COUNCIL ON EDUCATIONAL POLICY ANNUAL REPORT:  
Academic Year: 2017-2018

I. COUNCIL OPERATIONS
The Council is authorized to act for the University of California Irvine Division in approving new or amended UC Irvine undergraduate course and degree requirements for all UCI minors, majors, and specializations, concentrations, and emphases within majors recommended to the Division by the UC Irvine Faculties. The authority of the Faculties 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.”

UCI Academic Senate Bylaw 85 (B) Council on Undergraduate Policy details the many duties of the Council:

1. Consider all matters related to academic policy, make recommendations regarding curricula and programs and other educational matters, including general campus requirements and grading systems, issue recommendations on the establishment, substantive modifications or withdrawal of academic programs, review and report on the character of the educational programs on the Irvine campus, make recommendations about undergraduate policy matters and evaluate their effect on campus diversity. Supervise the UC Entry Level Writing Requirement and the UC Analytical Writing Placement Examinations, and formulate the policies for, and supervise the requirement in American History and Institutions. Act for the Division in approving new or amended degree requirements recommended to the Division by the several Faculties; failure by the Council to approve new or amended degree requirements within sixty (60) calendar days following the original submission of such recommendations by a Faculty, the Faculty in question may refer the matter directly to the Divisional Senate Assembly for action.

2. Act as a screening committee for the general education options (see IR 520). Solicit courses from the academic units, review them, and approve or disapprove them. Advise units of any overlap between proposed and existing courses and of areas not covered by the proposals. The Council may request that units submit special kinds of courses to meet the requirement. Review all general education option courses at regular intervals and take appropriate action.

3. Act on final recommendations from the Campus Writing Coordinator for recertification of courses satisfying the upper-division writing requirements; the Campus Writing Coordinator shall conduct a recertification review of these courses at regular intervals and recommend to CEP whether a course continues to meet writing course guidelines or whether CEP should inform the unit that the course no longer fulfills the upper-division requirement.

4. Provide guidance on all matters related to student learning assessment, including policy development around assessment of student learning at the classroom, course, program, general education, and institutional levels. Monitor the university’s progress in implementing its assessment plan, including those resulting from regional reaccreditation review, and, where appropriate, promote the use of assessment results in planning activities.

5. Provide advice on all educational policy matters pertaining to the core campus undergraduate programs and advice on matters relating to international education and continuing, part time, and summer session
education. In matters pertaining to the establishment, substantive modification or withdrawal of programs that may impact core campus academic programs, the Council shall issue recommendations with the Graduate Council, as applicable.

6. Maintain liaison with the University Committees on Educational Policy, Preparatory Education, and International Education.

CEP Membership (UCI Senate Bylaw 85.A)

The Council on Educational Policy (Undergraduate) shall consist of two members from each Faculty offering an undergraduate degree, and the Chair of the SCOC (Undergraduate Subcommittee on Courses and Continuing, Part-Time, and Summer Session Education). Ex officio members shall be the Registrar, the Dean of Undergraduate Education, the Campus Writing Coordinator, and the Chairs of the Subcommittee on International Education and the Academic Program Review Board.

CEP membership 2017-2018

Hugh Roberts, Chair, Humanities
Elizabeth Allen, Humanities
Ramesh Arasasingham, Physical Sciences
Philip Bromiley, Business
Elliott Currie, Social Ecology
Seth Houston, Arts
Pavan Kadandale, Biological Sciences
Ketu Katrak, Arts
Young Suk Kim, Education
Chen LiICS
Stephen Mang, Physical Sciences
Debra Mauzy-Melitz, Biological Sciences
Michael McNally, Engineering
Mary McThomas, Social Sciences
Ruth Mulnard, Health Sciences (Nursing)
Daniel Mumm, Engineering
Richard Pattis, ICS
Samuel Schriner, Health Sciences (Pharmaceutical Sciences)
John Turner, Business
Joanne Zinger. Social Ecology
Jonathan Alexander, Ex Officio, Writing Coordinator
Elizabeth Bennett, Ex Officio, University Registrar
Victoria Bernal, Ex Officio, Subcommittee on International Education
David Casper, Ex Officio, Subcommittee on Courses
Michael Dennin, Ex Officio, Vice Provost for Teaching and Learning (DUE)
Arvind Rajaraman, Ex Officio, Assessment Committee
Rasika Bhalchandra Athavale, Representative, ASUCI
Sungmin Park, Representative, ASUCI
Amy Shine, Representative, AGS
Christina Woo, Representative, LAUC-I
Daniel Gross, Consultant, Writing Director, UCI Composition Program
Aliya Hassan, Consultant, University Editor
Helen Morgan, Consultant. Director, Social Sciences Undergraduate Student Affairs
Angeline Quynh-nhu Phan, Representative, ASUCI
CEP met eight times during the 2017-18 academic year. In addition to meetings of the full Council, the Programs and Policy Subcommittee (Policy), composed of eight CEP members and chaired by CEP member Rich Pattis (ICS), met three times by the recommendation of CEP to review or discuss matters related to undergraduate academic policy. During AY17-18, Policy provided recommendations to CEP on the following undergraduate academic matters: 1) a request to replace current teaching evaluations used across campus with a single student feedback form. 2) a request from the Irvine Senate office to determine whether or not it would be possible for CEP to conduct or oversee a comprehensive comparative review of the academic quality of online, hybrid, and traditional courses offered at UCI; 3) a proposal from the Irvine Senate Chair to revisit the current policy on student recordings of lectures.

