

Council on Educational Policy, Academic Senate, UC Irvine

COUNCIL ON EDUCATIONAL POLICY ANNUAL REPORT:

Academic Year: 2013-2014

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 eight times during the 2013-14 academic year. CEP business and consent candles for June and July, 2014 were handled electronically.

Members of the Council were also busy with other Senate activities. Chair Tony Smith attended meetings of the following committees: the Academic Planning Group, the Enrollment Council, The taskforce on International Education, the taskforce on online education, the Universitywide Committee on Educational Policy, the Senate Cabinet, and the Academic Senate Divisional Senate Assembly.

In addition to meetings of the full Council, the Programs and Policy Subcommittee (Policy), composed of six CEP members and chaired by CEP member Simon Penny (Arts), met two times to consider matters related to undergraduate academic policy, issues concerning 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 the Policy were sent forward to the full CEP for final approval on a Consent Calendar. Items requiring further discussion and major proposals appeared on the regular CEP agenda. Additional business resulting from the regularly scheduled meetings but needing further input from members was conducted electronically.

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

- *Programs and Policy Subcommittee*: Simon Penny, Chair (Arts), Daniel Mumm (Engineering), Kristen Hatch (Humanities), Dick McCleary (Social Ecology), Alessandra Pantano (Physical Sciences), Amelia (ICS), and Bradford Hawkins (Biological Sciences)
- *Academic Program Review Board (APRB)*: Jill Berg (Nursing) and Brandon Brown (Public Health)
- *University-wide Committee on Preparatory Education (UCOPE)*: Brad Queen (Writing Program)

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- *Assessment Committee (AC)*: Fillmore Freeman served as Chair of AC
- *The Subcommittee on Courses (SCOC)*: Sean Greenberg, served as Chair of SCOC
- Subcommittee charged with launching DUE and CHP Reviews, *Jill Berg and Bernard Choi*

II. PROGRAM APPROVALS:

Joint Degree Programs

CEP endorsed the undergraduate aspects of the joint MA degree proposal between the departments of Logic and the Philosophy of Science, Economics, and Political Science to establish an MA degree in Philosophy, Political Science, and Economics.

CEP endorsed two new majors:

- BS in Exercise Sciences
- BA in Education Sciences

CEP approved one new minor:

- Minor in Social Ecology

CEP approved two new specializations

- Specialization for Future Teachers within the BA in History
- Specialization for Future Teachers within the BA in English

CEP approved modifications to three specializations

- Specialization in Atmospheric Science within the BS in Earth System Science
- Specialization in Oceanography within the BS in Earth System Science
- Specialization in Hydrology and Terrestrial Ecosystems within the BS in Earth System Science

CEP approved 10 modifications to Change of Major Criteria for the following majors:

- Biomedical Engineering
- Biomedical Engineering: Premedical (only COM approved)
- Chemical Engineering

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- Civil Engineering
- Environmental Engineering
- Computer Engineering
- Electrical Engineering
- Aerospace Engineering
- Mechanical Engineering
- Nursing
- The Change of Major policy for Undecided/Undeclared was not extended.

CEP approved one discontinuations to academic programs:

- Deletion of Portuguese Minor

CEP endorsed one Department Name Change:

- CEP endorsed the proposed Name Change for the Department of Women's Studies

CEP approved 38 modifications to majors and minors in academic programs (44 modifications to programs were approved AY12-13)

ARTS

- BFA in Dance
- BA in Dance
- BFA in Musical Theatre
- BA in Music
- Minor in Digital Arts

BIOLOGICAL SCIENCES

- Minor in Global Sustainability (with Social Ecology and Physical Sciences)
- BS in Genetics

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- BS in Human Biology
- BS in Developmental and Cell Biology
- BS in Biology Education
- BS in Biological Sciences
- BS in Neurobiology

ICS

- BS in Statistics
- BS in Computer Science
- BS in Computer Science and Engineering

