

COUNCIL ON EDUCATIONAL POLICY ANNUAL REPORT:

Academic Year: 2015-2016

I. COUNCIL OPERATIONS

The Council on Educational Policy is responsible for considering all matters related to academic policy, including making recommendations regarding curricula and programs and other educational matters, general campus requirements and grading systems, recommendations on the establishment, substantive modifications or withdrawal of academic programs, and reviewing and reporting on the character of the educational programs on the Irvine campus. The Council is authorized to act for the Division in approving new or amended degree requirements, including new or amended minors, specializations, concentrations or emphases, recommended to the Division by the several Faculties.

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 2015-16 academic year. CEP business and consent calendars for June and July, 2016 were handled electronically.

In addition to meetings of the full Council, the Programs and Policy Subcommittee (Policy), composed of eight CEP members and chaired by CEP member Arvind Rajaraman (Physical Sciences), met three times to consider matters related to undergraduate academic policy, issues concerning degree requirements, proposals for new majors and minors, and proposals for change of majors requirements for undergraduate majors. Actions endorsed by Policy were sent forward to the full CEP for final approval on the CEP Consent Calendar. Items requiring further discussion and proposals for new majors 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:

- *Subcommittee on Summer Session Review (SOSSR)*: Arvind Rajaraman, Chair (Physical Sciences), Katherine Faust (Social Sciences), Tony Smith (Social Sciences)
- *Programs and Policy Subcommittee*: Arvind Rajaraman, Chair (Physical Sciences), Michael McNally (Engineering), Kristen Hatch (Humanities), Richard McCleary (Social Ecology), Dan Frost (ICS), Andrew Noymer (Health Sciences), Katherine Faust (Social Sciences), and Andrea Nichols (Biological Sciences); Alexander Nekrasov (Business), Simon Leung (Arts)
- *Academic Program Review Board (APRB)*: Chris Schwarz (Business) and Zuzana Bic (Health Sciences)
- *University-wide Committee on Preparatory Education (UCOPE)*: Brad Queen (Writing Program)

- *Assessment Committee (AC)*: Tesha Sengupta Irving (Education) served as Chair of AC
- *The Subcommittee on Courses (SCOC)*: James Brody (Engineering) served as Chair of SCOC

II. PROGRAM APPROVALS:

During Academic Year 2015-2016,

CEP approved two proposals for new majors:

- B.A. in Global Middle East Studies (approved after three revisions)
- B.S. in Applied Physics

CEP members also reviewed and approved the proposal for a B.A. in Language Science, *pending* the approval of several elective courses (as of 7/25/16) in the new major.

CEP approved two proposals for BA/MA programs:

- B.A./M.A. in Asian American Studies
- B.A./M.A. in Art History

CEP approved four new minors:

- Proposal for a new Minor in Innovation and Entrepreneurship from the School of Business
- Proposal for a new Minor in Medical Humanities
- Proposal for a new Minor in Japanese Studies
- Proposal for a new Minor in Chinese Studies

CEP approved five proposals to change requirements for UCI undergraduates to change into the major (Change of Major (COM) proposals)

With consideration of feedback from initial reviews of COM proposals by the Associate Deans and the Enrollment Council, CEP conducted final reviews for five proposals to modify Change of Major criteria for the following majors. The new COM course grade requirements for each of these majors are higher than previous grade requirements, potentially making it more difficult for students to change into these majors.

- Software Engineering
- Informatics
- Computer Science
- Computer Game Science
- Cognitive Sciences

CEP approved 49 proposals to modify program requirements (CEP approved 42 modifications to majors and minors in academic programs during AY14-15, and 44 during AY13-14).

SCHOOL OF BIOLOGICAL SCIENCES

- B.S. in Exercise Science
- B.S. in Biological Sciences

- B.S. in Biology/Education
- B.S. in Developmental and Cell Biology
- B.S. in Biochemistry and Molecular Biology
- B.S. in Developmental and Cell Biology
- B.S. in Ecology and Evolutionary Biology
- B.S. in Genetics
- B.S. in Human Biology
- B.S. in Microbiology and Immunology

SCHOOL OF ENGINEERING

- B.S. in Aerospace Engineering
- B.S. in Mechanical Engineering
- B.S. in Electrical Engineering, Specialization in Digital Processing
- B.S. in Civil Engineering
- B.S. in Chemical Engineering and Materials Science
- B.S. in Environmental Engineering

