satisfy the second quarter of the lower division writing requirement and count as one of the four courses towards partial fulfillment of general education categories. Students must concurrently enroll in Writing 39B either in fall or winter quarter and pass it with a grade of C or better. CEP planned an assessment of the FIP courses after two years (spring 2008). A more in depth review will take place fall 2008 when evaluations are available.

General Education
This year the Council on Educational Policy received the first Course Action Forms requesting the newly approved General Education (GE) Categories I through IX, to replace the former breadth requirements. The plan was approved by the Divisional Senate Assembly on June 7, 2007, to be effective fall 2008. Two hundred and ninety-six courses endorsed by the Programs and Policy Subcommittee were sent forward to the full CEP on the Consent Calendar.

A set of courses to satisfy the new General Education categories were incorporated into the motion approved at the June 6, 2007, Divisional Senate Assembly. That incorporation made it unclear whether CEP retained the authority to evaluate those courses in the future and potentially remove General Education designations, as has been its purview. CEP proposed and on March 13, 2008, the Divisional Senate Assembly approved the following resolution:

Resolved that in accord with the intention of existing Senate bylaws, the full authority of the Council on Educational Policy to decide which courses satisfy each of the General Education Categories I-IX, extends to those courses that were placed in one or more of these categories by virtue of their inclusion in the original General Education Plan and its passage by the Divisional Senate Assembly on June 7, 2007.

Additional courses beyond those approved with the proposal required further review. The Policy Subcommittee found a need to clarify one of the areas, the Foundations of Knowledge (Categories II, III, and IV). Some discussion took place in the full CEP but the issue was ultimately delegated back to Policy. Please refer to the Programs and Policy Subcommittee Annual Report for further information.

The General Education plan considers learning outcomes, that is, the knowledge, abilities and experience that students should gain prior to graduation. The justification statement that accompanies each request for General Education should identify specific learning outcomes for the General Education category. During summer and fall 2008, CEP will further work on defining general education and its learning outcomes.

The Programs and Policy Subcommittee submitted a proposal to the full CEP to send to the Associate Deans and the Directors of Counseling a memo of clarification and guidance on how best to apply the goals of the new General Education policies when evaluating whether particular courses will satisfy one or more of the categories. In addition, the document included clarification on double listing courses for two GE categories. CEP approved the proposal.

During the evaluation of courses submitted for Category II, Science and Technology, the Policy Subcommittee identified concerns related to what general education should be. Questions at the center of the debate included: Must a course address all of the specifications in the category description or only some; should a course whose focus is the history, philosophy or sociology of science qualify for Category II; is a course that is about science the same for purposes of general education as a course in science; and, more broadly, is the subject or the intellectual paradigm the defining characteristic? CEP unanimously determined that the Programs and Policy Subcommittee would develop internal guidelines to direct Policy’s decisions. The Guidelines would not necessarily be Category II specific, but would apply to all of the Foundations of Knowledge Categories. Please refer to the Programs and Policy Subcommittee Annual Report for further information.
Review of UTeach
UTeach offers undergraduates the opportunity to teach seminar courses, for credit, to other undergraduates. This program is offered jointly by Associated Students of UCI and the Division of Undergraduate Education. UTeach seminars were first offered in Spring 2008. Student facilitators applied and selections were made during the Spring quarter of 2007. The facilitators then worked for a year preparing their classes with the guidance of a faculty advisor. CEP approved the program in May of 2007 with the stipulation that it would be reviewed after the first year.

CEP reviewed materials provided by ASUCI and DUE. Members believe that the syllabi provided were generally well thought out and often quite sophisticated. What were missing were student evaluations and evaluations from mentors. However, the program appears to be going well and members agreed that the program should continue.

III. DIVISIONAL SENATE/CAMPUS ISSUES

1. Writing Advisory Group. In April of 2007 CEP established a writing group to advise the Programs and Policy Subcommittee (Policy) on courses and policy related to writing credit. The Policy Subcommittee believed that a smaller group would be more effective, and CEP approved reconstituting the group to include five members: the Campus Writing Coordinator (CWC), the Director of Composition, and three faculty from CEP.

2. Guidelines for Establishing Undergraduate Majors. The Programs and Policy Subcommittee proposed, and the full CEP approved, a change in the Guidelines to encourage units to describe the structure of the major that will lead to specific learning outcomes, development of sophistication, and depth of knowledge and experience.