ENGINEERING

- BS in Civil and Environmental Engineering
- BS in Computer Engineering
- BS in Materials Science Engineering
- BS in Electrical Engineering
- BS in Mechanical and Aerospace Engineering
- BS in Biomedical Engineering
- BS in Chemical Engineering

HEALTH SCIENCES

- BSN (Nursing)
- BS in Pharmaceutical Sciences

HUMANITIES

- BA in History

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- BA in Gender and Sexuality
- BA in Philosophy
- BA in English
- BA in English/Literary Journalism
- Minor in English
- Minor in Italian
- Minor in Spanish and Portuguese

PYSICAL SCIENCES

- BS in Chemistry
- BS in Earth System Sciences

SOCIAL ECOLOGY

- School requirements for majors in Social Ecology

SOCIAL SCIENCES

- BA in International Studies
- BA in Political Science
- Minor in Medical Anthropology

Non-controversial items, such as new minors, changes to programs were forwarded to the full CEP for final approval on the Consent Calendar.

III. ACADEMIC PROGRAM REVIEWS

2008-09 ACADEMIC Three-Year Follow up Program Review of the College of Health Sciences

Since it began conducting joint graduate/undergraduate reviews in 1999, the Senate has been implementing a formal follow-up and closure process. The purpose is for the School to reflect upon the recommendations contained in the external reviewers' report and determine whether

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steps have been taken to address the issues raised. This process takes place approximately three years after the review document was submitted to the Executive Vice Chancellor and Provost's office.

CEP was pleased that all three units the Program in Nursing Science, the Program in Public Health, and the Program in Pharmaceutical Sciences followed through on the APRB recommendation that each unit report directly to the Executive Vice Chancellor/Provost, via the Vice Provost for Academic Affairs. The reporting relationships have been operationalized such that director/chairs now report to Michael Clark, The Vice Provost for Academic Affairs for all administrative concerns. For budget matters, units report directly to the Provost.

CEP was pleased with the progress the Department of Public Health has made regarding the external reviewers' recommendations: the department hired a number of Unit 18 lecturers to teach a required lower division course. The department has also successfully instituted a year-round practicum course-- PH-195W— to satisfy the steady increase in demand for undergraduate degrees in Public Health. To address concerns about the lack of integration between department and degree programs and governance over the evolution of its degree programs, the department has moved to one location and has established several operations committees, including a curriculum committee with bylaws. CEP is confident that Public Health has completed its follow through on the recommendations made by the external reviewers.

With regard to the follow up report from Pharmaceutical Sciences, CEP is confident that Pharmaceutical Sciences has successfully addressed the concerns of the external reviewers within the boundaries of the department's budgetary limitations of which the department has little control. CEP is satisfied that Pharmaceutical Sciences has attracted net payers to its major and that the department is doing more than its fair share in raising revenue. Finally, CEP remains concerned that there are not sufficient numbers of Biological Sciences courses available for which Pharmaceutical Science majors can register to fulfill the major requirements and graduate on schedule.

2013-2014 Draft Charges for the APRB Review of the School of Arts

CEP was asked to review charges to external reviewers for the AY2014-2015 School-wide and departmental reviews of the School of the Arts. CEP endorsed both sets of charges as written.

2012 – 2013 Humanities Review: CEP response to the 2012-2013 APRB Humanities Review Report and Response from the Report from the Dean of Humanities

CEP's evaluation of the review and School/department response provides commentary and recommendations on issues associated with CEP's charge, which is to advise on matters of undergraduate education. CEP identified five important issues that recurred throughout both the external review report and the response letters from the Dean and Department Chairs. CEP provides the following comment on these issues and recommends specific action when applicable.

1. Reviewers' Recommendations for Humanities Core and GE VII (Multicultural)

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The reviewers suggested that SoH should be committed to revitalizing Humanities and language study because Core and language learning are “vital to its (SoH’s) mission and to the university as a whole.”