SCHOOL OF HUMANITIES

- B.A. in Chinese Culture
- B.A. in East Asian Culture
- B.A. in East Asian Cultures and Chinese (Culture and Society)
- B.A. in Chinese Studies
- B.A. in Chinese Language and Literature
- B.A. in Japanese Language and Literature
- B.A. in Korean Language and Literature
- Minor in Korean Language and Literature
- Minor in Japanese Language and Literature
- B.A. in Gender and Sexuality Studies
- B.A. in Spanish
- B.A. in German
- B.A. in Art History
- Minor in Art History
- Minor in Gender and Sexuality Studies

SCHOOL OF INFORMATION AND COMPUTER SCIENCES

- B.S. in Computer Science
- B.S. in Computer Game Science
- Minor in Health Informatics
- Minor in Informatics
- Minor in Statistics

SCHOOL OF PHYSICAL SCIENCES

- B.S. in Chemistry
- B.S. in Physics
- B.S. Applied Physics
- Specialization in Astrophysics
- B.A. in Physics, concentration in Philosophy

SCHOOL OF SOCIAL ECOLOGY

- B.A. in Urban Studies
- B.A. in Social Ecology
- B.A. in Psychology and Social Behavior
- Social Ecology school requirements

SCHOOL OF SOCIAL SCIENCES

- B.S. in Cognitive Science
- B.A. in Psychology
- Minor in Hearing and Speech Sciences
- School requirements for Social Sciences majors

Non-controversial changes to programs approved by the Subcommittee on Courses or the Subcommittee on Policy were forwarded to the full CEP for final approval on the Consent Calendar.

III. ACADEMIC PROGRAM REVIEWS

Each year, CEP reviews and responds to the following reviews or aspects of the review process:

- The Academic Program Review Board's (APRB) external review of a UCI School and the School's response to that review. APRB is a subcommittee of CEP and CEP along with Graduate Council provide responses to APRB reviews.
- The Three to Five-Year follow up report written by the school to the APRB external review that was conducted three to five years prior.
- The APRB review charge for the upcoming School review. CEP did not review a charge this year.
- Any non-degree seeking academic reviews performed by CEP the previous year. CEP conducts non degree academic reviews each year or every other year. CEP did not review a non-degree academic unit review this past year.

III. CEP Review of the 2015 APRB External Review of the School of Business and the Response

CEP reviewed the 2015 APRB external review report of the Paul Merage School of Business and the School's response to the report. In keeping with CEP's charge to oversee undergraduate curriculum and courses, CEP limited its review of the report to the undergraduate program in Business Administration. CEP noted the following aspects of the review and response:

- CEP supports the School's plan to assign an even larger number of ladder rank faculty to undergraduate courses in the program.
- CEP supports the external reviewers' recommendation to grow the undergraduate program to 300 students from the current 150 admitted each year.
- CEP agreed with the external reviewers observation that much confusion exists among undergraduates concerning the existence of seemingly similar business programs on campus. The source of confusion is primarily the perceived academic similarities and goals of the

undergraduate program in Business Economics (offered through the Department of Economics in the School of Social Sciences) and the undergraduate program in Business Administration. Added to that confusion are the several less academically rigorous business courses offered to non-UCI students through UCI Extension. The Council on Educational Policy will consider review of this issue next year to determine whether the confusion might be reduced or clarified.

IV. CAMPUS ISSUES

A. CEP discussed two requests from the Vice Provost of Academic Planning: 1) to consider allowing all majors to provide sample pathways for 4-year completion in the UCI Catalogue; 2) to decide if the council should weigh in on whether UCI should include information on 3-year pathways in the UCI Catalogue once they are developed.

CEP members agreed that academic departments alone should make the determination about whether both three and four year pathways to completion should appear in the catalogue. Some programs, mostly non-STEM programs, rotate electives quarterly depending on faculty availability, student need, student interest, and student enrollments and other variables.

CEP also took the VP of Academic Planning's request as an opportunity to register the following concerns about three year pathway programs in general should such programs be encouraged by UCOP or UCI Administration in future years.

