ORDER OF BUSINESS

1. Minutes of the Regular Meeting of February 19, 2013 ................................................................. 5

2. Announcements by the President – President Mark Yudof is unable to attend.

3. Announcements by the Chancellor - Campus Updates and Remarks by Chancellor Conoley

4. Announcements by the Vice Chancellors – (None)

5. Announcements by the Deans or other Executive Officers
   Secretary-Parliamentarian: Election Results ..................................................................................... 8

6. Announcements by the Chair

7. Special Orders – (None)

   I. Consent Calendar* - No items for the Consent Calendar

   II. Reports of Standing Committees Received and Placed on File**

      A. Annual Reports

         a. Academic Computing and Information Technology .......................................................... 12
         b. Academic Freedom ......................................................................................................... 13
         c. Charges .......................................................................................................................... 14
         d. Courses.......................................................................................................................... 15
         e. Diversity and Equal Opportunity ...................................................................................... 16
         f. Educational Policy ........................................................................................................... 18
         g. Executive Council ........................................................................................................... 22
         h. Faculty Welfare ............................................................................................................... 27
         i. Graduate Council ............................................................................................................ 28
         j. International Education .................................................................................................... 31
         k. Library and Scholarly Communication ............................................................................. 33
         l. Physical Resources Planning .......................................................................................... 35

*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 the Division, a report will be moved into its regular order on the agenda (Item 10. Reports of Standing Committees and Faculties) where it may be discussed, and motions relating to the report may be offered.
m. Preparatory Education ..................................................................................................... 36
n. Privilege and Tenure ..................................................................................................... 37
o. Rules and Jurisdiction ................................................................................................. 38
p. Scholarships and Honors ............................................................................................. 39
q. Undergraduate Admissions ......................................................................................... 42
r. University Extension ..................................................................................................... 46

B. Regular Reports

a. Committee on Committees – appointments .................................................................. 47
b. Committee on Committees – standing committee appointments for 2013-2014 ............... 48
c. Committee on Courses – course approvals .................................................................... 51
d. Committee on Courses – instructor approvals ................................................................ 56
e. Committee on University Extension – course/instructor approvals ............................... 57
f. Graduate Council and Executive Committee Degree Reports ........................................ 59
g. Committee on Courses – proposed changes to the General Rules and Policies Governing Courses of Instruction regarding Restricted and Priority Enrollment .............. 60
h. Committee on Educational Policy – proposed changes in Anthropology Law and Society Major ........................................................................................................................................ 64
i. Committee on Educational Policy – proposed changes to Art Department Major .......... 66
j. Committee on Educational Policy - proposed changes to B.A./B.S. Biochemistry Undergraduate Program ..................................................................................................................... 69
k. Committee on Educational Policy - proposed change to Business Informatics Undergraduate Requirements .................................................................................................................. 73
l. Committee on Educational Policy - proposed change to Computer Engineering Undergraduate Requirements ..................................................................................................................... 76
m. Committee on Educational Policy - proposed change to Computer Science Undergraduate Requirements ..................................................................................................................... 79
n. Committee on Educational Policy - proposed changes to the Economics Major .......... 81
o. Committee on Educational Policy – proposed changes to Economics Law and Society Major ........................................................................................................................................ 83
p. Committee on Educational Policy - proposed changes to Electrical Engineering Undergraduate Program ..................................................................................................................... 85
q. Committee on Educational Policy - proposed change to B.A./B.S. Environmental Sciences and Environmental Sciences Minor Undergraduate Requirements .......................... 87
r. Committee on Educational Policy - proposed changes to Global Studies Major .......... 92
s. Committee on Educational Policy – proposed changes to the History Law and Society Major ........................................................................................................................................ 95
t. Committee on Educational Policy – proposed changes to the Law and Society Major .... 97
u. Committee on Educational Policy - proposed changes to Materials Science and Engineering Undergraduate Program ..................................................................................................... 100
v. Committee on Educational Policy - proposed changes to Undergraduate Mathematics Major – change of Major Criteria ................................................................. 103
w. Committee on Educational Policy - proposed changes to B.A. Degree in Music and Culture ................................................................................................................................. 105
x. Committee on Educational Policy - proposed changes to Music Major ......................... 108
y. Committee on Educational Policy - proposed changes to Music Minor .......................... 113
z. Committee on Educational Policy - proposed changes to the B.A. and B.S. Degrees in Neuroscience ..................................................................................................................... 115
aa. Committee on Educational Policy – proposed changes to Philosophy Law and Society Major ........................................................................................................................................ 120
Regular Meeting of the Riverside Division  May 28, 2013