3. CEP approved the recommendation by the Council on Undergraduate Admissions and Relations with Schools (CUARS) that Regulation 510 American History and Institutions in the Manual of the Irvine Division of the Academic Senate specify that students can satisfy the American History and Institutions requirement by completing a US history course in an accredited high school.

4. The Senate Subcommittee on International Education, a joint subcommittee of Graduate Council and CEP, which provides academic policy oversight on all formal educational activities of UCI students abroad, recently examined the review process of UCI’s Summer Travel-Study program, administered by UCI Summer Session. The Subcommittee submitted a proposal for several recommendations which CEP endorsed with one proviso, that the Subcommittee, rather than the Dean of University Extension, will appoint the reviewers.

5. Dean Matkin of University Extension supplied CEP with data on what portion of the summer classes are taught by graduate students compared to regular rank or other faculty. Dean Matkin also provided information on financial arrangements (since terminated) that University extension had with for-profit institutions.

6. The Council discussed the Campuswide Policy on Maternity/Paternity Leave for Graduate Students. Members felt that though the policy may affect instruction, it will be directed by a system-wide union contract, so that the Senate would have little input.

7. CEP requested a summary of findings regarding Undecided/Undeclared Students (U/U); these are freshmen who enter UCI without a declared major and participate in the U/U Advising Program during their first year at UCI. By the end of their first year, U/U students who still have not declared a major are assigned to an academic unit for advising purposes and are considered Unaffiliated. Data showed that while most U/U students are ready to declare a school at the end of their first year at UCI, about a quarter of them are not.

8. In response to the recently approved Latin Honors policy, effective Spring Quarter 2008, the Schools of Arts, Biological Sciences, Humanities, ICS, Social Ecology, Social Sciences and Physical Sciences submitted their proposed procedures to calculate Latin Honors for 2008. CEP determined that the schools were given authority to adopt the procedure that they feel appropriate, including the procedures identified by the above-mentioned Schools.

9. CEP discussed the CCGA/UCEP/ITTP ‘Dialectic’ Paper on Remote/Online. UCSD’s CEP Report on Distance Learning offered an interesting distinction between distance learning and online learning: “Distance learning: Classes taught in a conventional manner but with some, or all, of the students participating outside the principal classroom but connected to the instructor and classroom by a
synchronous, two-way, video and audio link.” And, “Online learning: The use of computer and internet technology to deliver teaching material without a synchronous and interactive communication link with the instructor would constitute an online course.”

10. Sharon Salinger, Dean of the Division of Undergraduate Education, advised members of a new grants program, under the umbrella of the Instructional Improvements Initiatives Program (III), to support departmental activities to identify and assess student learning outcomes in undergraduate majors. To help faculty design strong proposals for these grants, DUE will hold a series of workshops and consultations on the topic of assessment.

11. The campus Enrollment Council had concerns about students transferring into majors with limited capacity. CEP, via email, drafted a response to Michael Clark, Vice Provost for Academic Planning, pointing out that we do not want to discourage students from enrolling at UCI, but we do want to keep them appropriately informed about limited capacity in certain majors, such as Business Administration and Nursing Science. The concerns were reflected in a letter sent by the Admissions Office to accepted students.

12. The Council approved a proposal by the Programs and Policy Subcommittee to unbundle the General Education requirements from the issue of Catalogue Rights. Catalogue Rights refers to the right of any student to choose as graduation requirements either those in effect when first enrolled at UCI or those in effect any time thereafter, up until their graduation. The approved wording states that:

“All students, whether enrolled at UCI from their freshman year, readmitted or transfer, may elect to fulfill General Education requirements as specified above, independent of how they choose to meet all other graduation requirements (UC, UCI (with the exception of General Education), school, and major).”

In addition, CEP voted to unbundle minor requirements to read:

“All students, whether enrolled at UCI from their freshman year, readmitted or transfer, may elect to fulfill Minor requirements as specified above, independent of how they choose to meet all other graduation requirements (UC, UCI, school, and major).”

13. Executive Vice Chancellor/Provost Michael Gottfredson attended the May 1 CEP meeting at CEP’s invitation, to discuss general issues of undergraduate education.