CEP Members of CEP were asked to serve on at least one other CEP subcommittee:

- Programs and Policy Subcommittee: Richard Pattis, Chair (ICS), Michael McNally (Engineering), Elizabeth Allen (Humanities), Chen Li (ICS), Samuel Schriner (Health Sciences), Debra Mauzy-Melitz (Biological Sciences); Philip Bromiley (Business), Ramesh Arasasingham (Physical Sciences)
- Academic Program Review Board (APRB): Pavan Kadandale (Biological Sciences) and Steve Mang (Physical Sciences)
- University-wide Committee on Preparatory Education (UCOPE): Brad Queen (Writing Program) and Daniel Gross (Composition)
- Writing Advisory Group (Sean Greenberg, Humanities)
- Subcommittee on Writing Review 2018. Steve Mang (Physical Sciences, Young-suk Kim (Education)

II. NEW DEGREE PROGRAM APPROVALS:
During Academic Year 2017-2018, CEP approved proposals for two new majors and one new minor:

- B.A. in Environmental Science and Policy, Interdisciplinary major administered and overseen by the Department of Earth System Science and the Department of Urban Planning and Public Policy
- B.S. in Psychology, Department of Cognitive Science
- Minor in Spanish Education, Department of Spanish and Portuguese
- Concentration in Data Science, Department of Math

III. CEP APPROVAL OF PROPOSALS TO CHANGE THE NAME OF DEPARTMENTS AND/OR DEGREES

- CEP approved a proposal to change the name of the Department of Linguistics to the Department of Language Science
- CEP approved a proposal to change the name of the Department of East Asian Languages and Literature

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1 The CEP subcommittees are the Subcommittee on Courses (SCOC), The Academic Program Review Board, International Education, the Subcommittee on Policy, the Assessment Committee. Beginning AY18-19, the Policy and Assessment subcommittees will function as one CEP subcommittee, the Subcommittee on Policy and Assessment.
to the Department of East Asian Studies
- CEP approved a proposal to change the name of the BA in Psychology and Social Behavior to the BA in Psychological Sciences

IV. CEP APPROVAL OF PROPOSALS TO MODIFY CHANGE OF MAJOR REQUIREMENTS:

CEP approved the proposal to change the requirements for UCI students to enter into the Drama major in order to give students more options to meet lower division course requirements. The previous COM requirement for UCI students to be admitted into the BA in Drama were completion of “one year of drama studies with an average grade of B, Drama 30 or 40 series recommended.” That requirement was modified to “Completion of at least three required drama courses for the major with grades of B or better.” The GPA requirement of 2.0 did not change with the change in course requirements.

As part of CEP’s review of the proposals for the new BS in Psychology and the BA in Environmental Sciences and Policy, the COM requirements for both majors were approved:

BS in Psychology COM Requirements
- Cumulative GPA of 2.0
- GPA of 2.0 the quarter prior to changing into the major
- Completion of PSYC 9A, PSYC 9C, and three lower division science courses from Degree Requirements Sections D or E with a GPA of at least 3.0 for those five courses.

BA in Environmental Science and Policy COM requirements:
- Cumulative GPA 2.00
- Most recent quarterly GPA of 2.00
- Completion of one lower-division course in ESS that counts toward the major with a grade of “C” or better.
- Completion of SocEcol E8 or UPPP 5: Intro to PnP with a grade of “C” or better.
- 2.50 minimum GPA for all UCI courses that count toward the major.
- 3.00 minimum GPA for all transfer courses that count toward the major.