bb. Committee on Educational Policy – proposed changes to Political Science Law and Society Major ................................................................................................................ 123
cc. Committee on Educational Policy – proposal for change in B.A. in Psychology .......... 125
dd. Committee on Educational Policy - proposed changes to B.S. in Psychology ............. 127
ee. Committee on Educational Policy – proposed changes to Psychology Law and Society Major ................................................................................................................ 129
ff. Committee on Educational Policy – proposed changes to the B.A. Degree in Sociology Law and Society Major................................................................................................................ 131
gg. Committee on Educational Policy – proposed changes to the B.S. Degree in Sociology Law and Society Major................................................................................................................ 134
hh. Committee on Educational Policy – proposed changes to the B.A. in Spanish .............. 137
ii. Committee on Educational Policy - proposed changes in the core requirements for B.S. and B.A. in Statistics including the Statistical Computing and Quantitative Management Options ................................................................................................................ 139
jj. Committee on Educational Policy - proposed changes to Undergraduate Statistics Major – Change of Major Criteria ................................................................................... 141
kk. Committee on Educational Policy - proposed changes to Theatre Major ....................... 143
ll. Committee on Committee – proposed Committee on Memorial Resolutions ................. 146
mm. Committee on Educational Policy – proposed changes to Regulations of the Riverside Division R6.3 and R6.4 – Campus Graduation Requirements....................... 148

8. Report of the Representative to the Assembly – Professor Richard Luben of the April 10, 2013 Meeting of the Assembly ................................................................................................................ 151

9. Report of Special Committees – (None)

10. Reports of Standing Committees and Faculties

I. Distinguished Campus Service Award ........................................................................................ 152
   • Professor Eugene Nothnagel, Department of Botany and Plant Sciences
   • Professor Ameae Walker, Department of Biomedical Sciences

II. Distinguished Teaching Award .............................................................................................. 154
   • Associate Professor Gabriela Canalizo, Department of Physics and Astronomy

III. Faculty Research Lecturer Award ........................................................................................ 155
   • Distinguished Professor Alexander Raikhel, Department of Entomology

IV. Committee on Courses – proposed change to R8. and R8.1 Riverside Division Regulation on Fulfillment of Prerequisites and Course Overlap for Honors Courses and Corresponding Non-Honors Courses ................................................................................................................ 158

V. Committee on Educational Policy – proposed change to Appendix 6.4.4 to the Bylaws and Regulations ................................................................................................................ 160
VI. Committee on Undergraduate Admissions – proposed changes to Bylaw 8.23.1 - Membership of the Committee ................................................................................................................ 162
VII. Executive Committee – School of Medicine – petition by the School of Medicine to use a Pass Fail Grading for SOM medical classes.............................................................................. 163

11. Petitions of Students (None)

12. Unfinished Business (None)

13. University and Faculty Welfare (None)
14. New Business (None)

ATTACHMENT: Academic Senate Committee Attendance Records .......................................................... 164

May 15, 2013

P.S. Gorecki, 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, February 19 at 2:10 p.m. in the Genomics Auditorium Room 1102A. Chair J. Wudka presided. The meeting was attended by 51 members of the Riverside Division of the Academic Senate.

MINUTES: The Minutes of the Regular meeting of November 27, 2012 were approved as distributed.

ANNOUNCEMENTS BY THE CHANCELLOR:

Chancellor Conoley began her remarks to the Division by asking for any questions or concerns from those present. J. Wudka asked the Chancellor how UCR is moving forward after the passage of Proposition 30. Chancellor Conoley responded that the passage of Proposition 30 does not infuse new money into the System, but rather stops budget cuts. The passage of Proposition 30 will allow for UCR to hire 50 faculty members, which in turn will help UCR to grow and adhere to the strategic plan.

