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*Approval of all items on the Consent Calendar requires a single unanimous vote called for as the first order of
business under Special Orders. At the request of any member of the Division, any such item must be
withdrawn and considered in its regular order on the agenda [bylaw 4.1.2].

**Reports received and placed on file "are received as presented and require no further action" [bylaw 4.1.3].
Only the reporting committee can change or withdraw these reports; however, at the request of any member of
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November 19, 2010

D.J. Ozer, Secretary-Parliamentarian
Riverside Division of the Academic Senate
MINUTES OF THE REGULAR AND ANNUAL MEETING OF THE RIVERSIDE DIVISION

MEETING: The Riverside Division of the Academic Senate met on Tuesday, May 25, 2010 at 2:10 p.m. in the Genomics Auditorium, Room 1102A. Chair A.W. Norman presided.

MINUTES: The Minutes of the Regular meeting of March 5, 2010 were approved with an amendment. A sentence was added to the final paragraph of the Announcements by the Chancellor: “Others expressed support, perhaps none more eloquently than Neal Schiller.”

ANNOUNCEMENTS BY THE CHANCELLOR: Chancellor White reflected on events of the past year. Fee increase protests, a large incoming class, offering sufficient courses for these many students, appointing a Dean for the School of Medicine, and the ongoing search for a Provost. Dallas Rabenstein has agreed to continue to serve on an interim assignment for another year. The Chancellor expressed his gratitude toward the faculty for continuing their work to maintain the quality of students’ experience and their robust research commitments. The Chancellor expressed his continued belief that our future is bright and that we are a campus on the rise.

A second draft of the Strategic Plan has been released. Eighty faculty have participated on subcommittees and 300 participated in surveys. The comments on the second draft are due by June 1st. There has been much careful listening, and the feedback provided by the Senate both formally and by senate members informally has been essential in creating a good document. The plan will challenge us, it will keep us within our aspirations and build on our existing strengths, but also enable us to create new strengths. It is important that we hold on to our core values but also allow this document to push us to new and innovative strategies to realize this core set of values.

The budget outlook for next year is tenuous, with some grounds for optimism. The Governor has been consistent in stating he would raise funding for higher education. The May revision has new money over last year of about $371 million for the University of California. About $305 million is restoration of cuts made last year and about $51 million is for unfunded enrollment. Additionally there is money for capital projects across the UC and the maintenance of the Cal grant support, and the President has reaffirmed that the furlough program will be terminated in August.

Unprecedented enrollment interest continues. We will have more students next year, including about 4100 freshman, which is above the target; but will have fewer (about 950) transfer students than we had planned. For Fall2012, we will have a different admissions procedure. A committee including the four Deans of the undergraduate colleges, the Graduate Dean, and representatives from the Budget Office as well as from the Senate will be chaired, ex officio, by Jim Sandoval. The committee will advise the Provost in making enrollment management decisions. The committee will begin work this month.

In closing, the Chancellor noted the untimely passing of Professor Paul Hoffman from Philosophy. There will be a gathering at the Botanic Gardens tomorrow at 4:00 p.m. to celebrate his life and the lives all faculty, staff and students who we lost this year.

ANNOUNCEMENTS BY THE EXECUTIVE VICE CHANCELLOR AND PROVOST: There were no announcements by the Executive Vice Chancellor and Provost.
ANNOUNCEMENT BY THE SECRETARY-PARLIAMENTARIAN: Professor D. Ozer, Secretary-Parliamentarian, announced that the election report was found on page 5 of the full agenda.

Professor M. Gauvain was elected to serve as Chair of the Riverside Division to serve a two-year term beginning September 1, 2010 through August 31, 2012.

Professor A.M. Walker was elected to serve as Vice Chair of the Riverside Division, for a one-year term beginning September 1, 2010 through August 31, 2011.

For the Office of Representative to the Assembly, a single nomination was received for Professor T. Morton to serve a two-year term beginning September 1, 2010 through August 31, 2012. The Secretary Parliamentarian was instructed to cast a single ballot for the nominee.

Professor T. Cogswell, was elected to serve as one member the College of Humanities, Arts, and Social Sciences Executive Committee from the Department of History.

Professor D. Parker was elected to serve as Chair of the Faculty of the College of Natural and Agricultural Sciences. Professors D. Roff, G. Love, G. Wilson, K. Borkovich, X. Cui were elected to serve on the Executive Committee of the College of Natural and Agricultural Sciences. Professors F. Sauer and Y. Wang were elected to serve on the Committee on Committees from the College of Natural and Agricultural Sciences.

Professor M. El Hafsi was elected to serve as one member from the Anderson Graduate School of Management Executive Committee from the Department of Finance and Management Science.

Professor M. Sperling was elected to serve as Chair of the Faculty of the Graduate School of Education. Professors R. O’Connor and R. Ream were elected to serve on the Executive Committee of the Graduate School of Education.

ANNOUNCEMENTS BY THE CHAIR: Chair A. Norman spoke about how quickly the past two years have gone. There were a series of notable events which occurred. The most significant was the arrival of the new Chancellor. There were budget cuts systemwide, at UCOP, and locally. There was the challenge of understanding the concept of a furlough and the hardships for both faculty and staff in going through it.

The Senate has been importantly involved in the Strategic Planning process. In part, this process is driven by the Chancellor’s scheduled presentation to Board of Regents in September, where he will outline UCR’s vision for the future. We have completed Draft #1 and Draft #2, and there is a prospect for Draft #3.

There were two Academic Senate surveys released this year. The Faculty Exit Survey which included faculty who left the University. This survey was developed by the Committee on Faculty Welfare and the Committee on Diversity and Equal Opportunity. In the Fall quarter, the Senate conducted the Faculty Climate Survey of all faculty present and active. This was also developed up by the Faculty Welfare and Diversity Committees with the support of the UCR Survey Center. Reports of both surveys are posted on the Senate website, and Chair Norman urged the faculty to read the reports.

The work of the Gould Commission continues. The calendar for reviewing the proposals of the Gould Commission was moved from the June Academic Council meeting to the May Council meeting. Chair Norman announced that he will be taking with him a 40 page single spaced report which summarizes the work product of the senate committees. All nine campuses will be providing such summaries. The Council will decide which resolutions to support.
Across the system, there were climate issues that occurred in the Spring quarter at UC Irvine and UC San Diego. Fortunately there were no overt incidents at UCR. A series of committees will be created which will advise the Chancellor and other Administration on climate issues relevant to UCR.

Chair Norman thanked all the faculty and members of the Academic Senate and the committee members for all their work.

**SPECIAL ORDERS:**

The Consent Calendar was adopted with unanimous consent.

**REPORT OF THE REPRESENTATIVE TO THE ASSEMBLY:** Professor M. Martins-Green, Senior Representative to the Assembly and Professor A. Wang, Junior Representative were unable to attend. Chair Norman presented a short report of the telephone Assembly Meeting on May 25th.

The major reason for having the telephone meeting was to approve the nomination of Professor Robert M. Anderson to become the Vice Chair of the Senate beginning next September, and then one year later move to becoming the Chair the of the Academic Senate. Professor Anderson is from the UC Berkeley campus and is the Coleman Fung Professor of Risk Management and his specialization is Mathematics and Economics. He has been associated with the Faculty Welfare Committee and the Post Employment Benefits Committee and has played an active role in the Faculty Welfare Benefits Plan. Professor Anderson was elected unanimously.

Chair Norman then presented Professor M. Martins-Green’s report.

The Presidential Task Force on Post-Employment Benefits - All faculties should be aware of the recommendations being developed by this task force. If you did not attend the two forums that took place here at UCR, one by representatives of the task force and the other by the Chair and Vice Chair of the Academic Senate, faculty are encouraged to visit the OP website for information on this issue.

The Campus Climate Culture – The President is very concerned with issues of campus climate. As a result, he has requested that each Chancellor appoint multi-constituency Advisory Council to evaluate campus climate conditions, practices and policies; promote the identification and sharing of best practices that promote the goals of inclusion and community; and monitor and evaluate the implementation of new practices and policies, and progress on each campus. In addition, he also announced that the Regents are discussing the formation of a new committee that will oversee diversity issues and campus climate.

The Chancellor made a comment regarding the Post Employment Benefits discussion. One item that came up at the last Regents meeting was that the analysis will be presented to the Regents at the July meeting for action in September. His advice to the Riverside Division was not to take action until September when the faculty has returned to campus.

**REPORTS OF STANDING COMMITTEES AND FACULTIES**

A. Professor S. Fedick, Chair of the Committee on Distinguished Teaching, presented and moved adoption of the nomination of Professor Margarita Curra-Collazo, Department of Cell Biology and Neuroscience as the recipient of this year’s Distinguished Teaching Award. The Committee’s report can be found on page 189 of the full agenda. The motion was unanimously approved. Congratulations were extended to Professor Curra-Collazo and a round of enthusiastic applause followed.

B. Professor S. Stewart, member of the Committee on Faculty Research Lecturer, presented and moved adoption of the nomination of Professor Chandra M. Varma, Department of Physics and Astronomy as the recipient of the Faculty Research Lecturer Award for 2009-2010. The Committee’s report can be found
on page 191 of the full agenda. The motion was unanimously approved. Congratulations were extended to Professor Varma and a round of enthusiastic applause followed.

C. Professor J. Briggs, Chair of the Committee on Distinguished Campus Service, presented and moved adoption of the nominations of Professor Anil Deolalikar, Department of Economics and Professor Mary Gauvain, Department of Psychology for this honor. The extensive contributions of these two dedicated campus citizens are summarized in the report of the Committee found on page 193 of the full agenda. The motion was unanimously adopted. Congratulations were extended to Professor Deolalikar and Professor Gauvain and a round of enthusiastic applause followed.

D. Professor J. Cioffi, Chair of Rules and Jurisdiction, presented and moved adoption of the proposed change in the Committee on Committees Bylaw 8.8.2.1 which can be found on page 194 of the full agenda. The Chair of the Committee on Committees, Professor C. Gailey, stated that the Committee does not want to change its bylaws at this time. Professor R. Smith clarified that the motion was to simply define the committee to include one member from each college and school that has membership on the Executive Committee and to set the College of Engineering representation to two. There was a typo noted in the proposal under 8.8.2.1 with the sentence beginning “No college or school. The word that was corrected to read than. The motion to amend the bylaws did not pass.

E. Professor J. Cioffi, Chair of Rules and Jurisdiction, presented and moved adoption of the proposed change to Committee on Research Bylaw 8.20 which can be found on page 198 of the full agenda. The motion was unanimously adopted.

F. Professor K. Montgomery, Vice Chair and member of the Executive Council, presented and moved adoption of “Oban” as the proposed name for the Summer Ridge apartment complex, “The Charter Student Promenade” as the proposed name for the location of the concrete slabs that were signed by the original graduating class of UCR, and “The School of Medicine-Education Building” as the proposed name for the Statistics and Computer Building. These items can be found on page 201 of the full agenda. The motion was unanimously adopted.

G. Professor K. Montgomery, Vice Chair and member of the Executive Council presented and moved adoption of the proposal to establish the UCR Program for Professor of the Graduate Division (PGD) which can be found on page 211 of the full agenda. The motion was unanimously adopted.

H. Chair Norman acted on behalf of the Chancellor’s Awards for Excellence in Undergraduate Research. There were two awards this year. Professor I. Kaloshian and Professor A. Wang were the recipients of the 2009-2010 Award. As a recipient of the award they will each receive a $3000 monetary award and a trophy. The award will be allocated to their department.

UNFINISHED BUSINESS: Professor J. Cioffi, Chair of the Rules and Jurisdiction Committee presented and moved adoption of the proposed change to Regulation 6.4.4 – Campus Graduation Requirements which can be found on page 222A of the full agenda. Consideration of this matter had been postponed at the previous meeting. The Rules and Jurisdiction Committee anticipates additional legislative proposals on this matter. A motion to table this item passed.

UNIVERSITY AND FACULTY WELFARE: Dan Hare, Chair of the Committee on Faculty Welfare commented on the Post Employment Benefits Proposal. The proposals are still evolving and have changed considerably since we heard them in February and further change is expected. He will keep the faculty informed as to the changes. Professor Khoury asked if this will affect existing faculty or new hires. This is still being debated, but the Senate position is that it should affect new hires.
NEW BUSINESS:

Professor Khoury spoke about the perceived injustice in the handling of his personnel file.

Professor K. Montgomery, personally and on behalf of the Senate, thanked Chair Norman for his service throughout the last two years.

There being no further business, the meeting adjourned at 3:38 p.m.

ATTEST:

D. Ozer, Secretary-Parliamentarian
Riverside Division of the Academic Senate

Sue Stracener
Recording Secretary
To be received and placed on file:

2010-2011 Election Report

COLLEGE OF HUMANITIES, ARTS AND SOCIAL SCIENCES

At the Faculty Meeting of the College of Humanities, Arts and Social Sciences on May 26, 2010, the Secretary was instructed to cast a single ballot for the following nominees who were approved for membership on the College Executive Committee for 2010-2011:

- Economics
- Professor S. M. Helfand
- Political Science
- Professor B. Bishin
- Psychology
- Professor R. Richert

At the Faculty Meeting of the College of Humanities, Arts and Social Sciences on September 29, 2010, the Secretary was instructed to cast a single ballot for the following nominees who were approved for membership on the College Executive Committee for 2010-2011:

- Media and Cultural Studies
- Professor S. Hafez
- Women's Studies
- Professor A. Smith
In Memoriam

Ana María Fagundo
Professor Emerita of Hispanic Studies
UC Riverside
13 March 1938 – 10 June 2010

Ana María Fagundo passed away on June 10, 2010, at the age of 72, surrounded by those she loved in her beloved Spain. She was Professor Emerita of Spanish in the Department of Hispanic Studies. She retired from UCR in 2001, returning to her birthplace in Spain and maintaining homes in Madrid and El Sauzal on the outskirts of the capital of Tenerife, the largest of the seven Canary Islands.

Fagundo joined the UCR faculty in 1967 to teach modern Spanish literature. Her areas of specialization were in modern North American and Spanish poetry, in particular the work of twentieth-century women poets. She was a great admirer of American poets such as Walt Whitman and Sylvia Plath. Internationally recognized as a major poet of the Spanish language in her own right, she was often invited to read her poetry in multiple venues throughout the world. She published eleven books of poetry, many of which were translated and anthologized extensively.

Candelas Gala, Charles E. Taylor Professor of Romance Languages at Wake Forest University who compiled and edited a bilingual anthology of Fagundo’s poetry, has noted that Ana Maria Fagundo saw in Tenerife, emerging forcefully from the sea, “an image for the impulse to live and create that she made her own....” That is precisely how many will recall her: a passionate, forceful woman equally engaged and engaging in the classroom and far beyond.

Professor Fagundo’s hometown newspaper, La Opinión, noted that her poetry often referred back to her island home amid its exploration of identity and love. In a rare interview with the Spanish newspaper El Día, she said that her role in life was to write poetry, which was as vital to her and as necessary as breathing. “I do it because I can’t do otherwise...Writing [poetry], being able to create it, is my priority.”

In 1969, Professor Fagundo founded the literary journal of poetry, narratives, and essays, Alaluz. It was a highly regarded scholarly endeavor where even Nobel Laureates once published.

All who knew Ana Maria will not forget her. She was born to leave a mark, in the classroom, among her colleagues and in the world through her keen intellect and enduring poetry.

David Herzberger (chair), Ray Williams, and Marina Pianca
To be received and placed on file:

The Committee on Academic Personnel (CAP) is an important part of faculty governance and collegial responsibility in the University of California system. As a committee of the Riverside Division of the Academic Senate, CAP is appointed by the Senate’s Committee on Committees and charged with providing advice to the Chancellor on academic personnel matters and representing the Division in all matters relating to appointments and promotions. CAP consists of ten members, who represent a wide variety of academic disciplines from across campus. All members hold the rank of full professor and serve for offset periods of three years (with annual reappointment) so that there is continuity and memory on the committee. CAP reviews all academic personnel files for merit, appraisal, promotion, and appointment and makes recommendations to the Vice Provost for Academic Personnel, the Executive Vice Chancellor and Provost, and the Chancellor. CAP is also asked to provide feedback and recommendations about a variety of Senate matters and administrative directives.

CAP’s goal is to assure that its recommendations are based on rigorous application of the academic personnel procedures in the CALL and the APM, and to assure that decisions are based on a fair and thorough evaluation of evidence in the file.

The 2009-2010 year ends the third year of CAP operation within the Academic Senate offices, with support from Academic Senate staff members. The spirit of collegiality and cooperation between the Academic Personnel Office and the Senate Office remains key to successful CAP operations.

CAP met on 49 occasions during the 2009-10 academic year with meetings approximately 3 hours in length. The 2009-10 review cycle proved to be one of the most successful to date. By June 30, there were a small number of outstanding files requiring only 2 CAP summer meetings. By August 31, the last day of 09-10 CAP service, there were only 2 files remaining for carry over review by the 10-11 CAP. Of these, 1 was delayed due to eFile complications and the other because CAP recommended a promotion review instead of a merit. CAP attributes this success to strict adherence to the deadlines set forth in the CALL and encourages faculty, department chairs and deans to remain firm in their resolve to adhere strictly to the posted deadlines.

I. PERSONNEL ACTIONS

a. Summary of Reviews
CAP reviewed 321 personnel actions during 2009-10 and sustained an average turn-around time of 15 days from the time a file is received at CAP from the Academic Personnel Office to the time the CAP recommendation is forwarded to the administration. CAP’s work during this 16-day period includes (a) receipt of the file in the Academic Senate Office by the Principal Analyst, who reviews the file to assure that
it is complete for CAP review; (b) assigning of primary and secondary readers to each file by the CAP Chair, who serves as the third reader; (c) announcement to all CAP members that the file is available for their review online; (d) thorough review of the file by the assigned readers in preparation for discussion by the full committee at the next CAP meeting; (e) presentation of the file and discussion/vote by the full committee; (f) preparation of the draft CAP recommendation by the primary and secondary readers; (g) review and signature by the CAP Chair, who forwards the CAP report to the Principal Analyst to be finalized and forwarded to the Academic Personnel Office.

The Academic Senate office also maintains data reflecting the processing time (including the percentage of files that are forwarded according to due dates in the CALL) by department and school/college, as well as turn-around time for files reviewed by ad hoc committees. These data are available from the CAP Principal Analyst.

A decision of the Chancellor's office is defined as an over-rule if it is contrary to the majority recommendation from CAP on rank, step, or the awarding of an off-scale.

- Of the 207 merit actions reviewed by CAP, the final decision of the Chancellor's office over-ruled CAP’s recommendation in 4 instances.
- Of the 54 promotions to Associate Professor or Professor, the Chancellor's office overruled CAP’s recommendation in 3 cases. In one instance, CAP recommended a merit file be resubmitted as a tenure review. This case will be a carry-over to the next academic year.
- Of the 17 advancements to Professor Step VI or to Professor Above-Scale, the Chancellor’s office and CAP agreed in all cases
- Of the 19 appraisals, the Chancellor’s office and CAP agreed in all cases.
- CAP and the Administration agreed on the one appointment and the one reappointment submittals.
- Of the 3 career reviews, CAP was over-ruled in 1 instance.

In addition, CAP reviewed 13 quinquennials and 8 within above scale merits. None of the final decisions for these cases resulted in an over-rule.

A detailed table summary of CAP's personnel reviews (merits, promotions, advancements, appraisals, appointments, career reviews, and quinquennial reviews) is available from the Academic Senate Office.

b. **Follow up to the cases listed as pending in the 08-09 CAP Report**
Of the 29 promotion to Associate Professor cases, 4 were noted as pending. All of these were approved, 1 as a CAP over-rule.

c. **Ad hoc Committees**
The Committee on Academic Personnel requested and received permission to act as its own ad hoc for all promotion to tenure and Advancement to Above-Scale cases. Before making the request, CAP reviewed file tracking data for the past two review cycles and noted substantial delays in the review process for files requiring automatic ad hoc evaluation. In addition, an examination of the process on our sister campuses showed that we were one of only two campuses who routinely use ad hoc committees for Promotions to Tenure (Riverside & Santa Cruz), and the sole campus to routinely use
ad hocs for Advancements to Above-Scale. Finally, CAP considered the anticipated need for 45 ad hoc committees for the 09-10 academic year. Coordination of these committees is a labor intensive process requiring participation from nearly 175 Full and Associate Professors, a process likely to be made more difficult given the implementation of faculty and staff furloughs.

The implementation of this new process caused some delay in the initial stages, but ultimately resulted in early decisions for the majority of tenure cases.

d. **Shadow CAP**

To avoid conflict of interest, the personnel actions for current CAP members and their spouses/partners are reviewed by Shadow CAP, a 5 or 6-person committee appointed by the Committee on Committees from a pool of former CAP members from the previous five years. During 2009-10, Shadow CAP reviewed 3 cases. The 2009-10 Shadow CAP members were the following:

- Chair, Edith Allen
- Subir Ghosh
- Christopher Chase-Dunn
- Ray Kea
- Jay Farrell
- Natasha Raikhel

e. **Assistant Professor Appointments**

In January 2008, final decisions for appointments to Assistant Professor Step I-III were delegated to the deans, with the proviso that CAP would conduct a *post hoc* audit/review of the appointments and submit recommendations about continuing with the delegation. In fall 2008, the 2008-2009 CAP reviewed the appointments made at this level and noting a number of procedural irregularities, CAP recommended that the procedures be revisited by the VPAP and the deans, but that the delegation be continued for the 2008-09 year, followed by another CAP review. In August 2009, CAP reviewed 16 appointments made at this level during 2008-09. CAP again noted several irregularities and recommended against continuing the delegation. CAP advised that these personnel actions undergo the same checks and balances, including CAP review and approval by the EVCP prior to making a formal offer, inherent in the personnel process for all other academic appointments. The administrative decision was to continue to allow authority for Assistant I-III appointments at the Deans’ level. The 2009-2010 CAP did not conduct a *post hoc* audit of Assistant Professor appointments.

f. **eFile**

CAP expressed overall support for the move to eFile, while supporting individual faculty choice about whether to use eFile or paper files for preparing their files. CAP recognizes that much progress has been made, but that the system needs additional work before full implementation would be required. CAP reviewed 192 of its 312 cases via the eFile system. This compares to the 120 eFiles reviewed in 2008-09.

g. **Other Personnel Actions**

- **Dickson Emeritus Professorship:** CAP reviewed and endorsed the nomination of the 2009-10 recipient of the Dickson Emeritus Professorship, sent forward by the Committee on Faculty Welfare.
- **Emerita/us titles:** CAP reviewed and provided feedback to the administration on the use of Emerita/us titles for two non-Senate faculty.
• Medical School Dean Appointment: CAP was asked to provide a preliminary evaluation of Professor G. Richard Olds for a recommendation of Step and Rank

II. CAP Discussions with and Policy Recommendations to the Administration

In addition to regular CAP meetings to review personnel cases, CAP met on occasion with the Chancellor, the Executive Vice Chancellor & Provost, the Vice Provost for Academic Personnel, and with the College/School and Divisional Deans. CAP participation in these joint administrative sessions is especially helpful in assuring a shared understanding of the review process and guidelines, and of the expectations at every level of review. CAP is grateful for the spirit of cooperation of the campus administrators. CAP provided advice to and initiated or participated in discussions with the administration on the following issues:

a. Full-time Lecturers and Lecturers with Security of Employment
   CAP reviewed and approved the procedures for appointments to this series.

b. Revisions to the CALL
   CAP prepared a detailed report to the Vice Provost for Academic Personnel with recommendations about revisions to the 2010-2011 CALL. The full document is available at: http://senate.ucr.edu/committee/4/Summary%20of%20CAP%20Changes%20to%20the%20CALL.pdf

c. CAP Review of Proposed Department Chair Appointments
   CAP reviewed the list of proposed department chair appointments for the 2010-2011 academic year and provided feedback to the EVC/P and the VPAP on the basis of (i) the candidate’s own rank and satisfactory progression through the academic personnel system, (ii) the candidate’s familiarity with the UC academic personnel system and ability to mentor departmental faculty on academic personnel matters, and (iii) the length of time already served in the role of department chair.

III. CAP Advice to the Academic Senate

a. CAP Representation at Systemwide Senate and the Executive Council
   CAP continued its active participation on the systemwide University Committee on Academic Personnel. The 2009-10 CAP representative was Julia Bailey-Serres. CAP Chair Trumble represented the committee on the UCR Academic Senate’s Executive Council.

b. Furlough Exchange Plan
   CAP voted unanimously to support the 'both' option of the furlough exchange program.

   CAP was asked to review and comment on proposed revisions to APM sections 015; 036; 140; 160; 220; 230; 241; 242; 245; 246; 230; 310; 630; 632; and 633
d. **Endowed Chairs**
CAP reviewed the endowment package and supported the proposal for the *Tokuji and Bettie L. Furuta Endowed Chair* for the College of Natural and Agricultural Sciences and for the *Mir S. Mulla Endowed Term Chair in Entomology* for the College of Natural and Agricultural Sciences.

e. **Systemwide review of SMG policies**
CAP reviewed the three proposed new SMG policies on absence from work (including transition leave), outside professional activities, and termination of SMG appointments and had no substantive comments or suggestions to add.

f. **Proposal to Divide Finance and Management Science into two Departments**
CAP had no academic objection to the proposal to divide the Department of Finance and Management Science and form a new Department of Operations and Supply Chain Management. There was a CAP concern however, that the merits and promotion process can lose confidentiality when there are only two or three full professors in a Department. This is of particular concern when Bylaw 55 is strictly interpreted to mean the lower ranked faculty cannot vote on files for faculty at higher ranks.

g. **Proposed Changes in Procedures for Election of the UCR Division Senate Leadership Positions**
CAP supported the proposed bylaw changes in procedures for election of UCR Division Senate leadership positions.

h. **Program for Professor of the Graduate Division**
CAP voted unanimously to support the Program for Professor of the Graduate Division.

i. **Systemwide Review request -- Choices Report / Commission on the Future Recommendations**
CAP reviewed the Choices Report and had 3 main points of discussion: 1) CAP strongly agreed with statements that argue against weakening the ladder scale used for faculty merits and promotions; 2) CAP strongly disagreed with the assertion that all funding, including gifts, must be subject to increased indirect costs. And 3) There was a suggestion that a key concern from the faculty viewpoint is the need for more graduate student support. At UCR this has been a critical issue and the subject of much debate. Of course, finding more funds is a difficult proposition in tough economic times. However, CAP suggests that there are alternatives to the current funding structure that could be examined.

Respectfully submitted,

John Trumble, Chair
Risa Axelrod
Julia Bailey-Serres
Jan Blacher
Marek Chrobak
Robin DiMatteo

Harry Green
Keh-Shin Lii
Erika Suderburg
Mark Springer
P&B COMMITTEE MEMBERS

Carol Lovatt, Chair, Botany and Plant Sciences
Mike Adams, Entomology
Peter Chung, AGSM
Paul Hoffman, Philosophy
Tom Lutz, Creative Writing
Douglas Mitchell, GSOE
Umar Mohideen, Physics
Karl Taube, Anthropology
Akula Venkatram, Mechanical Engineering

SUMMARY:

From September 1, 2009 to August 31, 2010, the Planning & Budget Committee (P&B) met a total of 19 times. The average meeting length was 2 hours and meetings involved one of the following two types of activities. The Committee discussed and analyzed reports, proposed programs, or other items of official business that required a written report or opinion by P&B; these are listed in Appendix A. The Committee also interviewed UCR Administrators on specific topics of interest to P&B during the year; see list of interviews below.