V. PROPOSALS TO MODIFY UNDERGRADUATE DEGREE REQUIREMENTS

Upon the recommendation of the CEP’s Subcommittee on Courses, CEP approved 43 proposals to modify degree program requirements during AY17-18 (list of actions below may not include all that were approved in that proposal), similar to the number of degree modification proposals reviewed and approved by CEP over the past four years: CEP approved 48 last year, 49 proposals AY15-16, 42 during AY14-15, and 44 during AY12-13).

SCHOOL OF ARTS
- BA in Drama (allowing Drama 30B, C to be electives instead of required, adding Drama 80 as option for UD requirements)
- Honors Program in Music Theatre, small changes endorsed by SCOC and CEP

SCHOOL OF BIOLOGICAL SCIENCES
- BS in Biological Sciences (conforming changes, replacing Math 2A, B requirements with Math 5A, B, adding Bio 2B as requirement, adding bio Honors core, changing UD writing option to minimum of grade C for Bio Sci 100, adding Bio E186L as lab writing option).

SCHOOL OF BUSINESS
- BS in Business Information Management (adding CS32A to requirements, removing ICS 46, adding Math 3A as an alternative to ICS 6N)

SCHOOL OF EDUCATION
- No modification proposals submitted during AY17-18

SCHOOL OF ENGINEERING
- BS in Chemical Engineering, move ENGRCEE 160 Environmental Processing to lower section, remove MAE 115 Advanced Lab in Synthesis of Materials, adding MAE 114 Fitel Cell Fundamentals.
- BS in Civil Engineering (1. Update Basic Science Elective to “One basic science elective selected from any Bio Sci or Earth Systems Science course with UCI General Education II approval 2. Eliminate the Engineering Design Elective from the program. 3. Update the Specialization in Structural Engineering: in addition to ENGRCEE 155, students choose three from the list of specialization electives instead of four).
- BS in Environmental Engineering (Update Basic Science Elective: Two additional Basic Science Electives, one Earth System Science course approved for General Education II, and one Biological Sciences course approved for General Education II).
- BS in Materials Science Engineering (1. Update Core Courses: CBEMS 65B OR (CBEMS 1253 AND CBEMS 125C) OR MAE 120. 2. Add CBEMS 171 Green Engineering and CBEMS 176 Surface Science as Engineering Elective options).
- Minor in Materials Science Engineering (Remove MAE 140 from course options).
- BS in Mechanical Engineering (adding MAE114 Fuel Cell Fundamentals to Specialization in Energy Systems and Environmental Engineering)

SCHOOL OF HUMANITIES
- BA in Chinese Studies (Conforming Changes)
- BA in Classics, Emphasis in Classical Civilization (changes to course options in the UD Classics section)
- Minor in Greek and Latin (Removing the Grk 1A and 1B course requirements but keeping Grk 1C; Doing same with Latin minor requirement: removing Latin 1A and 1B but keeping Latin 1C).
- BA in English, Specialization for Future Teachers (removing one course requirement from three in section F (Writing course requirements)
- Minor in English
- BA in European Studies (adding EUR ST 10S and 11S as course options for the major)
- Minor in European Studies (adding EUR ST 10S and 11S as course options for the major)
- BA in French (updating unnecessarily complicated curriculum due to changes in faculty)
- Minor in French (updating archaic unnecessarily complicated curriculum)
- BA in German Studies (adding EUR ST 10S and 11S as course options for the major)
- Minor in German Studies (adding EUR ST 10S and 11S as course options for the major)
- Minor in Humanities and Law (modifications made due to changes in faculty: removing GENSEX 60B Gender and Law and Phil 133 Topics in Philosophy and Law options in Section A; allowing more flexibility in course options for the upper division course requirement for fulfilling the philosophy, history, literature, or classics five course requirement.
- BA in Literary Journalism (adding English 9 Shakespeare to course options)
- Minor in Literary Journalism (adding English 9 Shakespeare to course options)
- Minor in Medical Humanities (adding Phil 3 and 121A to course options)
- BA in Philosophy, the Specialization in Law and Society was approved and the Specialization in Medical Well Being was approved.
- BA in Religious Studies (changed UD writing requirement to Rel Stu 110)
- Minor in Religious Studies (changed UD writing requirement to Rel Stu 110)
SCHOOL OF INFORMATION AND COMPUTER SCIENCES
- BS in Computer Science, add ICS 32A (Python Programming) to degree requirements
- BS in Computer Game Science, add ICS 32A to degree requirements
- BS in Software Engineering, add ICS 32A to degree requirements
- BS in Computer Science and Engineering, add ICS 32A to degree requirements and other minor changes
- BS in Data Science, add ICS 32A to degree requirements
- BS in Informatics, add ICS 32A to degree requirements
- Minor in Informatics, add ICS 32A to degree requirements
- Minor in Health Informatics, add ICS 32A and ICS20 to degree requirements
- Minor in Digital Information Systems, add ICS 32A and ICS20 to degree requirements