CEP Response: CEP was pleased with the changes proposed by the Dean and changes the Director of Humanities Core has already made to the program. CEP encouraged African American Studies, Asian American Studies, and Sex and Gender Studies (Humanities three IDPs) to forward GE VII proposals for both lower division and upper division courses to SCOC for approval. Because the core mission of the three IDPs is the research and teaching of multicultural issues related to under-represented minorities in California and the US, it would be a missed opportunity for students if they were not able to take advantage of satisfying GE VII with courses whose instructors have unique expertise in this area.

2. Reviewers’ Recommendations for Language Study

The reviewers cited the importance of language learning as central to the Humanities Education mission as traditionally embraced. At the same time, reviewers lament the tension between the School’s two-year language requirement and the ability of students to pursue/complete minors or double majors or to change into a Humanities major from a major in another school. Reviewers recommended the expansion of heritage courses into

CEP’s Response: CEP voiced its support for the retention of the two-year language requirement for Humanities majors. CEP strongly supported the Dean’s proposal to immerse students in realistic language learning environments. Some on CEP did not support language learning only through *full* immersion as proposed by the Dean, others concurred that an experiment in active learning and movement away from the traditional model of in-class instruction might be fruitful at this juncture. CEP was encouraged by SoH’s efforts to reduce the amount of time it takes for students to fulfill the two-year language requirement. CEP also encouraged an in-depth consideration of how UCI’s student population, with its unique demographic composition might benefit from new endeavors.

3. Reviewers Structural Recommendations for the School of Humanities and the University.

Reviewers suggested that a reorganization of the UCI school structure that would integrate Humanities and other academic Schools into a single College of Arts and Sciences would be fiscally beneficial for the Humanities and would provide more opportunities for interdisciplinary projects without the current administrative structural barriers. Reviewers also recommended that some programs may need to be shut due to budget crises in order that other departments flourish. Reviewers recommended that the university administration in conjunction with Humanities faculty and deans assemble a faculty task force to help make these difficult choices.

CEP Response: Like the reviewers and Dean, CEP noted a reorganization of schools into a single College of Arts and Sciences would lessen financial inequities between schools, eliminate enrollment competition between schools, and provide a climate for successful interdisciplinary programs and research. At the same time, CEP noted that this solution is wholly impractical. It is an easily articulated but unworkable substitute for a thoughtful and useful analysis. CEP recommended that the Dean and Department Chairs discuss alternative methods for overcoming barriers to interdisciplinary efforts. Moreover, as each department achieves DISCIPLINARY

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excellence, then inter-disciplinary collaboration becomes all the more fluid. CEP emphasized that successful interdisciplinary programs at UCI are usually housed in just one department with clear lines of responsibility. The successful interdisciplinary programs share some commonalities including a number of engaged faculty who teach, actively recruit students, and do research in the interdisciplinary field. The successful interdisciplinary programs also require introductory core courses that focus on the interdisciplinary field. Interdisciplinary programs that are not succeeding or have been disestablished have had very low enrollments and/or little faculty involvement. CEP also suggested that when a program fails from lack of student interest, UCI need not find fault in the administration of such a program beyond the initial error in assuming student interest.

4. Reviewers' Recommendations for the Program in Global Cultures

Reviewers pointed out that the Program in Global Cultures faces a number of challenges because the Program is in direct competition for enrollments and majors with the Program in International Studies in the School of Social Sciences. Global Studies also lacks core courses of an introductory sequence, advising, staff, and faculty. Only one faculty member carries the program. These signs in addition to shrinking resources led the reviewers to recommend integrating Global Cultures with International Studies, a project whose responsibility lies with university administration, not the individual directors of International Studies and Global Cultures.