MEETINGS AND INTERVIEWS:

Planning and Budget met with the following administrators during the course of the year:
December 2009 and May 2010 - VC Gretchen Bolar
February 2010 - VC Peter Hayashida
October 2009 - EVCP Dallas Rabenstein
May 2010 - Dean Richard Olds
May 2010 - Chair Tony Norman
May 2010 - Prof. Dan Hare, Chair, Faculty Welfare

Planning and Budget members spent a significant amount of time discussing documents that came from systemwide with regards to Differential Fees and Non-Resident Tuition, two rounds of recommendations from the UC Commission on the Future, UC Systemwide Planning and Budget Committee’s Choices Report as well as three drafts of the UCR Strategic Plan. The outcome of the bulk of their discussions for 2009-10 is contained in the following recommendations that were made to the Chair of the Division.
UCR Academic Senate Planning and Budget Committee
Recommendations to
Chancellor White and Executive Vice Chancellor and Provost Rabenstein

1. The Regents should fulfill their fiduciary responsibility to the University of California by either securing adequate resources from the State for UC to fulfill the Master Plan or by raising student fees and accepting the fact that UC will not educate students not funded by the State. Further, the Regents should negotiate multi-year State funding commitments. An enterprise as large and as intricate as the University of California cannot be run efficiently or effectively with budgets that are negotiated annually and frequently finalized after the start of the fiscal or academic year.

2. The Regents should move rapidly to restore the fiscal base for the University by approving a schedule of fee increases for undergraduate students of 15% in 2011-2012, 10% in 2012-2013, 5% in 2013-2014 and 5% in 2014-2015, with the decreases proposed for the later years contingent on State support to UC not falling below the 2007-2008 level adjusted for inflation. This would raise student fees from $10,302 in 2010-2011 to $14,368 in 2014-2015. By this fee schedule there would be a greater near-term infusion of revenue to UC than there would be with a 10% annual fee increase over five years as proposed by the UC Commission on the Future Funding Strategies Working Group, which results in fees of $16,591 by 2014-2015. With substantial increases in fees, we propose that non-resident tuition not be increased or only marginally increased. In subsequent years, the Regents should establish student fees at a level that provides the University with at least a constant, inflation adjusted, per student budget when student fees are combined with State support.

3. We endorse the UC Commission on the Future Funding Strategies Working Group recommendation for the development of a strong multi-year advocacy campaign and we believe the most immediate goal of the campaign should be to get a UC funding initiative on the ballot. Given a simple choice, people will pay for what they want, and we believe that they want a strong UC. We agree with the working group that the advocacy campaign should include UC’s 184,700 faculty, staff and students and its alumni, aimed at grass roots opinion leaders throughout the State of California to foster public and political support for the University as a major priority for state funding.

4. UCOP should rebalance per student funding to an equal dollar amount for instruction per student across all campuses. Historic differences in per student funding have for decades advantaged the older campuses. Conversely, campuses that are more successful than others at enrolling a more diverse student body are receiving less per student, which is not good for UC’s public reputation. Additional funding for such campuses should be prescribed since many of UC’s ethnically diverse students come from our State’s most impoverished and underperforming school systems and thus,
require additional preparatory programs and support services to succeed at UC. Rebalancing per student funding is imperative immediately if the older campuses will be allowed to keep the entire amount of NRT they generate.

5. Increase the number of non-resident students and reduce the number of unfunded students. A portion of all NRT revenue should be distributed across campuses for the educational benefit of all UC students. We endorse the recommendation of the UC Commission on the Future Funding Strategies Working Group to double the 7,600 2007-2008 non-residents paying $22,879 in non-resident tuition to 15,200 by 2015-2016 and reduce the number of unfunded students to zero, resulting in a minimum net gain of $22,879 per non-resident student.

6. Increase the ICR rate to more closely recover the actual cost of doing research, develop a standardized mechanism for including direct costs in proposals to agencies that do not pay full ICR, and do not reject grants from funding agencies whose policy is to not pay any or full ICR, as such an action would disproportionately affect the humanities faculty, faculty who conduct applied, commodity board, or State funded research, and junior faculty in the medical sciences. Further, these grants are significant sources of support for graduate and undergraduate student researchers.

7. Total remuneration for faculty needs to be increased; it presently lags that of the comparison eight by 11.2%. UC needs to issue pension obligation bonds or find another source to cover the UCRP unfunded liability and stop trying to make UCRP solvent by cutting post-employment benefits to existing and new faculty and stop trying get the faculty to raise funds for their salaries and UCRP from grants and outside professional activities. Nothing will destroy the quality of UC faster than an inability to retain and recruit the best faculty. Negotiated annual salary increases based on the “availability of other funds” will create inequities within and among departments and de facto “tiering” among campuses.

8. Increased graduate student support is essential to the success and reputation of UC. Graduate students are critical to both the instruction and research missions of the University. Competitive support packages for recruiting and retaining top quality graduate students must be a high priority. Using greater portions of grants to support faculty salaries and benefits is contrary to this goal.

9. This is not the time to switch to semesters – the costs, which ramify through almost everything campuses do, including academic advising, are prohibitive in terms of dollars and faculty time, at a time that we have little of the former and want the latter used for securing grant dollars. The increased time spent teaching in a semester system will cut dramatically into the time faculty will have to spend on research, writing grants and outreach.
10. We do not support online education in the context of creating a virtual 10th campus, as a means of offering introductory courses to a large number of first or second year UC students or for the purpose enabling community college students to fulfill a UC core course requirement in order transfer to UC. We support the use of online instruction as part of more traditional forms of teaching and in particular circumstances, such as small, specialized graduate courses or self-supporting professional degree programs.

**UCR Academic Senate Planning and Budget Committee**

Evidence of a trend in the Round 2 Recommendations from the UC Commission on the Future that advantages UCB and UCLA and disadvantages the other campuses, including UCR

1) New plans for financial aid to undergraduate students in the Round 2 recommendations from the UC Commission on the Future are written vaguely and leave UCR P&B concerned that the responsibility for providing support for students with financial need, many of whom will be first-generation college attendees and members of under-represented minority groups, will be off-loaded by UCOP onto individual campuses. This would mean that the campus that is providing the greatest access by enrolling the largest number of these students would be penalized by having to bear the greatest financial burden for doing so. This would be a devastating disadvantage to UCR.

2) In the Round 2 recommendations from COTF, the near-term goal is to institute the policy that NRT revenue remains on the campus generating it and the long-term goal is to rebalance (rebench) the dollars allocated per student to a uniform value across all campuses. This time line advantages UCB and UCLA and disadvantages other campuses (UCR) to a greater degree than they are already disadvantaged by the disparity in per student funding.

3) The proposal that UC increase the number of nonresident students in the place of unfunded students is a good idea; that NRT revenue remain on the campus generating it advantages UCB and UCLA and disadvantages the other campuses, especially UCR and Merced, the growth campuses, which are unlikely to attract many non-residents and additionally will have increased pressure to take more in-state students and unfunded students. Remedy: UCR P&B and systemwide P&B want at least some proportion of NRT generated on all campuses shared among all campuses for the good of all students.

4) There is a recommendation to allocate dollars based on the number of Ph.D. students. This advantages UCB and UCLA and disadvantages all other campuses, including UCR.
5) There is also a down side to many campuses, especially UCR, with off-loading of faculty salaries (all salaries) to the individual campuses as proposed. One would think that UCB and UCLA would be taxed at a higher rate than other campuses to support UCOP, but the details were not provided in the Round 2 recommendations, so whether UCR’s share will be fair or not remains to be seen.

6) Other recommendations that will disadvantage UCR with regard to retention and recruiting include the continued attempt to create a new salary plan for faculty (excluding professional schools and professional graduate degree programs). In this proposal, general faculty salaries will be negotiated annually based on available funds. Development funds are used as an example. UCR doesn't have sufficient “other available funds”. Shifting faculty salaries to grants will cut into support for graduate students and research, which is contrary to our need to increase graduate student support and enrollment. Course "buy out" is insidious. Incentive plans that increase faculty salary as a reward for moving salary from state funds to “other funds” jeopardize UC's merit based remuneration system. The result will be inequality in faculty salaries within and among departments and de facto “tiering” among campuses. It is also proposed that general campus faculty should not be allowed to retain income from outside professional activities (OPA) since medical school faculty don't get to keep theirs.

7) The switch from quarters to semesters will advantage UCB (and UC Merced) and disadvantage other campuses, including UCR, which must bear the up-front costs of faculty and staff time as well as the financial costs. The time and resources consumed by the switch is counter-productive to grant writing, research, teaching and outreach. Semester-long courses reduce the time left for research and grant writing. Making the switch at this time will be demoralizing to faculty and staff. It is disappointing that no analysis of the cost vs. benefit of switching from quarters to semesters has ever been provided to support this recommendation.
APPENDIX A

Universitywide Issues

CCGA Request for UCOP Report on Differential Fee Program ....................... 10/9
Review of the final report of the joint Senate-Administration Task Force on
the Education Abroad Program ...........................................................................11/20
Report of the Undergraduate Educational Effectiveness Task Force..............11/20
UCPB Position on Differential Fees and Non-Resident Tuition. 01/27, 02/17, 2/24
Proposed revisions to Policy on Fees for Selected Professional School Students.
2/10, 2/17
Approval of Principles Underlying the Determination of Fees for Students of
Professional Degree Programs..............................................................................02/10
TFIR Recommendation to Assure Adequate Funding for UCRP.......................03/17
Commission on the Future Recommendations .03/29, 04/08, 04/15, 04/22, 04/29
Choices Report ....................................................................................................06/03, 07/12

Campus Issues

Faculty furloughs and the budget ........................................................................10/2
Review of questions for EVCP D. Rabenstein ..................................................10/9
Met with EVCP Dallas Rabenstein to discuss the strategic plan process... 10/16
Discuss process on the upcoming visit by UC Commission of the future
Workgroup members that was scheduled for 11/3..........................................10/30
Draft final UCR P&B comments to the UC Commission on the Future..10/30, 11/1
Review of questions for VC Gretchen Bolar......................................................10/30
Proposed Changes in procedures for election of the UCR Division
Senate Leadership..................................................................................................01/13
Reviewed the Strategic Planning Subcommittee Report on Resources,
Budget and Infra-structure (RBP) ........................................................................01/13
Finalized response to proposed changes in procedures for election............01/27
Review of questions for VC Peter Hayashida ..................................................01/27
Met with VC Peter Hayashida to discuss funding goals for the campus....02/03
The UCR Strategic Planning Report – Draft 1............................................... 03/17, 03/29
Review of questions for Dean Richard Olds .....................................................04/08
Met with Dean Olds to discuss the UCR School of Medicine plans ..........05/06
The UCR Strategic Planning Report – Draft 2............................................... 05/27
The UCR Strategic Planning Report – Draft 3............................................... 06/28
Review request to transfer 50% of Prof. Christine Gailey’s FTE from Women’s
Studies to the Department of Anthropology......................................................07/21
**Academic Programs**

Proposal to Establish a Self-Supporting College-Wide Online Master of Engineering Degree Program in BCOE............................................10/2, 10/9/ 10/16

**Budget**
Budget Shortfall...................................................................................................................12/04
UCRP funding.................................................05/20

**Department/ORU Issues**
Proposal to Split the Department of Finance.................................................................11/20

**Endowed Chairs**
Tokuji and Bettie L. Furuta Endowed Chair for CNAS.............................................11/20
Muir S. Mulla Endowed Term Chair in Entomology......................................................11/20

**Guests**
VC Gretchen Bolar..............................................................12/09, 5/06
VC Peter Hayashida ...................................................................................................2/2010
EVCP Dallas Rabenstein .....................................................................................10/16
Dean Richard Olds ....................................................................................................5/06
Chair Tony Norman...............................................................................................5/06
Prof. Dan Hare, Chair, Faculty Welfare ................................................................. 5/06
To be received and placed on file:

The Committee on Committees reports the following appointments made since the last report of May 25, 2010:

Appointed Professor Gregory J. Beran of Chemistry to serve on the Committee on Academic Computing and Information Technology.

Appointed Professors Ruhi Khan of Media and Cultural Studies, Richard Smith of AGSM, and Robert Latham of English to serve on the Committee on Courses.

Appointed Professor Michael J. Marsella of Chemistry to serve on the Committee on Distinguished Teaching.

Appointed Professors Bajis Dodin of AGSM and Tim Labor of Music to serve on the Committee on Educational Policy.

Appointed Professor Peter Sadler of Earth Sciences to serve as Vice Chair on the Committee on Educational Policy.

Appointed Professor Kambiz Vafai of Mechanical Engineering as Chair of the Committee on Rules and Jurisdiction.

Appointed Professor Zhuang-Dan Guan of Mathematics to serve on the Committee on Rules and Jurisdiction.

Appointed Professor Agnieszka M. Jaworska of Philosophy and Professor Mohsen El Hafsi, AGSM to serve on the Committee on Graduate Council.

Appointed Professor Charles Wyman, of Chemical/Environmental Engineering to serve on the Committee on International Education.

Appointed Professor Georgia Warnke, Professor Richard Cardullo and Professor Thomas M. Perring to serve on the General Education Advisory Board.

Appointed Professor Setsu Shigematsu of Media & Cultural Studies to serve on Faculty Advisory Council to the University Writing Program as a member of CHASS.

Re-appointed Professor Pierre Keller of Philosophy to serve on the Student Service Fee Advisory committee.

Appointed Professor Dana Simmons of History, to serve on the Student Service Fee Advisory committee.

Appointed Professor Laura Zanello of Biochemistry to serve on the Campus Book Store Committee.
Re-appointed Professor David Cwiertny of Chemical/Environmental Engineering to the HUB Board of Governors.

Appointed Professors Jason Stajich of Plant Pathology, Sherri Johnson of Religious Studies, and Victor Rodger of Bioengineering to serve on the Academic Integrity Committee.

Nominated a slate of eight faculty names to serve on the Strategic Plan Implementation Advisory Committee.

Nominated a slate of eight faculty names to serve on the Joint Administration/Academic Senate Search Committee for the Vice Provost for Conflict Resolution Position.

Nominated a slate of five faculty names to serve on the Merced Chancellor Search Committee.

Nominated the name of one faculty member to serve on the Merced CAP.

Nominated three names for the Ad Hoc Committee for Assistant University Librarians.

Nominated three names to serve on the Area ‘B’ Task Force.

Nominated a slate of ten faculty names to serve on the Graduate School of Education Dean Search Committee.

Nominated eight additional names to serve on the Search Committee for the EVC and Provost position.

Appointed Professor Carol J. Lovatt of Botany and Plant Sciences to Chair the In Memoriam Committee for Professor Emeritus Tom Embleton. Professor Emeritus Charles W. Coggins of Botany and Plant Sciences has agreed to serve on the committee.

Appointed Professor Giles Waines of Botany and Plant Sciences to Chair the In Memoriam Committee for Professor Emeritus James Cameron, Botany and Plant Sciences. Professors Mary Lu Arpaia and Mikael L. Roose of Botany and Plant Sciences and have agreed to serve on the committee.

Appointed Professor Roger Ransom of History to Chair the In Memoriam Committee for Professor Emeritus Hal Bridges, History. Professors Emeritus Kenneth Barkin and Carlos E. Cortés, of History, have agreed to serve on the committee.

Appointed Professor David Herzberger of Hispanic Studies to Chair the In Memoriam Committee for Professor Emerita Ana Fagundo, Hispanic Studies. Professors Ray Williams and Marina Pianca, of Hispanic Studies, have agreed to serve on the committee.

Appointed Specialist James Oster of Environmental Sciences to Chair the In Memoriam Committee for Professor Emeritus William Fairbanks, Environmental Sciences. Professor Emeritus Walter Farmer, Distinguished Professor John Letey of Environmental Sciences and Professor Emeritus Albert Page of Environmental Sciences have agreed to serve on the committee.

Appointed Professor Thomas F. Scanlon of the Department of Comparative Literatures and Foreign Languages, as Chair of the In Memoriam Committee for Professor Emeritus Louis Pedrotti. Emeritus Professor H. W. Decker and Professor Theda Shapiro of the Department of Comparative Literatures and
Foreign Languages, and Professor L. B. Cooke of the Department of European and Classical Languages & Cultures of Texas A & M have agreed to serve on the Committee.

Appointed Professor Robert Clare of Physics to serve as UCORP Representative.

Barry C. Arnold  
Lynda S. Bell  
Jang-Ting Guo  
Reba Page  
Thomas C. Patterson  
Ayala L. N. Rao  
Frank Sauer  
Sheldon Tan  
Yinsheng Wang  
Zhenbiao Yang  
Christine W. Gailey, Chair
To be received and placed on file:
The Committee on Courses has approved the following courses.

**Undergraduate Course**

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CS 152 Compiler Design (4)
CS 153 Design of Operating Systems (4)
CS 160 Concurrent Programming and Parallel Systems (4)
CS 164 Computer Networks (4)
CS 166 Database Management Systems (4)
CS 170 Introduction to Artificial Intelligence (4)
CS 177 Modeling and Simulation (4)
CS 179 J Project in Computer Science (4) Computer Architecture and Embedded Systems
CS 179 M Project in Computer Science (4) Artificial Intelligence
CS 181 Principles of Programming Languages (4)
ENGL 001 C Applied Intermediate Composition (4)
ENGL 004 English Writing (4)
ENGL 004 D English Writing (1)
ENGL 004 L English Writing (1)
ENGL 01H C Honors Applied Intermediate Composition (4)
ENGL 01S C Applied Intermediate Composition for Science and Engineering Majors (4)
ENGL 100 (E-Z) Scriptures, Myths, and Interpretation (4)
ENGL 102 Introduction to Critical Methods (4)
ENGL 143 (E-Z) Gender, Sexuality, and Visual Cultures (4)
ETST 131 Race, Class, and Gender (4)
HIST 040 Literary Response to Disaster and Repression (5)
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MCS 015 Introduction to Television Studies (4)
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POSC 005 Political Ideologies (5)
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POSC 007 Introduction to Political Theory (5)
POSC 015 Comparative Politics (5)
POSC 017 Politics of the Underdeveloped World (5)
POSC 147 Political Theory of Globalization (4)
POSC 147 S Political Theory of Globalization (5)
PSYC 124 Systems Neuroscience (4)
PSYC 161 Socioemotional and Personality Development (5)
PSYC 162 Biological Issues in Development (5)
PSYC 163 Cognitive Development (5)
RLST 007 Introduction to Western Religions (5)
RLST 007 W Introduction to Western Religions (5)
SOC 011 Introduction to Applied Demography (4)
SOC 018 Introduction to Global Change and Inequality (4)
SOC 163 Social Forces and the Educational Condition of Chicanas/os (4)
SOC 164 Racial and Ethnic Diversity Issues in Higher Education (4)
SOC 165 Sociolinguistics and the Chicana/o Community (4)
SOC 175 Social Roles and Interaction (4)
STAT 040 Elements of Statistics (4)
THEA 114 Acting for Writers (4)
THEA 157 Introduction to Film Editing (5)
WMST 124 Asian American Women: Writing the Self in Literature and Film (4)
WMST 134 Queer Identities and Movements in the United States (4)

Graduate Course
RESTORE ME 222 Advanced Robotics (4)
NEW ETST 228 Race, Law, and Educational Policy (4)
ETST 248 Race and Critical Educational Policy (4)
ETST 249 Race and Critical Educational Politics (4)
GEO 201 A Research and Proposal Design (2)
GEO 201 B Proposal Writing and Review (2)
GEO 254 Topics in Paleobiology (1)
MATH 245 Analytic Number Theory (4)
MATH 291 Individual Study in Coordinated Areas (1-6)
ME 245 Radiative Heat Transfer (4)
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<td>SEAS 297</td>
<td>Directed Research (1-6)</td>
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<tr>
<td>CHANGE BCH 212</td>
<td>Signal Transduction and Biochemical Regulation (3)</td>
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<tr>
<td>BPSC 250</td>
<td>Seminar in Plant Biology (1)</td>
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</tr>
<tr>
<td>CS 234</td>
<td>Computational Methods for Biomolecular Data (4)</td>
<td></td>
</tr>
<tr>
<td>CS 246</td>
<td>Advanced Verification Techniques in Software Engineering (4)</td>
<td></td>
</tr>
<tr>
<td>CWPA 214</td>
<td>Acting for Writers (4)</td>
<td></td>
</tr>
<tr>
<td>THEA 214</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 210 (E-Z)</td>
<td>Topics in Environmental Economics (4)</td>
<td></td>
</tr>
<tr>
<td>EE 211</td>
<td>Adaptive Signal Processing (4)</td>
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</tr>
<tr>
<td>EE 236</td>
<td>State and Parameter Estimation Theory (4)</td>
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</tr>
<tr>
<td>EE 245</td>
<td>Advanced Robotics (4)</td>
<td></td>
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<tr>
<td>MATH 216 A</td>
<td>Combinatorial Theory (4)</td>
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<tr>
<td>STAT 209 A</td>
<td>Statistical Data Mining (4)</td>
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<td>STAT 209 B</td>
<td>Statistical Data Mining (4)</td>
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<tr>
<td>STAT 231 A</td>
<td>Statistics for Biological Sciences (4)</td>
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<tr>
<td>STAT 231 B</td>
<td>Statistics for Biological Sciences (4)</td>
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**Extension - Instructors**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>EDUC X81</td>
<td>Role of Home, School and Community in ECE Settings</td>
<td>Bethany Oliver, M.Ed.</td>
</tr>
<tr>
<td>EDUC X84</td>
<td>Strategies for Reporting Child Abuse in Early Childhood Education</td>
<td>Birgit Monks, M.A.</td>
</tr>
<tr>
<td>EDUC X85</td>
<td>Supervising Adults within Early Childhood Educational Settings</td>
<td>Mandy Themm, M.A.</td>
</tr>
<tr>
<td>EDUC X88.62</td>
<td>Understanding Children of Crisis, Violence and Loss in Home and Educational Settings</td>
<td>Linda Chelette, M.S.</td>
</tr>
</tbody>
</table>
To be received and placed on file:

The Committee on Courses has approved requests to allow the following instructors to teach upper division courses as indicated:

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>DEPARTMENT</th>
<th>COURSE</th>
<th>SEMESTER</th>
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<tbody>
<tr>
<td>A. Tierney</td>
<td>Political Science</td>
<td>POSC 100</td>
<td>SS '10</td>
</tr>
<tr>
<td>A. Motameni</td>
<td>Political Science</td>
<td>POSC152</td>
<td>SS '10</td>
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<tr>
<td>Nicolescu-Waggoner</td>
<td>Political Science</td>
<td>POSC 154</td>
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<tr>
<td>M. Mitchell</td>
<td>Philosophy</td>
<td>LWSO 100</td>
<td>SS '10</td>
</tr>
<tr>
<td>G. Coyne</td>
<td>Sociology</td>
<td>SOC 120</td>
<td>SS '10</td>
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<tr>
<td>K. Shih</td>
<td>Sociology</td>
<td>SOC 142</td>
<td>SS '10</td>
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<tr>
<td>P. Saxena</td>
<td>Sociology</td>
<td>SOC 140</td>
<td>SS '10</td>
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<tr>
<td>R. Niemeyer</td>
<td>Sociology</td>
<td>SOC 169</td>
<td>SS '10</td>
</tr>
<tr>
<td>J. Fletcher</td>
<td>Sociology</td>
<td>SOC 150</td>
<td>SS '10</td>
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<tr>
<td>A. Sanford</td>
<td>Sociology</td>
<td>SOC 149</td>
<td>SS '10</td>
</tr>
<tr>
<td>P. Loforte</td>
<td>Anthropology</td>
<td>ANTH 127</td>
<td>SS '10</td>
</tr>
<tr>
<td>K. Gartin</td>
<td>Anthropology</td>
<td>ANTH 127</td>
<td>SS '10</td>
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<tr>
<td>R. Alvarado</td>
<td>Anthropology</td>
<td>ANTH 105</td>
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<tr>
<td>E. Melton</td>
<td>Psychology</td>
<td>PSYC 134</td>
<td>SS '10</td>
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<tr>
<td>C. Nave</td>
<td>Psychology</td>
<td>PSYC 142</td>
<td>SS '10</td>
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<tr>
<td>R. Sherman</td>
<td>Psychology</td>
<td>PSYC 150</td>
<td>SS '10</td>
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<tr>
<td>N. Sin</td>
<td>Psychology</td>
<td>PSYC 152</td>
<td>SS '10</td>
</tr>
<tr>
<td>R. Rush</td>
<td>Psychology</td>
<td>PSYC 175</td>
<td>SS '10</td>
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<tr>
<td>S. Horton</td>
<td>Psychology</td>
<td>PSYC 178</td>
<td>SS '10</td>
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<tr>
<td>L. Vie</td>
<td>Psychology</td>
<td>PSYC 179</td>
<td>SS '10</td>
</tr>
<tr>
<td>W. Gu</td>
<td>Economics</td>
<td>ECON 160</td>
<td>SS '10</td>
</tr>
<tr>
<td>M. Ramachandran</td>
<td>Economics</td>
<td>ECON 102</td>
<td>SS '10</td>
</tr>
<tr>
<td>L. Mcannally</td>
<td>Sociology</td>
<td>SOC 174</td>
<td>SS '10</td>
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<tr>
<td>R. Toro</td>
<td>Psychology</td>
<td>PSYC 160</td>
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<tr>
<td>E. Rodriguez</td>
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<td>SOC 147</td>
<td>SS '10</td>
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<tr>
<td>S. Dutta</td>
<td>Statistics</td>
<td>STAT 100B</td>
<td>SS '10</td>
</tr>
<tr>
<td>A. Hansen</td>
<td>Statistics</td>
<td>STAT 100A</td>
<td>SS '10</td>
</tr>
<tr>
<td>S. Benecke</td>
<td>Statistics</td>
<td>STAT 100A</td>
<td>SS '10</td>
</tr>
<tr>
<td>S. Corbin</td>
<td>English</td>
<td>ENG 140J</td>
<td>F '10</td>
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<tr>
<td>J. Simmers</td>
<td>Sociology</td>
<td>SOC 135</td>
<td>F '10</td>
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<tr>
<td>E. Melton</td>
<td>Psychology</td>
<td>PSYC 134</td>
<td>F '10</td>
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<tr>
<td>R. Sherman</td>
<td>Psychology</td>
<td>PSYC 150</td>
<td>S '11</td>
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<td>T. lloro-Bidant</td>
<td>GSOE</td>
<td>EDUC 285S</td>
<td>F '10</td>
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<tr>
<td>D. Berman</td>
<td>GSOE</td>
<td>EDUC 285E</td>
<td>F '10</td>
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<tr>
<td>M. Omae</td>
<td>Political Science</td>
<td>POSC 123</td>
<td>F '10</td>
</tr>
<tr>
<td>K. Robertson</td>
<td>Ethnic Studies</td>
<td>ETST 188</td>
<td>F '10</td>
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</table>
The Committee on Courses has completely revised the "General Rules and Policies Governing Courses of Instruction" which follow [page numbering and breaks removed for agenda]:

The Committee on Courses is established by Bylaw 8.10.1 of the Riverside Division of the Academic Senate. The Committee consists of at least six members selected by the Committee on Committees. Normally at least one member of the Courses Committee represents each of the areas of humanities, social sciences, biological sciences, physical sciences, and each of the colleges/schools. One representative from the UCR libraries and two student members serve as non-voting members, one of the students being nominated by the Graduate Student Council and the other by the Student Senate. One member of the Committee on Courses is also a member of the Committee on Educational Policy. Representatives from the Registrar’s Office serve as consultants to the Committee.