SCHOOL OF NURSING
- No modification proposals submitted during AY17-18

PROGRAM IN PHARMACEUTICAL SCIENCES
- BS in Pharmaceutical Sciences (Removing general physicals lab Physics 3LB and 3LC as a requirement for Pharm Sci major; add Chem 51LD to list of requirements for the major).

PROGRAM IN PUBLIC HEALTH
- No modification proposals submitted during AY17-18

SCHOOL OF PHYSICAL SCIENCES
- BS in Chemistry (adding CHEM 150, 150L, 250, 250L to list of electives, allowing students pursing the Teaching Certificate in Chemistry Teaching Concentration to use EDUC required courses to fulfill up to two Chemistry major requirements)
- BS in Math (Removing two of the four Physical Sciences (Chem and Physics) three course sequence from Section C)

SCHOOL OF SOCIAL SCIENCES
- Minor in Medical Anthropology (adding ANTH134A, 125F, 128A, 1345C, and 134F to list of options for minor)

SCHOOL OF SOCIAL ECOLOGY
- BA in Criminology Law and Society (added three course options to list of electives)
- BA in Psychology and Social Behavior (make SOECOL 190 the upper division writing requirement)
- BA in Social Policy and Public Service (making field work requirement and number of units of fieldwork requirement more specific)

DIVISION OF UNDERGRADUATE EDUCATION
- No modification proposals submitted during AY17-18

VI. ACADEMIC PROGRAM REVIEWS (abbreviated versions of discussions and reports below, for more information see CEP minutes)
- CEP Reviewed the 2016 Non Degree Seeking Academic Review UC Irvine Summer Session
- CEP reviewed the 2017 APRB School of Physical Sciences External Review Report and the response from the school and provided its own response to APRB.
- CEP reviewed the four year follow up report to the APRB review of the Claire Trevor School of Arts
• CEP reviewed the seven year follow up report to the APRB review of the School of Social Ecology
• CEP convened the subcommittee for the 2018 External Review of LD and UD Writing

**CEP review of the 2016 External Review of Summer Session**

CEP identified six topics considered priorities in both the external review report and/or the response letter from the Vice Provost of Teaching and Learning. CEP provides the following comment on these issues and recommends specific action when applicable.

**Student Support services during Summer Session**

_External Review:_ Reviewers noted student support services are lacking during Summer Session and recommended that to ensure student academic success, the same student support services available to students during the Academic Year must also be available during Summer Session. Students need to receive the same quality of tutoring, academic counseling and financial aid guidance they receive during the academic year.

_CEPI Response:_ CEP called attention to the major discrepancy between Summer Session’s views, and what is perceived by students as a lack of support services. Apparently, there is no way for students to find out if they qualify for financial aid until they have registered for Summer Session courses. Summer Session needs to make all course instructors aware of the Academic Dishonesty policy, especially given the number of students enrolled in online courses.

**Student Advising During Summer Session**

_External Review:_ Reviewers noted concern about the lack of proper student advising for Summer Session courses, especially regarding prerequisites.

_CEPI Response:_ While CEP agreed that advising should be the purview of the individual units, the council was troubled that students feel that they are falling through the cracks. More coordination is required between Summer Session and the School-based Academic Advisers, who are frequently frustrated by the opacity of Summer Session’s procedures. Regarding the prerequisite issue, CEP recognized that the mixture of UCI students, to whom the prerequisites apply, and non-UCI students, to whom they don’t, presents a difficult administrative challenge. Nonetheless, CEP found Summer Session’s response to this concern entirely too sanguine. In practice, the prerequisite system, to all intents and purposes, simply breaks down in Summer Session.

**Course quality**

_External Review:_ Reviewers singled out the freshman and Transfer Edge programs for particular praise. Reviewers found no evidence that Summer Session courses were of lower quality than regular session courses, but they noted that they were not given sufficiently fine-grained information to really assess this issue.