14. The Council on Student Experience had discussed the charge from the Divisional Senate Cabinet to report on ways of evaluating teaching, and to suggest a more effective process for the evaluation of teaching. It was clarified that this issue is on the CEP agenda because at the time it was discussed at the Cabinet the focus was on evaluating faculty teaching, mostly for merit increases, whereas Graduate Council and CEP believe that there is also an educational element to be considered: How can evaluations improve teaching in the classroom?

CEP made the following recommendations.

1. The outcomes of teaching evaluations should be available to all students on campus.
2. Each faculty should tell students how he or she changed instruction in response to the evaluations.
3. Faculty might send personalized invitations to complete the evaluations.
4. Students might bring laptops to class so that they can fill out the evaluations in class.

15. CEP discussed and endorsed the proposed Department of Population Health and Disease Prevention in the Program in Public Health. The Department will serve as the academic and administrative home for faculty appointed in Public Health and for the public health educational programs (BS, BA and MPH). CEP noted in its memo that the proposal projects large growth both in the number of students and programs. Success of these plans depends on sufficient resources.

16. Campus Five-year Perspectives for Academic Programs, Academic Units, and Research Units Chair Glazer noted the Five-Year Perspectives and advised members that no action was required. Members had no comment at this time.

17. Molly Schneider, Associate Director of Summer Sessions, provided information on University of California Summer Instruction Enrollment, Faculty and Course Data, Summers 2000-2007. At the beginning of the academic year Vice Provost Michael Clark asked the Senate to look at Summer Sessions. CEP is interested in the educational quality of the programs. Data provided by the Summer Sessions office was included in the agenda packet. In addition, a handout showing the distribution of instructors in different courses was available. This issue will come up again next academic year.
18. CEP looked at data on retention rates, particularly regarding underrepresented groups. It was noted that retention rates have improved among minorities and it would be interesting to know why this improvement has occurred. This issue will come up again next academic year.

IV. SYSTEMWIDE ISSUES

1. The systemwide Academic Senate considered a regulation on the size of writing classes. CEP unanimously endorsed part one of the amendments that would eliminate the names of specific tests from the Regulation, remove redundancy and clarify the Regulation’s language. In part two, CEP favored a cap on the size of writing classes but was concerned that a systemwide cap without funding would hurt educational quality.

2. The Systemwide Board of Admissions and Relations with Schools (BOARS) proposed changes in the university’s Freshman Eligibility Policy. The heart of the proposal is to reduce the role played by test scores, such as the SATs and the ACT. CEP unanimously endorsed the proposal.

   In April, CEP received a revised proposal that included an Executive Summary, modifications to include a much more extensive admission guarantee, and a fuller explanation on BOARS’ reasoning and rationale, including extensive data. CEP endorsed the revised proposal with some concerns expressed. In addition, CEP members emphasized that without proper counseling in the high schools it may be very difficult for some students to understand the UC requirements.

3. The systemwide Academic Senate asked for input on The Role of Graduate Students in University Instruction. CEP endorsed the recommendation that Teaching Assistants be allowed to deliver some of the lectures in a course taught by the instructor of record, under the supervision of the instructor. CEP recommended, however, that campus-level approval should be required for any graduate student to teach any upper-division course.

   CEP also requested that CCGA and UCEP clarify the impact on multi-section courses, as in composition and lower-division foreign language, and how this would affect the current way those courses are administered. Parts of the proposal preclude graduate students from teaching the entire small enrollment of a small enrollment course, like a 20 person section of composition. CEP doesn’t want to exclude that because that is how it is currently done.

4. The Report of the University of California Joint Ad Hoc Committee on International Education resulted from an Ad Hoc Committee appointed by Provost Wyatt R. Hume and UC Academic Senate Chair John Oakley November 8, 2006. CEP believes it essential that the University ensure the academic quality of programs that our students attend abroad and that it would be highly valuable to our students to increase the number of foreign students who spend time at the University of California.

5. Fourteen recommendations addressing issues of undergraduate diversity at the University of California were produced by the Undergraduate Work Team of the Regents’ Study Group on University Diversity. CEP discussed and unanimously endorsed Recommendation #10: UC Campuses that Qualify are Encouraged to Seek Federal Status as Hispanic-Serving Institutions. CEP also discussed Recommendation #12: Greater Diversity at UC will Require Institutionalizing a Supportive Climate, with Accountability. CEP believed that comment on this recommendation would be premature.