Bylaw 8.10.2 states: “Subject to the provision of 8.10.3, the Committee has authority for final approval of all courses of the Riverside Division, except those courses in University Extension above the 200 series, giving due consideration to the findings of the Graduate Council, the Committee on University Extension, executive committees of the colleges and schools, and officers at Riverside. The committee will report its actions at the next regular meeting of the Division.”

All courses of instruction that are offered for credit, including University Extension, must be approved by the Committee on Courses. Any new course, change in existing course, deletion of course, restoration of a course previously offered, or other action must first be designed and approved by the faculty of the proposing department, committee, or program, and approved by its chair/director. The courses must then be submitted to the Committee via the Course Request and Maintenance System (CRAMS). Once the course proposal is correctly submitted via CRAMS to the Course Specialist, it will be automatically routed to the next review or approval level; upon review or approval, it is again forwarded to the next step until it reaches the Committee on Courses. The routing schedule is listed below:

For Undergraduate Courses
1. Department/Committee/Program Faculty approve
2. Department/Committee/Program Chair approves*
   *BMSC, BSAD/BUS and EDUC courses to route to the appropriate Executive Committee prior to routing to the Registrar’s Office
3. Registrar’s Office reviews
4. College (or School) Executive Committee approves (except BMSC, BSAD/BUS and EDUC)
5. Committee on Courses

For Undergraduate Honors Courses
   Campus-wide Honors Courses
1. Honors faculty approves
2. Honors Chair approves
**Department-based Honors Courses**

1. Department faculty approves
2. Department Chair approves

   **All Honors Courses**

3. UHP Executive Committee approves**
   
   **If applicable, BMSC, BSAD/BUS and EDUC courses to route to the appropriate Executive Committee prior to routing to the Registrar’s Office**

4. Registrar’s Office reviews
5. College Executive Committee(s) approve, if applicable
6. Committee on Courses approves

**For Graduate Courses**

1. Department/Committee/Program Faculty approve
2. Department/Committee/Program Chair approves*
   
   *BMSC, EDUC, and MGT courses to route to the appropriate Dean prior to routing to the Registrar’s Office

3. Registrar’s Office reviews
4. Dean of the College (or Division) for review
5. Graduate Council approves
6. Committee on Courses approves

**For Professional Courses**

1. Department/Committee/Program Faculty approve
2. Department/Committee/Program Chair approves
   
   **If applicable, BMSC, EDUC, and MGT courses to route to the appropriate Executive Committee prior to routing to the Registrar’s Office**

3. Registrar’s Office reviews
4. College (or Division) Executive Committee approves
5. Graduate Council approves
6. Committee on Courses approves

**For Extension Courses**

1. Dean of University Extension approves
2. Chair of the academic department approves
3. Committee on University Extension approves
4. Committee on Courses approves

Submission deadlines for proposals for courses numbered 001-299 are posted at [http://senate.ucr.edu/Committees/courses/default.htm](http://senate.ucr.edu/Committees/courses/default.htm) under the link “Course Submission Deadline Schedule.” Submission deadlines for courses numbered 300-499 may be obtained from the Course Specialist (X2-2459).

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Procedure for Approval of an E-Z Umbrella Course without
In submitting a course proposal form, the following items must be given consideration:

I. Classification and Number of Courses:

   A. Classification: Classification of courses is contained in Senate Regulations (SR) 739, 740, and 742.¹

   SR 740 classifies courses as--

   1. Lower division courses are open to freshmen and sophomores and are numbered 1-99 or are designated by a letter, especially if the subject is usually taught in high school. In no department is a lower division course acceptable for upper division credit.

   2. Upper division courses are numbered 100-199 and are ordinarily open only to students who have completed at least one lower division course in the given subject, or six quarters (or four semesters) of college work. Special study courses for undergraduates are numbered 199.²

   3. Graduate courses are numbered 200-299, and are ordinarily open only to students who have completed at least 18 (or 12 semester) upper division units basic to the subject matter of the course. Graduate courses must be approved by the Graduate Council and by the Committee on Courses.

   4. Professional courses for teachers numbered 300-399, are offered in (the Graduate School of) Education, and in other departments and are specially designed for teachers or prospective teachers.

¹ Universitywide Manual of the Academic Senate.

² Riverside uses a slight variation from SR 740 in those courses assigned numbers 190-199.
5. Other professional courses are numbered 400-499.

6. Individual study or research graduate courses are numbered 500-599 if they may be used to satisfy minimum higher degree requirements, otherwise they are numbered 600-699.\(^3\)

The Committee on Courses will apply the following standardization to all courses:

UNDERGRADUATE COURSES

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
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<tbody>
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<td>1-99</td>
<td>Lower Division Courses</td>
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<tr>
<td>100-199</td>
<td>Upper Division Courses</td>
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**Titles and Numbers for Special Undergraduate Courses**

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<th>Title</th>
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<tr>
<td>90</td>
<td>Special Studies (1-5)</td>
</tr>
<tr>
<td>190</td>
<td>Special Studies (1-5)</td>
</tr>
<tr>
<td>191</td>
<td>Seminar in _______________</td>
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<tr>
<td>192H</td>
<td>Junior Honors Seminar (1-4)</td>
</tr>
<tr>
<td>193</td>
<td>Senior Seminar (1-4)</td>
</tr>
<tr>
<td>193H</td>
<td>Senior Honors Seminar (1-4)</td>
</tr>
<tr>
<td>194</td>
<td>Independent Reading (1-2, with a maximum of 4 units)</td>
</tr>
<tr>
<td>195 or 195H</td>
<td>Senior Thesis (4-4-4 or less, maximum 12)</td>
</tr>
<tr>
<td>196 or 196H</td>
<td>Senior Research Paper (1-4, not repeatable)</td>
</tr>
<tr>
<td>197</td>
<td>Research for Undergraduates (1-4)</td>
</tr>
<tr>
<td>198G</td>
<td>Internship, Group (1-12, repeatable to 16)</td>
</tr>
<tr>
<td>198H</td>
<td>Junior Honors Research (1-4)</td>
</tr>
<tr>
<td>198I</td>
<td>Internship, Individual (1-12, repeatable to 16)</td>
</tr>
<tr>
<td>199</td>
<td>Senior Research (1-4)</td>
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<td>Senior Honors Research (1-5)</td>
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GRADUATE COURSES

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**Titles and Numbers for Special Graduate Courses**

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<tr>
<td>287</td>
<td>Interdisciplinary Seminar</td>
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<tr>
<td>290</td>
<td>Directed Studies (1-6)</td>
</tr>
<tr>
<td>291</td>
<td>Individual Study in Coordinated Areas</td>
</tr>
<tr>
<td>292</td>
<td>Concurrent Studies in [Department/Program] (1-4, repeatable for credit; concurrent enrollment by graduate student in undergraduate course, with credit for additional graduate level participation)</td>
</tr>
<tr>
<td>297</td>
<td>Directed Research (1-6)</td>
</tr>
<tr>
<td>298G</td>
<td>Internship, Group (1-12, repeatable to 16)</td>
</tr>
</tbody>
</table>

\(^3\) 500-699 courses are not in common use in Riverside.
298I Internship, Individual (1-12, repeatable to 16)
299 Research for the Thesis or Dissertation (1-12)

PROFESSIONAL COURSES

300 - 399 Professional Courses for Teachers
301 "Teaching of __________ at the College Level" or "Directed Studies in the Teaching of __________." (To be graded S/NC. Units must accurately reflect hours of training.)
302 "Apprentice Teaching" or "Teaching Practicum", variable (1-4) units. Open to all appropriate Academic Student Employees (ASE's) with units assigned to reflect teaching activity during the applicable quarter. To be graded S/NC.

398G Internship, Group (1-12, repeatable to 16)
398I Internship, Individual (1-12, repeatable to 16)
400 - 499 Other Professional Courses

B. Numbering:

1. A, B, C, D: These letters are used in sequential course titles to indicate the affinity of topics covered in the several quarters (i.e. CHEM 001A, CHEM 001B). Students are generally required to complete the whole series or a substantial portion of it. A, B, C, D, courses do not necessarily indicate sequential presentation of the courses. Each quarter's offering is considered a separate course, and new courses must be proposed separately, indicating as specifically as possible the content of each quarter's course.

   In a new sequence, the letters A, B, C, … must be used beginning with “A,” in order. If a course in a sequence is eliminated, any courses with subsequent letters must be changed to restore the proper sequence. For example, if the "A" course in an A-B-C sequence is deleted, courses “B” and “C” must be changed to “A” and “B” respectively.

   Note: (E-Z) courses do not follow this rule, but rather function as independent courses. Letter suffixes for these courses may be used in any order.

2. E-Z: The letter designations "(E-Z)" immediately following a course number (e.g., HIST 191 (E-Z), Seminar in History) indicate that different segments or topics within the sequence may be taken for credit. These segments are relatively free standing and students are generally not expected to take the whole series or a substantial portion of it. A student may not receive credit for the same lettered segment unless otherwise indicated in the course description. The letters "E" through "Z" do not indicate an order or prerequisites.

3. H: The letter "H" immediately following a course number usually designates an honors course.

4. L: The letter "L" immediately following a course number in the sciences usually designates a laboratory course.

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4 See footnote 3 on page 5.
5 For additional information on E-Z courses see pp. 10-13.
5. **W, X, Y, Z:** The letter W, X, Y, or Z following a course number usually designates a Writing Across the Curriculum (WAC) course which satisfies, or partially satisfies, the ENGL 001C requirement.

6. **Reusing a Course Number:** In order to avoid duplication of credit problems in General Catalog copy and on student records within the normal period to degree completion, a minimum of three years must elapse before a number is reused to designate a different course. Any variance to this rule must be approved by the Committee.

7. **Renumbering of Existing Courses:**
   a. Renumbering of existing undergraduate course within undergraduate listing; renumbering an existing graduate course within graduate listing:
      
      Proposal is submitted as "Change existing course" to reflect the number change.
   
   b. Renumbering existing undergraduate course as a graduate course, or vice versa:
      
      Two course proposals are required: one for the "new" course and one for "deletion of course."

II. **Preparation of Course Proposals.**

Course proposals are prepared and may be viewed via the Course Request and Maintenance System (CRAMS). Instructions for obtaining access to and using CRAMS are located at [http://crams.registrar.ucr.edu](http://crams.registrar.ucr.edu).

A. **Special Instructions for Completing Sections within the Box on the Course Proposal**

1. **Course Title and Subtitle:** Titles and subtitles should be in English and provide a precise description of content and emphasis. As titles and subtitles that are more than 32 spaces in length will be abbreviated in the Schedule of Classes and on transcripts, care should be taken to ensure brevity and clarity of content.

2. **Units:** SR 760 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 the student, or the equivalent."

   The academic unit submitting the course must substantiate conformity to SR 760.

3. **Number of Hours:** The number of hours per week proposed by the department should be specified as to lecture, seminar, discussion, workshop, colloquium, laboratory, practicum, research, studio, screening, consultation, field, internship, individual study, extra reading, or term paper. If none of these terms adequately describes the work, the hours may alternately be designated as "activity." The category "activity" may also be used for hours with varying content (e.g., students choose from screening, extra reading, and field trips). **Hours per week per unit of credit may not be less than, but may exceed, those listed in the following guidelines:**

   a. One unit for each hour per week of lecture, seminar, discussion, workshop, colloquium, or consultation. Discussion is assumed to mean that the class meets regularly each week for the purpose of group consideration of course materials as distinct from lecture. The designation of one hour for "consultation" implies a regularly assigned meeting of one hour with each student each week. If such consultation is less, the unit assignment must be appropriately adjusted.

   It is understood that a minimum of two hours of outside reading or other preparation is expected each week for each hour of lecture, seminar, consultation or discussion. **Appendix**
1 (parts A and B) contains further information about requirements for faculty contact and non-contact hours in relation to units.

b. One unit for each two to three hours per week of studio, which includes performance or individual practice.

c. One unit for each three hours per week of laboratory, practicum, field work, screening, internship, clinic, thesis, tutorial, and activity.

d. One unit for three hours of outside reading or other preparation each week is expected for individual study, research, extra reading, term paper, etc. These categories imply that the reading or research effort exceeds the standard preparation to support lecture, discussion, etc. (as described in “a” above). The content of these educational activities and the method of evaluation must be described in the syllabus.

e. Internships: Internships (courses numbered 198I, 198G, 298I, 298G, 398I and 398G) have additional activity and hour requirements. See section VII in these guidelines.

The Committee on Courses may require academic units to submit course proposals in order to substantiate conformity to these guidelines.

For the actions listed below, the syllabus should conform to whatever activities are listed, and should show how completion of the activities by the student will be evaluated.

- New course
- Restoration of course
- Change of “faculty contact” hours of an existing course
- Addition of “faculty contact” hours to an existing course

For the actions listed below, the syllabus should describe activities that do not involve faculty contact and should show how completion of these activities by the student will be evaluated.

- New course
- Restoration of a course
- Change of the “noncontact” hours of an existing course
- Addition of “noncontact” hours to an existing course

4. Prerequisites: Prerequisites for courses are established by the department, committee, or program, and require the approval of the Committee on Courses. Prerequisites for upper-division and graduate courses should ordinarily meet the requirements of SR 740. The Committee interprets SR 740 to mean that the minimum prerequisite(s) for courses numbered 100-199 (inclusive) is/are “upper-division standing or consent of instructor” and/or successful completion of one or more introductory course(s) in the discipline. The minimum prerequisite for courses numbered 200 and above is possession of a bachelor’s degree or other evidence of academic maturity. Prerequisites less restrictive than these will be permitted only for extraordinary reasons and will require strong justification. Normally, prerequisites should be limited to the courses necessary for students to comprehend the material presented in the proposed course. More extensive prerequisites must be justified.

6 Note: Academic maturity is presently attested to for undergraduates by a GPA in excess of 3.0, consent of the instructor, and evidence of successful completion of upper-division work in the same discipline.
A specific prior Grade Point Average may not be listed as a prerequisite for a course, with the exception of honors courses. (A minimum grade, typically C-, in one or a very few specific prerequisite courses may be listed among the prerequisites for a course.)

Redundancy in lists of prerequisite courses should be avoided. For example, lower-division courses that are already subsumed under upper-division requirements should not be included in the list.

Should a department wish to restrict enrollment in a course to assure access to its majors and minors, this restriction must be added to the course prerequisite. Such a request requires strong justification, including the following:

a. A report which describes whether any other major or minor programs at UCR, outside the requesting department's, require this course, either as a specific requirement or on a list of options, in order to satisfy a requirement in the student's major or minor program. In order to generate this report, the preparer should request a program search (see below, II. 4, G. If the search indicates that extra departmental major and/or minor programs will be affected by the restriction, consultation must take place with the affected departments/programs as to how to minimize adverse effects of the change on all students concerned.

b. Taking into consideration the findings in item a, the department should consider carefully what is the most appropriate form of enrollment restriction which will achieve access for its students while not unduly limiting access to other students with appropriate prior knowledge and demonstrated need to take the course.

5. Course Description: The description appears in the catalog and should convey the material, the nature, and the scope of the course in a manner that provides guidance to students as they select courses. Descriptions should comply with campus style guidelines and be 50 words or less, with the word count standard determined by the Registrar's Office.

6. Grading and Repeatability: Indicate the grading basis for the course. If the course has special grading or is repeatable, include this information in the appropriate section(s).

Grading: Since Senate regulation 1.2.2 offers students broad latitude to take courses not counting toward their major requirements on a S/NC basis, an undergraduate course may not be restricted as “Letter Grade Only” unless it is an honors course or enrollment is restricted to majors only.

The default grading types for undergraduate courses are:

**Undergraduate Courses (001-199)**
The default grading type is Letter Grade or petition for Satisfactory/No Credit (S/NC).

**Graduate and Professional Courses (200-499)**
The default grading type is Letter Grade only.

**Appendix 2** presents these and other grading types and standard grading statements available on CRAMS.

Repeatability: Normally, undergraduate courses, except for independent study, internship, courses, and the like, are not repeatable for credit. If a department wishes to propose that a course be repeatable as topics change, there must be strong justification demonstrating that a given content will not be repeated frequently, and explaining how the course will be monitored to prevent students from receiving credit for duplication of work.
The repeatability of a course within a single quarter will only rarely be granted. Such a request will need especially strong justification, as will requests to permit students to repeat a course several times.

Where a course with varying topics under a general theme is desired, an (E-Z) umbrella course should be created; then individual courses can be approved under different letter designations, thereby precluding duplication of credit.

Note: (E-Z) courses should not generally be marked repeatable because each segment functions as a separate course. Thus two or more (E-Z) segments may be offered and taken by students within a single quarter without being marked as repeatable.

7. **Cross-listed Courses:** List any cross-listed (identical) courses in the appropriate section.

8. **Duplicate or Overlapping Courses:** If the course content overlaps with the content of other courses to the extent that credit is awarded for only one of the courses (e.g., HNPG 010A, HMSS 001, and HMSS 002), state so in the Credit Statement section. Credit overlap caused by duplication of content results in a punitive effect to students, as credit may be denied post-facto and this may delay graduation, cost excess staff and student time, etc..

**B. Instructor:** SR 750 states: “(A) Only regularly appointed officers of instruction holding appropriate instructional titles may have substantial responsibility for the content and conduct of courses which are approved by the Academic Senate. (B) Professors, professors in residence and adjunct instructors, and lecturers may 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 appropriate Committee on Courses or Graduate Council. If a course is given in sections by several instructors, each instructor shall hold the required instructional title. (C) Announcements of special study courses in which individual students work under the direction of various members of the department may state that presentation is by the staff, but a member of the department shall be designated as the instructor in charge. (D) Only persons approved by the appropriate administrative officer [Dean of the College from which the proposal originates], with the concurrence of the Committee on Courses concerned, may assist in instruction in courses authorized by the Academic Senate. (E) No student may serve as a reader or assistant in a course in which he is enrolled.”

All new courses should state the name of the intended instructor(s) or of the Department chair. Changes in existing course(s) should state the name of the instructor(s) who will be teaching the course(s), the name of the instructor in charge, or that of the Department chair [SR750.c.].

C. **Justifications:** For a new course or restoration, describe how the course will strengthen the offerings of the academic unit. For a revision, state the reason for each action proposed. For a deletion, explain why the course is no longer necessary or why it can no longer be taught.

Include descriptions of new E-Z segments that are not described in the catalog description.

D. **Syllabus:** For a new course, restored course, or a course with a substantive change, include a substantive current or proposed syllabus that outlines the course by week, date, or topic and includes weighted grading criteria. To indicate the amount of required reading, provide a reading list that is linked to a week, date, or topic.

An up-to-date syllabus must be provided. The syllabus must reflect the activities proposed to "earn" the units, accounting both for activities during faculty contact hours and outside individual work. If a discussion (or lab, or workshop, studio, etc.) is included in the course, the syllabus must acknowledge at least briefly what will take place during this activity and show how students’ accomplishment in this
activity will be counted in the evaluation of their achievement. Please remember the rules governing
awarding of academic credit stated under II.A.2 above.

When a substantial change is being proposed, the syllabus should be updated by the department to
reflect this change. Likewise, syllabi that refer to prior versions of the course at UCR or at other
institutions will not be considered and the course proposal will be returned for amendment.

E. Courses Including Distance Learning Technologies: Courses instructed entirely or partially through
distance learning must be submitted through the regular procedure for approval. Even when such a
course closely imitates an already approved course that does not include on-line components, a
separate course proposal must be prepared. The activities, unit justification, and evaluation methods will
necessarily be different for such a course; moreover, different regulations apply to the parameters of a
distance-learning course, concerning, for example, students’ eligibility for financial aid.

F. Course and Program Searches: Completion of a course search and/or a program search is essential
when one of the actions listed below is desired. The purpose of such a search is to identify additional
courses as well as major and minor programs that will be affected by the proposed change, so that
necessary adjustments may be made at the same time as the requested change. For example, the
prerequisites or credit statements for a variety of courses may need to be changed in order to include or
exclude the target course as a prerequisite to other courses, or to prevent students from receiving
duplicate credit for identical or overlapping course content.

A program search or a course search should be requested as follows:

<table>
<thead>
<tr>
<th>If You Are</th>
<th>Order a Program Search From</th>
<th>Order a Course Search From</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deleting the course</td>
<td>Academic Senate Office</td>
<td>Registrar's Office.</td>
</tr>
<tr>
<td>Renumbering the course</td>
<td>Academic Senate Office</td>
<td>Registrar's Office.</td>
</tr>
<tr>
<td>Changing the Title</td>
<td>Academic Senate Office</td>
<td>Registrar's Office.</td>
</tr>
<tr>
<td>Changing the Units</td>
<td>Academic Senate Office</td>
<td>Registrar's Office.</td>
</tr>
<tr>
<td>Changing the Cross-listing</td>
<td>Academic Senate Office</td>
<td>Registrar's Office.</td>
</tr>
<tr>
<td>Changing the Credit Statement</td>
<td></td>
<td>Registrar's Office.</td>
</tr>
<tr>
<td>Changing prerequisite to include a limitation on enrollment to majors and/or minors</td>
<td>Academic Senate Office</td>
<td>Registrar's Office.</td>
</tr>
</tbody>
</table>

Allow 5 working days for receipt of search reports.

Reviewing the reports: The Program Search report lists programs, majors, and minors in which the proposed course appears. Review these programs to determine if they will be affected by your course proposal. Course numbers, titles, prerequisites, credit statements, etc. may be affected. Use the information from this report to help you answer questions in CRAMS. If requesting an enrollment restriction to majors and/or minors, use the program search to determine which extradepartmental major/minor programs may be affected, and consult with the affected departments, reporting on this in the justification in your request.

G. Requests for Exception to Due Dates for Course Proposals: The deadlines for proposing new courses
and for proposing changes to approved courses with reference to a future effective date (the academic
term when the new course can first be offered, or when changes will take effect) are firm, and exceptions
are approved infrequently. However, it sometimes becomes necessary for a department/program to
request a brief exception to the deadline for reasons that could not have been anticipated. When this
occurs, the department should complete the Request for Extension of Course Proposal Submission
Deadline Form, which is available on the Committee’s web site
(http://senate.ucr.edu/committee/8/request_for_extension_of_course_request_submission_deadline_for

37
m.html). If the request is approved, a copy of the approved form, and of any other relevant correspondence, must be pasted into the Faculty Correspondence field on CRAMS before the late course proposal is submitted. Appendix 3 contains a sample copy of the Request for Extension form.

GENERAL POLICIES

In approving, disapproving, or recommending changes in course proposals, the Committee will be guided by the rules given above and by the following general policies:

I. Level and Emphasis of Courses:

The primary emphasis in the course should be academic and not vocational, stressing the acquiring of a body of knowledge and the understanding of principles and theories rather than the development of skills and techniques for immediate practical application in a vocational sense. The skills and techniques should be taught as means to learning, analyzing, and criticizing theories and principles, not for vocational ends themselves.

II. Scope and Organization of Courses:

Although the Committee does not decide general educational policy nor does it intend to infringe upon departmental judgment as to course content, it will use the following criteria for evaluating a course proposal:

The course should have a clear and essential place in the overall offering of the department, division, or school; either filling a gap in the existing course structure, or strengthening that structure without duplication or excessive overlapping.

Basic courses should not constitute proliferation, i.e., the splitting up of a body of knowledge or a field of study into parts too small to warrant separate treatment in themselves. Seminars offer such a specialized approach.

Courses should be organized realistically with respect to quality of understanding versus quantity of material a student is expected to master in the time allotted. The catalog description should make clear the special nature of a particular course.

III. Course Duplication or Overlap:

The Committee on Courses is watchful of duplication or overlap of courses offered by other academic units. It is the responsibility of the department/program to ensure that any new course it proposes does not duplicate nor overlap existing courses offered by other units on campus. It is imperative that the originating unit provide adequate explanation and/or written concurrence from department(s) where duplication or overlap would exist. (Please see the discussion of duplication of credit under II.A.8 on page 10 above.)

**NOTE:** It is in the department's own interest to provide such an explanation and consent. If the Committee on Courses has any questions concerning potential duplication or overlap of a proposed new course, the proposal will be returned to the originating department/program for evidence that consultation has taken place.

IV. Guidelines for Cross-Listing of Courses:

The use of and need for CROSS-LISTING of courses varies widely from program to program.

A. Policy Statement:
1. Cross-listed courses are jointly owned and require the agreement of **ALL** the departments/programs, for which they have been approved, on all aspects of the course including changes subsequent to initial approval.

2. A proposal for cross-listing with an existing course must be accompanied by concurrent course proposals from **ALL** of the departments and/or programs with whom the course is to be cross-listed. A syllabus is not required for new courses being cross-listed with an existing course.

3. The proposal for a new course, when submitted for cross-listing, must be accompanied by proposal forms from **ALL** departments and/or programs involved. The information within the "box" on the course proposal form (e.g., title, description, units, etc.,) must be the same on the forms submitted by **ALL** participating departments or programs with the exception of the department name and course number. It is recommended that cross-listed courses have the same number but it is not required.

4. Any and all changes in the description, title, units, etc., of an existing cross-listed course require concurrent agreement and submission of course proposal forms by **ALL** departments and/or programs involved.

   The cross-listing of courses is an established practice which is to be continued. Extreme examples of multiple cross-listing exist, indicating the need for guidelines to be used in the consideration of cross-listing proposals. The guidelines enumerated have been prepared with consideration to the "Recommendations" of the Committee on Educational Policy (3/17/80). The needs and views of the Colleges of Natural and Agricultural Sciences and of Humanities, Arts, and Social Sciences have been solicited and considered.

**B. Guidelines for Approval of Cross-Listed Courses:**

1. Courses created jointly by faculty from more than one department/program will normally be considered for cross-listing.

2. Courses in which instruction is shared by faculty from more than one department/program will be considered for cross-listing. Sharing is interpreted as co-equal responsibility for content, presentation, and the evaluation of student performance. For the purpose of these guidelines, "Guest" lecturers invited from other departments/programs will not be interpreted as adequate justification of cross-listing proposals.

3. New courses prepared for a department or program by a faculty member (or members) from other departments/programs can be considered for cross-listing.

4. Approval of the course’s instructor(s) by all departments/programs is required at the time cross-listing of a course is proposed.

5. Recognizing the potential occurrence of “COMPELLING” administrative or educational reasons for proposing cross-listing, such proposals can be considered. Such proposals must be strongly justified by those making the proposal. Cross-listing proposals in this category are interpreted as occurring in response to truly exceptional circumstances. Cross-listing for the purpose of cross-disciplinary student "advising" will not be considered.