_CEPI Response:_ CEP was concerned about non senate instructor appointments and their impact on course quality and reminded Summer Session that all non-senate instructor appointments must be approved by AP and SCOC. CEP also expressed concern that TAs receive considerably lower salary for teaching in Summer Session than in the regular session, which would seem to send a signal that Summer Session teaching is expected to be less dedicated and less serious than regular session teaching. CEP members who have taught in Summer Session expressed concerns about the pedagogical implications of compressing a 10-week course into 5 weeks of instruction and that final exam policy during Summer Session violates Senate final exam policy, which requires final exams to take place after ten weeks of instruction (see UCI Senate Regulation A465. Final Examinations Requirements (A, B, C, and D)).

**Summer Session registration procedures are opaque and confusing**
External Review: Students are confused by waitlist procedures. Reviewers also encountered near universal agreement among students about difficulties involved in the Summer Session Registration system, compared to fall, winter, and spring quarters.

CEP Response: CEP noted Summer Session’s response to waitlist procedure complaints seems somewhat at odds with its own logic, and flies in the face of widespread student discontent. If students are paying by units enrolled, it seems that they are more likely to pay attention to which courses they are enrolled in. If students’ plans change, they will drop the course they were auto-enrolled in. Since not auto-enrolling from the waitlist impacts course offerings, number of TAs, etc., CEP believes this is a major issue that Summer Session needs to address.

Issues with course offerings for small courses, and timing of cancelation of courses

External Review: Summer Session courses that do not reach minimum enrollment two weeks prior to the start of instruction are canceled. Faculty and academic advisors pointed out that Summer Session’s timeline cancelling courses is poorly aligned with student behavior and the timeline for financial aid decision. Students often enroll “last minute” and financial aid decisions are made after Summer Session’s course cancellation deadline. As a result of the course cancellation problem, faculty shy away from offering courses students need for their academic majors. A business model rather than an academic model determines course offerings and cancellations. This is particularly the case for small courses, which are often cancelled despite the fact the course may only be available during summer quarter, or that completion of the course is a prerequisite for a fall course requirement or must be completed by students due to financial needs, or to keep pace with degree requirements.

CEP Response: CEP noted that since the number of courses and students affected is relatively small we might say that summer session’s approach is reasonable, both in terms of what courses are canceled, and when they are canceled. However, CEP remains troubled that Summer Session’s business model sets the terms of any discussion of what courses can or should be offered in Summer Session.

CEP review of APRB 2017 External Review of the School of Physical Sciences

In keeping with CEP’s charge to oversee undergraduate curriculum and courses, CEP limited its review of the report to the undergraduate programs in the School of Physical Sciences. The external was quite positive. The reviewers noted that all the departments in the School receive high rankings (in national and international departmental rankings), numerous faculty members have received awards and grants, and the departments continue to do “first rate work on all aspects of their mission.”

1. Teaching Assistants: The external review notes that the number of undergraduate students per discussion section is quite large (and is much larger than at peer institutions), often with discussion sections of 60 students or more. Of note, in the Department of Chemistry, classes with enrollments of almost 300 students are given only one teaching assistant, and classes with enrollments of 300-450 students are given only two teaching assistants. This large student-to-TA ratio threatens the quality of undergraduate instruction (especially for underrepresented minority and international students. CEP agreed that the campus should provide the School of Physical Sciences with sufficient TA funding to help reduce the student-to-TA ratio.

2. Laboratory courses: In the external review for three of the four departments (Chemistry, Earth Systems Science, and Physics & Astronomy), the reviewers mentioned issues with lab courses (and/or lab space associated with these courses). CEP noted that given that laboratory courses (and/or lab space associated with these courses) was raised as a concern in the departmental reviews of three of the four departments in this school, this issue should be given more attention. CEP recommended that, above all, the School or Campus should provide the necessary resources to update lab equipment to ensure lab space is safe for students, staff, and instructors.

3. Undergraduate Curriculum Issues: For three of the four departments (Chemistry, Earth Systems Science, and Mathematics), external reviewers noted various curriculum issues. CEP was satisfied that Chemistry and Earth
Systems Science made appropriate improvements in response to the curriculum concerns in their department. However, CEP recommended that the Mathematics department give more attention to the suggestion that they should offer more honors and/or rigorous upper-division courses to serve the needs to high-achieving students who are bound for graduate programs.

**CEP review of four year follow-up report to the 2013-2014 APRB review of the Claire Trevor School of the Arts (CTSA).**

CEP expressed support for steps the School has taken to address some of the problems identified in the 2014 Academic Program Review Board (APRB) report, such as improvements to communications between the Dean’s Office and the departments, the renewal of the development team, and the restoring the number of staff to levels pre 2008. However, CEP noted further information about some matters in the follow up report is necessary in order for the council to understand how some of these matters might be resolved before the next APRB review.

