

COUNCIL ON EDUCATIONAL POLICY ANNUAL REPORT

2008-2009 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 2008-09 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.

- UCEP representatives were asked to bring several items to their Divisional CEP committees. There was a CEP discussion and members offered recommendations.
 - What does UCI do for oversubscribed and impacted majors? UCEP is attempting to identify a set of best practices.
 - Systemwide Regulation 164 says that a student may not take more than 5 units of Special Studies per quarter. Is this a reasonable regulation or should it be revised?

The Dean of the Division of Undergraduate Education was invited to report monthly on her Division's activities, particularly those overlapping CEP concerns or related to CEP areas of authority.

In addition to meetings of the full Council, the Programs and Policy Subcommittee, composed of CEP members and chaired by David Eppstein, formally met eight 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 criteria for change of majors by undergraduates. Actions endorsed by Policy are sent forward to the full CEP for final approval on a Consent Calendar. Items requiring further discussion and major proposals appear on the regular CEP 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:

- Programs and Policy Subcommittee: Chair, D. Eppstein, K. Day, D. Taylor, D. Van Vranken, F. Mohamed, D. Pan, L. Mueller, and C. Chubb.
- Academic Program Review Board: E. Cauffman, and M. Green.
- Universitywide Committee on Preparatory Education (UCOPE): J. Alexander
- Diversity Committee: L. Alcaraz
- UTeach Student-Faculty Steering Committee: D. Kay.
- Writing Advisory Group (WAG): R. Arasasingham, J. Steintrager, and C. Chubb

- Planning Subcommittee for 2008-09 Writing Review: R. Arasasingham, J. Steintrager, M. Green, and C. Chubb

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 three new undergraduate majors: A B.A. in Urban Studies, a B.A. in Earth and Environmental Studies and a B.S. in Biomedical Computing, including Change of Major criteria.
- CEP approved, taking into account input from the Enrollment Council, the Dean of the Division of Undergraduate Education, and the Associate Deans, 4 changes to Change of Major criteria.
- CEP approved 4 new minors: A Minor in Civic and Community Engagement, a Minor in Public Health, a Minor in Economics, and a Minor in Biomedical Computing. Also approved was the dissolution of the Minor in Epidemiology and Public Health.

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, Appendix I).

Revised Guidelines for Constructing Minor Programs

CEP provides guidelines for faculty and staff to assist in preparing proposals for various submissions to the Council, such as for undergraduate minors and majors. Periodically, the Programs and Policy Subcommittee reviews and updates these guidelines to be sure that requirements are met and units clearly understand what those requirements are. This year the Subcommittee revised and updated the *Guidelines for Constructing Minor Programs* and sent it forward to the full CEP.

Proposal to Establish a School of Nursing

CEP reviewed a proposal for a School of Nursing. The proposal would change the title from a Program in Nursing Science to the School of Nursing. However, the undergraduate degree would remain the B.S. in Nursing Science. In addition, the Program offers a M.S. in Nursing and a Post-Master's Family Nurse Practitioner Certificate Program. A proposal for a Ph.D. is in development. The Council was advised by Executive Vice Chancellor/Provost Gottfredson that no additional resources were associated with this action beyond those already projected in the original proposal for a Program in Nursing Science. The Council was also reminded that the Nursing program is funded separately by the Office of the President above and beyond any other enrollment growth funding received by the campus. CEP endorsed the proposal with one caveat: There was concern about delivering a good quality education with existing faculty resources.

Proposal to Establish a School of Education

CEP reviewed a proposal to create a School of Education. The Council was advised that no additional resources associated with this action were required although the proposal did anticipate future growth. The Department currently offers a Ph.D. program, an Ed.D. program, a master of Arts teaching program, an undergraduate Minor in Educational Studies and nine-month teaching certification programs.

At its initial review, CEP unanimously passed a recommendation to delay final discussion and vote on the proposed School of Education until receipt of the External Review Report from February 19-20, 2009. Upon receipt of the External Review report, CEP endorsed the review. In addition, CEP saw no particular difficulties and no particular benefits to the Department of Education becoming a School. The only undergraduate element is the Minor in Educational Studies.

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 with the Council on Educational Policy for undergraduate academic programs and with the Graduate Council for graduate programs. Reviews are coordinated by the Academic Planning Review Board and 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 Academic Program Review Board 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 and commented on the undergraduate external review report and responses from the Dean and Department Chairs offering several additional recommendations.

Review of the College of Health Sciences

CEP reviewed and made recommendations on the charge to the external reviewers. Due to time constraints, review of the external review report was deferred to fall 2009.