6. If two or more departments/programs deem the content of a course appropriate for inclusion in their respective curricula, the course will be considered for cross listing. If more than three departments propose cross-listing of a single course, the Committee requests strong justification.
V. **E-Z Courses.**

The E-Z course format provides a mechanism whereby many subtopics may be presented under one broad, umbrella topic. The course title covers the broad topic, with the subtitles of lettered segments (E through Z) identifying more specific subject areas. E-Z umbrella courses may be developed within the undergraduate, graduate, and professional school curricula. These offerings may be used to take advantage of the expertise of visiting professors ("one-time only" offerings) and/or to test acceptance of a course topic with an eye to possible formalization of the more popular segments into regularly scheduled courses. Lettered segments within the E-Z umbrella course may be offered at regular or irregular intervals, based upon student and curricular needs. Generally, the letters H and L are not used for segments to alleviate any confusion with Honors courses or Laboratory courses. In addition, W, X, Y, and Z are usually used for Writing Across the Curriculum (WAC) courses which offer full or partial credit for satisfaction of the ENGL 001C requirement.

When creating an E-Z course, select the most appropriate of the three formats described below. Course descriptions will appear in the *General Catalog* as shown in the examples.

**E-Z Umbrella Course with Segment Subtitles Listed in Its Description**
This format is recommended when the majority of the segments are frequently offered, segments have a similar design, and segment descriptions are not needed to provide guidance to students as they select courses. [See example on next page.]

Example:

MUS 080 (E-Z). Private Instruction: Voice, Keyboard, and Strings (1-2) Studio, .5-1 hour; individual practice, 5-10 hours. Prerequisite(s): MUS 001 or equivalent; consent of instructor. Students take a half- or one-hour lesson and practice 5 to 10 hours each week (see note regarding fees under the Major Requirements section). Offered as demand indicates. E. Voice; F. Classical Piano; G. Jazz Piano; I. Harpsichord; J. Carillon; K. Jazz Guitar; L. Electronic Bass Guitar; M. Lute; N. Classical Guitar; O. Viola da gamba; P. Piano Proficiency; Q. Organ; R. Violin; S. Viola; T. Violoncello; U. Double Bass Viol. Normally graded Satisfactory (S) or No Credit (NC), but students may petition for a letter grade on the basis of performance before a jury or at a recital. Segments are repeatable.

**E-Z Umbrella Course without Segment Subtitles Listed**
This format is recommended when the majority of the segments are infrequently offered.

Example:

ENGL 142 (E-Z). Cultural Studies (4) Lecture, 3 hours; reading (extra), 3 hours. Prerequisite(s): upper-division standing or consent of instructor. The formal, historical, and theoretical analysis of culture in its broadest sense, including popular literature, the mass media, and/or the interplay between "low" and "high" or peasant and elite cultural forms. Topics may be drawn from any historical field.

**E-Z Umbrella Course with Segment Subtitles Listed Separately**
This format is recommended when the majority of the segments are frequently offered and segment descriptions are needed to provide guidance to students as they select courses.

Example:

RLST 128 (E-Z). Topics in the Bible (4) For hours and prerequisites, see segment descriptions. Academic examination of issues relating to the Bible.

RLST 128E. Contemporary Views of Jesus (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. An examination of contemporary ways in which Jesus has been understood by academically oriented scholarship. Particular attention is given
to the question of sources and of the methods used to identify those parts of the preserved tradition that
are attributed to Jesus himself.

RLST 128F. Biblical Fictions (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): RLST 010;
upper-division standing or consent of instructor. Examines artistic rewritings of biblical narratives from
antiquity to the present (ancient Jewish and Christian novels, medieval plays and stories, modern films
and novels) to explore the intersections of religion, culture, and society.

A. Procedure for Approval of an E-Z Umbrella Course.

Submission of an E-Z umbrella course proposal must follow the same routing as for any permanent
course. The Committee on Courses recommends that the segment subtopics to be offered under an
E-Z series be identified at the time of submission of the E-Z umbrella course proposal. Segments are
regular courses of instruction. Descriptions and course outlines for new segments must be provided.

B. Procedure for Approval of an E-Z Umbrella Course with Segment Subtitles Listed in Its Description.

1. An E-Z umbrella course with segment subtitles in its description must follow the same routing as for any
permanent course. The course proposal should be for the E-Z umbrella number [i.e., FREN 177 (E-Z)]. The “Catalog Description” should consist of the umbrella description followed by the segment letters and subtitles [in alphabetical order]. The “Justification” for the umbrella should contain the segment descriptions. An outline or syllabus for each segment must be included in the course proposal. The “Closing Notes” section of the course proposal should indicate which segments are being added.

2. New segment letters and subtitles may be added to an existing E-Z series by submission of a
course proposal for the umbrella and number. The “Catalog Description” should consist of the
umbrella description followed by the existing and proposed segment letters and subtitles. A
description of each new segment should be included in the “Justification” and a course outline for
each new segment must be included in the course proposal.

Exception: If the segment is to be offered “one time only” it should be submitted on a separate
course proposal. That is, a proposal should be submitted for the E-Z umbrella number with the
segment letter (i.e., HIST 111E).

3. A stronger prerequisite than what is stated in the umbrella may be required for a new segment.
The specific prerequisite(s) and the segment letter it applies to should be added to the
prerequisite(s) for the umbrella.

4. If an academic unit wishes to change or delete a segment letter and subtitle, a course proposal for
the umbrella number must be submitted. The “Catalog Description” should consist of the umbrella
description followed by the existing segment letters and subtitles [in alphabetical order]. Proposed
changes in segment letter(s) and subtitle(s) should be included. Segment letters and subtitles to be
deleted should be removed. The “Closing Notes” section of the course proposal should indicate
which segments are being changed and/or which segments are being deleted. An explanation for
the changes/deletions should be provided in the “Justification.” If the segment change affects the
segment description, a new description should be included in the “Justification” and a course
outline must be included in the course proposal.

C. Procedure for Approval of an E-Z Umbrella Course without Segment Subtitles Listed in Its Description

1. An E-Z umbrella course without segment subtitles in its description must follow the same routing as
for any permanent course. The course proposal should be for the E-Z umbrella number and title
[i.e., FREN 177 (E-Z)]. The “Catalog Description” should consist of the umbrella description.

   a. Academic units may choose to establish a segment whose subtitle is not listed in the description of its umbrella course. The complete description of such a segment may or may not be listed in the General Catalog at the unit's option. However, if the description of one segment of an umbrella is listed in the General Catalog, the descriptions of all other segments of that umbrella must also be listed. "One-time only" segments will be considered as "not for catalog listing."

   b. Academic units may establish segments of this type by submitting a course proposal for the E-Z umbrella number with the segment letter (i.e., HIST 111E). These course proposals must follow the same routing as for any permanent course. The "Catalog Description" would be the segment description and a course outline must be included in the course proposal.

   c. Unit requirements are approved at the time the E-Z umbrella is approved. When a segment with unit specifications differing from the umbrella is submitted for approval, a change in the existing umbrella should be submitted at the same time to show the variable units.

   d. Existing segments not listed in the catalog can be scheduled for presentation in any quarter.

   e. When an academic unit chooses to change or to delete an existing segment, a course proposal for the E-Z Umbrella with the segment letter (i.e., HIST 111E) should be submitted. The proposal must follow the same routing as for any permanent undergraduate or graduate course being changed or deleted.

   f. A course proposal for a segment must include the applicable restrictions, special grading, and cross-listing notations from its umbrella course proposal. If restrictions, special grading or cross-listing notations are added, deleted or changed on the umbrella course proposal, course proposals reflecting these changes must be submitted concurrently for the umbrella's segment.

D. Segment Lettering and Titles.

   It is important that letters and subtitles for E-Z segments be assigned carefully and consistently. A student may not receive credit for the same segment unless otherwise indicated in the course description. A student may receive credit for repeating the umbrella course if the segment letter and subtitle is different. Duplication of content by different segments within a series is to be avoided. If an activity within an E-Z umbrella course necessitates reuse of alphabet letters, a minimum of three years should elapse before a letter is reused to designate a different segment subtopic.

VI. Special Studies (90-190) and Directed Studies (290) Courses:

A. Special Studies Courses (90 and 190).

   The sole purpose of undergraduate Special Studies courses (90 and 190) is to provide students with a means for meeting special curricular requirements or problems on an individual basis and for variable units.

   Registration in all special studies courses must be approved by the chair of the department/program concerned, based upon a written proposal submitted to the chair. (SR 546)

B. Directed Studies Courses (290).
The sole purpose of graduate Directed Studies courses (290) is to provide students with a means of conducting individual, supervised research or for studying special topics on an individual basis and for variable units.

Registration in all directed studies courses must be approved, in the form of a written petition, by the instructor and the department chair or graduate advisor. The petition must be filed with the office of the Dean of the Graduate Division. (GR 1.5.10)

VII. Internships:

The internship experience has become an increasingly important component in the academic training of our students. Internships differ from Special Studies (90 and 190) by the involvement of a non-departmental sponsor (generally off campus) in addition to the faculty member/student relationship.

Riverside Division Regulation R1.9 adopted in December 1976 states: “A maximum of 16 units of credit may be obtained through internship courses, with a maximum of 12 units of internship scheduled in a single quarter. Internship course credit is given for academic work related to the experience of the internship, not for the work experience alone.”

Guidelines: The following internship guidelines were also adopted:

1. An academic internship is defined as an educational experience in which the student works under the direct supervision of someone other than a faculty member, normally in an agency/firm/institution outside the campus, with a faculty supervisor ultimately responsible for assigning and evaluating academic work done for course credit in relationship to the experience. Under no circumstances will credit be given for the internship experience alone.

2. Each department wishing to sponsor internships will have a designated ladder faculty member or lecturer who is responsible for seeing that a common standard is applied to all internships and that these guidelines are adhered to in all instances.

3. The course number 198 is required for internships: 198I is suggested for individual internships and 198G for group internships. The course number 298 is required for those internships considered by the department to be “graduate”: 298I is suggested for individual internships and 298G for group internships. These graduate internships will normally carry credit toward a graduate degree. The course number 398 will be required for those internships considered by the department to be “professional”: 398I is suggested for individual internships and 398G for group internships. These professional internships will carry academic credit but will not count toward a degree.

4. For individual and group internships, the student and designated faculty member will submit on an appropriate form a clear-written statement of purpose, field experience content, and academic content of the proposed internship. The proposal must be approved by the chair of the department or program in which the internship is offered.

5. The essential criterion for one unit credit is one hour of academic work plus two or more hours of internship per week. Internship courses should normally be listed as 1-12 units, repeatable to a maximum of 16. The normal expectation is that each local internship will not count for more than 4 or 5 units in a single quarter, larger numbers of units being reserved for quarter-away types of situations.

VIII. X-100 and X-200 Courses in University Extension:
In order to facilitate its review of course proposals in University Extension in the X-100 (undergraduate) and X-200 (graduate) series, the Committee on Courses requires from the chairs of departments and programs a brief statement, accompanying the proposal form, vouching for the validity of the course proposal and its acceptability for majors in their respective departments.

IX. **Summer Session Courses:**

Any course listed in the General Catalog may be offered in Summer Session. No additional approval is required for these courses to be offered in Summer Session. New or experimental courses, modifications of catalog courses, and any other instruction not previously approved, which is proposed by a department/program for presentation in Summer Session must follow the normal Academic Senate procedures for course approval. If a course will be offered in Summer Session only, add the following statement to the end of the course description: Offered in summer only.

X. **Continuity of Course Offerings:**

Unless otherwise specified, a course that has been approved by the Committee on Courses may be offered in any quarter. **However, if any course has not been offered by a department for four consecutive years the Committee on Courses may request that it be deleted.** (See Riverside Division Bylaw 8.10.4.) This policy is intended to ensure that the General Catalog will accurately reflect the departments' regular course offerings and to encourage departments to examine carefully the justification for retaining infrequently offered courses on the basis of the departments' curricular objectives and resources. Courses offered only on an intermittent basis should be considered for inclusion in an appropriate E-Z series.

XI. **Policy Statement for Courses that Have Not Been Offered for Four Consecutive Years:**

Periodically, the Committee on Courses will send lists of courses that have not been offered during the previous four years and eight years to departments. For courses that have not been offered in four years, the departments should either prepare deletion proposals or advise the Committee on Courses that they intend to offer the course(s) during the upcoming year. For courses that have not been offered in eight or more years, the departments should prepare deletion proposals. A course can be reinstated after deletion by submission of a course proposal for restoration.

XII. **“One-Time Only” Courses**

Special courses to be taught by visiting instructors or courses that are planned as a single offering should be submitted as “one-time only.” Check the “To be offered once only:” box and fill in the Quarter and year it will be offered. These courses then will be automatically deleted upon completion without additional paperwork.

XIII. **Use of Films in Academic Courses:**

Courses centering on films should include regular lectures and discussion comprising at least half of the course content. Substantial reading lists, term papers, etc., should be required in addition to screening films. Suggestions on information to be included with the course form can be found in the memo of June 20, 1984, from the Committee on Courses to Department/Program Chairs.

XIV. **Courses Containing Experiments Using Recombinant DNA:**

Undergraduate and graduate course proposals which contain experiments using recombinant DNA technology must have the experiments approved and certified by the UCR Institutional Biosafety Committee (IBC). The Committee on Courses will not approve such course proposals if the use of recombinant DNA has not been certified.
It is the instructor's responsibility to complete and forward the “Biological Use Authorization (BUA)” form to the Compliance Officer of the IBC, Office of Research. A copy of the approved registration form should be attached to the course proposal form when it is submitted to the Committee on Courses. If the course changes and the use of DNA is substantially changed, the instructor should submit a written notification to the Compliance Officer of the IBC, Office of Research. A copy of the approved notification should be attached to the change in course proposal form when it is submitted.

XV. Requests For Approval Of Associate Instructors (Associates-In) and of Teaching Fellows

Normally an Associate-in will conduct the entire instruction of a lower division course or for a subgroup of students in a lower division course. An Associate-in may not give an upper division or graduate course or course section except with the approval of the campus Committee on Courses of Instruction. (SR 750)

Academic Personnel Manual 410-20b. states “Subject to the general supervision of a faculty member . . . , a Teaching Fellow should be competent to provide the entire instruction of a lower division course to a group of students, and normally should be given such assignments. Assignment to conduct instruction in an upper division or graduate course or section may not be made except with the approval of the Committee on Courses of Instruction (Regulation of the Academic Senate, 750).”

A request for approval of an Associate-in or teaching fellow to teach an upper division course or graduate course (Teaching Fellow only) should be sent to the Committee on Courses through the college/school dean (who endorses the request) in accordance with published deadlines. The Committee on Courses is under no obligation to consider requests for approval beyond published deadlines.

The request should contain:

- A justification for the necessity of hiring an Associate-In to teach the particular course in question.
- The candidate's complete curriculum vitae (CV); the standard University Biography Form for Academic Personnel (U1501) may be submitted, but departments are urged to work with the candidate to develop a professional CV for submission.
- A summary statement of the individual's qualifications regarding both knowledge of the field and preparation for classroom presentations.
- Copies of teaching evaluations for all lower or upper division course(s) the candidate has recently taught.
- The candidate's graduate transcript, including the current GPA.
- Name(s) of faculty who will monitor course presentation quality. For first time appointments, departments are urged to ensure that monitoring is close and direct.

In cases where the Associate-in is to teach a cross-listed course, a memo of agreement from the relevant department(s) should accompany the request.

XVI. Appendices
APPENDIX 1A - MINIMUM HOURS PER WEEK PER UNIT

SR 760 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 the student, or the equivalent."

The General Rules and Policies Governing Courses of Instruction state that hours per week per unit of credit may not be less than, but may exceed, those listed in the following guidelines:

- One unit for each hour per week of lecture, seminar, discussion, workshop, colloquium, or consultation.
- One unit for each three hours per week of laboratory, practicum, field work, screening, internship, clinic, thesis, tutorial . . . .
- One unit for three hours of outside reading or other preparation each week is expected for individual study, research, extra reading, term paper, etc.

The hours referenced in this box are shaded in the examples below. These hours are listed on the course proposal.

### EXAMPLE 1

<table>
<thead>
<tr>
<th>Activity</th>
<th>Units</th>
<th>Total Required Hours 3 hours per unit or 3 x units</th>
<th>Distribution of Required Hours</th>
<th>Group Hours*</th>
<th>Individual Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td>contact with instructor or TA</td>
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</tr>
<tr>
<td>Lecture</td>
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<td></td>
<td>3</td>
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</tr>
<tr>
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<td>3</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
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### EXAMPLE 2

<table>
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<th>Distribution of Required Hours</th>
<th>Group Hours*</th>
<th>Individual Hours</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td>contact with instructor or TA</td>
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</tr>
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<td>3</td>
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<tr>
<td>Discussion</td>
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<td>3</td>
<td></td>
<td>1</td>
<td>2</td>
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<tr>
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### EXAMPLE 3

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<th>Distribution of Required Hours</th>
<th>Group Hours*</th>
<th>Individual Hours</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
<td>contact with instructor or TA</td>
<td>no contact with instructor or TA</td>
</tr>
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<tr>
<td>Extra Reading</td>
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<td>4</td>
<td>12</td>
<td></td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>

*Usually a class or a consultation.
TO: DEPARTMENT/PROGRAM CHAIRS
FR: COMMITTEE ON COURSES
RE: UNIT DISTRIBUTION AND COURSE APPROVAL FORMS

PLEASE DISTRIBUTE TO ALL FACULTY

Recent course forms filed with the Committee on Courses have been unclear about unit distribution. Recently, a number of the proposed courses presented for consideration by the Committee on Courses have not established the academic rigor associated with 4 unit courses. To ensure that academic quality is maintained on our campus, it is critical that course credits accurately reflect the anticipated student work load. This memorandum is designed to explain these requirements. It is sometimes repetitive in its efforts to clear up any ambiguities; please be patient with it.

Lecture, Seminar, Consultation, and Discussion

In general, 1 hour of lecture, seminar, consultation, or discussion is equivalent to one unit of credit. It is understood that a minimum of 2 hours of outside reading or other work is expected for each hour of lecture, seminar, consultation, or discussion. We are well aware that it is often hard to tell exactly how long reading that supports lecture materials will take, and that some students will work faster than others. However, faculty should have a realistic estimate of the time commitment associated with assigned readings and the readings assigned for lectures should be in alignment with course credit expectations.

The attachment of a current course syllabus is critical for the Committee on Courses to fairly evaluate lecture, seminar, consultation, discussion, and other hours. If consultation hours are proposed, the mechanism for implementing and monitoring this educational activity must be explicitly stated and justified.

Laboratory

Three hours of laboratory work is equivalent to one unit of credit. It is understood that students may need to spend significant additional time in preparation for laboratory or to report laboratory findings.

Outside Reading, Extra Reading, Outside Research, Individual Study, Reading, and “Other hours”

One credit is given for 3 hours per week of outside research, extra reading, etc. These categories indicate that reading materials or research efforts exceed the reading required to support lectures (2 hrs./1 hr. lecture). The use of these educational activities must be clearly justified to the Committee on Courses.

Typical 4-unit course outlines include:
(a) 3 hr. lecture (including approximately 6 hours of reading) and 3 hr. laboratory per week = 4 units
(b) 3 hr. lecture (including approximately 6 hours of reading) and 3 hr. extra reading per week = 4 units

NOTE THAT THIS DOES NOT MEAN FOUR CREDITS FOR THREE_hours OF
LECTURE AND THREE HOURS OF READING, ETC., FOR A TOTAL OF (3 + 3 = 6) SIX
HOURS OF WORK PER WEEK.

IT MEANS FOUR CREDITS FOR THREE HOURS OF LECTURE OR SEMINAR PLUS
TWO HOURS OF OUTSIDE PREPARATION FOR EACH OF THOSE HOURS, PLUS
THREE HOURS OF EXTRA OR ADDITIONAL READING OR OTHER WORK, FOR A
TOTAL OF (3 + 6 + 3 = 12) TWELVE HOURS OF WORK PER WEEK.

OFTEN, NEITHER COURSE PROPOSAL NOR THE COURSE SYLLABUS MAKES IT
CLEAR HOW THE WORK DONE FOR UNITS ASSIGNED AS "EXTRA READING",
"TERM PAPER", OR "OUTSIDE RESEARCH" REPRESENT WORK THAT IS OVER AND
ABOVE THE READING OR WORK THAT IS NORMALLY EXPECTED TO BE DONE
OUTSIDE OF CLASS.

IN ORDER TO OBTAIN COURSES COMMITTEE APPROVAL AT FOUR UNITS, SOME
INDICATION OF THE DIFFERENCE BETWEEN THE SIX HOURS OF READING OR
OTHER WORK ORDINARILY ASSOCIATED WITH THE THREE HOURS OF LECTURE,
AND THE THREE HOURS OF EXTRA READING, ETC. MUST APPEAR ON THE
SYLLABUS OR IN A WRITTEN EXPLANATION ABOUT THE COURSE. It must be
indicated that those extra hours are evaluated in some way distinct from the 'regular' six hours
expected in connection with the lecture hours.

WE RECOGNIZE THAT COURSE SYLLABI ARE WRITTEN TO COMMUNICATE
INFORMATION ABOUT THE CLASS TO STUDENTS AND ARE NOT SPECIFICALLY
INTENDED TO PROVIDE ANSWERS TO THE ABOVE QUESTIONS FOR THE
COMMITTEE ON COURSES. THEREFORE, ADDITIONAL INFORMATION IS
WELCOME, EITHER IN THE FORM OF A MEMO, OR IN THE JUSTIFICATION SECTION
OF THE COURSE FORM, TO ASSIST US IN THE EVALUATION OF UNIT
 DISTRIBUTION.

THE BASIC INFORMATION IS SUMMARIZED BELOW:

*** THE NORM FOR LECTURE, SEMINAR, CONSULTATION, AND DISCUSSION
HOURS IS THAT ONE UNIT OF CREDIT IS ASSIGNED FOR EACH HOUR OF
INSTRUCTION.

EXAMPLE: THREE UNITS ARE ASSIGNED TO A CLASS THAT MEETS 2 HOURS
PER WEEK FOR LECTURE AND ONE HOUR OF DISCUSSION.

*** APPROXIMATELY TWO HOURS OF OUTSIDE READING OR OTHER WORK IS
EXPECTED FOR EACH HOUR THE CLASS MEETS PER WEEK.

EXAMPLE: A CLASS THAT MEETS 2 HOURS PER WEEK FOR LECTURE AND
ONE HOUR OF DISCUSSION REQUIRES 6 HOURS OF OUTSIDE WORK PER
WEEK.
OTHER WORK, SUCH AS LABORATORY WORK, FIELD WORK, OUTSIDE READING, INDEPENDENT STUDY, TERM PAPER, OR RESEARCH, IS USUALLY COUNTED AT THE RATE OF ONE CREDIT FOR THREE HOURS OF SUCH WORK.

EXAMPLE: A TERM PAPER ASSIGNED IN ADDITION TO THE TWO HOURS PER UNIT WORK NORMALLY EXPECTED SHOULD REQUIRE 3 HOURS PER WEEK THROUGHOUT THE QUARTER TO COMPLETE THE ASSIGNMENT.

We are well aware that it is often hard to tell exactly how long assignments will take, and that some people will work faster than others. Our point here is that THE WORK REQUIRED OF STUDENTS FOR A 4 UNIT COURSE SHOULD REFLECT THE CAMPUS EXPECTATION FOR 4 UNITS OF CREDIT, I.E., THERE SHOULD BE DIFFERENCES BETWEEN WHAT IS ASSIGNED IN 3 AND 4 UNIT COURSES.

FOR THE REASONS NOTED ABOVE, A COURSE SYLLABUS SHOULD ACCOMPANY ALL PROPOSALS FOR NEW COURSES AS WELL AS CHANGE FORMS FOR COURSES THAT INVOLVE A REALLOCATION OF UNITS, MAJOR CHANGES TO CONTENT OR NEW INSTRUCTORS.

The Committee on Courses encourages all faculty with questions about the Course Forms and course requirements to clarify all issues prior to submission of a course form. This will ensure a rapid approval of the proposed course through the Committee on Courses and other campus committees.

Faculty and staff should start with the Committee on Courses’ “Course Guidelines”.

Cc: Registrar/Assistant Registrar/Catalog Editor/Courses Coordinator
Deans, Colleges/Schools/Graduate Division
Chairs, Executive Committees
Chairs, Committee on Educational Policy/Graduate Council
Administrative Assistants & Graduate/Undergraduate Secretaries
APPENDIX 2 - GRADING

DEFAULT GRADING TYPES

**Undergraduate Courses (001-199)**
The default grading type is Letter Grade or petition for Satisfactory/No Credit (S/NC).

**Graduate and Professional Courses (200-499)**
The default grading type is Letter Grade only.

When the grading type is the default, do not add a grading statement in CRAMS except to indicate that the course is graded In Progress (IP). Example:

*Graded In Progress (IP) until HIST 100A and HIST 100B are completed, at which time a final grade is assigned.*

When the grading type is not the default, add a grading statement in CRAMS.

Enter grading types in the Grading Type field. Enter grading statements in the Standard Grading Statement field, or if you need to create your own grading statement, in the Other Grading Statement field. Note: Grading statements are added automatically by CRAMS at the end of the course description in the General Catalog.

<table>
<thead>
<tr>
<th>GRADING TYPES (shaded below) and their STANDARD GRADING STATEMENTS (in italics below)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Grade or petition for Satisfactory/No Credit (S/NC)</strong></td>
</tr>
<tr>
<td>Undergraduate Courses</td>
</tr>
<tr>
<td>This is the default grading type for undergraduate courses, so no statement is needed.</td>
</tr>
<tr>
<td>Graduate Courses</td>
</tr>
<tr>
<td><em>May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor</em></td>
</tr>
<tr>
<td><strong>Letter Grade or Satisfactory/No Credit (S/NC); no petition required</strong></td>
</tr>
<tr>
<td>Students who submit a term paper receive a letter grade; other students receive a Satisfactory (S) or No Credit (NC) grade.</td>
</tr>
<tr>
<td>Students who present a seminar receive a letter grade; other students receive a Satisfactory (S) or No Credit (NC) grade.</td>
</tr>
<tr>
<td>Students who present a seminar or submit a term paper receive a letter grade; other students receive a Satisfactory (S) or No Credit (NC) grade.</td>
</tr>
<tr>
<td><em>May be taken Satisfactory (S) or No Credit (NC) by students advanced to candidacy for the Ph.D.</em></td>
</tr>
<tr>
<td>Normally graded Satisfactory (S) or No Credit (NC), but students may petition the instructor for a letter grade on the basis of assigned extra work or examination</td>
</tr>
<tr>
<td><strong>Letter Grade only</strong></td>
</tr>
<tr>
<td>Undergraduate Courses</td>
</tr>
<tr>
<td>Satisfactory (S) or No Credit (NC) grading is not available.</td>
</tr>
<tr>
<td>Graduate and Professional Courses</td>
</tr>
<tr>
<td>This is the default grading type for graduate and professional courses, so no statement is needed.</td>
</tr>
<tr>
<td><strong>Satisfactory/No Credit (S/NC) only</strong></td>
</tr>
<tr>
<td>Graded Satisfactory (S) or No Credit (NC).</td>
</tr>
<tr>
<td><strong>Other</strong></td>
</tr>
<tr>
<td>This grading type is no longer used.</td>
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</tbody>
</table>
APPENDIX 3 - Request for Extension of Course Proposal Submission Deadline

Course Number:
Course Title:
Effective Quarter and Year:

Course Action (check all that apply):
___ New       ___ Change       ___ Restoration       ___ Deletion
      ___ Course Number
      ___ Title
      ___ Cross-listing
      ___ Credit Statement (e.g., Credit is awarded for only one of BIOL 003 or BIOL 005A)
      ___ Other

If the course is being deleted or its Course Number, Title, Units, Cross-listing, or Credit Statement is being changed, please request reports from your course proposal preparer before completing the fields in this box.