CEP Response: International Studies in Social Sciences is well supported and well enrolled. Global Cultures in Humanities is effectively the side project of one faculty member. It appears that there is substantial overlap and little communication between the two programs. CEP recommended that University Administration (Deans and Associate Deans) merge Global Cultures into International Studies. Should University Administration support this recommendation, the actual integration of Global Studies into International Studies might be accomplished through a modification of course requirements in the International Studies program. International Studies would have to make the existing core Global Cultures courses History 21A-C, and Global Cultures 103A and 103Ba program requirements for the major and minor in International Studies. Elective course options that are currently required in Global Cultures but not available in International Studies should also be added to the minor and major. This approach has the benefit of stabilizing the International Studies program, which has faced major re-works of its requirements each of the last 4 years, and strengthens its inter-disciplinary nature. Of course, there would be a redundancy in the administration (including for instance, 2 directors) that would need to be resolved.

5. Reviewers' Recommendation for the Critical Theory Institute

The reviewers were unable to meet with anyone from the Critical Theory Institute (CTI). Neither the Institute nor the Critical Theory Emphasis submitted a self-assessment to the reviewers. Reviewers note that a loss of funding to CTI in 2011 appears to have impacted CTI's long-term sustainability. Reviewers suggest that with the changes in meaning of critical theory and the integration of critical theory into many academic disciplines may be a signal that it is time to rethink the Institute. Reviewers point out that, as is, the Institute is not viable, and it either needs to be shuttered or properly revived with significant funding.

The Dean suggested that it is up to the faculty to dramatically re-energize Critical Theory in the

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Humanities should they desire, or the CTI will have to be abandoned for something else such as investments in language programs. CEP noted that the Critical Theory Institute was defunded by the Office of Research in 2011. According to the reviewers the Institute is dormant. No self-study report was submitted and no affiliated faculty could be interviewed or responded to the review report. CEP recommended closing CTI as it exists in name only at this point.

6. Conclusions

CEP members generally concurred with the Dean's assessment of the External Review Report of SoH. The review identified many of the barriers the School of Humanities has encountered -- mostly as a result of massive budget cuts between 2008-2011, but also inconsistent leadership from previous deans, some chairs, and some faculty. Attrition of faculty members in recent years has also presented challenges that were difficult to manage. However, reviewers offered little advice or solid assessment on how the School and departments might move forward given the financial limitations faced by the School. The reviewers focused on philosophical ponderings rather than the fact that some departments simply cannot meet student and faculty needs without the hiring of more faculty members.

CEP's final recommendation was for Humanities faculty and the administration to come up with guidelines for determining the viability of programs and then to have some strategic conversations about which programs receive additional funding (including hiring faculty) necessary for them to thrive. The piecemeal approach of the reviewers offers little guidance to a coherent future. CEP commended the Dean for his efforts to bring a vision for excellence to fruition. CEP noted that the central administration must provide the tools and resources necessary to support the Dean in his efforts to build on the tremendous strengths of the SoH.

IV. CAMPUS ISSUES

CEP did not endorse the proposal to revise regulation 450 to allow faculty outside of Biological Sciences teach Biological Sciences 199

Academic Senate sent CEP and CAP a request asking each council to review the implications of a proposal to revise Regulation 450 for the purpose of allowing two clinical faculty series in the School of Medicine--faculty in the Clinical X series who are full members of the Academic Senate and Faculty in the Health Sciences (HS) Clinical Professor series who are not members of the Academic Senate faculty in Health Sciences Clinical Professor-- to serve as instructors for undergraduate students in the Biological Sciences 199 course. CEP reviewed the proposal from Alan L. Goldin, Professor and Senior Associate Dean for Academic Affairs in the School of Medicine. The proposal requests that two different series of clinical faculty be given permission to teach Biological Sciences 199. Neither series is listed in Regulation 450, Persons in Charge of Courses (SR 750) (Appendix A in this memo).

Sections A of R450 states "only persons with appropriate instructional titles may have substantial responsibility for the content and conduct of courses which are approved by the Academic Senate."