Chancellor Conoley remarked that she was extremely impressed with the faculty, staff and students at UCR and presented several of the initiatives that she hopes to pursue during her time as Chancellor. One initiative to be addressed is hiring new faculty to help further develop UCR. In addition, Chancellor Conoley hopes to expand and diversify revenue sources as state funding is limited. As a result, UCR needs to secure funding from a variety of sources. Chancellor Conoley intends for UCR to pursue the development of large resources centers, training grants, and patents as avenues for UCR to diversify revenue in addition to increasing private contributions.

Chancellor Conoley next presented to the Division the University of California Office of the Presidents’ (UCOP) priorities. Online education is one priority, as the Governor of California announced his support for it at the last Regent’s Meeting. Chancellor Conoley stated that she appreciate’s the leadership of the Academic Senate in addressing online education at UCR. It is still not yet clear how the System will save money with online education, but there is hope that it will reduce bottlenecks for students as they will have greater accessibility to courses. The Governor also expressed concern in regards to the amount of time faculty devote to instruction compared to research. UCOP is trying to proactively combat this view by stressing that research and teaching are both important components of a faculty member’s workload. Chancellor Conoley had the opportunity to meet with President Yudof recently for the annual budget review meeting. The meeting was extremely positive and UCOP recognized that UCR has a plan to meet the challenges that face the campus.

Chancellor Conoley concluded her remarks to the Division by stating that the heart and soul of UCR is the faculty body and she will hence be a champion for them during her time as Chancellor at UCR.

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 P. S. Gorecki, Secretary-Parliamentarian, announced that the election report was found on page 6 of the full agenda and moved that the election report be approved. The motion was unanimously adopted.
ANNOUNCEMENTS BY THE CHAIR:

J. Wudka briefed the Division on the status of the Chancellor’s Search and informed the Division that he is the Chair of the Faculty Advisory Committee, which is a subcommittee of the Chancellor’s Search Committee. The Faculty Advisory Committee’s role is to advise the President on the selection of UCR’s next Chancellor and though not involved in the actual Chancellor selection process, it is the subcommittee who will initially vet all candidates and help narrow a short list. J. Wudka encouraged the Division to visit the Academic Senate webpage and use the link provided to submit any comments or concerns they may have regarding the search or to nominate potential candidates.

J. Wudka next discussed online education at UCR and briefed the Division on UC’s history of online education. Several years ago UCOP created a pilot program to study online education that later and without consultation with the Academic Senate, morphed into an internally funded program that aimed at increasing revenue. The program is now titled UCOE. The main goal of UCOE was to attract students from outside of the UC System, but at last count only two such students have enrolled. UCOP now hopes to create a system where students on all campuses can cross-register for courses. The Regents have expressed the desire to explore online education policies further, especially since the state providing UC with 10 million dollars in funding to support this effort by providing faculty with an incentive to create more online courses. There will be two meetings held on April 13 and 25 with members of all campuses attending to define a course of action for online education in the UC System. The meeting is invitation only but any interested party may request an invitation. The planning meeting is intended to address UC’s initiative to develop and implement high quality online courses and will include administration, faculty and staff from all campuses. It is anticipated that these meetings will generate a set of key findings, recommendations and next steps for moving forward with online learning for UC students and faculty and is an opportunity for faculty to make their priorities known. The Chair stated that one main concern is how UC will be able to teach more students but still retain the same level of quality. The Riverside Division has responded to the issue of online education by forming a joint Administrative-Senate task force to explore the implementation of online education. Feedback is welcomed by the task force’s co-chairs Steve Brint and Ward Beyermann and can also be sent to J. Wudka.

SPECIAL ORDERS: There were no items on the Consent Calendar and the Reports of Standing Committees were received and placed on file.

REPORT OF THE REPRESENTATIVE TO THE ASSEMBLY: J. Wudka announced there was no report submitted.