List other courses affected by course proposal:

List programs (e.g., degrees, minors) affected by course proposal:

Course proposal needs approval before the following:
___ Schedule of Classes is published
___ Summer Sessions Catalog is published
___ First day of enrollment
___ First day of instruction
___ Agenda deadline for the next Riverside Division Academic Senate meeting
___ General Catalog is published

Request extension of deadline to (date):
Reason regular deadline was (or will be) missed:

Chair of Department/Program:                          Date:
Submitted By:                                    Date:
Reviewed by Courses Specialist:                  Date:
Comments:

___ Approved (___ with conditions in Comments field above) ___ Denied

Committee on Courses Chair:                          Date:

Instructions: Complete the form and save as a Word Document. Submit this request as an attachment to an e-mail addressed to lucy.deltoro@ucr.edu and marla.booth@ucr.edu

7/24/09
To be received and placed on file:

In fall 2009, 52% of UCR’s entering freshmen satisfied the Entry Level Writing Requirement before registering as full-time students. The 48% of new freshmen placed in Entry Level Writing courses made good progress once they arrived at UCR.

<table>
<thead>
<tr>
<th>2009 ELWR Students</th>
<th>ELWR Not Satisfied by Spring 2010</th>
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<tbody>
<tr>
<td></td>
<td>English 4/5</td>
</tr>
<tr>
<td>Writing 3</td>
<td></td>
</tr>
<tr>
<td>COE</td>
<td>237</td>
</tr>
<tr>
<td>CNAS</td>
<td>667</td>
</tr>
<tr>
<td>CHASS</td>
<td>956</td>
</tr>
<tr>
<td>Total</td>
<td>1860</td>
</tr>
</tbody>
</table>

Eight-six (86) students placed in English 4 and 5 did not satisfy the ELWR by the spring 2010 quarter. Six of these students were dismissed after one quarter of residence and 44 were dismissed after two quarters of residence. Thirteen students were dismissed at the end of the spring 2010 quarter. Eight students from the ELWR population withdrew voluntarily from the university. Only one of these dismissed or withdrawing students was required to leave the university solely for failure to satisfy the ELWR. Of the group that remains at UCR, eight 2009 freshmen satisfied the ELWR during the summer 2010 quarter. Seven students from the fall 2009 entering freshmen class are attempting to satisfy the ELWR in the fall 2010 quarter. Of the 179 students placed in Basic Writing 3, 104 students satisfied the ELWR during their first year of residence. The remaining 75 Basic Writing students have additional quarters during the 2010-2011 academic year to satisfy the ELWR.
## Certificate Courses

<table>
<thead>
<tr>
<th>DEPT</th>
<th>NUMBER</th>
<th>COURSE TITLE/UNITS</th>
<th>INSTRUCTOR(S)</th>
<th>TYPE</th>
<th>CERT. COURSE</th>
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</thead>
<tbody>
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<td></td>
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<td>SPECIALIZED PROFESSIONAL PROGRAM IN VIDEO GAME DESIGN</td>
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## New Courses

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<th>COURSE TITLE/UNITS</th>
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<th>TYPE</th>
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<td>EDUC</td>
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<td>EXPLORING LITERACY'S MYSTERIES (1)</td>
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<td>CALIFORNIA READING ASSOCIATION'S PROFESSIONAL DEVELOPMENT INSTITUTE</td>
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* Denotes first time approval for Instructor
** Denotes Instructor has previously been approved but has not yet taught; therefore, there are no evaluations
To be received and placed on file:

Reports of degrees awarded*

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D. J. OZER, Secretary-Parliamentarian
Riverside Division of the Academic Senate

*The names of the candidates are filed in the official records of the Office of the Registrar
EXECUTIVE COMMITTEE
BOURNS COLLEGE OF ENGINEERING
REPORT TO THE RIVERSIDE DIVISION
November 30, 2010

PROPOSED CHANGE TO BUSINESS INFORMATICS UNDERGRADUATE REQUIREMENTS

To be adopted:

PRESENT:
Business Informatics Undergraduate Program
Major Requirements
1) Lower-division requirements (51 units)
   a) ENGR 001M
   b) BUS 020
   c) CS 010, CS 012 or CS 013, CS 014, CS 061
   d) CS 011/MATH 011
   e) ECON 002, ECON 003
   f) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A

2) Upper-division requirements (98 units minimum)
   a) ENGR 101M
   b) BUS 101, BUS 103, BUS 104/STAT 104, BUS 106/ECON 134
   c) CS 100, CS 141, CS 153, CS 164, CS 165, CS 166, CS 180
   d) CS 111/MATH 111
   e) ENGR 180W
   f) MATH 113
   g) SOC 150
   h) STAT 155
   i) Twelve (12) units of upper-division Computer Science technical electives, which must be distinct from the above major requirements. These 12 units may be chosen from those courses listed as upper-division requirements or technical electives for the Computer Science major. At least two courses must be in the Department of Computer Science and Engineering.
   j) Twenty (20) units of business Administration technical electives, including at least 8 units of management information systems courses. These 20 units must be distinct from the above major requirements and may be chosen from any of the available Business Administration courses.

PROPOSED:
Business Informatics Undergraduate Program
Major Requirements
1) No Change

2) Upper-division requirements (98 units minimum)
   a) ENGR 101M
   b) BUS 101, BUS 103, BUS 104/STAT 104, BUS 106/ECON 134
   c) CS 100, CS 141, CS 153, CS 164, CS 165, CS 166, CS 180
   d) CS 111
   e) ENGR 180W
   f) MATH 113
   g) SOC 150
   h) STAT 155
   i) Twelve (12) units of upper-division Computer Science technical electives, which must be distinct from the above major requirements. These 12 units may be chosen from those courses listed as upper-division requirements or technical electives for the Computer Science major. At least two courses must be in the Department of Computer Science and Engineering.
   j) Twenty (20) units of business Administration technical electives, including at least 8 units of management information systems courses. These 20 units must be distinct from the above major requirements and may be chosen from any of the available Business Administration courses.
Students may petition for exceptions to the above degree requirements. Exceptions to Computer Science course requirements must be approved by the Computer Science and Engineering undergraduate advisor or chair, and exceptions to Business Administration course requirements must be approved by the Graduate School of Management dean. Exceptions to other requirements require the approval of both the Department of Computer Science and Engineering and the Graduate School of Management.

Visit the Student Affairs Office in the College of Engineering or [www.engr.ucr.edu/studentaffairs](http://www.engr.ucr.edu/studentaffairs) for a sample program.

**JUSTIFICATION:**
The Department of MATH has determined that they would prefer to not teach CS/MATH 111 due to a shortage of faculty. They would like to break the cross-listing so that CS may offer the course itself. CS will try to continue the course offering once per quarter starting fall 2010 and will take complete ownership of the course.

**APPROVALS:**
Approved by the Computer Science and Engineering Department: 2/3/10 and 2/24/10.
Approved by the BCOE Executive Committee: June 2, 2010
Approved by the Committee on Educational Policy: October 12, 2010
PROPOSED CHANGE TO COMPUTER ENGINEERING UNDERGRADUATE REQUIREMENTS

To be adopted:

**PRESENT:**
Computer Engineering
Undergraduate Program
Major Requirements
1) Lower-division requirements (68 units)
   a) ENGR 001G
   b) CS 010, CS 012 or CS 013, CS 014, CS 061
   c) CS 011/MATH 011
   d) EE 001A, EE01LA, EE001B
   e) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 046
   f) PHYS 040A, PHYS 040B, PHYS 040C
   g) One course of 4 or more units in an Chemistry to be selected in consultation with a faculty advisor.

2) Upper-division requirements (85 units minimum)
   a) CS 100, CS 141, CS 161, CS 161L; one course from CS 153 or CS 160
   b) CS 120A/EE120A, CS 120B/EE 120B; one course from CS 122A or EE 128
   c) CS 111
   d) EE 100A, EE 100B, EE 110A, EE 110B
   e) ENGR 180W
   f) MATH 113
   g) EE 114 or STAT 155
   h) Five courses (at least 20 units) as technical electives from the following set of Computer Science and Engineering, and Electrical Engineering upper-division courses

**PROPOSED:**
Computer Engineering
Undergraduate Program
Major Requirements
1) No change

2) Upper-division requirements (85 units minimum)
   a) CS 100, CS 141, CS 161, CS 161L; one course from CS 153 or CS 160
   b) CS 120A/EE120A, CS 120B/EE 120B; one course from CS 122A or EE 128
   c) CS 111
   d) EE 100A, EE 100B, EE 110A, EE 110B
   e) ENGR 180W
   f) MATH 113
   g) EE 114 or STAT 155
   h) Five courses (at least 20 units) as technical electives from the following set of Computer Science and Engineering, and Electrical Engineering upper-division courses

CS 100, CS 122A, CS 122B, CS 130, CS 133, CS 150, CS 152, CS 153, CS 160, CS 162, CS 164, CS 165, CS 166, CS 168, CS 170, CS 177, CS 179 (E-Z), CS 180, CS 181, CS 183, CS 193
EE 105, EE 115, EE 128, EE 132, EE 140, EE141, EE 144, EE 146, EE 150, EE 151, EE 152, EE 175A, EE 175B

EE 105, EE 115, EE 128, EE 132, EE 140, EE141, EE 144, EE 146, EE 150, EE 151, EE 152, EE 175A, EE 175B
The technical electives selected from h) must include either CS 179 (E-Z) or both EE 175A and EE 175B. The selection of the remaining technical electives must be planned, in consultation with a faculty advisor, to include at least one coherent sequence of two classes from either Computer science and Engineering or Electrical Engineering. The technical electives must be distinct from those used to satisfy the upper-division requirements specified in items a) and b) above.

Students may petition for exceptions to the above degree requirements. Exceptions to Computer Science course requirements must be approved by the Computer Science and Engineering undergraduate advisor or chair, and exceptions to Electrical Engineering course requirements must be approved by the Electrical Engineering undergraduate advisor or chair. Exceptions to other requirements require the approval of the undergraduate advisors or chairs of both departments.

Visit the Student Affairs Office in the College of Engineering or student.engr.ucr.edu for a sample program.

JUSTIFICATION:
The Department of MATH has determined that they would prefer to not teach CS/MATH 111 due to a shortage of faculty. They would like to break the cross-listing so that CS may offer the course itself. CS will try to continue the course offering once per quarter starting fall 2010 and will take complete ownership of the course.

APPROVALS:
Approved by the Computer Science and Engineering Department: March 10, 2010
Approved by the BCOE Executive Committee: June 2, 2010
Approved by the Committee on Educational Policy: October 12, 2010
PROPOSED CHANGE TO COMPUTER SCIENCE UNDERGRADUATE REQUIREMENTS

To be adopted:

**PRESENT:**

**College Requirements**
See the Marlan and Rosemary Bourns College of Engineering, Colleges and Programs section.

The Computer Science major uses the following major requirements toward the satisfaction of some of the college’s Natural Sciences and Mathematics breadth requirements and one of the college’s English Composition breadth requirements.
1. ENGR 180W
2. MATH 008B or MATH 009A
3. PHYS 040A, PHYS 040B, PHYS 040C

The Business Informatics major uses the following major requirements toward the satisfaction of some of the college’s Natural Sciences and Mathematics breadth requirements.
1. ECON 002, ECON 003
2. MATH 008B or MATH 009A
3. SOC 150

**Major Requirements**

**Computer Science Major**
1) Lower-division requirements (56 units)
   a) ENGR 001
   b) CS 010, CS 012 or CS 013, CS 014, CS 061
   c) CS 011/MATH 011
   d) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A
   e) PHYS 040A, PHYS 040B, PHYS 040C
   f) One course of 4 or more units in an engineering discipline outside the filed of computer science to be selected in consultation with a faculty advisor. (Either a lower-division or an upper-division course may be used to satisfy this requirement.)

2) Upper-division requirements (90 units minimum)
   a) ENGR 101I
   b) CS 100, CS 141, CS 150, CS 152, CS 153, CS 161, CS 161L, CS 179 (E-Z)

**PROPOSED:**

**College Requirements**
See the Marlan and Rosemary Bourns College of Engineering, Colleges and Programs section.

No Change

**Major Requirements**

**Computer Science Major**
1) No Change

2) Upper-division requirements (90 units minimum)
   a) ENGR 101I
   b) CS 100, CS 141, CS 150, CS 152, CS 153, CS 161, CS 161L, CS 179 (E-Z)
c) CS 120A/EE 120A, CS 120B/EE120B
d) CS 111/MATH 111
e) ENGR 180W
f) MATH 113
g) STAT 155
h) two courses from MATH 046, MATH 120, MATH 126, PHIL 124
i) At least 24 units of technical electives to be chosen from an approved list of courses which currently includes CS 100, CS 122A, CS 122B, CS 130, CS 133, CS 134, CS 145, CS 151, CS 160, CS 162, CS 164, CS 165, CS 166, CS 168, CS 170, CS 177, CS 179 (E-Z) (4 units maximum), CS 180, CS 181, CS 183, CS 193 (4 units maximum), EE 140, MATH 120, MATH 135A, MATH 135B. The technical electives selected must be distinct from those used to satisfy the requirements specified in 2.a)-h) above.

Visit the Student Affairs Office in the College of Engineering or student.engr.ucr.edu for a sample program.

JUSTIFICATION:
The Department of MATH has determined that they would prefer to not teach CS/MATH 111 due to a shortage of faculty. They would like to break the cross-listing so that CS may offer the course itself. CS will try to continue the course offering once per quarter starting fall 2010 and will take complete ownership of the course.

APPROVALS:
Approved by the Computer Science and Engineering Department: March 10, 2010
Approved by the BCOE Executive Committee: June 2, 2010
Approved by the Committee on Educational Policy: October 12, 2010
PROPOSED CHANGE TO COMPUTER SCIENCE MINOR UNDERGRADUATE REQUIREMENTS

To be adopted:

PRESENT:
Computer Science
Undergraduate Program
Minor Requirements
The minor in Computer Science is designed to enhance majors with limited computational theory or practice. As such, students with majors in Computer Engineering, Computer Science, Business Informatics, and Mathematics (Computational Mathematics option) are not eligible.
Requirements for the minor in Computer Science are:

1. Prerequisite courses: CS 010, CS 012 or CS 013, CS 014, CS 061, CS 011/MATH 011, MATH 008B or MATH 009A, MATH 009B, MATH 009C
2. Core courses: CS 100, CS 111/MATH 111
3. Three elective courses, each of four or more units, such that:
   a) Each is an upper-division requirement or a listed technical elective for the Computer Science major, excluding courses numbered 190-199
   b) No course may be an upper-division requirement of the student’s major
   c) At least two courses must be in the Department of Computer Science and Engineering
4. All courses for the minor must be taken for a letter grade

Note: Students with a minor in Computer Science must obtain approval from the undergraduate advisor in Computer Science and Engineering for a specific program of electives consistent with their career goals.

PROPOSED:
Computer Science
Undergraduate Program
Minor Requirements
The minor in Computer Science is designed to enhance majors with limited computational theory or practice. As such, students with majors in Computer Engineering, Computer Science, Business Informatics, and Mathematics (Computational Mathematics option) are not eligible.
Requirements for the minor in Computer Science are:

1. Prerequisite courses: CS 010, CS 012 or CS 013, CS 014, CS 061, CS 011/MATH 011, MATH 008B or MATH 009A, MATH 009B, MATH 009C
2. Core courses: CS 100, CS 111
3. Three elective courses, each of four or more units, such that:
   a) Each is an upper-division requirement or a listed technical elective for the Computer Science major, excluding courses numbered 190-199
   b) No course may be an upper-division requirement of the student’s major
   c) At least two courses must be in the Department of Computer Science and Engineering
4. All courses for the minor must be taken for a letter grade

Note: Students with a minor in Computer Science must obtain approval from the undergraduate advisor in Computer Science and Engineering for a specific program of electives consistent with their career goals.
JUSTIFICATION:
The Department of MATH has determined that they would prefer to not teach CS/MATH 111 due to a shortage of faculty. They would like to break the cross-listing so that CS may offer the course itself. CS will try to continue the course offering once per quarter starting fall 2010 and will take complete ownership of the course.

APPROVALS:
Approved by the Computer Science and Engineering Department: March 10, 2010
Approved by the BCOE Executive Committee: June 2, 2010
Approved by the Committee on Educational Policy: October 12, 2010
To be adopted:
Proposed changes to the B.S. degree in Chemistry

PRESENT:

Major Requirements
The major requirements for the B.A. and the B.S. degree in Chemistry are as follows:

Bachelor of Arts

1. Lower-division requirements (51-53 units)
   a) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC (or CHEM 01HA and CHEM 1HLA, CHEM 01HB and CHEM 1HLB, CHEM 01HC and CHEM 1HLC), CHEM 005
   b) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A
   c) PHYS 040A, PHYS 040B, PHYS 040C (or PHYS 002A, PHYS 002B, PHYS 002C, PHYS 02LA, PHYS 02LB, PHYS 02LC)

2. Upper-division requirements (38 units)
   A minimum grade of “C-” for any upper-division course used to fulfill the requirements for the B.A. degree.
   a) CHEM 110A, CHEM 110B, CHEM 112A, CHEM 12B, CHEM 112C, CHEM 113, CHEM 125, CHEM 150A, CHEM 191, and either CHEM 111 or CHEM 166
   b) Ten (10) additional upper-division units in Chemistry if the year of organic chemistry is taken at a community college

Bachelor of Science

1. Lower-division requirements (64-66 units)
   a) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC (or CHEM 01HA and CHEM 1HLA, CHEM 01HB and CHEM 1HLB, CHEM 01HC and CHEM

PROPOSED:

Major Requirements
The major requirements for the B.A. and the B.S. degree in Chemistry are as follows:

Bachelor of Arts

1. Lower-division requirements (51-52 units)
   a) (no change)
   b) (no change)
   c) (no change)

2. Upper-division requirements (38-48 units)

Bachelor of Science

1. Lower-division requirements (59-60 units)
   a) (no change)
1. Lower-division requirements (64-66 units)
   a) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC (or CHEM 01HA and CHEM 1HLA, CHEM 01HB and CHEM 01HLB, CHEM 01HC and CHEM 1HLC), CHEM 005
   b) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   c) PHYS 040A, PHYS 040B, PHYS 040C, PHYS 040D

2. Upper-division requirements (50 units)
   A minimum grade of “C-” for any upper-division course used to fulfill the requirements for the B.S. degree.
   a) CHEM 110A, CHEM 110B, CHEM 111, CHEM 112A, CHEM 112B, CHEM 112C, CHEM 113, CHEM 125, CHEM 150A, CHEM 191
   b) Two laboratory courses from CHEM 140, CHEM 166, BCH 102
   c) One course from BCH 110A, CHEM 135/ENSC 135/ENTX 135, CHEM 136/ENSC 136/ENTX 136/SWSC 136, CHEM 150B

Chemical Physics Option
   Students must consult with their Chemistry advisor before electing this option.

1. Lower-division requirements (63-69 units)
   a) (no change)
   b) (no change)
   c) PHYS 041A, PHYS 041B, PHYS 041C or PHYS 040A, PHYS 040B, PHYS 040C, and PHYS 041C

2. Upper-division requirements (72 units)
   A minimum grade of “C-” for any upper-division course used to fulfill the requirements for the Chemical Physics option.
   a) (no change)
   b) Twenty-four (24) units of upper-division

b) Twenty-one (21) units of upper-division
course work in Mathematics or Physics (110 or above excluding 190 series)

c) Nine (9) additional units in physical chemistry

Environmental Chemistry Option
Students must consult with their Chemistry advisor before electing this option.

1. Lower-division requirements (76–78 units)
   a) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC (or CHEM 01HA and CHEM 1HLA, CHEM 01HB and CHEM 1HLB, CHEM 01HC and CHEM 1HLC), CHEM 005
   b) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   c) PHYS 040A, PHYS 040B, PHYS 040C, PHYS 040D
   d) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C

2. Upper-division requirements (66–67 units)
   A minimum grade of “C-” for any upper-division course used to fulfill the requirements for the Environmental Chemistry option.
   a) CHEM 110A, CHEM 110B, CHEM 111, CHEM 112A, CHEM 112B, CHEM 112C, CHEM 113, CHEM 125, CHEM 135/
      ENSC 135/ENTX 135, CHEM 136/ENSC 136/ENTX 136/SWSC 136, CHEM 140, CHEM 150A, CHEM 166, CHEM 191
   b) One course from ENSC 104/SWSC 104 or GEO 137
   c) Two additional courses from CHEM 150B, CHEM 197, CHEM 199, ENSC 100, ENSC 101, ENSC 102, ENSC 104/SWSC 104, ENSC 140/SWSC 140, ENSC 142, ENSC 155, ENSC 163, ENTX 101, GEO 132, GEO 137, GEO 157 (4 units total from CHEM 197 and/or CHEM 199)

Undergraduate Research is strongly encouraged for students with the requisite ability. Students wishing to participate in this activity should consult
Chemistry faculty, their Chemistry advisor, or check: or.ucr.edu/undergradresearch/

**Sample Program**

Student programs are planned on an individual basis with their advisors, and there is considerable flexibility in the sequence in which courses required for the major are taken. For example, PHYS 040A, PHYS 040B, PHYS 040C can be started equally well during either the freshman or sophomore year. The sample program is typical for a well-prepared entering freshman who seeks the B.S. degree.

### Freshman Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 001A, CHEM 001B, CHEM 001C , CHEM 01LA, CHEM 01LB, CHEM 01LC (or CHEM 01HA and CHEM 1HLA, CHEM 01HB and CHEM 1HLB, CHEM 01HC and CHEM 1HLC)</td>
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<td>4,1</td>
</tr>
<tr>
<td>PHYS 040A, PHYS 040B</td>
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<td>5</td>
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<tr>
<td>MATH 008B or MATH 009A, MATH 009B, MATH 009C</td>
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<td>4</td>
</tr>
<tr>
<td>ENGL 001A, ENGL 001B, ENGL 001C</td>
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<td>4</td>
</tr>
<tr>
<td>Elective (optional)</td>
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<tr>
<td><strong>Total Units</strong></td>
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### Sophomore Year

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<tr>
<td>CHEM 112A, CHEM 112B, CHEM 112C</td>
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<td>4</td>
</tr>
<tr>
<td>PHYS 040C, PHYS 040D</td>
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<td>5</td>
</tr>
<tr>
<td>MATH 010A, MATH 010B, MATH 046</td>
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<td>4</td>
</tr>
<tr>
<td>CHEM 005</td>
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<tr>
<td>Electives</td>
<td>8</td>
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<tr>
<td><strong>Total Units</strong></td>
<td><strong>18</strong></td>
<td><strong>13</strong></td>
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</table>

### Junior Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 110A, CHEM 110B, CHEM 113</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 150A, CHEM 150B</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Biological Science w/Lab</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHEM 125, CHEM 191</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>16</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>
Rationale for Course Changes

1. Physics is eliminating PHYS 40D which was previously a requirement for the BS degree. As a result we have removed this course from the BS and BS – Environmental Option. For the BS – Chemical Physics Option, we are substituting the new, 8 credit course PHYS41C for PHYS40D. Alternatively, students can choose the 24 unit, 3 course sequence PHYS41A,B,C. These choices were made in consultation with Physics chair Harry Tom. The units of additional upper division physics or math coursework required by the BS - Chemical Physics Option have been reduced from 24 to 21 to compensate for the increase in lower division physics units.

2. Changes made to the American Chemical Society (ACS) Guidelines for Undergraduate Chemistry programs require minor changes in our BS curriculum to maintain ACS approval.
   
a. The ACS guidelines now require that students have coursework in each of the chemistry foundation areas (analytical, biochemistry, inorganic, organic, physical). Previously BCH110A was an optional course for the BS degree. We now require that students following the BS or BS-Environmental option to take either BCH100, BCH110A or CHEM143 to satisfy exposure to biochemistry coursework. Even though this is a new requirement that increases the upper division units by 4 or 3 units, the overall units required for the major has decreased slightly since PHYS40D, a 5 unit course, is no longer required. Many of our Chemistry majors do not take sufficient biology to satisfy the prerequisites for BCH 100 or BCH110A, but they will be eligible for CHEM143. This change has not been made to the BS – Chemical Physics Option, and students following this track will be eligible for ACS certification if they take either BCH100, BCH110A or CHEM143 as an elective course.

b. The ACS guidelines now require that students have laboratory exposure to 4 of the 5 Chemistry foundation areas. By taking either CHEM166 (inorganic) or BCH102 (biochemistry), students can satisfy this requirement for ACS certification. Chem114 and Chem140 are advanced chemistry labs offered in the spring quarters of alternate years. The department has been allowing students to satisfy their advanced chemistry lab requirement using either course, and proposed changes to the curriculum codify this practice.

3. In the latest external review of our undergraduate program, the review team suggested that we more evenly distribute our upper-division courses over the fall, winter and spring quarters. In response to that suggestion, we have changed the offering of CHEM 005 from fall to the winter quarter and Chem125 from winter quarter to fall. The changes to the Sample Program reflect this change.
4. In many sections, the number of units has changed from what is listed in the present catalog copy even when no changes were made to the curriculum. Apparently the unit numbers in the catalog had not been properly updated to accommodate changes in course units.

5. We expect that the proposed changes will not impact the number of B.S. Chemistry majors. The Biochemistry courses were an option in the previous B.S. requirements, and the Biochemistry Department has been consulted about the proposed changes. We do not expect that the small increase in Biochemistry enrollments that might result from these changes will negatively impact those courses.