6. The Council on Education Policy discussed the Information Technology Guidance Committee (ITGC) Report “Creating a UC Cyberinfrastructure.” Council members noted that little in the report related to undergraduate education. CEP members were, however, concerned about premature standardization that would limit the flexibility of faculty in teaching.

V. REPORTS

1. University Committee on Preparatory Education (UCOPE). Jonathan Alexander, Campus Writing Coordinator and CEP representative to UCOPE, reported on the 2007-08 activities of that committee. UCOPE is largely responsible for overseeing the Analytical Writing Placement Examination (UC-AWPE). Much of this year’s activities centered on budget-related meetings with representatives of the Office of the President (OP). Cost issues will be the main task for the 2008-09 academic year.
2. Enrollment Council
The University will reach its ultimate size of 32,000 within about ten years. Michael Clark, Vice Provost for Academic Planning asked the CEP to consider what should be done when UCI reaches that size. One of the issues is the concern about allocation of students across majors. CEP will discuss this issue next academic year.

3. Accreditation by the Western Association of Schools and Colleges (WASC)
Chair Glazer held a discussion with Vice Provost Clark and it was agreed that: a) Departments which offer student learning outcomes and their assessment as part of their Catalogue copy will send the information first to CEP, making it part of CEP’s oversight and review of undergraduate education and b) For General Education, it is CEP’s responsibility to oversee outcomes and assessment. This too will be discussed next academic year (2008-09).

4. Universitywide Committee on Educational Policy (UCEP)
- UCEP has formed an Undergraduate Planning Group that has members from UCEP and Administration to look at long range issues.
- The Committee discussed the possibility of reviewing the UC part-time enrollment policy. As the UC grows, one way to handle the growth would be to accommodate more students on part-time status.
- Currently the campuses have residency requirements (UC and Campus specific). How do electronic courses fit into residency requirements? What is the distinction between UC Academic Senate courses and courses that have a non-traditional component? There are likely to be some guidelines or policies developed.

VI. CEP INVITED GUESTS
1. Tim Bradley, Chair, Divisional Academic Senate
2. Michael Gottfredson, Executive Vice Chancellor/Provost
3. Luisa Crespo, Executive Director, Divisional Academic Senate
4. Gary Matkin, Dean, University Extension
5. Molly Schneider, Associate Director, Summer Sessions
6. Michael Dennin, Chair, Subcommittee on Courses & Continuing, Part-Time, & Summer Session Education (SCOC)
7. Richard Matthew, Chair, Subcommittee on International Education

VI. CARRY-FORWARD ISSUES TO 2008-09
1. External Academic Review Report, School of Physical Sciences.
2. CEP response to the External Review Report from the Program Review for the School of Biological Sciences.
3. Continued follow-up on the technical aspects of the transition to the General Education requirements, including approval of new courses to satisfy General Education categories and any necessary clarifications to the category guidelines.
5. Development of guidelines for learning goals and outcomes for the General Education categories.
7. Data on retention rates.
8. UCI’s ultimate size and what should be done when we reach that size.
10. Academic Programs Reviews of the College of Health Sciences and the Department of Education.
11. Take a look at the Report of the Task Force on Undergraduate Education.

Amihai Glazer, Chair
Council on Educational Policy, Irvine Division
2007-08 Council on Educational Policy Membership

Members
Amihai Glazer, Chair, Social Sciences
Lonnie Alcaraz, Arts
Darryl Taylor, Arts
Dominik Wodarz, Biological Sciences
Donald Senear, Biological Sciences
Rick So, Business
Farghalli Mohamed, Engineering
Michael Green, Engineering
James Steintrager, Humanities
Inderpal Grewal, Humanities
David Eppstein, Information and Computer Science
David Kay, Information and Computer Science
Ramesh Arasasingham, Physical Sciences
Martin Schechter, Physical Sciences
Victoria Basolo, Social Ecology
Elizabeth Cauffman, Social Ecology
Charles Chubb, Social Sciences

Ex Officio
Elizabeth Bennett, Registrar
Sharon Salinger, Dean, Division of Undergraduate Education
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Consultants
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Cathy Palmer, LAUC-I representative
Jane Welgan, Associate Dean, University Extension
Leslie O’Neal, University Editor
Judy Shoemaker, Division of Undergraduate Education
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