REPORTS OF STANDING COMMITTEES AND FACULTIES:

I. As Professor Leonard Nunney, Chair of the Committee on Research was unable to attend the meeting, J. Wudka presented and moved the adoption of a proposed change to Bylaw 8.20.1 found on page 25 of the full agenda. The motion was unanimously adopted.

II. Professor Rami Zwick, Chair of the Executive Committee of School of Business Administration presented and moved the proposed changes to the SoBA bylaws found on page 27 of the full agenda. The motion was unanimously adopted.

III. Professor Lynda Bell, Vice-Chair of the Graduate Council presented and moved the proposal for a Computer Engineering BS and Computer Engineering MS five year combined degree program found
on page 36 of the full agenda. The motion was unanimously adopted.

IV. Professor Mindy Marks, Chair of the Undergraduate Admissions Committee presented and moved the proposal to change the Admissions by Exception (A x E) policy. The motion was unanimously adopted. After the motion’s approval, CNAS Associate Dean of Student Affairs Mike McKibben stated that the implementation of the A x E policy does not bode well for transfer students and hoped that college advisors would be involved with the review policy. M. McKibben further contended that it was unfair to admit a transfer student by exception who is not adequately prepared to complete a program within two years. M. McKibben stated his desire to work with the Undergraduate Admissions Committee to further address the inadequacies he felt were present in the policy. M. Marks clarified that the A x E policy is used as a second chance for students who do not meet the requirements for admissions and is used for more groups than athletes such as international students. The Committee made revisions to the guidelines after they examined data of every student admitted through A x E and their success at UCR, which was used to revise the minimum requirements.

New Business

There being no further business, the meeting adjourned at 3:13 p.m. ATTEST:

P. S. Gorecki, Secretary-Parliamentarian
Riverside Division of the Academic Senate

Beth Beatty
Recording Secretary
SECRETARY-PARLIAMENTARIAN
REPORT TO THE RIVERSIDE DIVISION
MAY 28, 2013

To be received and placed on file:

2012-2013 Election Report

1. RIVERSIDE DIVISION

   Vice Chair of the Riverside Division (1 year term)
   No valid nomination was received.

   Following a 2nd Call for Nominations, 1 valid nomination was received:
   Professor Jennifer Hughes, Department of History

   Representative to the Assembly (2 year term)

   One valid nomination was received:
   Professor Ilhem Messaoudi Powers, Department of Biomedical Sciences

2. BOURNS COLLEGE OF ENGINEERING

   One Member BCOE Executive Committee from the Department of Bioengineering (3 year term)

   One valid nomination was received:
   Professor Hyle Park

3. COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES

   Chair of the Faculty, (2 year term)

   No valid nominations received

   Following a 2nd Call for Nominations, 1 valid nomination was received:
   Professor Erica Edwards, Department of English

   Two members of the CHASS Executive Committee (2 year term)
   Chosen from among the Departments of Art History, Comparative Literature & Foreign Languages, English, History, Hispanic Studies, Philosophy, and Religious Studies

   Three valid nominations were received:

   Professor Sabine Doran, Department of Comparative Lit & For Languages
   Professor Amanda Huffer, Department of Religious Studies
   Professor Jason Weems, Department of Art History
An election was held and the results of the balloting are as follows:

Professor Sabine Doran 24 votes*
Professor Jason Weems 24 votes*
Professor Amanda Huffer 14 votes

*Professors Doran and Weems have been elected to serve as a member of the CHASS Executive Committee for a two year term, effective September 1, 2013. The results of this election have been posed on the Academic Senate Website.

Two members of the CHASS Executive Committee (2 year term)
Chosen from degree-granting non-department programs (Asian Studies, Classical Studies, CHASS Interdisciplinary Studies, Latin American Studies, Law & Society, Liberal Studies, Linguistics, Neuroscience or Social Relations)

No valid nominations received

Following a 2\textsuperscript{nd} Call for Nominations, two valid nominations were received:

Covadonga Lamar Prieto – Linguistics Program
Marta Hernandez Salvan – Latin American Studies Program

4. **COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES**

One member of the CNAS Executive Committee from the Department of Earth Sciences (3 year term)

One valid nomination was received:
Professor Gareth Funning

One member of the CNAS Executive Committee from the Department of Physics and Astronomy (3 year term)

One valid nomination was received:
Professor Roya Zandi

One member of the CNAS Executive Committee from the Department of Plant Pathology and Microbiology (3 year term)

No valid nomination received

Following a 2\textsuperscript{nd} Call for Nominations, no valid nominations were received. A 3\textsuperscript{rd} Call for Nominations has been requested.