Section B of R450 states, "Professors, professors in-residence, and adjunct professors of any rank, instructors, instructors in residence, and adjunct instructors, and lecturers may

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give courses of any grade. Persons holding other instructional titles may teach lower division courses only, unless individually authorized to teach courses of higher grade by the Committee on Courses or the Graduate Council. If a course is given in sections by several instructors, each instructor shall hold the required instructional title.”

Based on the language of Section A R450, CEP members were not convinced that either series (Clinical X or Clinical Professors in HS who are not senate members) should serve as instructors of Biological Sciences 199 courses for the following reasons.

1. All series (listed in Section B) are hired by individual schools/departments. CEP considers courses within the department(s) in which the instructor is hired to be the only courses appropriate for a given series within that department or school. Individual instructors, not series, who teach courses outside of home department(s) or schools may be granted permission to do so as an exception to Irvine Regulation 450 by SCOC, the subcommittee on courses, a subcommittee of CEP.
2. While some members of both the Clinical X series and Clinical Professors in HS who are not senate members may be qualified to teach Biological Sciences 199 based on previous research experience, CEP does not believe that a given individual within the series would necessarily be qualified to teach Bio Sci 199 courses. Therefore, CEP rejects the notion that the series as a whole should have the permission to hold “appropriate instructional title” for instruction of Bio Sci 199.

External Review of Seven Programs in the Division of Undergraduate Education (October through June, 2014)

CEP and an *ad hoc* review subcommittee conducted a UCI external/internal review of seven programs in the Division of Undergraduate Education. The reviewers site visit consisted of meetings with DUE staff, instructors across campus involved in teaching in these programs, and students. The review of DUE programs was prompted by the Academic Senate Cabinet in response to the Western Association of Schools and College’s (WASC) requirements that all universities and colleges regularly and thoroughly conduct exercises in quality control of academic programs and courses. A number of academic programs and courses are administrated by DUE, which is a non- academic unit. CEP has been called upon by Cabinet to review DUE programs because they have never undergone an institutionalized external review by the academic senate that has involved external reviews. Cabinet has also requested that CEP implement review cycles for all academic programs contained in non-academic units. The CEP response to the Review Report of DUE’s programs and DUE’s response to that report will be available AY2014-2015.

External Review of the Campuswide Honors Program (October through June, 2014)

CEP and an *ad hoc* review subcommittee conducted a UCI external/internal review of the Campuswide Honors Program (CHP). Reviewers interviewed he site visit by reviewers consisted of meetings with CHP staff, faculty members involved in teaching honors students from CHP and honors students not associated with CHP but with departmental honors programs, the admissions

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director, and CHP students. The Academic Senate review of CHP occurs on a ten-year schedule. The previous senate CHP review took place in 2003-2004. The CEP response to the Review Report of CHP and CHP's response to that report will be available AY2014-2015.

CEP review of proposal for a new Teaching and Learning Center to be housed in the Division of Undergraduate Education (Spring, 2014)

CEP reviewed and welcomes the proposal for an innovative, state of the art, centralized Teaching and Learning Center on campus. Members expressed support and for the center and the plan to house all existing administrative organizations and units dedicated to instruction and instructional technology into one centralized office. As the Office of the Provost moves forward with the plan, CEP asked that the following issues be considered in the development and organization of the center.