APPROVALS:

Approved by the faculty of the Department of Chemistry: 4/25/10
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: 5/18/10
Approved by the Committee on Educational Policy: (Received 6/11/10) 6/16/10
Approved on behalf of the Division by the Executive Council: (Received 6/16/10) 7/12/10
To be adopted:

**Proposed changes to Neuroscience Undergraduate Major**

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
</tr>
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<tbody>
<tr>
<td>Major Requirements</td>
<td>Major Requirements</td>
</tr>
<tr>
<td>1. Neuroscience Core (66-72 units; satisfies</td>
<td>1. No Change</td>
</tr>
<tr>
<td>the Life Sciences Core required for some</td>
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<tr>
<td>majors in the College of Natural and</td>
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<tr>
<td>Agricultural Sciences). Up to 12 units of</td>
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<tr>
<td>upper-division life sciences courses (for</td>
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<td>this major, courses from the departments of</td>
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<td>Biochemistry, Biology, Cell Biology and</td>
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<tr>
<td>Neuroscience, and Entomology) not being</td>
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<td>used to satisfy the core may be taken prior</td>
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<td>to completion of the core; permission from</td>
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<td>the program chair or the program chair’s</td>
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<tr>
<td>designate is required to take upper-division</td>
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<tr>
<td>units in excess of these 12 units.</td>
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</tr>
<tr>
<td>a) BIOL 005A, BIOL 05LA, BIOL 005B,</td>
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<tr>
<td>BIOL 005C (BIOL 002 and BIOL 003 may be</td>
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<tr>
<td>substituted for BIOL 005A, BIOL 05LA, and</td>
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<td>BIOL 005B with advisor’s approval.)</td>
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<tr>
<td>b) PSYC 011 or STAT 040 or STAT 100A</td>
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<tr>
<td>c) MATH 008B or MATH 009A or MATH 09HA,</td>
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<tr>
<td>MATH 009B or MATH 09HB</td>
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<tr>
<td>d) CHEM 001A, CHEM 001B, CHEM 001C, CHEM</td>
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<tr>
<td>01LA, CHEM 01LB, CHEM 01LC (or CHEM 01HA</td>
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<tr>
<td>and CHEM 1HLA, CHEM 01HB and CHEM 1HLC)</td>
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</tr>
<tr>
<td>CHEM 1HLA, CHEM 01HC and CHEM 1HLC); CHEM 112A, CHEM 112B, CHEM 112C</td>
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<tr>
<td>e) PHYS 002A, PHYS 002B, PHYS 002C, PHYS</td>
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<td>02LA, PHYS 02LB, PHYS 02LC; or PHYS 040A,</td>
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<tr>
<td>PHYS 040B, PHYS 040C</td>
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</tr>
<tr>
<td>f) BCH 100 or BCH 110A</td>
<td></td>
</tr>
</tbody>
</table>
2. Upper-division requirements
   a) First Tier (14 units)
      (1) CBNS 106
      (2) CBNS 120/PSYC 120
      (3) CBNS 120L/PSYC 120L
      (4) CBNS 124/PSYC 124
   b) Second Tier (at least 12 units for the B.A. or at least 20 units for the B.S.)
      BIOL 178; CBNS 101, CBNS 116, CBNS 121/PSYC 121, CBNS 123, CBNS 125/PSYC 125, CBNS 126/PSYC 126, CBNS 127/PSYC 127; PSYC 129, PSYC 136
   c) Third Tier (additional units to reach a total of 36 units for the B.A. or 52 units for the B.S.)
      Select from upper-division courses listed under Neuroscience Core, Second Tier above not used to satisfy those requirements, and the additional courses listed below. The combined number of units taken under First Tier, Second Tier, and Third Tier must total either 36 if the B.A. is sought or 52 if the B.S. is sought.
      BCH 102, BCH 110B, BCH 110C, BCH 120; BIOL 100/ENTM 100, BIOL 102, BIOL 105, BIOL 107A, BIOL 108, BIOL 109, BIOL 110, BIOL 151, BIOL 160, BIOL 161A, BIOL 161B; BIOL 162/ENTM 162; BIOL 171, BIOL 171L, BIOL 173/ENTM 173, BIOL 175, BIOL 185P; CBNS 169; up to 9 units from CBNS 191, CBNS 194, CBNS 197 and/or CBNS 199; CS 170; PHYS 139L; PSYC 132, PSYC 134, PSYC 135, ANTH 146/PSYC 146

Note No courses other than those listed may be used in the major unless specifically approved by the program chair or the program chair’s designate.

2. Upper-division requirements
   a) First Tier (14 units)
      (1) CBNS 106 with a grade of C- or better
      (2) CBNS 120/PSYC 120
      (3) CBNS 120L/PSYC 120L OR CBNS 130L
      (4) CBNS 124/PSYC 124
   b) Second Tier (at least 12 units for the B.A. or at least 20 units for the B.S.)
      BIOL 178; CBNS 101, CBNS 116, CBNS 121/PSYC 121, CBNS 123, CBNS 125/PSYC 125, CBNS 126/PSYC 126, CBNS 127/PSYC 127; PSYC 112, PSYC 117, PSYC 129
   c) Third Tier (additional units to reach a total of 36 units for the B.A. or 52 units for the B.S.)
      Select from upper-division courses listed under Neuroscience Core, Second Tier above not used to satisfy those requirements, and the additional courses listed below. The combined number of units taken under First Tier, Second Tier, and Third Tier must total either 36 if the B.A. is sought or 52 if the B.S. is sought.
      BCH 102, BCH 110B, BCH 110C, BCH 120; BIOL 100/ENTM 100, BIOL 102, BIOL 105, BIOL 107A, BIOL 108, BIOL 109, BIOL 110, BIOL 151, BIOL 160, BIOL 161A, BIOL 161B; BIOL 162/ENTM 162; BIOL 171, BIOL 171L, BIOL 173/ENTM 173, BIOL 175, BIOL 185P; CBNS 169; up to 9 units from CBNS 191, CBNS 194, CBNS 197 and/or CBNS 199; CS 170; PHYS 139L; PSYC 115, PSYC 130, PSYC 132, PSYC 134, PSYC 135, ANTH 146/PSYC 146

Note No courses other than those listed may be used in the major unless specifically approved by the program chair or the program chair’s designate.
JUSTIFICATION:

Regarding adding a C- or better requirement to CBNS 106: CBNS 106 is a gateway course that provides a foundation for further studies in neuroscience undergraduate curriculum and therefore is a prerequisite for all other Tier 1 and most Tier II courses. Students need to master the introductory material in neuroscience before learning additional material in greater depth.

The newly-approved course CBNS 130L is equally appropriate to meet the educational needs for First Tier courses for the major.

PSYC 130 is being removed because the material varies from quarter to quarter and does not always relate to neurosciences.

The addition of PSYC 112 and PSYC 117 to the Second Tier Requirements and CBNS 108, CBNS 150, CBNS 165, PSYC 115, and PSYC 130 to the Third Tier Requirements represent appropriate coursework for these areas of the degree which were never added at the time the courses were approved.

APPROVALS:

Approved by the Neuroscience Committee: April 13, 2010
Approved by the College of Humanities, Arts and Social Sciences Executive Committee: 6/8/10
Approved by the College of Natural and Agricultural Sciences Executive Committee: 4/27/10
Approved by the Committee on Educational Policy: 6/10/10
Approved by the Executive Council on behalf of the Division: June 17, 2010
To be adopted:

Proposed changes to Neuroscience Undergraduate Minor

**PRESENT:**

Minor
A minor in Neuroscience is available. For more information on minor requirements, refer to the discussion of minors in the appropriate college section of the General Catalog.

1. First tier (14 units)
   a) CBNS 106
   b) CBNS 120/PSYC 120
   c) CBNS 120L/PSYC 120L or CBNS 130L
   d) CBNS 124/PSYC 124

2. Second Tier (6 units)
   Select additional units from the list below so that the units from the First Tier combined with the units from the Second Tier equal at least 20.

   BIOL 178; CBNS 101, CBNS 116, CBNS 121/PSYC 121, CBNS 125/PSYC 125, CBNS 126/PSYC 126, CBNS 127/PSYC 127; PSYC 129

Descriptions for all courses used in the Neuroscience major and minor may be found in the appropriate department section.

**PROPOSED:**

Minor
A minor in Neuroscience is available. For more information on minor requirements, refer to the discussion of minors in the appropriate college section of the General Catalog.

1. First tier (14 units)
   a) CBNS 106 with a grade of C- or better
   b) CBNS 120/PSYC 120
   c) CBNS 120L/PSYC 120L or CBNS 130L
   d) CBNS 124/PSYC 124

2. Second Tier (6 units)
   Select additional units from the list below so that the units from the First Tier combined with the units from the Second Tier equal at least 20.

   BIOL 178; CBNS 101, CBNS 116, CBNS 121/PSYC 121, CBNS 123, CBNS 125/PSYC 125, CBNS 126/PSYC 126, CBNS 127/PSYC 127; PSYC 112, PSYC 117, PSYC 129

Descriptions for all courses used in the Neuroscience major and minor may be found in the appropriate department section.

**JUSTIFICATION:**

Regarding adding a C- or better requirement to CBNS 106: CBNS 106 is a gateway course that provides a foundation for further studies in neuroscience undergraduate curriculum and therefore
is a prerequisite for all other Tier I and most Tier II courses. Students need to master the introductory material in neuroscience before learning additional material in greater depth.

The addition of CBNS 123, PSYC 112, and PSYC 117 to the Minor in Neuroscience bring the Second Tier requirements into agreement with the major.

**APPROVALS:**

Approved by the Neuroscience Committee: April 13, 2010
Approved by the College of Humanities, Arts and Social Sciences Executive Committee: 6/8/10
Approved by the College of Natural and Agricultural Sciences Executive Committee: 4/27/10
Approved by the Committee on Educational Policy on behalf of the Division: 6/10/10
Approved by the Executive Council on behalf of the Division: June 17, 2010
June 11, 2010

To: Jose Wudka  
Chair, Committee on Educational Policy

From: Marylynn V. Yates  
Chair

RE: Postbaccalaureate Premedical Program

The CNAS Executive Committee discussed the request from Associate Dean Schiller to extend the waiver of the 3.30 GPA for students in the Postbaccalaureate Premedical Program (see attachment) at its meeting of June 10, 2010. Based on the documentation provided by Dr. Schiller, the Program appears to be making excellent progress towards achieving its goal of assisting student to succeed in rigorous, upper-division science courses. It is too early in the Program to determine whether the ultimate goal of increasing the students’ chances of being accepted into medical school will be realized, as the first students are only now applying to medical school.

The Committee unanimously approved the extension of the 3.30 GPA waiver for these limited-status students for the next 3 years. We look forward to following the progress of this promising program.

C: Neal Schiller, Associate Dean, Biomedical Sciences
June 9, 2010

TO: Marylynn Yates, Chair
CNAS Executive Committee

FR: Neal Schiller, Assoc Dean
Biomedical Sciences

RE: Postbaccalaureate Program
Request to extend the waiver of 3.30 GPA

About 2 years ago, the CNAS Executive Committee approved a 2-year waiver of the GPA minimum of 3.30 for limited status students for applicants to our new Postbaccalaureate Premedical Program (Postbac) (see www.postbac.ucr.edu for more information about the program). Postbac students are enrolled as CNAS limited status undergraduates and the program includes one year of academic course work and MCAT preparation, followed by a year of advising and support on the medical school application process. The waiver specifically allows us to enroll promising students who have a science GPA below 3.3. I am writing you at this time to report on the status of our program and to request that this waiver be extended for at least another 2 years or longer. I also wish to apologize for bringing this to your attention at this late date – this was an obvious oversight on my part. As I was preparing a set of documents to share with Associate Dean McKibben in regards to our program, I found the letter from CNAS Chair Len Nunney with the waiver provision (dated 13 March 2008). Dean McKibben and I met this afternoon to discuss our program and he recommended that I contact you to request an extension of this waiver.

As background, the Postbac program at UCR is designed to assist educationally and/or socio-economically disadvantaged applicants in gaining acceptance to medical school. The primary goal of this program is to increase the number of physicians who practice in underserved areas. The program is open to first-time applicants and to re-applicants to medical school, but is restricted to students who completed their undergraduate training at UCR, show academic potential and are committed to practicing medicine in underserved communities. This restriction was designed to help increase the number of UCR undergraduates who get into medical school, including the UCR/UCLA Thomas Haider Program which is restricted to graduates from UCR.

The program has 2 major components – an intensive summer MCAT preparation program, and an academic year component where students complete at least 12 units per quarter, taking at least 2 science upper division courses per quarter. Students typically begin the application process after the first year, or the second year, and are counseled extensively by us during that period. The UCR Postbac is one of six UC Postbacs and we modeled the program after best practices shared through the UC Consortium. Students are required to sign a learning contract, with the goal of 3.50 or better each quarter. The reason for the waiver request is that we typically take students who show great potential but have not yet fully realized this potential – often their science grades in the first 2 years are low but steady improvement in their upper division courses is needed for them to be successful candidates for our program. These students often have GPAs around 3.00 in the sciences but again their upper division courses show potential. Candidates complete an application (similar to the medical school application) and are interviewed before being admitted.
To date, 13 students have participated in the Postbac (our goal each year to is to select 6 to 8 very promising students). As a cohort, these students have performed quite well in rigorous courses. We expect students to achieve a 3.5 science GPA while taking two science classes per quarter. Their academic performance is summarized in the tables below and it is clear that most of the students are exceeding a 3.5 science quarterly GPA, and are slowly raising their cumulative undergraduate GPA.

<table>
<thead>
<tr>
<th>2008-09 Cohort</th>
<th>B.S./B.A. Degree Program</th>
<th>starting cumulative gpa</th>
<th>Fall 08</th>
<th>Winter 09</th>
<th>Spring 09</th>
<th>Spring 2009 cumulative gpa</th>
<th>Fall 09</th>
<th>Winter 10</th>
<th>Spring 10</th>
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<tr>
<td>Emilio</td>
<td>Biological Sciences</td>
<td>2.936</td>
<td>3.567</td>
<td>3.233</td>
<td>3.445</td>
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<td>3.900</td>
<td>3.800</td>
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<td>3.908</td>
<td>3.829</td>
<td>3.673</td>
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<td>Lenorre</td>
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<td>3.378</td>
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<td>3.05</td>
<td>3.567</td>
<td>4.000</td>
<td>pending</td>
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<tr>
<td>Emilce</td>
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<td>3.333</td>
<td>3.000</td>
<td>3.745</td>
<td>3.11</td>
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<table>
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<tr>
<th>2009-10 Cohort</th>
<th>B.S./B.A. Degree Program</th>
<th>Starting cumulative gpa</th>
<th>Fall 09</th>
<th>Winter 10</th>
<th>Spring 10</th>
<th>Winter 2010 cumulative gpa</th>
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<td>3.567</td>
<td>pending</td>
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<td>3.667</td>
<td>3.333</td>
<td>pending</td>
<td>3.047</td>
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On the following page, the individual grades of students are shown for the classes they enrolled in. I hope it is clear from these data that the vast majority of the Postbac students are exceeding the program requirements of attaining a 3.50 GPA each quarter in attendance. I also want to assure the CNAS Executive Committee that these students are not simply repeating classes to get a better grade – these courses were chosen specifically to demonstrate their ability to handle upper division science classes and their preparation to tackle a medical school curriculum.

We hope these data are convincing enough to grant us a continuation of the waiver of the 3.30 minimum GPA for limited status CNAS students. Please contact me if I can provide additional information to assist you in this process.
<table>
<thead>
<tr>
<th></th>
<th>CBNS 101</th>
<th>CBNS 116</th>
<th>CBNS 121</th>
<th>CBNS 123</th>
<th>CBNS 124</th>
<th>CBNS 126</th>
<th>CBNS 150</th>
<th>CBNS 165</th>
<th>CBNS 169</th>
<th>CHEM 109</th>
<th>ENTX 101</th>
<th>Science class count</th>
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<td>Melissa Mo.</td>
<td></td>
<td>A-</td>
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<td></td>
<td>6</td>
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<tr>
<td>Laureen</td>
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<td></td>
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<td>Lenorrea</td>
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<tr>
<td>Lola</td>
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<td>enrolled</td>
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<tr>
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<td>enrolled</td>
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<tr>
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<td>A</td>
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<td>Marie</td>
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<td>Melissa Ma.</td>
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<tr>
<td>Regina</td>
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<tr>
<td>Maryin</td>
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Approved by the Executive Council on Behalf of the Division    July 13, 2010
Executive Committee
College of Natural and Agricultural Science
Report to Riverside Division
November 30, 2010

To be adopted:
Proposed changes in the core requirements for Bachelor of Science and Bachelor of Arts in Statistics including the Statistical Computing and Quantitative Management Options. Proposed changes to Quantitative Management Option

Present:           Proposed:
Bachelor of Arts

1. Core requirements (24 – 25 units)
   a) CS 10, MATH 008B, MATH 009A, MATH 009B, MATH 009C, MATH 10A
   b) Four (4) additional units in Mathematics chosen from MATH 113 or MATH 131

2. Upper-division requirements (36 units)
   a) Thirty-six (36) units of upper-division course work
      (1) STAT 147, STAT 155, STAT 157, STAT 170A, STAT 170B
      (2) Twelve (12) units chosen from STAT 127/BUS 127, STAT 130, STAT 140, STAT 146, STAT 160A, STAT 160B, STAT 160C, STAT 171
      (3) Four (4) units of STAT 197 taken at the end of Senior year

Note: An introductory Statistics class such as STAT 048, or STAT 100A is strongly recommended

Bachelor of Science

1. Core requirements (24 – 25 units)
   a) CS 10, MATH 008B, MATH 009A, MATH 009B, MATH 009C, MATH 10A
   b) Four (4) additional units in Mathematics chosen from MATH 113 or MATH 131

2. Upper-division requirements (52 units)

Bachelor of Science

1. [no change]
a) Thirty-six (36) units of upper-division course work
   (1) STAT 147, STAT 155, STAT 157, STAT 170A, STAT 170B
   (2) Twelve (12) units chosen from STAT 127/BUS 127, STAT 130, STAT 140, STAT 146, STAT 160A, STAT 160B, STAT 160C, STAT 171
   (3) Four (4) units of STAT 197 taken at the end of Senior year

b) Sixteen (16) units of additional course work chosen, with the approval of the major advisor, from Statistics courses numbered 104 and higher or from related fields.

Note An introductory Statistics class such as STAT 048 or STAT 100A is strongly recommended

Quantitative Management Option

The requirements for this option are in addition to the requirements for the B.S. in Statistics, except that the option requirement takes the place of the 16 units in 2.b) above.

1. Lower division requirements (16–17 units)
   a) ECON 003
   b) BUS 010, BSAD 020A, BSAD 020B

2. Upper division requirements (16 units)
   a) MATH 113
   b) Three courses from one area
      1) Marketing: BUS 103, BUS 113, BUS 117
      2) Finance: BUS 106/ECON 134, BUS 135A, BUS 135B, BUS 136, BUS 138
      4) Management Information Systems: BUS 101, BUS 171, BUS 173
   a) [no change]
   (1) [no change]
   (2) [no change]
   (3) Four (4) units of STAT 197 taken during Senior year

b) [no change]
Justification: A new course STAT 183 Statistical Consulting has been created. The purpose of the course is to provide our undergraduate students training on how statistics is practiced in the real world, the questions of interest, how the data are collected to answer the pertinent questions, and then how the data are analyzed to figure out the answers. Students will learn research methods with real problems.

For the Quantitative Management Option, BSAD courses have been changed by the School of Business. The new courses most reflective of the original requirements are now BUS courses.

Approved by Statistics Faculty: 3/19/2010
Approved by the Executive Committee College of Natural and Agricultural Sciences: 3/30/2010
Approved by the Committee on Educational Policy: 4/24/2010
Approved by the Executive Council on behalf of the Division: June 17, 2010
Transfer Selection Criteria for Applicants to the College of Natural and Agricultural Sciences  
Effective Fall 2012  
(for internal use only)

**Lower Division Versus Upper Division CNAS Transfer Applicants:** This document refers primarily to upper division transfer applicants. An upper division transfer applicant is one who has completed at least 60 sem/90 quarter units of transferable course work, and who has fulfilled the UC transfer admission criteria prior to matriculation. Lower division transfer applicants may be considered for admission under special circumstances. See an admission counselor in UGAP for details.

**Declaring a Major:** Upper division transfer students must declare an undergraduate major in CNAS. Lower division transfer students who have completed less than 45 quarter units may be considered for "Undeclared" status.

**Admission Criteria for Upper Division Transfer Applicants:** In addition to meeting UC transfer admission criteria, upper division transfer applicants are required to present a minimum overall GPA of 2.70 in all UC transferable course work. In addition, upper division transfer applicants to the following majors will also need to complete course work equivalent to at least 3 of the following UCR lower division sequences (with the exception of Plant Biology, which requires only two sequences). Work in progress can be used to verify course selection criteria. Options for meeting sequences are identified with an “X”. Note that some sequences are mandatory.

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</thead>
<tbody>
<tr>
<td>Biochemistry</td>
<td>X Mandatory</td>
<td>X Mandatory</td>
<td>X (Biol 5A/5AL, 5B and if articulated, 5C)</td>
<td>X</td>
<td>X</td>
<td>(“B” or better required)</td>
<td></td>
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<tr>
<td>Biology</td>
<td>X</td>
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<td>X</td>
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<td>(“C” or better required)</td>
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<td>Biological Sciences</td>
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<td>X (Biol 5A/5AL, 5B and if articulated, 5C)</td>
<td>X</td>
<td>X</td>
<td>(“C” or better required)</td>
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<tr>
<td>Plant Biology</td>
<td>(highly recommended prior to transfer)</td>
<td>X Mandatory</td>
<td>X (Mandatory) (Biol 5A/5AL and 5B)</td>
<td>X</td>
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<tr>
<td>Chemistry</td>
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<td>X Mandatory</td>
<td></td>
<td>X</td>
<td>X</td>
<td>(“B” or better required)</td>
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<tr>
<td>Physics</td>
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<td>X (Recommended) (Biol 5A/5AL)</td>
<td></td>
<td>Mandatory (“B-” or better)</td>
<td>X (Highly Recommended)</td>
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</table>

90
Attaining and Maintaining a 2.70 GPA for Upper Division Transfer Applicants: Upper division transfer applicants must attain and maintain at least a 2.70 GPA in all UC transferable courses prior to matriculation. Upper division applicants who do not present a 2.70 GPA at the time of application review will be 1) admitted to the appropriate stated alternate major, or 2) deferred. A student who has been conditionally admitted to CNAS but who does not present a 2.70 overall GPA at the time of profile will be either 1) admitted to his/her declared appropriate alternate major or 2) asked by UGA to declare an appropriate alternate major, or 3) be deferred if no alternate major is requested.

Procedures for Upper Division Transfer Applicants Who Present a 2.70 GPA But Who Do Not Meet Required Course Selection Criteria to “The Big Five”: Upper division transfer applicants to majors in Biochemistry, Biology, Biological Sciences, Plant Biology or Chemistry who present a 2.70 GPA but who do not indicate that they will be meeting required transfer selection criteria to one of the “Big Five” at the time of application review will be 1) admitted to their appropriate alternate major, or 2) will be contacted by UGA and asked to declare an appropriate major. Students who are conditionally admitted to one of the Big Five majors, based on information reported in work-in-progress, but who have not completed the necessary course work by the time of profile will either be moved into their stated appropriate alternate major, or asked to declare another major into which they are eligible.

Procedures for Applicants who Present 120 or More Quarter Units (excludes AP/IB units) of UC Transferable Course Work (e.g., students who present 4-year course work, or a combination of 4-year course work and CCC course work, and thus are allowed over 105 quarter units in transfer):

Applications Presenting 120 or More Quarter Units (Excludes AP/IB units) Applying to the Big Five: Applicants with a 2.7 GPA or better applying to the “Big Five” who have fulfilled, or who appear to have fulfilled, the transfer selection requirements should be sent to CNAS for the admission decision. (If AC’s are unsure as to whether the student has met course selection requirements based on review of course content outside the CCC system, send to CNAS for review.) Students applying to the “Big Five” with 120 or more quarter units (excludes AP/IB units) who clearly have not met the selection requirements are to be deferred.

Applications with 120 or More Quarter Units (Excludes AP/IB units) Applying to Majors Other than the “Big Five”: Applicants to majors in CNAS other than the “Big Five”, who present an overall GPA of at least 2.70 should be sent to CNAS for the admission decision. Applicants with less than a 2.70 overall GPA, and 120 or more quarter units (excludes AP/IB units) are to be deferred.

Approved by the Physics faculty: February 9, 2010
Approved by CNAS Executive Committee: April 13, 2010
Approved by the Undergraduate Admissions Committee: May 27, 2010
Approved by the CEP: April 30, 2010
Received by the Executive Council: 6/17/2010

Changes will be effective immediately upon approval. However, due to catalog rights, transfer students can still be admitted under old requirement through Fall 2011. Students applying for Fall 2012 will need to meet these new transfer requirements.
The Executive Committee of the A. Gary Anderson Graduate School of Management met five times during the 2009-2010 academic year.

1. Scholarship Decisions
   A. Degrees Awarded
      Master of Business Administration
      Summer Session 2009  1
      Fall Quarter 2009  0
      Winter Quarter 2010  22
      Spring Quarter 2010  48
      Total  71

      Bachelor of Science in Business Administration
      Summer Session 2009  95
      Fall Quarter 2009  55
      Winter Quarter 2010  72
      Spring Quarter 2010  315
      Total  537

   B. Students on Probation, 2009-2010
      Master of Business Administration
      Subject to dismissal  31
      Dismissed  2

      Bachelor of Science in Business Administration
      Subject to dismissal  161 (BSAD, BSPR combined, duplicate count)
      Dismissed  20 (BSAD, BSPR combined)

2. Courses and Curriculum
   A. Courses: Management
      i. New courses
         1. Management: 1
            a. MGT 295 (E-Z) Seminars in Finance (4)
         2. Business Administration: 4
            a. BUS 125, Simulation for Business
            b. BUS 126, Practical Business Forecasting
            c. BUS 140, Current Topics in Finance
            d. BUS 145, Conflict and Cooperation in Groups
      ii. Course revisions
         1. Management: 1
            a. MGT 229 Sustainability and Ethical Control Systems (4) [restored]
2. Business Administration: 2
   a. BUS 134, Corporate Finance (Formerly BUS 135A)
   b. BUS 135, Corporate Financial Policy (Formerly BUS 135B)

   iii. Course deletions
      1. Management: 0
      2. Business Administration: 6
         a. BUS 152/ECON152, Economics of Labor Relations
         b. BUS 164, Multinational Accounting
         c. BUS 179, Business Information Systems Development
         d. BUS 180A, Seminar in Management: Entrepreneurship
         e. BUS 180B, Seminar in Management: Creating Value
         f. BUS 180C, Seminar in Management: Developing Leadership Skills

B. Program change approvals
   i. Fully Employed MBA program, new, approved internally by the school.
   ii. M.A. in Accounting program, new, approved internally by the school.
   iii. Management – approval of catalog copy for the MBA programs at the Palm Desert campus [5/22/09]. Approval of change in admission requirements for Executive Management program at Palm Desert [4/19/10].

2009-10 Executive Committee
Elected Members (voting): Erik Rolland, Chair (to 8/31/11)
                          Ted Mock           (to 8/31/11)
                          Bajis Dodin        (to 8/31/10)
                          Xing Pan           (to 8/31/11)

2010-11 Executive Committee
Elected Members (voting): Erik Rolland, Chair (to 8/31/11)
                          Ted Mock           (to 8/31/11)
                          Mohsen El Hafsi    (to 8/31/12)
                          Xing Pan           (to 8/31/11)

Ex Officio Member: David Stewart, Dean (voting)

Erik Rolland, for the Executive Committee
To be received and placed on file:

The Executive Committee of the College of Engineering met nine times during the 2009-10 academic year.