One member of the CNAS Executive Committee from the Department of Statistics (3 year term)

No valid nomination received
Following a 2\textsuperscript{nd} Call for Nominations, no valid nominations were received. A 3\textsuperscript{rd} Call for Nominations has been requested.

Two Members, Committee on Committees, Not from the Departments of Physics & Astronomy or Plant Pathology (3 year term)

One valid nomination was received:
Professor Laosheng Wu, Department of Environmental Sciences

One vacant position

Following a 2\textsuperscript{nd} Call for Nominations, no valid nominations were received. A 3\textsuperscript{rd} Call for Nominations has been requested.

5. **GRADUATE SCHOOL OF EDUCATION**

   Chair of the Faculty (3 year term)
   No valid nominations were received

   Following a 2\textsuperscript{nd} Call for Nominations, one valid nomination was received:
   Professor John Levin

   At a Faculty meeting on May 14, 2013, Professor John Levin was nominated to serve as Chair of the GSOE Executive Committee. The Secretary was instructed to cast a single ballot for the nominee who was approved as Chair of the GSOE Executive Committee for 2013-2014.

   Two members, GSOE Executive Committee (2 year term)

   Two valid nominations were received:

   Professor Edward Comeaux
   Professor John Wills

   At a Faculty meeting on Monday, April 1, 2013, Assistant Professor Edward Comeaux and Associate Professor John Wills were nominated to serve on the GSOE Executive Committee. The Secretary was instructed to cast a single ballot for the nominees who were approved for membership on the GSOE Executive Committee for 2013-2014.

6. **SCHOOL OF BUSINESS ADMINISTRATION**

   Chair of the Faculty, (2 year term)

   Two valid nominations received:

   Professor Barry Mishra
   Professor Richard Smith

   An election was held and the results of the balloting are as follows:
Professor Barry Mishra 12 votes*
Professor Richard Smith 10 votes

*Professor Barry Mishra has been elected to serve as Chair of the SoBA Executive Committee for a two year term, effective September 1, 2013. The results of this election have been posted on the Academic Senate Website.

One Member, SoBA Executive Committee from the Area of Accounting and Information Systems (2 year term)

One valid nomination was received:
   Professor Michael Moore

One Member, SoBA Executive Committee from the Area of Finance (2 year term)

One valid nomination was received:
   Professor Peter Chung

One Member, SoBA Executive Committee from the Area of Management (2 year term)

One valid nomination was received:
   Professor Elaine Wong

One Member, SoBA Executive Committee from the Area of Marketing (2 year term)

One valid nomination was received:
   Professor Jorge Silva Risso

7. SCHOOL OF MEDICINE

Four members, Executive Committee, Division of Biomedical Sciences (2 year term)

Four valid nominations were received:
   Professor Monica Carson
   Professor Christian Lytle
   Professor Ilhem Messaoudi Powers
   Professor Emma Wilson
The Academic Computing and Information Technology committee met three times during the period of May, 2012 through April 30, 2013.

At its first meeting of the academic year, the committee adopted a statement regarding possible conflicts of interest by its members. (Sept. 2012).

Early in the academic year, the Committee on Academic Computing and Information Technology developed the guidelines and created the Call soliciting applications for the Innovative Use of Information Technology in Teaching (IUIT) grants. Each proposal had the potential of being funded up to $40,000; proposals requesting more than this amount were forwarded to the EVC’s Student Advisory Technology Fee Advisory Committee (STFAC) for review.