Review of the Department of Education

CEP reviewed and made recommendations on the charge to the external reviewers. CEP also reviewed the external review report. Since the Department has only a minor in undergraduate and that minor was well received, members saw no particular issues to be raised. It was believed that the Department of Education received an excellent review.

Follow-up on the 2004-05 Review of the Henry Samueli School of Engineering

CEP reviewed the follow-up report for Engineering and determined that additional information was needed. A request was forwarded to Associate Dean LaRue requesting clarification and additional data information, such as: retention data, SAT scores, and time to degree. The Engineering response (received in May) was discussed at the June CEP meeting but the Council's final response was deferred to fall 2009.

Follow-up on the 2004-05 Review of the Donald Bren School of Information and Computer Science

CEP reviewed the follow-up report for ICS. The primary recommendation from the report, and one with which CEP agrees, was the discontinuance of the current ICS Major. CEP agreed that the School may want to propose a flexible new major in its place. However, it was recommended that this should be proposed as a totally new major and not a change to the existing major.

Request for delay of the Review of the School of Social Sciences

The School of Social Sciences is scheduled for review in the 2009-2010 academic year. The Senate received a letter from Dean Doshier, signed by the Department Chairs, stating that in a time of budget difficulties it would be a heavy burden on the School to hold the review at this time. It was unanimously approved by CEP to respectfully decline the School of Social Science's request. The Council did recommend that, where appropriate, the amount of data being collected be reduced.

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 into a single review.

The Program Review of upper- and lower-division writing was held on March 17-18, 2009. Charles Chubb chaired the organizing committee. Reviewers were Andrea Lunsford, Chair (Stanford University) and Donald Hoffman, Judy Olson, and Barry Siegel from UCI. The review report was received in April, 2009, and distributed to all individuals who met with the External Review Committee for their responses. When all responses have been received, the entire packet will come to CEP for a full discussion and Council response.

Planning for Review of a General Education Category in 2009-2010

There are nine General Education Categories. Category I, Writing, was reviewed during the 2008-2009 academic year. CEP held a discussion on which category it should review next (2009-2010) in order to submit a budget request. According to the schedule set prior to the shift from Breadth to General Education, the next category to be reviewed would be Category II, Science and Technology, which hasn't been

reviewed since 1989-1990. It is, however, up to the Council to determine which category would be most educationally valuable to review at this time. It was noted that CEP recently revised the categories. It was agreed that those categories that have had the most revision should be given more time before a review is held. In addition, it was generally agreed that there should be some set of criteria that would determine which category should be reviewed.

CEP charged the Programs and Policy Subcommittee to hold a discussion about what General Education category might be reviewed during the 2009-2010 academic year. Policy's recommendation was not to review a specific category but that this would be a good time to take a look at the whole General Education revision process that took place and determine if it is achieving its goals. CEP will review this issue further beginning in fall 2009.

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.

The FIP program was originally approved by CEP with the stipulation that it be reviewed after two years. The Division of Undergraduate Education's office of Assessment/Research Studies developed an assessment plan and methods used to evaluate the FIP courses. Dr. Judy Shoemaker, Director, presented the assessment report to the Council. The report suggested that the First-Year Integrated Program is achieving its intended writing objectives and has improved in the achievement of its objectives since its initial year. CEP unanimously approved the report with the agreement that the Council will revisit the First-Year Integrated Program again in two years. There was some concern about parallels between FIP and Humanities Core. CEP will address this issue during the next review.

Review of Summer Session

At the request of CEP, the Division of Undergraduate Education's office of Assessment/Research Studies developed a study on the instructional quality of summer courses at UCI. Dr. Judy Shoemaker, Director, presented the results of the study to the Council. The purpose of the study was to review the instructional quality of undergraduate courses taught in summer and to determine, to the extent possible, whether or not the instructional quality of summer courses is equal to or better than courses offered during the academic year.

M. Schneider, Associate Director, Summer Session, attended to assist answering any additional questions Council members might have.

The study used four different indicators of instructional quality: course evaluations, a summer student survey, faculty interviews, and grades in subsequent courses. It was generally believed by members that from the data presented, the student learning outcomes and the education that students receive in the summer are equivalent to what students receive in fall, winter, and spring. There doesn't appear to be statistical differences between what student experience in summer and during the academic year.

Five recommendations came out of this study:

- Consider reducing the number of non-UCI students enrolled in summer courses.
- Consider teaching more experimental courses during summer.
- Consider simplifying academic policies during the academic year.
- Consider more integration of Registrar's systems with those of Summer Session.
- Consider using direct measures of student learning when comparing instructional approaches.

