

GM Meeting - 13 Aug 2018

Submitted to General Membership: 7 Aug 2018

Summary of Activities:

This is the Council on Educational Policy's 2017-2018 year in review. Each Academic Senate council, committee, subcommittee and board submits an annual report, but as of today only one—from the Campuswide Honors Program—is in this list: <http://senate.uci.edu/annual-reports/2017-18-annual-reports/> As a result, I am culling the quarterly newsletters for the highlights of CEP's work.

**Fall 2017:**

In addition to reviewing proposals for new undergraduate majors, CEP activity has focused on a number of other important issues directly related to undergraduate education curriculum and courses.

- CEP completed its review of all courses with General Education IV (Arts and Humanities) and GE VI (Languages Other than English) designations. During spring quarter, 2017.
- From now on, CEP's subcommittee, the Assessment Committee will be responsible for conducting GE reviews. AC is currently reviewing GE VII (Multicultural Studies) reports.
- CEP is discussing whether a review of the academic quality of UCI undergraduate online courses might produce meaningful results that would help SCOC/SubCommittee on Courses develop guidelines to review and new and existing online courses. The Subcommittee on Policy has been tasked with coming up with a list of questions that an appropriate review on online courses online might answer.
- The Subcommittee on Policy and CEP have provided comment on the Council of Teaching Learning and Student Experience's proposals for a new course feedback form. Of primary concern to both Policy and CEP was whether students can provide useful feedback to instructors regarding the degree to which they have mastered student learning outcomes in the course.
- CEP recently completed its reviews of the 2017 APRB/Academic Program Review Board (a standing committee of CEP and Graduate Council) External Review report of the School of Physical Sciences and the 2016 External Review of UCI Summer Session.
- CEP is also monitoring the review of the 2017-2018 Pilot program that allows students with high AP/Advanced Placement Scores (4 and 5) on AP English Exams to test out of Writing 39B.

**Winter 2018:**

CEP is in the process of disestablishing one of its subcommittees, the Assessment Committee (AC). Motivated by request from our accrediting agency, Western Association of Schools and Colleges (WASC), AC was formed in 2010 as a temporary committee. Its charge was to establish policy related to the assessment of General Education courses and to help some 95 academic units on campus set up assessment plans to measure student competence in one or two learning outcomes in the major. Now that these goals have been achieved and AC has overseen an additional three years of General Education course reviews and reviews of department assessment reports for learning outcomes in the major, the Academic Senate and CEP believe that the charges and work of undergraduate assessment as established by AC is functioning well in the Division of Undergraduate Education. To ensure that CEP continues to monitor assessment of GE and learning outcomes in the majors, CEP is proposing that the current Subcommittee on Policy take over the duties of the current Assessment Committee and

the current Subcommittee on Policy be renamed “The Policy and Assessment Subcommittee.” The disestablishment will be reviewed and voted upon at the next Assembly meeting.

Upcoming: CEP is beginning its second review of lower and upper division Writing. CEP is in the process of constituting an ad hoc subcommittee for the Writing Review that includes external reviewers. The site visit for this review is expected to take place in April 2019

### **Spring 2018:**

Prerequisite Checking: CEP reviewed a request from the Vice Provost of Teaching and Learning (VPTL) to comment on a Summer Session procedure for enforcing prerequisites for visiting students. Specifically, CEP was asked to advise on the following aspects of the procedure:

- 1) To allow non-UCI students into a course with a warning that they will need to make sure they meet the prerequisites for the course.
- 2) Provide a mechanism by which units can check the students “self-reported” meeting of the prerequisites for the course.
- 3) Drop students who do not meet the course requirements

CEP expressed support for the outlined procedure (1-3 above) as the default process for enforcing prerequisites for visiting students. CEP understood the VPTL’s concern that manual pre-checking of prerequisites for non-UCI students across the board would place an intolerable burden on staff and also lead to unacceptable delays for students. CEP also understood that while this would be the default procedure, units would always have the option of refusing enrollment to all students until they had established their readiness for the course, so long as the unit itself is willing to carry out the process of checking.

While CEP supports this procedure, and is pleased to see that prerequisite checking for UCI students will become more uniform, it also recognizes that it is still far from an ideal solution. It is undoubtedly the case that instructors will find themselves teaching courses with inadequately prepared students. We hope that a more comprehensive solution to this problem remains a goal for Summer Session. In the meantime, CEP has asked one of its consultants to provide more clarification about the implementation of the mechanism that would permit the department or instructor to check self-reported accounts by non-UCI students of prerequisite course completion (see below). Ideally, units and instructors would be able to enforce prerequisites of non-UCI students before the students can register for the course, rather than after.

SCOC and UC Regulation 760: The Subcommittee on Courses is in the process of ensuring that all new course proposals select the appropriate number of units based on contact hours and student work outside of the classroom in conformance with UC Regulation 760, which states, “The value of a course in units shall be reckoned at the rate of one unit for three hours’ work per week per term on the part of a student, or the equivalent” and that all course instructors provide the necessary information required by SCOC policy on units, which states: Credit for academic work undertaken at the University is evaluated in terms of units. UCI’s unit value is modeled on the Carnegie unit, which allows one unit of credit for three hours of work by the student per week. (Senate Regulation 760) Included in these three hours may be one hour of lecture or discussion. It is expected that, on the average, a student will spend two hours in preparation for each hour of lecture or recitation.

Two to three hours of laboratory, studio, performance, or individual practice are equivalent to one unit of credit. A two-hour laboratory with one unit of credit should have some outside preparation (approximately one hour), whereas a three-hour laboratory for one unit of credit would not require outside work.

If the number of lecture or discussion hours specified on the course form is less than the number of units of credit assigned to the course, some form of additional non-classroom work, such as a substantial term paper, should be required of the student. Explanatory information can be included in the Reasons for Action/ Comments section.

Faculty are encouraged to use the above as guidelines for unit assignment, and if the unit value for a course submission differs from these guidelines, to explain the reasons in the justification section of the CAF.