1. Course proposals
   - New Courses 11
   - Course Changes 33
   - Cross-listings 3
   - Deletions 1

2. Programs
   - The Executive Committee received a proposal to establish a new BS/MS degree program in Computer Engineering.

   Proposals to change the Degree Requirement for Bioengineering, Electrical Engineering, Mechanical Engineering, Business Informatics, Computer Science, Computer Engineering, Materials Science & Engineering, and BS/MS for Computer Science were submitted to the Executive Committee during the 2009-10 academic year.

3. Regulations and Bylaws
   - The Executive Committee had 1 new Bylaw, 4.1.1.5 added.
   - The Executive Committee reviewed Regulation 2.4 and Bylaw changes EN 4.1.1, 4.1.1.a, 4.1.1.1, and 4.1.1.4 during the 2009-10 academic year.

4. Student Petitions
   - There were 0 student petitions presented to the Executive Committee in the 2009-10 academic year.

5. Scholarship Decisions
   - Degrees awarded
     - B.S. end of Fall 2009 22
     - B.S. end of Winter 2010 15
     - B.S. end of Spring 2010 141

   - Honors at Graduation
     - Fall 2009 0 0 0
     - Winter 2010 0 1 0
     - Spring 2010 14 6 3

   - Students on Probation and Subject to Dismissal
     - Fall 2009 172 143 109
     - Winter 2010 13 30 27
     - Spring 2010 137 123 96

   - 2009-10 Executive Committee:
     - Jay Farrell, Chair
     - Bahman Anvari
     - Gianfranco Ciardo
     - Ashok Mulchandani
     - Albert Wang
     - Cengiz Ozkan
     - Christian Shelton
     - Robert Bonderer, Student Representative
     - Reza Abbaschian, Dean, Ex officio
     - Mark Matsumoto, Associate Dean, Ex officio
     - Chinya Ravishankar, Associate Dean, Ex officio
To be received and placed on file:

The Executive Committee of the College of Humanities, Arts, and Social Sciences met 12 times during the 2009-10 academic year.

1. Course Proposals

<table>
<thead>
<tr>
<th>Type</th>
<th>Proposed</th>
<th>Changed</th>
</tr>
</thead>
<tbody>
<tr>
<td>New courses</td>
<td>78</td>
<td>115</td>
</tr>
<tr>
<td>New E-Z segments</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Professional courses</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Courses deleted</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Courses restored</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Majors

The Faculty approved the following new majors: NONE

The Executive Committee approved changes in the following majors: African American Studies, Art, Art History, Art History Administrative Studies, Asian American Studies, Chicano Studies, Ethnic Studies, French, Native American Studies, Psychology (BA), Psychology (BS), and Spanish.

The Executive Committee approved a program major name change: NONE

3. Minors

The Faculty approved the following new minors: NONE.

The Executive Committee approved changes in the following minors: Arabic Studies, Art History, French, and Spanish.

The Executive Committee approved a program minor name change: NONE

4. Program Reviews

The Faculty approved the following new programs: Writing Across the Curriculum: A Proposal to Diversify and Strengthen the Colleges’ Writing Requirements

The Faculty approved the following program to be placed into Moratorium: Interdisciplinary Studies Program.

5. Regulations and Bylaws

**College**

The committee approved the following new College regulation: NONE

The committee approved the following new College bylaw: NONE

The committee approved the following College regulation changes: NONE

The committee approved the following College bylaw changes: NONE

**Campus**

The committee approved the following Senate regulation change: Regulation 6

The committee approved the following Senate bylaw change: NONE

6. Student Petitions

5
7. Scholarship Decisions

Degrees Awarded

- B.A. end of Summer Session 2009: 341
- B.S. end of Summer Session 2009: 6
- B.A. end of Fall Quarter 2009: 201
- B.S. end of Fall Quarter 2009: 3
- B.A. end of Winter Quarter 2010: 257
- B.S. end of Winter Quarter 2010: 7
- B.A. end of Spring Quarter 2010: 986
- B.S. end of Spring Quarter 2010: 32

8. Students/Academic Action

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Winter 2010</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restored to good standing</td>
<td>586</td>
<td>642</td>
<td>698</td>
</tr>
<tr>
<td>Subject to dismissal</td>
<td>800</td>
<td>758</td>
<td>681</td>
</tr>
<tr>
<td>Dismissed</td>
<td>75</td>
<td>177</td>
<td>139</td>
</tr>
<tr>
<td>Reinstated/readmitted</td>
<td>247</td>
<td>154</td>
<td>142</td>
</tr>
<tr>
<td>Probation</td>
<td>633</td>
<td>661</td>
<td>562</td>
</tr>
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</table>

9. Honors at Graduation

<table>
<thead>
<tr>
<th></th>
<th>Cum Laude</th>
<th>Magna Cum Laude</th>
<th>Summa Cum Laude</th>
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<tbody>
<tr>
<td>Summer Session 2009</td>
<td>18</td>
<td>7</td>
<td>3</td>
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<tr>
<td>Fall Quarter 2009</td>
<td>8</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Winter Quarter 2010</td>
<td>21</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Spring Quarter 2010</td>
<td>102</td>
<td>41</td>
<td>20</td>
</tr>
</tbody>
</table>

David Herzberger, Chair (2009-10)

2009-10 Executive Committee:
- David Herzberger, Chair
- Muhamad Ali, Religious Studies
- Richard Arnott, Economics
- Derek Burrill, Media and Cultural Studies
- Amalia Cabezas, Latin American Studies
- Kevin Esterling, Political Science
- Mariam Beevi Lam, Asian Studies
- Patricia Morton, History of Art
- Dylan Rodriguez, Ethnic Studies
- Jane Ward, Women’s Studies

Ex Officio:
- Steven Brint, Associate Dean ex-officio
- Anil Deolalikar, Associate Dean ex-officio
- Georgia Warnke, Associate Dean ex-officio
- Stephen Cullenberg, Dean ex-officio
To be received and placed on file:

The Executive Committee of the College of Natural and Agricultural Sciences met 8 times during the 2009-2010 academic year.

1. **Course Proposals**

   - **New Courses**: 25
   - **Course Revisions**: 25
   - **Course Deletions**: 2
   - **Course Restored**: 0
   - **New E-Z Segments**: 0
   - **Professional courses**: 0
   - **Cross-listings**: 3

2. **Majors**

   - New departmental majors approved: NONE
   - New interdepartmental majors approved: NONE
   - Disestablishment of majors approved: Biological Sciences
   - Changes to existing major requirements approved: Chemistry, Entomology, Geophysics, Neuroscience, Physics, Plant Biology, Statistics

3. **Minors**

   - New minors approved: NONE
   - Changes to existing minor requirements approved: Neuroscience

4. **Regulations and Bylaws**

   **College**

   The Committee approved the following new College regulation: NONE
   The Committee approved the following new College bylaw: NONE

   The Committee approved the following College regulation changes: NONE
   The Committee approved the following College bylaw changes: N4.1, N4.1.1, N4.1.1.1

   **Campus**

   The Committee approved the following divisional regulation changes: R6.4.4, R6.14
   The Committee did not approve the following divisional regulation changes: R6.1, R6.1.1
   The Committee did not approve the following divisional regulation change: R6.13
5. **Other**

Student petitions reviewed: 1

6. **Scholarship Decisions**

A. **Degrees Awarded**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Winter 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. degrees</td>
<td>338</td>
<td>346</td>
<td>323</td>
</tr>
<tr>
<td>end of Summer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.S. degrees</td>
<td>295</td>
<td>217</td>
<td>252</td>
</tr>
<tr>
<td>end of Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.A. degrees</td>
<td>113</td>
<td>145</td>
<td>141</td>
</tr>
<tr>
<td>end of Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.S. degrees</td>
<td>68</td>
<td>81</td>
<td>78</td>
</tr>
<tr>
<td>end of Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Honors  High Honors  Highest Honors
48       17          8

B. **Students on Probation and Subject to Dismissal**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Winter 2010</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probation &amp;</td>
<td>338</td>
<td>346</td>
<td>323</td>
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<td>Continued</td>
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<tr>
<td>Probation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject to</td>
<td>295</td>
<td>217</td>
<td>252</td>
</tr>
<tr>
<td>Dismissal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cont’d Subject</td>
<td>113</td>
<td>145</td>
<td>141</td>
</tr>
<tr>
<td>to Dismissal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dismissed</td>
<td>68</td>
<td>81</td>
<td>78</td>
</tr>
</tbody>
</table>

2009-2010 Executive Committee Members:

Marylyn V. Yates, Chair
Richard Debus, Biochemistry
Derek Roff, Biology
Timothy Close, Botany/Plant Sciences
Cynthia Larive, Chemistry
Gordon Love, Earth Sciences
Richard Stouthamer, Entomology
David Parker, Environmental Sciences
Gerhard Gierz, Mathematics
Isgouhi Kaloshian, Nematology
Scott Currie, Cell Biology & Neuroscience
Leonid Pryadko, Physics
Ayala Rao, Plant Pathology
Jun Li, Statistics
To be received and placed on file:

The Executive Committee for Biomedical Sciences has considered the following items during the 2009-2010 academic year.

1) Emerging professional schools part of the strategic plan
2) New versions of the proposed changes to academic integrity policies and procedures
3) Proposed changes in Procedures for Election of the UCR Division Senate Leadership Positions
4) A proposal for the creation of an Alternate Track for Selected Entry-level Writing Students: English 01PA.
5) Faculty furlough policy
6) Proposed UCR Academic Senate Mission Statement
7) Proposal to introduce differential fees
8) Proposed changes to committee on committee bylaws
9) Revisions to the compendium
10) Research strategies part of the Gould commission report
11) Summer session oversubscription issue
12) Proposed changes to Regulation 6.4 – Campus Graduation Requirements
13) General education proposal
14) UCR Strategic plan review

Executive committee members
Monica Carson
Christian Lytle
Iryna Ethell
David Johnson
Ameae Walker (Chair)
The Executive Committee of the Graduate School of Education met formally nine times.

Degrees and credentials awarded:

<table>
<thead>
<tr>
<th>Credential Name</th>
<th>Subject/Emphasis</th>
<th>Univ. Intern</th>
<th>Preliminary</th>
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<tbody>
<tr>
<td>Educ. Specialist</td>
<td>Mild/Moderate</td>
<td>4</td>
<td>5</td>
<td>2</td>
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<td>Moderate/Severe</td>
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<td>2</td>
<td>1</td>
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<tr>
<td>Multiple Subject</td>
<td></td>
<td>0</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>Single Subject</td>
<td>BCLAD Spanish</td>
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<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Biological Science</td>
<td></td>
<td>1</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>0</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Foundational Math</td>
<td></td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>2</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td>0</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Pupil Personnel</td>
<td>School Psychology</td>
<td>2</td>
<td>NA</td>
<td>2</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td><strong>9</strong></td>
<td><strong>83</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

M.Ed Spring 2010 General Education Teaching Emphasis 40
M.Ed Summer 2010 General Teaching Emphasis 6
M.Ed Summer 2009 - Spring 2010 15

**Subtotals** 61

MA Summer 2009 - Spring 2010 13
Ph.D. Summer 2009 - Spring 2010 18

**Totals** 92

Major topics:

**GSOE Issues**

- Interim dean named to begin duties summer 2010 – Dr. John Levin
- New chair of Executive Committee and faculty named for three-year term beginning 2010-2011 – Dr. Melanie Sperling
- Two new Executive Committee members appointed for 2010-2011 - Dr. Rollanda O’Connor and Dr. Robert Ream
- New Supervisor for Special Education hired - Dr. Paul Rosenzweig
- Response formulated to draft 2020 Vision Statement
- Process begun of reorganizing doctoral programs, with Education Leadership and Policy (ELP) area group suspended in order to concentrate on other area groups

Executive Committee Members Summer 2009-Spring 2010:
Douglas Mitchell, Chair
John Levin
Lindsey Malcom
George Marcoulides
Margaret Nash
Gregory Palardy
Michael Vanderwood
Anne Jones, Director of Teacher Education ex officio
Dean Steven Bossert, ex officio
Assembly Location: UCOP, Oakland

From Assembly Chair, Henry Powell.

Total remuneration study shows non-competitive for all employees including faculty.

Post-Employment Benefits (PEB) Task Force proposed contribution rates to pension fund, 3.5% for employees and 7% for employer in July 2011, and 5% and 10% in July 2012. The president will make his recommendations to the Regents who will vote in December.

Commission on the Future: Senate representatives conveyed Senate positions. Additional Commission meetings are expected in the fall. Commission made decisions: 1) to continue to explore the creation of online courses through a pilot program, which was approved by the Academic Council, contingent on obtaining external funding; 2) to develop strategies and mechanisms for increasing revenue from indirect cost recovery; 3) to ask the Senate to develop a plan for easing the transfer process; and 4) to rename “fees” as “tuition.”

Transfer is considered by the legislature to be difficult and the major prerequisites are different on all campuses. However, the real problem is capacity—UC already enrolls more transfer students than called for by the Master Plan.

From President Mark Yudof.

- The Governor introduced a favorable May revise, restoring $305 million cut from last year’s budget, along with $51 million for enrollment funding and full funding for Cal Grants.
- Both the Assembly and the Senate said they too wanted to make higher education a priority. Though they differed on the details, this is a big shift for us – the state is starting to get its priorities in order.
- For the past year or so, we’ve been in crisis mode: compelled to take a series of desperate and temporary measures to dig our way out of a billion dollar hole.
- We’re now at the point where we can –and must—look over the horizon and come up with some long term, sustainable ways of operating.
❖ (About Efficiency) We’ve already done much: restructuring UC’s debt, improving strategic sourcing and e-procurement, seeking energy efficiencies, reorganizing the Office of the President.

❖ That’s only the beginning. Over the next five years, I believe we can redirect hundreds of millions of dollars annually from administrative costs to the core academic and research missions of the university.

❖ These efficiencies we’ll be talking about and chasing are not about shrinking the University. They are about preparing it to maintain its brilliance—much as a farmer pruning his trees or vines, to prepare them for robust and fruitful growth in the next season.

❖ We’re a special type of organization, trying to nurture creative thinkers, to educate students, to turn out the professionals, teachers and other leaders of our society. We are a relatively flat organization with shared governance. Our campuses have a great deal of autonomy. We have immensely complex social and legal responsibilities. In an era of scarcity, our goal must be to preserve the quality of the institution.

❖ (About Commission on the Future) I forwarded the Academic Council’s recommendations and your letter directly to the Commission.

❖ Commission examined your recommendations, including one to downsize the university. Others included enhancing the transfer, improving time to degree, establishing a multi-year fee schedule for students and continuing to explore online instruction.

Others:
➤ Assembly unanimously approved the election of the UCOC 2010-2011 Vice Chair.
➤ Assembly unanimously approved the appointment of the Senate parliamentarian.
➤ Assembly unanimously approved the recipient of the 2010 Oliver Johnson Award.
➤ UCLA’s Statement of Academic Senate Values and Recommendations were discussed. UCLA Chair asked the Assembly to endorse the UCLA Statement for submission to the president. Assembly voted to send both the UCLA statement and the Academic Council’s recommendation to the Commission on the Future to the divisions and committees for systemwide review and comment.

Submitted by Professor Albert Wang.
COMMITTEE ON RULES AND JURISDICTION
REPORT TO THE RIVERSIDE DIVISION
November 30, 2010

To be adopted:

Proposed change in Bylaw 8.10.1 and 8.10.2 -- Committee on Courses

Present: Proposed:

8.10 Courses

8.10.1 This committee consists of a minimum of seven members, normally with at least one member representing each of the areas: humanities, social sciences, biological sciences, and physical sciences, and each of the colleges/schools. One member of the Committee on Courses is also a member of the Committee on Educational Policy. (Am 22 May 86)(Am 25 May 95)

8.10.2 Subject to the provision of 8.10.3, the Committee has authority for final approval of all courses of the Riverside Division, except those courses in University Extension above the 200 series, giving due consideration to the findings of the Graduate Council, the Committee on University Extension, Executive Committees of the colleges and schools, and officers at Riverside. The committee will report its actions to the next regular meeting of the Division. (Am 28 May 81)

8.10.3 By a petition signed by any five voting members of the Division, all matters concerning the approval or disapproval of courses may be referred to the Division for final action. In conformity with Bylaw 6.1, the petition shall then be placed on the agenda of the next meeting of the Division. Pending consideration by the Division, the filing of a petition shall not affect the status of any approved course. Nor shall the disapproval of any course by the Division affect the status of any approved course in which instruction is currently being offered. (En 28 May 81)

8.10.4 The committee shall, after consultation with the department(s) concerned, have the authority to delete any course which has not been offered for four consecutive years. (En 30 May 85)

8.10 Courses

8.10.1 This committee consists of a minimum of eight members, normally with at least one member representing each of the areas: humanities, social sciences, biological sciences, and physical sciences, and each of the colleges/schools. One member of the Committee on Courses is also a member of the Committee on Educational Policy. (Am 22 May 86)(Am 25 May 95)

8.10.2 Subject to the provision of 8.10.3, the Committee has authority for final approval of all courses of the Riverside Division, except those courses in University Extension above the 200 series, giving due consideration to the findings of the Graduate Council, the Committee on University Extension, Executive Committees of the colleges and schools, and officers at Riverside. The Committee has authority for approval of associate-instructors for upper-division and graduate courses, and for instructors of University Extension courses numbered below 200. The committee will report its actions to the next regular meeting of the Division. (Am 28 May 81)

8.10.3 By a petition signed by any five voting members of the Division, all matters concerning the approval or disapproval of courses may be referred to the Division for final action. In conformity with Bylaw 6.1, the petition shall then be placed on the agenda of the next meeting of the Division. Pending consideration by the Division, the filing of a petition shall not affect the status of any approved course. Nor shall the disapproval of any course by the Division affect the status of any approved course in which instruction is currently being offered. (En 28 May 81)

8.10.4 The committee shall, after consultation with the department(s) concerned, have the authority to delete any course which has not been offered for four consecutive years. (En 30 May 85)
JUSTIFICATION:

8.10.1
According to its by-laws, the Committee on Courses normally includes at least one member representing each UCR college or school. With the recent formation of the Division of Biomedical Sciences, it too should be represented on the Committee, thereby bringing its membership to a total of eight, rather than seven, members.

8.10.2
Assignment to conduct instruction in an upper division or graduate course or course section may not be made except with the approval of the Committee on Courses according to Statewide Regulation 750 of the Academic Senate; Statewide Regulation 800 addresses the approval of courses and instructors of Extension courses “in the case of lower division, "100" series upper division, and "200" series graduate courses bearing the prefixes "X," "XB," "XSF," etc., shall be endorsed by the Committee on Courses”. Therefore, we have included this change to more accurately describe the duties of this committee.

Approved by the Committee on Courses: 12/5/08 and 10/25/10

The Committee on Rules and Jurisdiction finds the wording consistent with the code of the Academic Senate: 10/27/2010

Endorsed by the Executive Council 11-08-2010
To be adopted:

Proposed change In Bylaw 8.27.2 – Committee on Distinguished Service

Present:

8.27.2 This committee nominates annually for election by the Division at its spring meeting, two members of the ladder rank faculty at UCR to receive this award, which is designed to recognize exceptional effort and achievement in service to the UCR Campus. These awards are presented by the Chancellor each year during the Commencement ceremonies.

Proposed:

8.27.2 This committee nominates annually for election by the Division at its spring meeting, one or more members of the ladder rank faculty at UCR to receive this award, which is designed to recognize exceptional effort and achievement in service to the UCR Campus. These awards are presented by the Chancellor each year during the Commencement ceremonies.

Statement of purpose and effect:
Effective July 1, 2010 the Administration reduced the number of Distinguished Campus Service awards given per year from two to one due to the budget. The wording was changed to “one or more” to address the Administration’s change and to allow for flexibility if the award is ever changed back to a two recipient award.

Events Management is the deciding body for the activities allowed at Commencement. After the first year, they deemed that Commencement is for student related awards only. Since then this award has been distributed at the Spring Division meeting. This language needs to be removed from the bylaw to avoid confusion or falsely promise recognition at Commencement.

Effective: upon approval
Approved by Committee on Distinguished Campus Service: – 10/21/2010

The Committee on Rules and Jurisdiction finds the wording consistent with the code of the Academic Senate: October 25, 2010

Endorsed by the Executive Council: 11/08/2010
To be received and placed on file

CHANGE IN BYLAW N4.1, 4.1.1, 4.1.1.1 - COMMITTEES

Present:

N4.1 There is an Executive Committee consisting of the Chair of the Faculty, ex officio; the Dean of the college, ex officio; the Associate Deans for Student Academic Affairs of the college, ex officio; fifteen members of the Faculty as provided in N4.1.1.; and student representatives as provided in N4.1.1.4. Student representatives and other Associate Deans of CNAS are non-voting members. An elected member of the executive committee is not eligible for immediate reelection unless he/she has completed a term of fewer than 18 months. Eligibility is reestablished after one year of non-service, with the following exception; if the member is elected to the position of chair of the faculty, the member may also be reelected to the executive committee. The Chair, Vice Chair, and Secretary-Parliamentarian of the faculty occupy corresponding offices in the Executive Committee. (Am 3 Feb 83)(Am 27 May 93)(Am 18 Nov 03)(Am 30 May 06)

N4.1.1 The elected membership of the committee shall include one member elected from each of the following departments: Biochemistry, Biology, Botany and Plant Sciences, Chemistry, Earth Sciences, Entomology, Mathematics, Nematology, Cell Biology and Neuroscience, Physics, Plant Pathology, Environmental Sciences, and Statistics. One member shall be elected from the undergraduate program in

Proposed:

N4.1 There is an Executive Committee consisting of the Chair of the Faculty, ex officio; the Dean of the college, ex officio; the Associate Dean of Undergraduate Advising (or equivalent title), ex officio; thirteen members of the Faculty as provided in N4.1.1.; and student representatives as provided in N4.1.1.4. Student representatives and all other Associate and Divisional Deans of CNAS are advisory (nonvoting) members. An elected member of the executive committee is not eligible for immediate reelection unless he/she has completed a term of fewer than 18 months. Eligibility is reestablished after one year of non-service, with the following exception; if the member is elected to the position of chair of the faculty, the member may also be reelected to the executive committee. The Chair, Vice Chair, and Secretary-Parliamentarian of the faculty occupy corresponding offices in the Executive Committee. (Am 3 Feb 83)(Am 27 May 93)(Am 18 Nov 03)(Am 30 May 06) (Am 17, June 10)

N4.1.1 The elected membership of the committee shall include one member elected from each of the following departments: Biochemistry, Biology, Botany and Plant Sciences, Chemistry, Earth Sciences, Entomology, Mathematics, Nematology, Cell Biology and Neuroscience, Physics, Plant Pathology, Environmental Sciences, and Statistics. The first order of business of the Executive Committee after the
Biological Sciences. The first order of business of the Executive Committee after the biennial election of the Chair of the Faculty will be to determine whether the representation formula needs change and to recommend appropriately to the faculty.

N4.1.1.1 The term of office of the Chair of the Faculty is two years, elected in even years. The term of office of members of the Executive Committee is three years. The five members of the Executive Committee from the departments of Biology, Chemistry, Nematology, Cell Biology and Neuroscience and Environmental Sciences are elected in the same year; the four members of the Executive Committee from the departments of Earth Sciences, Physics, Plant Pathology and Statistics are elected in the same year; the five members of the Executive Committee from the undergraduate program in Biological sciences and the departments of Biochemistry, Botany and Plant Sciences, Entomology and Mathematics are elected in the same year. (Am 3 Feb 83)(Am 27 May 93)(Am 30 May 06)(Am 20 Nov 07)

N4.1.1.1 The term of office of the Chair of the Faculty is two years, elected in even years. The term of office of members of the Executive Committee is three years. The five members of the Executive Committee from the departments of Biology, Chemistry, Nematology, Cell Biology and Neuroscience and Environmental Sciences are elected in the same year; the four members of the Executive Committee from the departments of Earth Sciences, Physics, Plant Pathology and Statistics are elected in the same year; the four members of the Executive Committee from the departments of Biochemistry, Botany and Plant Sciences, Entomology, and Mathematics are elected in the same year. (Am 3 Feb 83)(Am 27 May 93)(Am 30 May 06)(Am 20 Nov 07)(Am 17 June 10)
Justification N4.1:
The plural “Associate Deans” in the existing bylaw is a potential source of confusion. Traditionally, only one Associate Dean has served as a full, voting member of the Committee. The proposed language guards against more future changes in the Associate Dean’s title, so that the bylaws need not be revised as frequently.

The current committee “headcount” of 15 is incorrect; it should be 14 based on the existing N4.1.1. If the proposed changes to N4.1.1 are adopted, the correct number is 13.

The term “advisory” is proposed to more clearly distinguish between voting and nonvoting members. The three “ex officio” members have full voting rights and privileges; their designation only reflects that their memberships are “automatic” because of other titles that they hold. The term ex officio has, in the past, also been used to delineate nonvoting members. The latter are better described as “advisory” (or consulting) members.

Justification N4.1.1 and N4.1.1.1:
In April 2008, there were two calls for nominations for the vacant, three-year term (2008-2011) for the Executive Committee representative from the Biological Sciences major, but none were received. There was a subsequent call for nominations from the floor at the CNAS Faculty meeting in May 2008, also without success. A memo was then sent to the Academic Senate Office stating that "Due to the re-organization of the Life Sciences Majors, this position is not being filled at this time. Bylaw changes pending."

When possible bylaw changes were discussed in 2008, the Associate Dean of Biological Sciences requested that no changes be made until the external Life Sciences Review was complete. That exercise is now complete. Moreover, the participating faculty in the Biological Sciences major recently voted to disestablish that major, thus minimizing (or eliminating) the justification for a major-specific member of the Executive Committee.