1. CEP encouraged the Provost to solicit input on teaching and learning programs, best practices, theories, and/or methods employed in each of the Schools on campus. The new Teaching and Learning Center will not flourish unless the center has a good understanding of the individual and diverse teaching and learning needs exhibited by a wide range of disciplines across campus.
2. CEP urged the Provost to draft a detailed plan describing the anticipated flow of communication and/or reporting structure between academic units (schools and departments) and the new center. The current organizational structure utilized by the Teaching and Learning Center does not appear to have an institutionalized mechanism that allows for regular and necessary communication and interaction between academic and administrative units. As a result, academic units have designed courses that overlap or duplicate other courses. Some efficiencies may be gained through articulation and routinized communication. Regular communication between the center and schools will help to ensure the both schools and the center share demonstrated examples of successful teaching made possible by a given technology, pedagogical approach, or experimental format.
3. As the online/distance/hybrid teaching methods and support are incorporated into the new Teaching and Learning Center, CEP urged the Provost's Office to gather as much information as possible about which UCI Extension online/hybrid courses have been successful in terms of both enrollment and student learning outcomes. UCI leads the UCs in online/distance/hybrid teaching and learning in both enrollments and number of courses as well as in demonstrably successful learning outcomes. Given the success of both UCI Extension and some other sectors on campus, (such as the masters program in Criminology, Law & Society) CEP urged the new center to leverage those arenas where success has been demonstrable as guides for the future structure. Importantly, in our quest to do even better, we should ensure we do not diminish or erode those sectors where we have achieved excellence.

CEP review of General Education VII (Multicultural) (Winter and Spring, 2014)

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CEP also reviewed approximately 50 courses with General Education VII (multicultural) designations at the request of the Chancellor's Advisory Committee on Campus Climate, Culture and Diversity to determine whether courses with GE VII designations are meeting established criteria for course learning outcomes in the category. CEP approved 40 of these courses for continued GE VII designation.

CEP endorsed proposal to reduce the Drop/Add timetable from three to two weeks (Spring, 2014)

CEP endorsed a proposal from the Associate Deans to modify the standard add deadline for courses. This deadline is included in local regulation 4 40. The proposed deadline was approved by Cabinet and will be reviewed by UCI Assembly during fall quarter, 2014.

The proposed changes from the Associate Deans (see below) will require that existing sections (A) and (B) be combined and a new section for adding from third to sixth week be added:

(A) Adding, Dropping, and Changing Grading Options Through the Second Week of Instruction

During the first two weeks of instruction, students may add or drop courses or change the grading option provided the limitations of IR 445 and IR A350 are satisfied. Instructors may choose to utilize administrative mechanisms to control adds, drops, and changes during this period. (Am 9 June 95) (EC 4 February 05) (Am 18 March 2010)

(B) Adding From the Third Through the Sixth Week

During the period from the third week through the sixth week of instruction, students may add courses with the permission of the instructor of the course, as well as the dean or equivalent of the school or academic unit offering the course and the dean or equivalent of the student's major

Under the existing regulation, "standard" adds occur through the end of the first three weeks. The campus is finding that students enrolling during third week are not necessarily prepared for the class or able to catch up with course assignments. According, we propose a return to the previous deadline of two weeks for standard adds. Student will continue to drop courses through the second week, as currently allowed.

Students may petition to add a course after second week using the Enrollment Exception tool, as they do all other activities. Individual faculty will be consulted and make the final determination on student preparation, per local regulation 315 Regulation and *Systemwide regulation 540*. No student may enter upon any organized instructional activity until the student has registered and enrollment has been approved by the appropriate study list authority. No student may begin or continue in a course if the officer of instruction in charge considers the student unqualified by lack of preparation. Late registration may not be used to justify inadequate performance in a course.

Proposal to Repeal the Faculty Board for Undecided/Undeclared Students. (Summer, 2014)

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CEP voted in favor of a CEP proposal to repeal the Faculty Board for Undecided/Undeclared Students (FBUUS), a subcommittee of CEP and sent the proposal to Cabinet. The intent of the proposal is to dissolve both the FBUUS subcommittee and its charge. The reasons for dissolving FBUUS are that the subcommittee meets rarely (once or twice a year) and seldom considers business related to its narrow charge. CEP proposed dissolving FBUUS's charge because matters related directly or indirectly to U/U advising policy already fall under the umbrella of CEP's and its subcommittees' bylaws. CEP, the Subcommittee on Courses (SCOC) already routinely review U/U courses and program requirements and other issues related to U/U. The remaining responsibilities of FBUUS should be dissolved altogether as these responsibilities are already included in other council charges: First, issues related to exceptions to enrollment limitations for first-year U/U students fall under CUARS and the Enrollment Council's authority and probably should have never been written into FBUUS's bylaws. Second, Issues related to student probation and disqualification are handled by U/U's advisors, the Ombudsman, the Division of Undergraduate Education, and the student hearing process available through the Council Student Experience (CSE)