Proposal to Add American Sign Language (ASL) to Meet the GE Language Other than English Requirement

CEP received a proposal from the Dean of Undergraduate Education asking that CEP allow student to use American Sign language (ASL) to meet the GE Language Other than English requirements. The University of California requires a minimum of two years of Language other than English as part of its admissions requirements. In 2002, UC added American Sign Language (ASL) to the list of languages that meet the admissions requirement. Most students admitted to UC I have completed three years of language, which means that upon admission they have also satisfied our General Education requirement. In addition, UCI is the only campus with a foreign language requirement that does not allow students to use ASL. Members agreed that it appears inconsistent to count ASL toward admissions but not graduation. The Council approved the proposal to add American Sign Language (ASL) to the list of languages that meet the Category VI, Language other than English, General Education Requirement., effective fall 2009.

Proposed Formatting Change for General Education Category VIII, International/Global Studies

One key characteristic of the revised Council on Educational Policy plan for General Education, approved by the Divisional Senate Assembly on 6/7/07, is that it does not mandate course sequences as did the former Breadth requirements. Now that Category VIII requires one course instead of two, it is appropriate to fold the fourth quarter language courses into their respective lists. CEP approved the proposed formatting change.

Memo from the Dean of Undergraduate Education to Reopen Discussion of the Campus's General Education Requirements

At the April 13, 2009, meeting of Associate Deans, those present agreed that it would be useful for CEP to reopen discussion of the campus's General Education requirements (absent were Humanities, Social Sciences, Business, ICS). It was believed that the *Foundations of Knowledge* were well thought through and were a positive change to the former iteration called Breadth. However, it was also believed that there was no follow-through. It was thought that the final General Education was a repeat of the Breadth but, perhaps, more complicated. Several suggestions for discussion were offered. CEP members concurred that it would be best to take this issue up at the beginning of the 2009-2010 academic year.

III. DIVISIONAL SENATE/CAMPUS ISSUES**Western Association of Schools and Colleges (WASC)**

During the 2008-09 academic year UCI worked on a draft of the Institutional Proposal for WASC that includes the three topics or themes on which the Campus will focus for the reaccreditation review process. One theme is the Academic Program Review process. The other two themes are Assessment and General Education, both required by WASC among their more general requirements.

Stage I: Western Association of Schools and Colleges Reaccreditation Review

The Senate was asked to help identify campus strengths and weaknesses on specific WASC criteria for review (CFR). CEP served as the lead Council. Draft documents (worksheets) were provided and councils were asked to comment on areas of interest and/or areas that come under each council's purview. For those criteria on which the Senate chooses to comment, the council responding was asked to explicitly note them as a strength or weakness and indicate if additional documents were needed as evidence. The point of these comments was to map out where UCI is, what it needs to address, and how to address it, not to provide analyses or summary conclusions except where existing evidence and process warrants.

Executive Vice Chancellor/Provost Gottfredson attended a meeting where the WASC review was being discussed. The Council conversed with him on issues of academic freedom relating to shared governance and he expressed his strong support for academic freedom.

WASC Accreditation: General Education Learning Outcomes

Learning outcomes, part of the assessment process, describe the knowledge, skills and attitudes that faculty expect students to achieve as a result of fulfilling the General Education requirements for the baccalaureate degree. The overall goals of General Education are described in the CEP Plan for General Education, approved by the Divisional Senate Assembly June 2007. The Plan can be found on the CEP web page:

<http://www.senate.uci.edu/Councils/CEP/index.asp>. More explicit statements were developed about what students are expected to learn as they complete each of the nine general education categories. Proposals for learning outcomes to be located in the UCI General Catalogue with each corresponding GE Category description were forwarded by the Programs and Policy Subcommittee to the full CEP for further discussion. The learning outcomes descriptions were approved for the 2009-2010 UCI General Catalogue.

WASC and the Academic Review Process

For the Campuswide WASC review, CEP was not only asked to look at the General Education Learning Outcomes but also how the campus intends to examine the Academic Program Review process for inclusion in the Institutional Proposal. The Academic Program Review Board (APRB), which is the coordinating committee that oversees the reviews, drafted a proposal for CEP and Graduate Council review.

It was agreed that the Academic Program Review Process has been sufficiently revised in the recent past. Items were added at that time that incorporated assessment and learning outcomes into the review charge. CEP, however, approved the addition of a statement: *It (a review) provides programs with information to improve the quality of education.*

Proposal to Provide Priority Registration for Veterans and Active Duty Military

CEP received a proposal from the Assistant Vice Chancellor of Enrollment Services asking for priority registration privileges for veterans and active duty military. The proposal advised the Council that President Yudof recently developed *Recommendations to Enhance UC Access and Support for Active Duty Military*. A wide variety of improvements were included, one of which provides for priority registration or alternate arrangements to veterans and active duty service members. CEP reviewed and discussed the proposal and approved the following:

All veterans and active duty service members are eligible for the priority registration window in their first admitted term at UCI as well as any term in which they are readmitted from active duty. Newly admitted advanced standing students are held to specific counseling requirements before they can register; some arrangements to identify them to their academic units would be required in order for them to fully benefit from a priority status.