1. With regard to CTSA’s update on maintenance, which was identified in the original review as an issue of deferred maintenance that had created “dangerous conditions” in the school, CEP would like more information about an incident that occurred in a Drama production after the 2014 review. It was brought to CEP’s attention that lights fell on someone during a drama production and that not enough staff were available to ensure safety during that production and perhaps others. Would it be possible for CTSA to provide CEP with details about that event and the safety measures that are in place to ensure as much risk as possible is avoided on production sets in future.

2. The 2014 APRB report noted staff at CTSA were underpaid, a situation which made the School vulnerable to losing valuable and skilled personnel who could be hired away by local competition. While CEP is pleased with current staff levels in CTSA, the Council would like to know if staff are being paid at the same rates as staff counterparts at UCI and peer institutions in Southern California.

3. CEP appreciates the Dean’s concern about the abysmally low funding levels of graduate student TAships. TAs work half the amount of time for half the pay compared to all other TAs on campus. CEP understand this is an issue that also involves UCI administration. In an effort to fully grasp the budget challenges facing CTSA with regard to this particular issue, CEP would ask the School to provide a specific plan of action for increasing graduate student stipends.

**CEP reviewed the seven year follow up report to the 2011 APRB review of the School of Social Ecology.**

CEP is pleased with the many achievements of the School of Social Ecology made in response to the original reviewer’s recommendations, particularly with regard to improvements made in the field studies program, the new field study writing seminar (SE 195W), the establishment of the new Global Service Scholars program, and improvements to the MURP curriculum,

CEP is, however, still concerned about the structure of the curriculum in the Social Ecology major despite the fact that now three upper division courses one from each of the other majors in SE (UPPP, Psychology and Social Behavior, and Criminology, Law and Society) are required in the major. The original APRB 2011 review report says,

“(t)he unstructured curriculum of the Social Ecology major may be problematic for some undergraduates. A more coherent core curriculum could provide a clearer understanding of the field, reduce some of the demand on advising, and help students develop more structure. Particular attention should be paid to courses that build quantitative skills and foreign language capabilities.”

CEP would like more information about how the advising for SE majors has changed to help students optimize course selection in the SE major. Based on the survey results in the seven year follow up report, it appears students would still like more major specific courses in the SE major. CEP is also interested in learning about
possible improvements that have been made (or planned steps to improve) related to SE majors’ quantitative and language skills. CEP is unclear about why the original reviewers were concerned about SE majors’ foreign language capabilities. The seven year follow up report states that foreign language requirements are addressed in the school’s GE requirements. CEP is aware that all UCI students must complete three quarters of General Education VI (Languages other than English) course, and that is the case now as it was during the 2011 review. Finally, CEP is pleased that two new advanced statistics and methods courses (SE 190 and SE 11) are now available for all SE majors as electives, but CEP would still like to know why these courses or perhaps others, are not required for the SE major in an effort to improve quantitative skills for SE majors.

VII. GENERAL EDUCATION

CEP is responsible for General Education (GE) policy and the routine review of GE courses (See Academic Senate Bylaw 85 and Regulation 520 in the UC Irvine Academic Senate Manual.

For the past several years, CEP has conducted annual reviews of one to two of the eight General Education Categories to ensure the course learning outcomes in the category are being taught and evaluated in all of the course and course sections. Parallel to this review, the CEP subcommittee, the Assessment Committee (AC) has been conducting its own annual reviews of the same GE category(ies) reviewed by CEP, but AC’s review has involved a more thorough review of only Spring quarter GE designation(s) under review. While CEP’s GE reviews require evidence the CLOs are being taught and evaluated, AC’s review requires instructors to write full assessments reports on methods of evaluating CLO student competency and information about what percentage of students actually mastered the CLOs in the GE course.

During this past year (AY17-18), CEP and AC decided to put all GE review into AC alone in order to avoid confusion and redundancy that occurred each year as a result of the dual CEP and AC reviews. It was decided by AC that instead of evaluating one or two GE categories each spring that all courses and course sections of all eight GE designations taught during fall, winter, and summer quarters would be evaluated. Once this decision was made and this action was moved to the Assessment team in the Division of Undergraduate Education beginning spring quarter, 2018, the Senate Office Executive Director requested that AC be disbanded and all AC business be added to the existing Policy Subcommittee.

