Throughout the academic year, in addition to the review of new major proposals and policy issues, the Programs and Policy Subcommittee reviewed and prepared matters for the CEP agenda and Consent Calendar relating to the establishment of new minors, changes to existing majors and minors, approval of new courses to fulfill general education categories, and changes to previously approved general education courses. The Subcommittee also reviewed proposals for new or adjusted change of major criteria during the fall and spring quarters and established further guidelines for General Education. The Subcommittee was composed of eight CEP members, three ex-officio members, and was assisted by consultants from the offices of the Editor, Registrar, Admissions, Academic Counselors, and Composition. The Programs and Policy Subcommittee met 10 times during the academic year and was chaired by Donald Senear, Molecular Biology & Biochemistry.

Program Related Actions
Sixty-one program related actions were taken (see Appendix I):
- One new undergraduate major was recommended for approval;
- One new Honors Program was endorsed;
- Two proposals for new minors were returned for further information and/or revision. No revision has been received to date;
- Fifty-eight changes to major degree requirements were reviewed and either returned to the unit for additional information for sent forward to the full CEP;
- Nine changes to minor requirements were endorsed;
- One change to honors requirements was endorsed;
- Six changes to specialization requirements were endorsed;

General Education Courses
Review was performed on a total of 296 courses requesting General Education (GE).
- Nine general education courses were either deleted, deactivated, or GE was removed by request of the unit.
- General Education was removed from 7 Lab courses by the Programs and Policy Subcommittee.
- Upper-division courses generally tend to be more focused on specialized topics than do lower-division courses. With this in mind, Policy requires that extra care be taken to provide ample justification of the foundational nature of upper division courses proposed for Categories II, II, IV, VII, and VIII. (see item 1. below)
  - Frequently, courses were returned to the submitting unit for further justification and/or clarification when the course in question was upper-division or when other concerns arose in the committee.

General Education Policy
The Council on Educational Policy concluded a multi-year campuswide effort to create a new plan for General Education (GE) to replace the breadth requirements. The plan was approved by the Divisional Senate Assembly (DSA) on June 7, 2007, to be effective fall 2008.
- A set of courses to satisfy the new GE categories were identified as part of the initial process and were approved at the June 6, 2007, Divisional Senate Assembly (DSA). The fact that courses were approved with the GE proposal clouded the question whether CEP retained the authority to evaluate those courses in the future and potentially remove GE designations, as has been its purview. (The primary duty for such evaluation is delegated to the Programs and Policy
Subcommittee by the full CEP.) To clarify this situation, CEP submitted a simple resolution to the DSA. The following resolution was approved at the March 13, 2008, DSA meeting:

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 by the Programs and Policy Subcommittee (Policy). During the review of these courses it was determined that clarification of one of the areas, the Foundations of Knowledge (Categories II, III, and IV), was needed.

1. Courses satisfying the foundations of knowledge categories are intended to focus on subject matter knowledge but also on how knowledge is created and evaluated in the particular discipline. Courses should be foundational, i.e., emphasize the basic underlying knowledge and principles on which the field is based, and be broad in scope. Such courses are usually, though perhaps not always, found at the lower division, while upper division courses tend to be more focused on specialized topics. With this in mind, extra care should be taken to provide ample justification of the foundational nature of upper division courses proposed for Categories II, III, and IV, and perhaps Categories VII and VIII as well. (This clarification was included in a memo to Associate Deans and Directors of Counseling on December 10, 2007.)

2. The principle that will guide the Policy Subcommittee in deciding whether to accredit a course for any of the foundations of knowledge categories will be the underlying intellectual paradigm the course represents rather than the topic alone. Thus, a course that explores the development of modern science during the past several centuries remains a history course, not a course in science. In evaluating individual courses that have been proposed for GE, the Policy Subcommittee will ask several questions, to include:
   - Is the course aimed squarely at the center of the category definition?
   - Does the course cover the category broadly, i.e., does it address the majority of the components of the category definition?
   - Do these components comprise the primary objective(s) of the course?
   - Will the course fulfill the learning outcomes of the category?
An affirmative answer to each of these questions is expected for a course to be accredited for any of the foundations categories.

3. In practice, Category II has been the most poorly understood as reflected in requests for accreditation of specific courses. Some specific guidelines for this category are presented as footnotes to the category definition.