Evening Modules: Classroom Scheduling

CEP was made aware of faculty concerns regarding the fact that for classes taught after 7 p.m. the standard module is once a week for 3 hours. Those faculty believe that is not educationally sound and that there is some evidence that evaluations suffered. Elizabeth Bennett, Registrar, handed out some data on the subject. She gave CEP a brief history of room scheduling based on her research. One change between 1994 and 2009 is the addition of the three-hour evening time slot becoming a standardized time-slot. There was some concern that perhaps faculty teaching the three-hour, one day a week, time slot should be consulted. It was decided that this change doesn't eliminate that choice. Faculty will still be able to request the three-hour, one day a week, time slot. CEP approved a motion that standard scheduling for evening modules be changed to twice a week, Monday and Wednesday or Tuesday and Thursday, effective Winter 2010.

IV. SYSTEMWIDE ISSUES**Senate Review of Proposed Amendments to Senate Regulations: Freshman Eligibility/Admission**

The UC Regents adopted the Academic Senate's proposal to reform the process by which eligibility for freshman admission to the University will be determined beginning in fall 2012. Adoption of the new policy requires that the Systemwide Senate amend those of its Regulations that apply to the admissions process. Working closely with the admissions directors, BOARS reviewed all of the Systemwide Regulations that govern freshman admission and proposed changes that (1) implement the new policy and (2) clarify and update several neighboring Regulations that are confusing or no longer applicable.

CEP had no comment at this time but understands that the Councils will need to review Divisional Regulations to determine if they should be amended or if they remain in compliance with Systemwide.

Senate Review of the Draft UC Accountability Report

The 2009 UC Accountability Report provides the first comprehensive assessment of the University's progress in meeting key teaching, research and public service goals across its 10 campuses. The data will inform the University's strategic planning, budgeting, and performance management, as well as help the governing Board of Regents identify the most important policy issues facing UC. This version includes 131 individual indicators across 15 categories, assessing progress in areas like undergraduate success, financial aid, diversity, sustainability, research and budget. Most of the indicators present data for individual UC campuses as well as for the system as a whole.

CEP reviewed the draft report and suggested several additional questions it felt should be addressed, such as: Why does the UC seem to lag behind other universities in the percentage of students who graduate in four years and what percentage of undergraduate courses are taught by ladder rank faculty.

V. CEP INVITED GUESTS

1. Jutta Heckhausen, Chair, Divisional Academic Senate
2. Michael Gottfredson, Executive Vice Chancellor/Provost
3. Herbert Killackey, Vice Provost for Academic Personnel
4. Luisa Crespo, Executive Director, Divisional Academic Senate
5. Molly Schneider, Associate Director, Summer Sessions

VI. CARRY-FORWARD ISSUES TO 2009-10

1. 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.
2. Continued discussion on what General Education category might be reviewed next or should a review be held this soon after the transition from Breadth to General Education. What approach might best serve the campus's educational goals.
3. CEP review of the Undecided/Undeclared Program review performed by the Division of Undergraduate Education
4. CEP response to the follow-up on the 2004-2005 Review of the Henry Samueli School of Engineering.
5. CEP response to the upper- and lower-division Writing Review.
6. CEP response to the College of Health Sciences Review.
7. Review of Divisional admissions Regulations to determine if they continue to be in compliance with Systemwide Regulations or if they need to be amended.



Amihai Glazer, Chair
Council on Educational Policy, Irvine Division

2008-09 Council on Educational Policy MembershipMembers

Amihai Glazer, Chair, Social Sciences
Lonnie Alcaraz, Arts
Darryl Taylor, Arts
Laurence Mueller, Biological Sciences
Michael Cumsy, Biological Sciences
Rick So, Business
Peter Navarro, Business
Farghalli Mohamed, Engineering
Michael Green, Engineering
David Pan, Humanities
Arlene Keizer, Humanities
David Eppstein, ICS
David Kay, ICS
David Van Vranken, Physical Sciences
Martin Schechter, Physical Sciences
Elizabeth Cauffman, Social Ecology
Kristen Day, Social Ecology
Charles Chubb, Social Sciences

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Consultants

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Jane Welgan, Assoc. Dean, Uni. Ext.
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