- Course requirements for many majors would have to be offered during summer session. Given that ladder rank faculty are not on twelve month contracts, academic units, particularly those with highly structured majors, would have to depend on faculty members and PSOE and SOE lecturers to volunteer to teach courses required for the major can only be offered during summer session.
- Re-configuration of both summer session and faculty contracts may be required, potentially impacting departmental processes.
- Units may not want to be compelled to hire unit 18 lecturers or use graduate students to teach courses whose content is the very area of expertise a ladder rank faculty members or SOE/PSOE lecturers were hired to teach during the academic year.
- Faculty members may not want to encourage students to finish in three years because they believe students would be shortchanged by a three-year instead of the four-year university experience.

B. The Task Force on Ensuring a Positive Climate for the Campus's African American Community request to CEP to add a required course learning outcome (CLO) for General Education VII (Multicultural).

- The Task Force called attention to recent events and incidents on campus which suggested some UCI students lacked knowledge of the "dynamics of race, power, and inequality," a competency should fall under the purview of GE VII. The Task Force thus proposed the following required CLO for GE VII:

Skills in critical analysis that teach how to recognize and combat structural systems of oppression (racism, classism, heteropatriarchy, homophobia, etc.....)

- CEP members supported the proposed CLO's fundamental objective to address systems of oppression and power inequities of particular cultural groups in California and/or the United

States. However, CEP members could not agree on which types of structural oppression, if any, should be included in the parenthetical list of examples.

- CEP discussed the request during four separate meetings throughout the year. CEP considered a number of GE VII issues and priorities advanced by 21 GE VII faculty instructors and CEP members.
- The final revisions to GE VII's CLOs reflect a shift in focus from the more abstract and value driven goals of cultural appreciation, awareness and cooperation to a critical analysis and in-depth examination of structural power imbalances encountered and experienced by many underrepresented and marginalized groups on a daily basis.

CEP REVISIONS GE VII Course Learning Outcomes

After completing GE VII students should be able to:

1. *Demonstrate knowledge of the culture, history, and development of one or more historically underrepresented or marginalized groups in California and/or the United States.*

And do at least one of the following:

2. *Demonstrate knowledge of differences in experience and inequities encountered by Under-represented or marginalized groups in CA and/or the US.*
3. *Demonstrate the ability to recognize and critically analyze systems of oppression in CA and/or the US.*
4. *Understand how underrepresented or marginalized groups in CA and/or the US challenge systems of oppression.*

During AY2016-2017 as part of CEP's annual review of one or two General Education categories, CEP will conduct a review of active courses with GE VII designations to determine whether the GE VII course meets the revised GE VII CLO criteria. CEP anticipates that a significant portion of GE VII courses will require substantial modification to satisfy the new criteria.

C. Preparation for AY16-17 External Review of Summer Session

The Subcommittee on Summer Session Review accomplished the following tasks in preparation for the external review visit in February, 2017.

- Finalized review charges
- Gathered feedback from Associate Deans and the UCI Extension Dean on aspects of Summer Session they would like to have reviewed.
- Drafted and finalized review charges based on feedback from Associate Deans, UCI Extension Dean, and CEP members.
- Received ten nominations from UCI Deans for external reviewers
- Requested three arrangements of data from the UCI Institute of Research. 1) a breakdown of the past three years of Summer Session on instructor type (Unit 18 Lecturer, Senate faculty, or graduate student) of all Summer Session courses grouped by Department. 2) data on the total number of students enrolled in online courses vs. in person courses, for Summer Session courses offered over the past three years. These data will also be organized according to department. 3) The number of UCI degree seeking registered students vs. non UCI degree seeking registered students enrolled for each course

D. Review of Proposal for African American Studies to Become a Department

OUTCOME: CEP reviewed and approved the proposal to departmentalize the Program in African American Studies. The proposal was subsequently approved by Divisional Assembly.

E. Review of General Education (GE) II (Science and Technology) and III (Social and Behavioral Sciences) courses.

OUTCOME: 228 GE II and III courses were reviewed (123 GE II and 105 GE III) to determine whether course instructors were teaching and evaluation the course learning outcomes in the GE category.

- For GE II, 85 (70%) of the 123 courses were approved by CEP.
- 27 of the 103 GE courses have been or will be deleted or deactivated through the department's initiative.
- 3 of the 103 GE II courses did not submit materials for the review.
- 7 GE II courses did not meet the course learning outcomes. CEP will remind departments to have instructors of these courses modify the syllabus and exams or assignments to demonstrate that GE II course learning outcomes are being taught.
- Some ICS courses were approved by CEP but did not meet one of the GE II course learning outcomes. Despite the fact that GE II by definition includes Science and Technology courses, one of the course learning outcomes by and of itself excludes technology courses: 2. *Demonstrate an understanding of natural phenomena, related to the course discipline, that surround and influence our lives.*
- For GE III, 93 (90%) of the 105 courses were approved. The remaining 12 courses were either deleted or will be sent back because the course did not conform to all of the GE III course learning outcomes.