   **Category II (Science and Technology)**

   Courses that satisfy the Science and Technology requirement will address the scope and limitations of scientific inquiry and the operation of the biological, physical, and technological world. They will provide students with the opportunity to develop a broad understanding of the scientific method, fundamental laws of science, principles underlying the design and operation of technology, interrelationships among science and technology disciplines, and various natural phenomena that surround and influence our lives.

   They may address such questions as the origin of the universe, the state of the environment, the principles of designing human-computer interactions, or the decoding of the human genome. Students will learn how scientists approach and solve problems. Students will engage in course work which encourages critical thinking and qualitative and quantitative analysis of data and concepts. Such skills will enable them to draw conclusions based on scientific information and models. Understanding the scope and limitations of scientific inquiry is essential for making personal and public policy decisions in a technological society.

   1. The “and” is an important component of the sentence. The course must have both.
2. Expectation: a course that satisfies Category II would meet most, or a majority of, these.

3. This is a critical component of the definition and so must be satisfied.

4. Double listing courses for two categories. Some courses are interdisciplinary and fall naturally on the border between two foundations (subject-matter) categories. A central plank of the new General Education Plan is that such courses may, with appropriate approvals, be used to satisfy either of the two foundations categories (though not both foundations categories with a single course). However, the intent of General Education to guarantee a significant exposure to each of the foundations categories dictates that courses be listed as fulfilling a category only if the primary focus of the course is in that category. Approval of a course in two foundations categories (II, III and IV) will require careful documentation of the interdisciplinary nature of the course and a convincing argument that this generates a synergy such that the course is focused primarily on both disciplines. The clear exception to this policy is double listing in one foundations category plus either VII or VIII, which is specifically encouraged. (This clarification was included in a memo to Associate Deans and Directors of Counseling on December 10, 2007.)

NOTE: The clarifications listed above may be found on the Academic Senate Web Site under Programs and Policy Subcommittee.

5. A significant feature of the GE plan is a focus on learning outcomes, i.e., the knowledge, abilities and experience that students should gain prior to graduation. A component of the justification statement that accompanies each request for GE should be identification of specific learning outcomes for the general education category. During summer and fall 2008, CEP will be working further on defining general education and its learning outcomes.

Change of Major Criteria
The Programs and Policy Subcommittee reviewed and endorsed proposals for 11 sets of existing change of major criteria.

Additional Policy Issues Endorsed by the Subcommittee and Forwarded to CEP for Final Approval

1. Revision to the Guidelines for Establishing Undergraduate Majors. The Western Association of Schools and Colleges (WASC) requires, as part of its re-accreditation procedures, a statement for each major on student learning outcomes, a plan for collecting evidence that those outcomes have been achieved, and demonstration that the evidence has been used for the improvement of the program. It was believed that having a requirement as part of the guidelines for new majors was a good start. The Programs and Policy Subcommittee worked on revisions to the new major guidelines and sent them forward to the full Council on Educational Policy (CEP) for final approval. These guidelines are located on the Senate web site under either CEP or Policy. They are also located in the Undergraduate Faculty and Staff Manual (Appendix N), located on the CEP web site.

2. 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. It was determined that by policy of CEP UCI’s school & major requirements were all being met according to the same catalogue. That is, in order to take advantage of changes in major requirements that are established subsequent to enrollment, a student must also accept any changes in UC, UCI (including breadth/GE), and school requirements that might have been established as well. We refer to this as bundling. The only exception to bundling involved breadth Category VI, Language other than English. It was determined that bundling existed as a policy of CEP and so it is in the Council’s purview to modify or eliminate the bundling requirement. The bundling policy was subsequently discussed in meetings of the undergraduate associate deans where there was a strong consensus is that there would be advantages to students to unbundling GE from the other requirements with no significant disruptions anticipated. In conjunction with the proposal to unbundled GE, it was suggested that CEP also unbundled the minor requirements.

3. There were additional discussions held but proposals were not sent forward to the full CEP at this time. These issues may be discussed further in the 2008-09 academic year.

   a. General Education courses for majors only.
b. Second-year language courses listed as Category VIII.
c. Distinction between Foundations of Knowledge (Categories II, III, and IV) and Practical Abilities (Categories I, V, and VI).