The committee received 15 proposals for IUIT funding. In cooperation with Vice-Provost for Undergraduate Education Steve Brint, the committee awarded nine grants ranging from $6,019 to $35,798 for a total of $192,381. Four proposals were referred to the STFAC for funding because they constituted more of an IT infrastructure upgrade than an innovative teaching proposal. Two proposals were not funded due to budget issues and lack of clarity.

Academic Computing and Information Technology discussed and responded to the following requests for review and input received by Academic Senate Chair Jose Wudka:

- Proposed Open Access Policy
- Systemwide Review of “Rebenching” Report

**Greg Beran, Chemistry, Chair**
Derek Burrill, Media and Cultural Studies
Paulo Chagas, Music
Gareth Funning, Earth Sciences
Theodore Garland, Jr., Biology
Tao Jiang, Computer Science and Engineering
Roger Lake, Electrical Engineering
Jun Li, Statistics
Steven Mandeville-Gamble, Librarian (ex-officio)
Charles Rowley, C&C Assoc. Vice Chancellor (ex-officio)
Johnny Ta, (ASUCR Student Representative)
Ryan Rakib, (Graduate Student Representative)
To be received and placed on file:

The Committee on Academic Freedom met two times during AY2012-2013 as well as conducting committee activities via e-mail. Several issues that came before the UCR committee were raised at systemwide meetings of the University Committee on Academic Freedom (UCAF) on November 8, 2012 and March 21, 2013. To date, in addition to reaffirming its policy on Conflict of Interest, the Committee has commented on the following:

- Systemwide review of APM 700
- Systemwide review of APM 015
- Systemwide review of APM 210
- Systemwide review of Open Access Policy
- Report of the Privacy & Information Security Initiative Steering Committee to President Yudof. A memo sent to Academic Senate Chair Wudka as follows: “At its meeting on April 9, 2013, UCR's Cmtee on Academic Freedom (CAF) considered the January, 2013, Privacy and Information Security Initiative Steering Cmtee Report to the President [of UC]. The sense of CAF is to concur with the January Report, specifically to create a standing administrative/ faculty/ student committee at UCR that will address issues related to privacy. The makeup of the UCR cmtee need not be as large as the UCLA cmtee described in the report. CAF suggests that it consist of 6 UCR faculty members chosen by the Committee on Committees, plus the Chair of the Academic Senate, an ASUCR member, a graduate student member, and 6 representatives of the administration: designees of the University Librarian, the Office of Campus Counsel, the University Registrar, the Office of Human Resources, the Institutional Review Board, and the Associate Vice Chancellor for Computing and Communications.”
- Campus Climate within the UC system
- SB520, SB547, and AB1306 – bills pending in the State Legislature
  A memo originated from UCR’s CAF, which was sent to UCAF, whose transmission to Council has been approved by a majority of UCAF: “UCAF supports the administration in its efforts to ensure that the State Legislature does not overstep its bounds and tell the University how to run its curriculum.”

The Committee is prepared to address any further issues brought during the remainder of the year.

K. Montgomery
F. Schiwy
C. Carr, GSA Representative
L. Cardenas, AS Representative
H. Henry, Ex-Officio
I. Hendrick, Ex-Officio
T. Morton, Chair
To be received and placed on file:

The primary function of the Committee on Charges is to receive in writing, through the Chancellor or Chancellor’s designee, unresolved complaints regarding Faculty conduct, as per procedures described in SBL336 and UCR Division Appendix 5. The Committee may also be asked to opine on proposed revisions to Bylaws and Regulations which may be related to the charge of the committee.

Following is a summary of Committee activities from May 1, 2012 to April 30, 2013:

The Committee on Charges met 4 times since our last annual report and considered system-wide review of proposed changes to APM 700 and APM 015.

The committee considered one disciplinary case and forwarded its decisions to the Chancellor. There are no pending cases, but the Committee is prepared to address any further issues brought during the remainder of the year.

Members of the Committee on Charges met with Vice Provost for Administrative Resolution (VPAR) David Funder in September 2012 and VPAR Daniel Ozer in April 2013, to review campus disciplinary procedures.