F. Interdisciplinary Teaching Support Award (ITSA)

- The Provost's Office agreed to fund CEP's Interdisciplinary Teaching Support Award (ITSA). The award will be used to support interdisciplinary courses that would not normally be offered through cross-listings, as GE courses, and/or as course requirements or electives for existing undergraduate degree programs.
- The purpose of ITBA is to encourage intellectual and pedagogical diversity and to support the desire of faculty to offer innovative, topical or experimental classes.
- OUTCOME: Calls for ITSA proposals went out early Spring Quarter and were received and reviewed by CEP at its June meeting. Only one of the five ITSA proposals was awarded. Money not used this past year will be carried over into next year. A total of 90K will be available for ITSA funding.

G. Respond to request from Senate Chair to consider ethical issue involving instructors assigning their own textbooks in courses.

- CEP members discussed the request from the Senate Chair about the ethical issues involved in instructors assigning their own textbooks in courses.
- OUTCOME: The prevailing view was that it's okay for instructors to assign their own textbook, but not to keep the funds.

H. CEP response to a Faculty Member's Proposal to allow team teaching in one location across departments and schools.

- CEP reviewed a proposal from a faculty member that addresses the issue of how difficult it is to team teach at UC Irvine. The proposal offers a probable and fair solution that would allow two instructors, particularly those from different departments and/or Schools, to teach a course a course together at the same time using different course numbers but the same location.
- The proposer proposed a solution to this problem: 1) allow each instructor's department to receive full load credit for the course because each instructor will already have the course number and its associated students under his her name. 2) "when two instructors declare their courses collocated, it should be the Registrar's responsibility to find space that fits the combined student numbers of the two classes," and 3) "EEE and Canvas should be set up so that it is easier to combine the online functions for classes from two different instructors, just as an instructor can currently combine functions for two of their own classes."
- OUTCOME: CEP members agreed the proposal to co-locate courses should be implemented. Co-locating courses would aid in encouraging faculty from different fields to work together toward interdisciplinary pursuits. CEP members will discuss methods for implementing this proposal at a future meeting next year. Co-locating of courses is doable but CEP will need more time to discuss an implementation timetable with EEE and Canvas offices and the Registrar.

I. Update on Teaching Associate Exception Requests from the Chair of the Subcommittee on Courses

- The Chair of SCOC briefed CEP on Teaching Associate Exception Requests. During Spring Quarter, SCOC did not approve five teaching associate exception requests because the requests were for graduate students to teach new courses that had not been previously taught or, from all appearances, developed by faculty members. SCOC requires all new courses to be taught by a faculty member, SOE or PSOE. SCOC received pushback from academic units when the requests were rejected. An associate dean requested that CEP review SCOC's decision.
- UCI Senate regulations state that that graduate students cannot teach upper division courses. Because these exception requests are for graduate students to teach upper division courses, SCOC must ensure that each request proposal meticulously conforms to the check list of items (e.g., student must have been approved for candidacy, student must have good teaching evaluations and have taught a given number of lower division courses first, the department must provide a reason explaining why faculty members who normally teach the course are not available to teach it etc.). UCI senate bylaws also state that SCOC alone is authorized to determine the approval and non-approval of Teaching Associate Exception Requests.
- OUTOME: CEP members voted unanimously in favor of SCOC to have the final say on all decisions regarding teaching associate exception requests.

J. Proposal from SCOC to consider status of Certificate Programs

- At the request of SCOC, CEP discussed the potential scope CEP could have over undergraduate certificate programs, ranging from continuing to have no purview, to defining, establishing policy and reviewing existing and/or new undergraduate certificate programs.
- OUTCOME: Per senate bylaws and regulations, CEP members support the fact that courses should not be developed or proposed for the purpose of creating a certificate program. The status of current UCI undergraduate certificate programs, which are the result of bundling a few to several similar courses and/or symposia and the like, may continue without oversight from CEP.