V. SYSTEMWIDE PROPOSALS

University of California Academic Senate Response to the CEP and UCEP concerns about Western Association of Schools and Colleges (WASC) requirements (October, 2013)

The UC Academic Senate wrote a memo to WASC requesting that WASC consider allowing UC campuses to continue using current methods of assessment rather than adopting the WASC's method of "one size fits all" approach to assessment for all higher education. Not only does the Academic Senate faculty feel that new WASC requirements have resulted in an unnecessary, time consuming and expensive administrative burden to UC campuses, but the UC senate faculty also believe that the learning outcomes, tools, and types of measurement required by WASC to assess student learning outcomes do not appear to be valid or reliable methods of determining whether a student has actually learned a specific outcome in a course or major. This is particularly true in the Humanities and Social Sciences, but is also the case in some STEM disciplines.

UC's Proposed Changes to the University of California Compendium (Spring, 2014)

CEP supported the proposed requirement for campuses to submit Five Year Planning Perspectives (FYPPs) biennially instead of annually, which is the current requirement. CEP members note that biennial reporting allows campuses more time to integrate long term planning with the possible establishment, transfer, consolidation, disestablishment, or discontinuation of undergraduate degree programs, graduate degree programs, schools and colleges, and research units.

CEP supported the proposed elimination of the link between FYPP reporting and program review. Currently the Compendium requires the planning of new programs to be listed in the FYPP in order to be considered for campus and system review.

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CEP favored the revision because it gives departments and schools the opportunity to establish or disestablish academic programs more quickly in response to unexpected student demand, innovations in research, unanticipated funding streams, or other unforeseen events and circumstances. The revision is also an improvement to program review procedures for Irvine, CEP. The council already frequently receives submissions for program reviews that do not appear on the FYPP. Adding these program reviews to the FYPP at the last minute has become *pro forma* and, therefore, an unnecessary step in the program review process.

CEP supported the proposed deletion of references to the California Post-Secondary Education Commission (CPSE). CPSE is state agency for higher education policy and oversight and was recently eliminated.

AGENDA ITEMS FOR FALL 2014

- a. Review of GE II and/or III
- b. CEP Response to Review Report of the Division of Undergraduate Education (DUE) and the Dean's response
- c. CEP Response to Review Report of the Campuswide Honors Program (CHP) and CHP's response
- d. Organize AY2015-2016 Review of UCI Extension
- e. Create a review schedule for all non-degree granting academic programs.

2013-2014 Council on Educational Policy Membership

Voting Members: Tony Smith, Chair; Humanities: Glenn Levine and Kristen Hatch; Arts: Simon Penny and Myrona Delaney, Biological Sciences: Andrea Nicholas and Brad Hawkins ; Business: Shuya Yin and Alexander Nekrasov; Engineering: Daniel Mumm and Bernard Choi; ICS: Jessica Utts and Amelia Regan; Physical Sciences: Alessandro Pantano and Fillmore Freeman; Social Ecology: Richard McCleary and Chuanshang Chen; Social Sciences: Tony Smith; Health Sciences: Jill Berg and Brandon Brown

Ex Officio: Elizabeth Bennett, University Registrar; Sharon Salinger, Dean, DUE; Jonathan Alexander, Campus Writing Coordinator

Consultants: Helen Kwon Morgan, Academic Counselors; Brian Williams, LAUC I, Paul Lampano, Editor and Associate Registrar

Council Analyst, Michelle AuCoin, Academic Senate

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