VIII. CAMPUS ISSUES (abbreviated versions of discussions and reports below, for more information see CEP minutes)

A. BOARS Proposed revisions to Senate Regulation 424.A.3 (Area “d”) High School science requirement

CEP discussed a proposal from the Board of Admissions and Relations with Schools (BOARS) to revise UC Senate Regulation 424.A.3, High School science requirement (area d). The BOARS proposals asked: 1) to increase the minimum area “d” requirement from 2 units (3 recommended) to 3 units, while continuing to require 2 units of coursework that “provide basic knowledge in at least two of the fundamental disciplines of biology, chemistry, and physics.” One unit is equivalent to a year-long course; 2) title the name of the area “d” subject requirement from Laboratory Science to Science. CEP did not endorse BOARS’ proposed revisions to SR 424.A.3.

CEP was doubtful that BOARS proposal to broaden the options for acceptable science courses to meet requirement “d” would actual improve high school science education. Currently, high school students must take two years (recommended three years) of a laboratory science (chemistry, physics, and biology). Under the new proposal, students would be required to take only two years of laboratory science courses (chemistry, physics, biology) and would have the option to take the third year of science from other disciplines including, earth and space sciences, engineering or applied science courses. Given that currently, ninety five percent of UC students already enter UC campuses having completed three years of high school laboratory science, it is unclear how the
proposed revisions to requirement “d” would improve science education among high school students to better prepare them for a UC undergraduate education.

B. Update on the Student Information System, Elizabeth Bennett, University Registrar

At the October, 2017 CEP meeting, The Council expressed considerable concern about shortcomings in the new Student Information System slated to be introduced for AY 2018-19. The new system, as delivered, may not allow departments to add and remove restrictions on enrollment during the enrollment period; all restrictions (such as “majors only,” “transfers only,” “repeating students only” and so forth) are either on or off throughout the entire enrollment period. Also, the new system may be unable to automatically move students from waitlists into the courses in which they wish to be enrolled. CEP noted that it may not be possible to postpone implementation of the new system until these problems are fixed. If that is the case, it is urgent that the University plans for and commits resources (in the form of extra staff and staff training) to managing the very pre-visible problems that will result.

At the June, 2018 CEP meeting, it was announced that the SIS rollout would be postponed for a year due to some of the issues discussed at the October CEP meeting. Implementation is expected in AY2018-2019.

C. CEP review of CTLSE proposal for a new Student Feedback Form to replace teaching evaluations

At its November, 2, 2017 meeting, CEP discussed the Subcommittee on Policy’s recommended revisions to CTLSE’s proposal for a campuswide student course feedback form to replace the current teaching evaluation forms used for undergraduate courses across campus. Like Policy, CEP focused much of its discussion of the new form on the potential benefits and pitfalls of using student self-assessment of competencies in Course Learning Outcome (CLO) as a reliable measure of course quality. Despite lengthy deliberation on this issue, CEP members did not come to a consensus about whether the CLO table should appear in the final document of the feedback form.

D. CEP consideration of approaches to reviewing some aspects of online courses

The conversation focused on whether CEP should conduct a front end or back end review of UC Irvine online undergraduate courses. Many factors influence the level of academic quality of online course. The Office of Teaching and Learning has been given a mandate by the Provost to provide more instructor and TA training in online teaching and to devote more resources to using appropriate technology to improve existing and new online courses. Accordingly, CEP believes the best way to deal with ensuring online course quality would be to ensure TA training for online courses, faculty training to teach online courses, and avoidance of offering online courses that we know will produce negative student learning outcomes compared to their traditional counterparts and vice versa. CEP members agreed that conducting a front end review of online course quality would be the best way to improve existing and new online course quality.

E. Report on Upper Division Writing, Jonathan Alexander

CEP was provided with a summary of the Office of the Campus Writing Coordinator’s review of the syllabi for all of the upper division writing courses offered at UC Irvine. The following traits were observed based on the 72 syllabi submitted for the review:

1) 61% of the syllabi included writing-specific objectives.
2) 92% of the syllabi included details about required writing assignments.
3) 71% of the syllabi included information about processes and protocols for revision.
4) 57% of the syllabi included details about workshopping and peer review
5) 24% of the syllabi included references to the writing center.
6) 39% of the syllabi included recommendations for discipline specific writing guides.
F. Request from the Senate Chair to have CEP discuss using graduate students as instructors of record for undergraduate courses.