The primary reason CEP came to this conclusion is that there are a number of awards and other methods of honoring clusters of course completions across campus. It would not make sense to define only those completion awards described as “certificates.”

K. Request for CEP to add a ninth General Education designation—Sustainability

- Members of the Sustainability Initiative requested CEP to review a proposal to add a ninth General Education designation, Sustainability, to the existing eight GE designations.

- OUTCOME: CEP members discussed the proposal and agreed not to approve adding an additional course requirement to for undergraduates to graduate for the following reasons.
 - 1) It is not clear that requiring undergraduates to fulfill a course requirement in sustainability would fill an existing gap in UCI undergraduate education. Together, the current eight GE categories cover the topics outlined for the proposed GE.
 - 2) UCOP is already asking UC campuses to decrease the number of units required for all majors on campus in an effort to increase the four year graduation rate. In addition.
 - 3) Finally, requiring students to fulfill an additional lower division course would further increase the strain on academic units required to conform to outside accreditation standards, some of which require several structured course sequences and completion of up to 184 units (i.e., Engineering, Nursing, and Business programs).

L. Bylaw proposed changes to CEP Bylaw 85

CEP members discussed and approved proposed changes to the bylaw. Proposed revisions broaden selection criteria for SCOC and Assessment Committee chairs.

M. Proposed revisions to UCI Academic Senate Regulation 450: Persons in Charge of Courses

- CEP members reviewed a proposal from Cabinet to add Professors of Clinical X to teach UCI undergraduate courses. CEP members expressed four major problems with Cabinet’s request:
 - 1) Cabinet’s proposed revisions would unnecessarily allow professors of clinical series to teach any undergraduate courses when in fact such clinical series are not even asking to do this.
 - 2) Proposed revisions unnecessarily undo Cabinet’s 2013 decision to specifically NOT allow Clinical Professors from the Heath Sciences to teach undergraduate courses.
 - 3) Only Clinical X from the Medical School are senate faculty members. The other Clinical series are not.
 - 4) There is no bylaw or regulation that says a systemwide regulation has to match a local campus regulation, as Cabinet stated.

- OUTCOME: Because Cabinet’s request directly affects SCOC and CEP policy, CEP members voted unanimously to have SCOC and Policy consider Cabinet’s request along with comments made about the request.

AGENDA ITEMS FOR FALL 2016

- a. Develop plan to review and aid in the possible revisions of GE VII courses during AY16-17. Revisions will be made to existing GE VII courses that do not meet new course learning outcome requirements.
- b. Subcommittee on Summer Session Review (SOSSR) will update CEP on External Review of Summer Session.
- c. Discussion of course status in the proposal for a B.A. in Language Science.
- d. Discussion with Assessment Committee Chair on implementation of assessment of Core Competencies in third and fourth year undergraduates. Core competencies include writing, oral presentation, critical thinking, information obtainment competency (how to research and do scholarship on and offline), and quantitative reasoning.
- e. Discussion on methods to reduce confusion between undergraduate business programs in the School of Business, the minor and major in Economics in the School of Social Sciences, and certificate programs in Business Administration offered through UCI Extension.
- f. CEP review of External Review Report on the School of Engineering and Engineering's response to the report.

2015-2016 Council on Educational Policy Membership

Voting Members: Simon Penny (Chair), Tony Smith (Vice Chair); Education: Maria Rosales Rueda; Humanities: Sean Greenburg and Kristen Hatch; Arts: Simon Penny and Simon Leung, Biological Sciences: Andrea Nicholas and Pavan Kadandale; Business: Chris Schwarz and Alexander Nekrasov; Engineering: Michael McNally and Bernard Choi; ICS: Dan Frost and Amelia Regan; Physical Sciences: Arvind Rajaraman and Ramesh Arasasingham; Social Ecology: Richard McCleary and Elliot Currie; ;Social Sciences: Tony Smith and Katie Faust; Health Sciences: Andrew Noymer and Zuzana Bic

Ex Officio: Elizabeth Bennett, University Registrar; Michael Dennin, Vice Provost and Dean, DUE; Jonathan Alexander, Campus Writing Coordinator.

Consultants: Alia Hassan, University Registrar; Helen Kwon Morgan, Academic Counselor.

Representatives: Christine Woo LAUC I; Aldo Laureano, Elvis Leng Jennifer Paz Ledezma and Shannon Cooper (ASUCI) and Mikaela Smith (AGS)