Additional Policy Issue Considered but not Endorsed by the Subcommittee

1. Proposal from the Faculty Board on Undecided/Undeclared Students: Bylaw changes and Change of Major. The changes submitted to the bylaws concerning the Undecided/Undeclared (U/U) advising program and admission to the program for students who initially enroll in other programs were intended to allow a portion of the U/U students to remain in the program beyond their freshman year and to allow students who transfer into the program later to also remain into their sophomore year. Data showed that while most U/U students are ready to declare a school at the end of their first year at UCI, about 25% of them are not yet ready and do so now without sufficient information about the School they're affiliating with to make a wise choice. Policy members, upon careful evaluation, determined that for the small number of students impacted, it was not necessary to make changes to the bylaws. Procedures are already in place that allow for exceptions that cover the needs of these students. This proposal did not go forward to the full CEP but was withdrawn.

Donald Senear, Chair
CEP Programs and Policy Subcommittee

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David Eppstein, Information and Computer Science
Darryl Taylor, Arts
Ramesh Arasasingham, Physical Sciences
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Appendix I

New Majors:
B.F.A. in Music Theatre (returned for additional information)
B.A. in Urban Planning (returned for additional information)
B.F.A. in Music Theatre

New Minors:
Minor in Economics (returned for additional information)
Minor in Optimization (returned for additional information)
**New Honors:**
Honors in Earth System Sciences

**Minor Changes:**
Minor in Italian Studies
Minor in European Studies
Minor in Global Cultures
Minor in Latin American Studies (title change to Minor in Latin American and Caribbean Studies)
Minor in Criminology, Law, and Society
Minor in Materials Science Engineering
Minor in Sociology
Minor in Information and Computer Science
Minor in Chicano/Latino Studies

**Program Changes:**

**Arts**
B.A. and B.M. in Music
B.M. in Music
B.A. in Music
B.A. in Studio Art
Honors in Music Theatre

**Biological Sciences**
B.S. in Pharmaceutical Sciences
B.S. in Biological Sciences
B.S. in Neurobiology

**College of Health Sciences/Social Ecology**
B.A. in Public Health Policy
B.S. in Public Health Science

**Engineering**
B.S. in Aerospace Engineering (returned for additional information)
B.S. in Mechanical Engineering (returned for additional information)
  - Specialization in Energy Systems and Environmental Engineering
  - Specialization in Flow Physics and Propulsion systems
B.S. in Computer Engineering
B.S. in Computer Science and Engineering
B.S. in Engineering
B.S. in Aerospace Engineering
B.S. in Mechanical Engineering
  - Specialization in Energy Systems and Environmental Engineering
  - Specialization in Flow Physics and Propulsion systems
B.S. in Chemical Engineering
B.S. in Biomedical Engineering
B.S. in Biomedical Engineering: Premedical
B.S. in Computer Engineering
B.S. in Computer Science and Engineering
B.S. in Chemical Engineering
  - Specialization in Environmental Engineering
  - Specialization in Materials Science
B.S. in Materials Science Engineering
B.S. in Engineering
B.S. in Environmental Engineering
B.S. in Aerospace Engineering
B.S. in Mechanical Engineering
B.S. in Electrical Engineering
B.S. in Civil Engineering

**Humanities**
B.A. in Religious Studies
School Requirements
School Requirements (Language Other Than English Placement and Progression)
B.A. in Chinese Language and Literature (title change to Chinese Studies with two new Emphases: Chinese Language and Literature; Chinese Culture and Society)
B.A. in Classics
B.A. in Classical Civilization
B.A. in East Asian Cultures
B.A. in English
B.A. in Japanese Language and Literature
B.A. in Korean Literature and Culture
B.A. in European Studies
B.A. in Global Cultures
B.A. in Latin
B.A. in Spanish
B.A. in History

**Information and Computer Science**
B.S. in Information Management
B.S. in Computer Science
B.S. in Information and Computer Science

**Physical Sciences**
B.S. in Chemistry
B.S. in Earth and Environmental Sciences
B.S. in Earth and Environmental Sciences

**Social Ecology**
B.A. in Criminology, Law, and Society
B.A. in Social Ecology
School Requirements

**Social Sciences**
School Requirements
B.A. in Chicano/Latino Studies
B.A. in Sociology
B.A. in Social Science
  - Specialization in Public and Community Service
  - Specialization in Research and Social Policy

**Note:** Duplications indicate that two separate proposals for change were submitted during the academic year or additional information was requested and revisions/information received.