The Committee initiated changes to bylaw 8.7 and Appendix 5.3 at the spring 2012 division meeting to further clarify that this Committee does not conduct formal investigations, which are under the purview of the Committee on Privilege & Tenure.
To be received and placed on file:

Since the 2012 Annual Report to the Riverside Division, the Committee on Courses has approved a total of 105 new courses (66 undergraduate, 32 graduate, and 7 professional). It has approved changes in 312 Courses (190 undergraduate and 122 graduate); deletions of 76 courses (51 undergraduate and 25 graduate); and 1 Extension course and 9 extension instructors. Seventy-four associate-in requests were approved.

Problems with impacted enrollments in courses across the campus continued to increase during the past year and led to more course proposals containing priority enrollment provisions. The Committee on Course continues to consider these proposals on a case-by-case basis while participating in an ongoing effort with the Committee on Educational Policy to develop campus-wide approaches and policies for impacted majors.

The Committee invited Representatives from the Registrar's Office (B. Dailey, Registrar, and M. Miller, Courses Specialist) and Catalog Editor (S. Whitestone) to attend our meetings. The Committee wishes to express its appreciation for the information and assistance they have provided. The Committee members also warmly thank Marla Jo Booth for her expert and always efficient and helpful assistance as our Senate staff representative.

Edith B. Allen
William T. Barndt (F only)
Philip Brisk
Jacob Greenstein
Ruhi Khan (F/W only)
Greg Palardy
Robin Russin
Jiri Simunek
Ted Sorensen (S only)
Kuei Chiu, Library Representative
Sai Patadi, ASUCR Representative
Liliana Klein, GSA Representative
Richard Smith, Chair
The Committee on Diversity and Equal Opportunity (CODEO) met once during Academic Year 2012-2013.

Actions undertaken by the Committee were the following:

1. CODEO reviewed the Recommendations of the Rebenching Budget Committee and applauded the portion of the report that emphasized greater transparency in the statewide budget process. The Committee contended that the report will assist in maintaining and improving the recruitment and retention of a diverse campus community at the University of California, Riverside.

2. CODEO reviewed and had no objections to the Proposed Policy to Expand Open Access to Research Publications at the University of California. The Committee contended that open access to research will benefit our University and, through the expedited exchange of data, enhance the presentation of diverse points of view. However, the Committee did recommend that the “opt out” feature be made easily available for faculty members.

3. CODEO reviewed the Report from the Taskforce on the Negotiated Salary Plan and readdressed concerns in regards to the impact of the plan on recruitment and retention of diverse faculty. The Committee requested data from the pilot program when available be shared, so that the issue can be reexamined.

4. CODEO reviewed the Academic Personnel Policy (APM) Section 015, the Faculty Code of Conduct and opined that the decision to leave the policy intact represents a reasonable compromise between the intentions of President Yudof and the General Counsel and concerns voiced by faculty members. The Committee recommended that the matter be revisited in coming years if conditions change.

5. CODEO reviewed the UC Undergraduate Financial Aid Policy and contended that while the document provides a useful review of undergraduate financial aid in the UC system, the impact of financial aid options must also be addressed and assessed for each individual campus as campuses with disparate lower income and higher income students could be subject to advantages or disadvantages in overall funding. As a result, socio-economic access to higher education would be modified. The Committee unanimously endorsed Option A as they contend it will have the most substantial impact on ensuring accessibility to lower income students.

The Riverside Division of the Committee on Diversity and Equal Opportunity was represented on the University-wide Committee on Affirmative Action and Diversity (UCAAD) by the Chair
of CODEO, Byron Adams, who updated the Committee members of the issues being discussed at the statewide level.

Byron Adams, Chair
Akua Asabea Asa-Awuku
Mei-chu Chang
Pingyun Feng
Cheryl Hayashi
Sherryl Vint
Zhenbiao Yang
Spencer Castrellon, (ASUCR representative)
Daniel De La Rosa, (GSA representative)
To be received and placed on file:

The Committee on Educational Policy (CEP) will have had a total of nine meetings by the end of this academic year. All members of the committee and the chair also attended several meetings associated with undergraduate program reviews. Much of the committee’s work, such as the careful study of long and complex documents, is completed outside of these meetings and through e-mail. CEP members, at the request of the Administration or Chair of the Division, attend additional meetings and serve on additional committees.