Pending further clarification as to what, exactly, is being envisaged in making graduate students "Instructors of Record" in lower division classes, CEP thinks that it is in the best interests of both the graduate and undergraduate students that graduate student instructors always have faculty mentors whose role is formally defined, visible to the undergraduate students in the class, and who are the final arbiters of disputes over grades and related matters. Second, CEP thinks departments are typically the best judges of which lower-division courses can be safely entrusted to graduate student instructors, and which graduate students are qualified to teach those classes, but reports should be regularly forthcoming to Graduate Division explaining those decisions and describing the mechanisms of faculty supervision which have been instituted. Finally, CEP noted that there is always a potential reputational risk for the university if faculty are seen as unavailable to students or uninterested in teaching them; we would be opposed to this proposal if it were seen as providing carte-blanche for turning over lower-division instruction wholesale to graduate instructors.

G. CEP discussion of issues surrounding Interdisciplinary Teaching Support Awards (ITSA)

CEP discussed the ITSA, which is about to enter the final year of a three year pilot. Designed to foster interdisciplinary and innovative approaches to teaching that would be otherwise difficult for a department to support in its regular array of courses, the ITSA has struggled to attract applications. ITSA funding is limited to the form of a teaching buyout. Some departments can be reluctant to buy out faculty teaching time for a variety of reasons, and in some cases qualified instructors are more expensive than the 10K award. CEP proposed allowing ITSA awardee(s) to teach the proposed course as an overload and to receive the 10K of funding as unrestricted research funds. Based on feedback from faculty, CEP learned innovative interdisciplinary courses that involve two faculty instructors from different schools or departments are the most common request CEP receives for ITSA. CEP suggested allowing for two faculty instructors of awarded courses to each receive 10K in unrestricted research funds.

H. Roll the Assessment Committee into the Policy Subcommittee and change the name of the Policy Subcommittee to the Policy and Assessment Committee

CEP approved the Irvine Senate Office’s request to have the Assessment Committee (AC) rolled into the Subcommittee on Policy now that AC has established the policy it set out to establish when the subcommittee was formed in 2010. AC was always meant to be a temporary committee. The proposed Subcommittee on Policy an Assessment will be responsible for receiving and providing input on annual updates from DUE General Education reviews and Assessments of Assessment Reports for learning outcomes in each of the approximately 85 undergraduate majors. Some of the proposed changes to the bylaws (in DMS) were approved while CEP tweaked some of the proposed wording.

I. CEP review of a proposal for splitting one Department into two in the School of Engineering

CEP voted to endorse a proposal to split the Department of Chemical Engineering and Materials Science into the Department of Chemical and Biomolecular Engineering and the Department of Materials Science and Engineering. The current department is already operating as two separate departments, based on its disparate disciplines. CEP believes a formal departmental split will give each of the proposed departments the ability to develop the focus and range of their respective disciplines and more successfully advocate for their research programs and activities.

J. CEP Discussion of whether or not to require instructor consent for students to record Lectures
CEP recommended that Cabinet consider the following proposed policy wording/comments on issues surrounding student recording of lectures:

1. That students be permitted to record class lectures only with instructor’s written consent. Policy suggests the following language be used in the policy, “Any recording, besides notetaking by hand or keyboarding by hand is prohibited by students unless the student receives written consent to do so from the instructor.”

2. That instructors communicate information about student recording of lectures or class materials on the syllabus.

3. That students who record lectures or collect course materials of any kind be permitted to distribute them only to other students concurrently enrolled in the course: specifically students are prohibited from posting such materials online in any form.

4. To conform to FERPA policy, that a student recording policy should either assume or state that any recording of a class must not expose or identify other students registered in the class.

5. That students with documented disabilities not be subject to student recording policy should the policy contradict the recording methods needed by the student.

6. That enforcement of any student recording policy also be articulated, perhaps as part of the student misconduct policy or the academic integrity policy.

K. Request from Pharmaceutical Sciences to require a minimum of a C- to pass all Pharmaceutical Sciences courses.
CEP approved the proposal. CEP’s discussion involved determining whether the request from the School of Pharmaceutical Sciences would not, if approved, violate existing UC Irvine Senate regulations or policies, such as Regulation A345 Grades and Credit. It does not. CEP members also felt the proposal was reasonable based on the explanations provided by the department as well as the fact that there is wide precedent for approving similar proposals from other programs or departments. Requests to raise the passing grade of some courses from D to C- the departments of English, Music, Biological Sciences, and Biomedical Engineering have also been approved by CEP over the past fifteen years or so.

AGENDA ITEMS FOR FALL 2018

- CEP Review of a proposal to form a Department if International Studies
- Discuss advertising campaign for ITSA proposals
- Process and share results of GE review conducted by the Assessment Coordinator via Subcommittee on Policy
- Conduct External Review of LD and UD Writing