APPROVALS:

Approved by the Executive Committee of the College of Natural and Agricultural Sciences: 5/18/10

Approved by the CNAS Faculty: 5/19/10

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: 6/07/10

Received by the Executive Council: June 17, 2010
April 16, 2010

To: David Herzberger, Chair
    CHASS Executive Committee

Jay Farrell, Chair
    BCOE Executive Committee

Erik Rolland, Chair
    AGSM Executive Committee

Ameae Walker, Chair
    Biomedical Sciences Executive Committee

Jose Wudka, Chair
    Educational Policy

John Cioffi, Chair
    Rules & Jurisdiction

George Haggerty, Chair
    ad hoc General Education Advisory Committee

From: Marylynn V. Yates
       Chair

RE: General Education Alternative Concentrations: proposed regulation

Attached is the text of a regulation being proposed by the CNAS Executive Committee for your review. The purpose of the regulation is to codify the pilot program on General Education Alternative Concentrations that was approved in May 2009. We intend to place this item on the agenda for the May 25, 2010 Academic Senate meeting. If you have any questions, please don’t hesitate to contact me at 2-2358 or by email at marylynn.yates@ucr.edu.

c: Cherie Pierce
To Be Adopted:

Proposed Change to Regulation 6.4: Campus Graduation Requirements

**PRESENT:**

**R6.4.4** Concentration Option: Starting in Fall, 2009, the following concentrations are being offered as an alternative breadth requirement. (En 17 Feb 09 and 19 May 09)

Students who choose the concentration option, select one of the following concentrations:

A. California Concentration
   - ENGL12B; AHS21; STAT40, MATH04 or MATH05 (12-13 units)
   - Two of: BIO21, BIO31, GEO4 (8 units)
   - ETST135 or ETST154 (4 units)
   - HIST138 or HIST140 (4 units)
   - POSC198I; HASS190 (8 units)
   - Total units: 36-37

B. Climate Change/Sustainability
   - GEO11 (4 units)
   - Two of: ENSC2, BIO3, GEO2, PHY18 (8)
   - Two of: ENGL12B, AHS21, CPLT25 (8)
   - STAT40, MATH04 OR MATH05 (4-5)
   - Two of: PHIL117, ANTH132 or ANTH137, GEO160 (8)
   - GEO198I (4)
   - GEO190 (4)
   - Total units: 40-41

**PROPOSED:**

**R6.4.4** Concentration Option: Starting in Fall, 2009, the following concentrations are being offered as an alternative breadth requirement. (En 17 Feb 09 and 19 May 09)

Students who choose the concentration option, select one of the following concentrations:

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   - GEO198I (4)
   - GEO190 (4)
   - Total units: 40-41

**R6.13** General Education Concentration Options: Concentrations are permitted during a five-year pilot period starting Fall 2009 as alternative general education breadth requirements, but not replacing the Ethnic Studies and University writing requirements. The availability of concentrations may differ by College, depending on approval as per Bylaws 9 and 10 (En 17 Feb 09 and 19 May 2009, Am 25 May 10). The Regulations of each College provide information about concentration options available in each College.
Justification:
The proposal on general education alternative concentrations was passed by Division vote on May 19, 2009, despite the fact that the CNAS Faculty had not approved of the curricular change as required under UCR Division Bylaws 9 and 10. Codification of the proposal was then initiated without undergoing faculty review and vote on new legislation as required by UCR Division Bylaw 6. The proposed deletion of Regulation 6.4.4, which now appears on the Academic Senate website, is justified as a means to remedy the lapse in legislative procedures that resulted in the appearance of Regulation 6.4.4 and its representation in the General Catalog for all Colleges. Regulation 6.13 is proposed to better codify the pilot program, while providing flexibility for each College to adopt (and modify) concentrations that are appropriate for their students.

Approved by CNAS Executive Committee: 4/13/2010
Approved by the General Education Advisory Committee: 5/3/2010
Approved by the Committee on Educational Policy: 4/30/2010
CHASS Executive Committee: Did not approve 4/28/2010
Approved by CHASS Executive Committee: 11/17/2010
Approved by CHASS Faculty: 11/17/2010
Approved with conditions by BCOE Executive Committee: 10/13/2010
Approved by AGSM Executive Committee: 10/11/2010
Approved by Biomedical Sciences Executive Committee: 5/6/2010
The Committee on Rules and Jurisdiction finds the wording consistent with the Code of the Academic Senate: 11/5/2010
Reviewed by the Executive Council: 11/08/2010
October 25, 2010

TO: GRETCHEN BOLAR
VICE CHANCELLOR, FINANCE AND BUSINESS OPERATIONS

FM: MARY GAUVAIN, CHAIR
RIVERSIDE DIVISION

RE: CAMPUS NAMING - ATHLETICS AND DANCE BUILDING

The Executive Council met and unanimously approved the request that the Physical Education Building be named the Athletics and Dance Building. The name will be added to the November 2010 Division agenda for information.

CC Dean S. Cullenberg
Executive Director Lehr
Campus Space Manager Pippert
July 13, 2010

TO: GRETCHEN BOLAR
VICE CHANCELLOR, ACADEMIC PLANNING AND BUDGET

FM: ANTHONY W. NORMAN, CHAIR
RIVERSIDE DIVISION

RE: CAMPUS NAMING- SCHOOL OF MEDICINE HEALTH SCIENCES RESEARCH BUILDING

The Executive Council met and unanimously approved that the Health Sciences Surge building should be named the School of Medicine Health Sciences Research Building. The name will be added to the November 2010 Division agenda for information.

CC: Vice Chancellor Olds
Executive Director lehr
Campus Space Manager Pippert
THE UCR PROGRAM FOR
PROFESSOR OF THE GRADUATE DIVISION (PGD)

Approved by the Division on 5/25/10; recommended changes approved by the
Executive Council on 6/17/10

<table>
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<td>The Professor of the Graduate Division (PGD) is a program available to UCR retiring/retired faculty who are fully engaged in research and/or other departmental and campus activities and who wish to continue to contribute to UC and UCR with distinction after their retirement from official active faculty status. The program is modeled on a similar one at UC Berkeley, which has been in place since 1991.</td>
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4. PGD faculty have the departmental voting privileges of Emeriti/ae as established under Senate bylaw 55.
5. The title of PGD carries no remuneration.

Eligibility and Appointment Procedure
1. To be eligible, retiring/retired faculty should have undergone a merit review during the last 3 years. Exceptions to this could be considered for faculty applications who have been retired longer than 4 years.

2. The initial appointment will be for three years, with the possibility of annual renewal thereafter, based on the review procedures outlined below.

3. The applicant should submit the following materials for review:
   a. A self-statement describing the perceived benefits to the candidate and contributions to the campus that will result from having a PGD appointment
   b. An updated UC Bio-bibliography
   c. A summary of scholarly activity during the past three years (publications, grant activity, presentations and invited talks, graduate student and/or postdoctoral training)

4. Departmental review and letter
   a. The review shall contain a vote of departmental faculty on the proposed appointment.
   b. Departmental letter shall include discussion of the nominee’s potential contributions as PGD and the nominee’s expected duties; comments about office space considerations could also be noted.

4. PGD faculty have the departmental voting privileges of Emeriti/ae as established under Senate bylaw 55.
5. The title of PGD carries no remuneration.
6. Office/ laboratory/ clinic/ studio space will be negotiated between the PGD faculty and department chair or research center leadership and dean.

Eligibility and Appointment Procedure
1. To be eligible, retiring/retired faculty should have undergone a merit review during the last 4 years. (Requests, with justification, for exceptions to this eligibility criterion will be considered.)

2. The initial appointment will be for three years. Reappointment for subsequent 3-year terms can be requested, following the same procedures as for the initial appointment.

3. The applicant should submit the following materials for review:
   a. A self-statement describing the perceived benefits to the candidate and contributions to the campus that will result from having a PGD appointment
   b. An updated UC Bio-bibliography
   c. A summary of scholarly activity during the past three years (publications, grant activity, presentations and invited talks, graduate student and/or postdoctoral training)

4. Review steps
   a. A department review and vote on the proposed appointment, followed by a department letter that includes discussion of the candidate’s potential contributions and expected duties as PGD.
   b. Recommendation from the dean and members of other units, if the candidate will be participating in activities outside the home unit.
   c. Comments from the Graduate Dean.
5. Decanal and supplemental reviews
   a. The department’s recommendation shall be forwarded to the Dean, who will add his/her evaluative statement regarding the proposed appointment.
   b. The file shall also be reviewed for comment by the Graduate Dean.
   c. If the Candidate will be participating in activities outside the home department, the candidate may request additional reviews by those units.

6. Review by the Senate Committee on Academic Personnel.

7. Review by the Vice Provost for Academic Personnel.

8. Appointment by the Executive Vice Chancellor and Provost.

d. Evaluation by the Academic Senate Committee on Academic Personnel.

e. Recommendation by the Vice Provost for Academic Personnel.

f. Appointment by the Executive Vice Chancellor and Provost

Approved by the Academic Senate 5/25/2010
Modifications endorsed by the Executive Council 6/17/2010
Writing Across the Curriculum: A Proposal to Diversify and Strengthen the Colleges’ Writing Requirements
Report to the Riverside Division
November 30, 2010

Revised: October 11, 2010

Background and Justification

In recent years, Senate committees and task forces have called for strengthening and diversifying students’ options for satisfying the campus’s writing requirement. There has been strong Senate support for maintaining a three-quarter requirement. At the same time, the Senate has urged that the third quarter of instruction be diversified so that students are able to satisfy the requirement in a variety of courses and disciplines, not only by taking ENGL 1C or 1SC. One of the reasons the new University Writing Program was created in 2008 was to develop options for writing across the curriculum.

Senate Chair Martins-Green, reporting in 2005 on comprehensive Senate discussions regarding the UCR writing requirement, outlined the following recommendations resulting from that review:

All committees (including the Executive Council) agreed that the first two quarters should be standard Freshman English Composition. However, for the third quarter, several alternatives were offered. Among the possibilities are:

- The existing courses, ENGL 1C, ENGL 1SC, ENGL 1HC;
- New or existing College-based courses approved by each of the respective Executive Committees with subsequent Senate approval;
- Adoption of “Writing Across the Curriculum” by identifying a specific set of courses, from which students of a given College can choose. If this is adopted the appropriate resources have to be put in place to assist the faculty teaching the courses targeted to fulfill “Writing Across the Curriculum.” (Senate Chair’s Memo, 2/17/05)

Following these consultations, a joint faculty and administrative Implementation Committee was formed to create the University Writing Program. According to the Charter of the new writing program, which became an independent unit in July, 2008, “[T]he development of the UWP acknowledges the continued growth” of the campus’s responsibility for “writing and composition instruction . . . as well as the need for the

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1 The Implementation Committee consisted of faculty and administrators: Steve Cullenberg (Senate Representative and then CHASS Dean), Katherine Kinney (English Chair), Theda Shapiro (Senate Representative), Melanie Sperling (Senate Representative), Andrew Grosovsky (Vice Provost, Undergraduate Education), Gretchen Bolar (VP, Academic Planning and Budget), Betty Lord (Academic Personnel), Susan Hunter Hancock (CHASS Dean’s Office), Carolyn Stark (EVC Office), Dave Fairris (CHASS Dean’s Office) and Jim Sandoval (VP-Student Affairs).
“The University Writing Program was charged with developing various options and ideas for implementing alternatives to English 1C."

There is widespread faculty interest in writing instruction that is closely related to the subject matters and methodologies of the disciplines. When students are writing in a variety of classes, the competencies they have developed in freshman writing courses are more likely to carry over into their writing and learning in the disciplines. An effective, targeted diversification of responsibilities for the writing requirement can thus strengthen the overall curriculum. Students are more likely to use writing as inquiry and communication in the upper division as well as the lower. They are more likely to achieve an articulate grasp of what they are studying, both in breadth courses and the required courses of their majors. They are more likely to master forms of written communication that are characteristic of particular disciplines. As a result they are likely to become more engaged, and more able to meet the faculty’s expectations in all their courses.

This proposal responds to the Senate recommendations and follows the charter of the University Writing Program. It proposes policies and strategies to involve and support faculty members across the campus in writing across the curriculum. It invites each college to allow its students to participate. It urges each college to offer WAC courses. It encourages, but does not require, the participation of all UCR colleges. Following the Senate recommendation to focus on the third quarter of the requirement, it sets out a template for alternatives to English 1C. English 1C would continue to be offered. Students in participating colleges would have the choice of taking a Senate-approved “W” course in place of English 1C to satisfy the third quarter of the writing requirement.2

This plan addresses the practical challenges of mounting such a program, particularly with regard to TA-training and workshop/tutorial services. It makes use of tutoring and workshop support that the UWP has been developing over the past year. It also provides logistical and advisory support to faculty developing and teaching writing-intensive courses. It will open the opportunity for the UWP to provide supplemental support for additional TA costs.3

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2 Departments so far expressing strong interest in offering one or more full-replacement courses are History, Religious Studies (RLST 7W and 12W), Comparative Literature (CPLT 40W), Political Science (POSC 5W), English (ENGL 102W), and BCOE (ENGR 180W). We are working with other departments that are in various stages of developing or experimenting with courses that might be full or partial alternatives to 1C: these include Philosophy, History, Anthropology, and Psychology. SoBA is looking into the feasibility of a “W” version of Business 100, its course in business communication. Some of the courses under discussion are restricted to majors. Some are not. We anticipate hearing about additional courses as we contact more departments and as other departments hear about the program.

3 Although exact savings are difficult to estimate, the enrollment of approximately one thousand students per year in an alternative courses would save the campus approximately $225,000 per year, over 50% of the cost of 1C instruction for those WAC students.
In addition to its academic advantages, the proposal would reduce the campus’s costs of teaching the third-quarter writing requirement to students in participating colleges. The UWP would provide supplemental support in the form of workshops, tutorials, TA-training and financial support for additional TAs. But savings would be realized in the overall program because students could fulfill the third-quarter writing requirement while taking a course offered by a variety of departments.

The plan would be implemented as a five-year pilot program for students in colleges that chose to permit them to use WAC courses in place of English 1C. It would be evaluated by the Senate in its fourth year for its effectiveness in comparison to ENGL 001C for students who were eligible to take WAC courses but did not enroll in them. On the basis of that evaluation, the Senate would determine whether the program should continue.
Resolutions to be Voted on By the Academic Senate

1. The Senate approves the creation of a five-year pilot program in Writing Across the Curriculum, to be implemented by the University Writing Program according to Senate-approved policies and guidelines. The program will offer alternatives to ENGL 001C to students in participating colleges. During the pilot period, the University Writing Program will be responsible for continually evaluating 1C-alternative courses for their effectiveness in comparison to ENGL 001C results for WAC-eligible students (that is, by comparing 1C/WAC results within colleges that permit their student to participate in the WAC program). On the basis of that evaluation, and its own independent or cooperative study, the Senate will determine whether the program should continue.

2. The pilot program allows students in participating colleges to fulfill the third-quarter composition requirement by taking ENGL 001C (or with college approval, ENGL 001SC)\(^4\), or by taking a designated alternative course in another department or program. Departments and colleges will choose whether to propose such courses. Once proposed, such courses must be submitted for discretionary approval to the appropriate College executive committee as well as to the Academic Senate committee on Courses.

3. Designation and renewal of alternatives to ENGL 001C will be based on the kinds of writing assigned, the amount of writing, the feedback being provided, and other criteria listed in Appendix A. Appendix A shall serve as a checklist for Executive Committees and for the Committee on Courses. The University Writing Program will be responsible for establishing and publicizing these criteria.

4. If they permit their students to participate in the WAC program, College executive committees will have the option of setting eligibility standards (e.g. a “B” average in English 1A and 1B) for their own students’ access to alternatives to English 1C. The UWP will be responsible for implementing any eligibility rules, with the cooperation of faculty and advisors.

5. In order to implement these new writing-across-the-curriculum options, the following UCR Catalog and Divisional and College Regulations must be implemented.

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\(^4\) The ‘S’ in English 001SC indicates “Science”. Thus English 001SC teaches English writing using science topics.
## Proposed Changes in General Catalog

### Present
Page 50, UCR 2010 Catalog: College Breadth Requirements

Courses taken in a student’s major discipline (including courses cross-listed with the major discipline) may not be applied toward satisfaction of the Humanities, Social Sciences, Ethnicity or the Natural Sciences and Mathematics requirements except for Biology majors in connection with the Biological Sciences requirement, English majors in connection with the English Composition requirement, History majors in connection with the World History requirement, Ethnic Studies majors in connection with the Ethnicity requirement, and Foreign Language majors in connection with language requirements. However, courses outside the major discipline, but required for the major, may be applied toward satisfaction of these requirements.

### Proposed
College Breadth Requirements

Courses taken in a student’s major discipline (including courses cross-listed with the major discipline) may not be applied toward satisfaction of the Humanities, Social Sciences, Ethnicity or the Natural Sciences and Mathematics requirements except for Biology majors in connection with the Biological Sciences requirement, English majors in connection with the English Composition requirement, History majors in connection with the World History requirement, Ethnic Studies majors in connection with the Ethnicity requirement, and Foreign Language majors in connection with language requirements, and students permitted by their college to take a Senate-approved alternative to English 1C in order to satisfy the third-quarter writing requirement. However, courses outside the major discipline, but required for the major, may be applied toward satisfaction of these requirements.
CHASS English Composition Requirements

Page 61: English Composition

Students must demonstrate adequate proficiency in English Composition by completing a one-year sequence of college level instruction in English Composition with no grade lower than “C.”

Students should enroll in an English composition course each quarter they are registered at UCR until the sequence of preliminary Entry-Level Writing courses, if needed, and ENGL 001A, ENGL 001B, ENGL 001C is completed with satisfactory GPA.

CNAS English Composition Requirements

Page 67: Students must demonstrate adequate proficiency in English Composition by completing a one-year sequence of college-level instruction in English Composition with no grade lower than “C.” UCR’s sequence is ENGL 001A, ENGL 001B, and ENGL 001C. ENGL 01HC or ENGL 01SC may be substituted for ENGL 001C, but only one of these courses can be taken for credit. Transfer students who have credit for one semester of English Composition from another institution must take two additional quarters (i.e. ENGL 001B and ENGL 001C).

Page 61: English Composition

Students must demonstrate adequate proficiency in English Composition by completing a one-year sequence of college level instruction in English Composition with no grade lower than “C.” Courses that the Academic Senate designates as alternatives to English 1C may be applied toward satisfaction of the third quarter of the writing requirement if students earn a “C” or higher.

Students should enroll in an English composition course each quarter they are registered at UCR until the sequence of preliminary Entry-Level Writing courses, if needed, and ENGL 001A, ENGL 001B, ENGL 001C (or an alternative designated by the Academic Senate) is completed with satisfactory GPA.

No Change.
### BCOE English Composition Requirements

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### SoBA English Composition Requirements

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<th>No change</th>
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</thead>
<tbody>
<tr>
<td>Students must demonstrate adequate proficiency in English Composition by completing a one-year sequence of college level instruction in English Composition with no grade lower than “C.” Students should enroll in an English composition course each quarter they are registered at UCR until the sequence of preliminary Entry Level Writing courses, if needed, and ENGL 001A, ENGL 001B, ENGL 001C is completed with satisfactory GPA.</td>
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Regulations of the Riverside Division

**R6.1 English composition.** Students must demonstrate adequate proficiency in English composition by completing a one-year sequence of college-level instruction in English composition with no grade lower than C. (Am 16 Nov 2004)

**English composition.** Students must demonstrate adequate proficiency in English composition by completing a one-year sequence of college-level instruction in English composition with no grade lower than C. Courses that the Academic Senate designates as alternatives to the sequence’s third-quarter course, English 1C, may be applied toward satisfaction of the third-quarter requirement if a student’s college permits its majors to substitute such a course for 1C, and if students have first passed English 1B with a “C” or higher. The grade in the alternative course must be no lower than a “C.” Individual colleges may set a higher GPA requirement in English 1A and/or 1B as a prerequisite to take Senate-approved alternatives to English 1C. (Am 16 Nov 2004)

**R6.1.1 Transfer students who have taken one semester of English composition at another college or university are required to take English 1B and English 1C, (Am 24 May 84)**

Transfer students who have taken one semester of English composition at another college or university are required to take English 1B and English 1C, with the option of taking an alternative to English 1C approved by the Academic Senate if a student’s college permits its majors to substitute such a course for 1C. (Am 24 May 84)
APPENDIX A

Checklist of Criteria for Certification and Renewal of Alternatives to English 1C

The Academic Senate will designate alternatives to English 1C on the basis of the following criteria. Appendix A should be used as a checklist.

_____ a) Writing is one major focus of the course. Writing is used as a method of inquiry as well as communication, for example by

- assigning written explanations of complex concepts, texts, or data sets;
- requiring writers to discover, assemble, and explain competing ideas or explanations;
- encouraging writers to weigh and evaluate competing ideas.

_____ b) The course assigns an amount of writing roughly comparable to the amount assigned, graded, and returned to students in composition courses, adjusting for the fact that written communication in various disciplines takes a number of forms, and that assignments and exercises preliminary to formal assignments might qualify as part of that total. 5

_____ c) The course provides feedback to students on their writing in each assignment;

_____ d) The course responds to students’ writing in terms of ideas, reasoning, development, and clarity in paragraphs and sentences as well as the assignment as a whole, in terms of

- commenting on the students’ subject matter by paying close attention to fact, reasoning, development, and clarity;
- commenting on representative passages in terms of grammatical correctness, the clarity of assertions and the logic of paragraphs, and the use of evidence;
- offering advice on these matters for the sake of revision or the writing of later assignments.

5 The volume of writing in Composition courses is based on word totals required by IGETC transfer agreements with the CSU and CC systems. The amount of writing in English 1C is 5000 words: 4-6 papers (none shorter than 750 words, and at least one paper of 1250 words or more), plus a final.
e) The course’s TAs participate in the required UWP training course, which focuses on writing instruction -- including attention to the process of writing as well as the intensive evaluation of student writing.\textsuperscript{6}

f) Materials relevant to these criteria have been provided by the proposing department for UWP and COC review.

g) The department offering the course commits to monitoring and evaluating the course’s conformity to these requirements in cooperation with the University Writing Program.

APPENDIX B

Methods of Implementation

1. Training TAs

TAs in the alternative courses will continue to be the responsibility of the faculty-in-charge of the alternative course – faculty in their home departments. TA-training will continue to be the primary responsibility of the home departments. Participation in the WAC program will require additional training conducted by the University Writing Program, which will coordinate with the home department to ensure that overall TA loads do not exceed an average of twenty hours per week. This additional instruction will focus on productive ways of responding to student writing (for example, by means of conferences, drafting, comments, and forms of evaluation that focus on methods of development and patterns of effective communication) and effective ways of embedding writing instruction in discussion sections.

2. Class size and ratio TAs to students

The UWP will work closely with departments and colleges to ensure that TA/student ratios permit adequate attention to students’ writing with the terms of the TA contract. \textbf{Supplementary financial support from the UWP for additional TAs will be designed to address this priority.}

3. Appendix A will serve as a checklist for Executive Committees and for the Committee on Courses in determining whether a proposed course should have a “W” designation. In its work with faculty proposing and teaching WAC courses, the University Writing Program’s initial priority is to work out a productive schedule of assignments, effective designs for those assignments, and arrangements for workshop

\textsuperscript{6} TA-training will take place in English 302 (meeting one hour per week) during the quarter the course is taught, or by alternative means approved by the UWP Director. TAs will remain under the charge of faculty in their home departments, and UWP training will take account of the 20-hour per week limit on TA activity. UWP instruction will focus on productive ways of responding to student writing (through, for example, conferences, drafting, comments, and evaluation that focus on methods of development and patterns of error) and effective ways of embedding writing instruction in discussion sections.
and tutorial support. The long-range priority of consultation with WAC faculty is to strengthen instruction and learning with the help of more rigorous and frequent writing assignments in the disciplines; more intensive interaction among faculty, TAs, and undergraduates about writing; and more focus on deepening and facilitating written communication not as an adjunct pursuit but as an activity at the core of what we do.

4. Ensuring that students transferring to other UC’s are not disadvantaged

Approximately 150 UCR students transfer to other UC’s each year, most of them to UCSD, UCLA, and UCI. Most would have no difficulty since many UC campuses do not require a third quarter of writing. Other UC campuses require a writing course in the upper division – a course that current UCR transfers to those campuses must take even after fulfilling UCR’s existing composition requirement. UCR’s new WAC legislation would not create a new inconvenience for most transfer students going to other UC’s. Only at Berkeley, where just 5% (7 students) go each year would the question of a UCR WAC course’s transferability be an issue. In that case, UCR could make a strong case that the WAC alternative to ENGL 1C should satisfy the requirement based on the criteria in Appendix A.

5. Accepting other campuses’ WAC courses for transfer to UCR

Associate deans and advisors, with reference to Appendix A and the UWP’s assistance, if needed, will be able to decide whether a WAC course taken on another campus satisfies the third-quarter writing requirement at UCR. As with other transferability questions, a body of precedents will develop.

6. Course Labeling for new “W” courses

The suffix “W” will be added to the course number of ENGL 1C alternative courses. The official course description of the “W” must also contain a statement to this effect: “Fulfills the third-quarter writing requirement.”

7. Course labeling for new “W” courses and the original non-W version of those courses, if there is one

The official course description of the “W” course – and the description of the original non-W version, if one exists – must contain a statement to this effect: “Only one version of this course can receive credit.”
October 29, 2010

TO: MARY GAUVAIN, CHAIR
ACADEMIC SENATE

FR: JOSE WUDKA, CHAIR
COMMITTEE ON EDUCATIONAL POLICY

RE: WRITING ACROSS THE CURRICULUM PROPOSAL

During its October 28 meeting, the Committee on Educational Policy reviewed the revised Writing Across the Curriculum proposal and the responses which Professor Briggs provided to us this Fall. The Committee voted to approve the proposal by a vote count of 8 Yes, 0 No, and 0 Abstentions.

In addition:

- The Committee approved this program with the assumption that it will maintain the workable student-TA ratio stated in the proposal. CEP is very concerned that lack of funding might put this in jeopardy and will request periodic information on this point.

- The CEP believes that WAC can enhance the learning experience for participating students and would like to encourage CNAS participate. It is understood (as clearly started in the proposal) that allowing CNAS students to participate in no way requires the College to create WAC courses.
November 3, 2010

TO: MARY GAUVAIN, CHAIR
    RIVERSIDE DIVISION

FR: GERHARD GIERZ, CHAIR
    COMMITTEE ON PREPARATORY EDUCATION

RE: WRITING ACROSS THE CURRICULUM PROPOSAL

At its October 27 meeting, once again, the Committee on Preparatory Education discussed the Writing Across the Curriculum proposal with CPE member and Director of the Writing Program, Professor John Briggs. We appreciated his thoughtful response this Fall to questions posed by the committee last Spring, and the revisions he made to the proposal based on these questions. We support the revised proposal. (8 Yes votes, 0 No votes, 1 *Abstention).

Committee members expressed concern regarding the availability of English 1C seats for students whose majors do not have an alternative, particularly non-seniors. We hope the senior Administration will recognize the pedagogical benefits of offering English 1C and WAC courses to students early in their academic careers at UCR. Satisfaction of the English composition requirement through English 1C produces a positive impact on students’ ability to write well in their upper division coursework. It leads to better performance, not only on papers and test essays, but on more challenging projects, such as research papers and senior theses, that come later in the undergraduate academic career. In particular, the CNAS curricula assume English 1C completion in the lower division. Committee members supported the CNAS position that English 1C (or its WAC equivalent) should be completed well before senior year.

*Professor Briggs refrained from voting since he is the author of the proposal.
Approved by the Committee on Educational Policy: April 8, 2009
Approved by the Committee on Preparatory Education: April 14, 2009
Approved by the Bourns College of Engineering Executive Committee: March 31, 2009
Approved by the College of Humanities, Arts, and Social Sciences: April 10, 2009
Reviewed by the Executive Committee of AGSM: Not approved May 26, 2009
Reviewed by the Executive Committee of CNAS: Not approved October 15, 2009

*Revised (11/4/09) to include Executive Council amendments approved June 22, 2009.
** Revised (11/16/09) to include clarifications of implementation from COC and CEP

Writing Across the Curriculum Approvals:
Approved by the Committee on Educational Policy: 10-29-2010
Approved by the Committee on Preparatory Education: 10-27-2010
Approved by the Executive Committee of CHASS: 10-13-2010
Approved by the Executive Committee of BCOE: 10-14-2010
The Committee on Rules and Jurisdiction finds the wording to
be consistent with the code of the Academic Senate: 11-05-2010
Endorsed by the Executive Council: 11-08-2010