A primary responsibility of CEP is undergraduate program review. During AY 2012-2013, three CEP subcommittees were established to conduct undergraduate program reviews for Theatre, Physics/Astronomy and Political Science. In addition to reviewing the department’s self-study, the subcommittee participates in the external committee’s assessment. The external reviews for Theatre and Physics/Astronomy were conducted on April 4-5 and April 25-26, respectively, and the external review for Political Science is scheduled for May 16-17. The Chair of CEP held an action/im implementa tion meeting with the Vice Provost for Undergraduate Education, Dean of CNAS and the Department Chair of Earth Science, and as a result of this meeting, an action plan with a timeline based on CEP’s Findings and Recommendations are being developed. Finally, compliance reports from previous reviews for Environmental Science, Music and Mathematics were accepted, closing these reviews.

The undergraduate programs in SoBA, Liberal Studies and Economics were previously scheduled for review during AY 2013-2014; however, it came to the attention of CEP that in March 2011, CEP approved the merging of BCOE’s ABET accreditation and CEP’s undergraduate review. By using the ABET review as a substitute for CEP’s external review, it should be possible to reduce the workload of both the programs and CEP. With information provided by Jose Wudka, Chair of the Division, and Chinya Ravishankar, Associate Dean, BCOE, CEP compared the ABET review to its own undergraduate review. ABET’s review is very thorough; however, the review criterion and process are not identical. It was felt that these differences can be addressed internally by CEP’s subcommittee. To be relevant, CEP’s reviews must be coordinated with the release of ABET’s final report, and this raises another concern regarding CEP’s workload associated with the desire to review all 8 undergraduate programs in BCOE in a short time frame. Normally, CEP reviews only 3 programs per year. To balance the workload, it was decided to consolidate the programs into 6 reviews, and spread these reviews out over 3 years. This would allow one additional review from outside BCOE each year. CEP will conduct a preliminary review at the end of each year during the review cycle to decide which two programs will be reviewed the following year. CEP will also decide if the process needs to be amended, including the possibility of requiring a regular external review. An implementation policy for the ABET-CEP undergraduate review merger was approved. BCOE is completing its reaccreditation this year, and CEP will be selecting the two programs that will be reviewed next year. CEP will also review SoBA next year, and Liberal Studies and Economics were postponed until AY 2014-2015 and AY 2015-2016, respectively.
Another important function of CEP is to review and comment on all issues relevant to undergraduate education and occasionally on issues with a more general nature. When warranted, these discussions result in new regulations and policies. Topics discussed and/or acted upon by the Committee in consultation with other Senate Committees and/or the Administration throughout the year have included:

- Modifications to the faculty and student surveys used in the undergraduate reviews.
- Approved the electronic dissemination of review documentation.
- System-wide review of the rebenching policy.
- Revised bylaw on academic integrity policy to extend membership GSOE and new units with undergraduate curriculum.
- Proposal for student led courses (RCourses) submitted by Becca Spence Dobias, Coordinator of Undergraduate Research in the Community. The main concern was over the course approval process and timeline. After a request for additional information, the proposal was withdrawn, and presumably will be resubmitted with revisions in the future.
- System-wide review of SR 760, which defines the value of units in response to WASC concern.
- Extensive consultation and discussion of various aspects of priority registration and course enrollment management in individual impacted class. It was decided that the Academic Senate should have jurisdiction over priority registration, and approved a policy for its implementation. Three options were discussed regarding course enrollment management; however, a final policy is still pending.
- The formation of a joint Administrative-Senate Strategic Planning Committee on Online Education. Ward Beyermann, Chair of CEP, and Steven Brint, VPUE, co-Chair this committee. Frequency updates were given on online education.
- Discussed three new financial aid models, and provided comments to the UCEP representative.
- Reviewed and approved with caveats Regulation 478 “IGETC for STEM majors”.
- Draft for the classroom disruption policy from Susan Ortega, Dean of Students. Will return for further revision.
- Approved School of Medicine Pass/Fail grading policy.
- