

**SUBCOMMITTEE ON COURSES  
AND CONTINUING, PART-TIME, AND SUMMER SESSION EDUCATION  
2021-22 ANNUAL REPORT**

**SUBCOMMITTEE DUTIES**

The Subcommittee on Courses and Continuing, Part-Time, and Summer Session Education (SCOC) is charged with establishing appropriate procedures for the approval of undergraduate courses and taking final action on the approval of undergraduate courses and proposals to modify undergraduate degrees. The Subcommittee’s full duties are outlined in Irvine Bylaw 85.C.3. Associate Professor Nancy Aguilar-Roca, Biological Sciences, chaired the Subcommittee in 2021-22.

**MEETING LOGISTICS**

The Subcommittee met nine times during the academic year. Before each meeting, course proposals were pre-reviewed by the SCOC analyst (Malcolm Bourne) and classified as requiring major and minor actions, as described below. In addition, all degree modification proposals and teaching associate requests that arrived one week before the scheduled SCOC meeting were included on the agenda. The complete meeting agenda was circulated approximately one week before the meeting. For each course proposal requiring a major action, program modification, or teaching associate request, three SCOC members were pre-assigned as reviewers. In addition, the SCOC chair reviewed all the proposals, resulting in 3-4 people examining each proposal in detail before coming to the meeting. The reviewers entered their notes and recommendations into a shared Google spreadsheet, and the proposals were discussed and voted on one by one during the meeting. Because of the extensive preparation, the meeting typically lasted no more than two hours, and all submitted proposals could be acted upon during the meeting time. The table below shows the numbers of various actions taken by the subcommittee during the 2021-22 academic year. This year’s numbers are comparable to previous trends.

Table 1: Types of actions taken by SCOC in 2021-22

Meeting date	Special agenda items	Program modifications	Major course actions	Minor course actions	Teaching associate requests
10/12/2021	Orientation of new members; discussion of committee goals; discussion of syllabus guidelines	0	33	26	0
11/9/2021	Announcements and updates	0	16	4	1
12/7/2021	Announcements and updates	1	15	19	0
1/11/2022	Announcements and updates	4	20	55	0
2/8/2022	Announcements and updates	3	33	16	2
3/8/2022	Announcements and updates	2	28	35	6
4/12/2022	Announcements and updates	7	12	23	0
5/11/2022	Announcements and updates	0	21	44	17
6/8/2022	Announcements and updates	0	8	12	11

<b>Total</b>		<b>17</b>	<b>186</b>	<b>234</b>	<b>37*</b>
--------------	--	-----------	------------	------------	------------

\* Nine additional teaching associate requests were reviewed offline via e-mail vote

## **TEACHING ASSOCIATE REQUESTS**

Graduate students are not permitted to teach upper division undergraduate courses (Irvine Regulation 450). However, SCOC does allow exceptions to the regulation if specific criteria are met.

SCOC reviewed 37 Teaching Associate requests during the meetings and several requests by e-mail vote for a total of 46. No proposals were denied in 2021-22. The committee noted that units did an excellent job defending teaching abilities of the graduate students they nominated as instructors.

## **COURSE APPROVALS**

As mentioned above, reviews of course proposals are organized according to whether the proposal seeks major or minor changes. Major actions include new course proposals, requests for course activation, General Education designation(s), requests for approval for online delivery, an increase in the number of units for credit, a decrease in the number of contact hours, and major changes to the course description. Minor actions include proposals to change the course title, description, restriction(s), crosslisting status, prerequisites, co-requisites, overlap, course number, or subject code. It is also a minor action to request that a course be deactivated outside of the regularly scheduled deactivation process that takes place every five years for courses that have not been taught in five years.

As indicated in Table 1, the committee voted on 186 major course proposals and 234 minor course proposals. To expedite the discussion time, the minor course proposals were discussed only in select cases, and a single vote was used to approve all of them. The major course proposals were voted upon individually.

SCOC requested revisions to the submitted course proposals in approximately 38% of cases (this number is estimated based on chair notes). The major reasons for requesting revisions were:

- No online syllabus provided in online course proposals
- Inadequate description of proposed teaching methods in online course proposals
- Not making a distinction between graduate and undergraduate degree requirements in proposals for concurrent courses
- Perceived mismatch between the number of contact hours and course unit value, sometimes resulting in perceived unit inflation
- Syllabus lacking key elements such as description of grading policies, scheduling, and instructor information
- Concerns about possible overlap with existing courses at UCI
- Insufficient justification of GE designations for proposed courses
- Lack of finals week assessment in the syllabus as required by Senate guidelines
- Concerns about significant lack of differentiation between courses forming a series

In order to minimize delays in processing courses, the committee took a proactive approach for revising courses:

- Some course submissions were rolled back to the units even before SCOC members could see them if the information required by SCOC guidelines was missing. This allowed units to promptly resubmit their courses in time for the upcoming committee meeting.
- Some courses received provisional approval by SCOC if minor information was missing from the submission. Instructors were then contacted after the meeting by SCOC Chair

Aguilar-Roca and/or analyst Bourne to request updated information and syllabi. This process enabled courses to receive formal approval without having to roll the courses back to the units and start the submission from scratch. In each of these cases, the final syllabus was uploaded in CIM (Course Inventory Management system) before the course approval.

- The SCOC Chair also contacted instructors before the meeting if they felt additional information would help speed up the discussion and approval.

This approach placed more burden on Chair Aguilar-Roca and Analyst Bourne, but it greatly sped up course approval and improved communication between the committee and course instructors. SCOC members were thanked by many instructors for their thoroughness.

## **GE VII REVIEW**

In 2021, SCOC was charged by CEP with reviewing all courses currently approved to satisfy the GE VII requirement to ensure that they meet the recently revised description and student learning outcomes (SLOs). SCOC requested syllabi for all current GE VII courses. A subset of SCOC members reviewed the syllabi that were received. While nearly all courses adequately covered the SLOs associated with the new GE VII description, they identified a small number of courses that did not have a clear fit with the GE VII SLOs. The following process was implemented for the courses that did not fit GE VII SLOs or had missing syllabi:

- In early 2022, SCOC alerted programs that their course(s) will be removed from the GE VII list unless the course content is appropriately modified to fit the new GE VII description. Every program submitted revised syllabi by e-mail and clearly explained how the material fits with the GE VII SLOs.
- SCOC re-examined the revised syllabi and determined that the course content was appropriately modified to fit the revised GE VII SLOs.
- For the relatively few programs with missing syllabi, each program submitted syllabi that fit the revised GE VII SLOs.

## **UNDERGRADUATE PROGRAM MODIFICATIONS**

The majority of program modification proposals were relatively minor, typically asking to replace elective requirements with up-to-date choices and clarifying wording in the catalogue; such proposals were voted on quickly. Modifications resulting in a significant change in the scope of the program or a change in the number of required units received greater scrutiny by SCOC members. A few proposed program modifications had to be reviewed more than once after requesting additional information from the units, but all proposals were eventually approved.

Modifications were approved to the following undergraduate programs in time to appear in the upcoming UCI Catalogue.

### **School of the Arts**

- BA in Music Performance

### **School of Biological Sciences**

- Minor in Global Sustainability

### **School of Engineering**

- BS in Aerospace Engineering
- BS in Materials Science and Engineering

### **School of Humanities**

- BA in Religious Studies
- Minor in Religious Studies

### **School of Information and Computer Sciences**

- BS in Informatics: Health Informatics Specialization
- Minor in Health Informatics

### **School of Physical Sciences**

- BS in Mathematics: Data Science Concentration, Honors Program in Mathematics

### **School of Social Ecology**

- BA in Social Ecology: Excellence in Research in Social Ecology

### **School of Social Sciences**

- BS in Cognitive Sciences: Honors Program in Psychology and Cognitive Sciences
- BA in Business Economics
- BA in International Studies
- Minor in International Studies
- BA in Language Science
- BS in Psychology

## **REVISIONS TO THE ONLINE COURSE QUESTIONNAIRE AND SYLLABUS GUIDELINES**

Chair Aguilar-Roca attended CEP meetings and served as a conduit for relaying information between SCOC and CEP during the process of developing new policies for online and hybrid courses. CEP tasked SCOC with revising the online course questionnaire in accordance with its new policies, as well as updating syllabus guidelines to accommodate online and hybrid courses. To accomplish this, Chair Aguilar-Roca formed an ad hoc committee comprised of three voting members (Keith Murphy, Michael McNally, and Chris Davis) and three instructional designers who specialize in online course development (Megan Linos, Natalie Blair, and Jesse Keeler). A central concern of the ad hoc committee was the delicate balance between advocating for best practices for creating equitable online learning environments without being prescriptive or hindering creative course design. The drafts of the revised online course questionnaire and revised syllabus guidelines created by the ad hoc committee were discussed by SCOC in spring and will be sent to CEP for its consideration in Fall 2022.

## **MEMBERSHIP**

Dr. Aguilar-Roca was a SCOC member when she was asked to Chair SCOC by her predecessor, which varied from the prescribed process in the UCI Senate Manual. In Fall 2022, CEP will resume the prescribed process in which the Chair of SCOC is a member of CEP and is appointed by the Chair of CEP.

### **Voting Members**

Nancy Aguilar-Roca, Chair 2021-22, Biological Sciences

Penelope Collins, Education

Christopher Davis, Physical Sciences

Michelle Fortier, Health Sciences  
John Houston, Social Ecology  
Michael McNally, Engineering  
Keith Murphy, Social Sciences  
Shelby Roberts, Arts  
Deanna Shemek, Humanities  
Zheng Sun, Business  
Hadar Ziv, Information and Computer Sciences

**Ex Officio Members**

Elizabeth Bennett, University Registrar  
Michael Dennin, Vice Provost for Teaching and Learning & Dean, Division of Undergraduate  
Education  
Daniel Gross, Campus Writing Coordinator

**Representatives**

Jolene Beiser, LAUC-I  
Cindy Duong, ASUCI  
Reginald Gardner, AGS

**Consultants**

Heather Cartagena, Executive Director of Advising  
Paul Lampano, Deputy Registrar  
Brad Queen, Director, Composition  
Aliya Thomas, University Editor

Annual Report prepared by:  
Nancy Aguilar-Roca, SCOC Chair and Malcolm Bourne, CEP Analyst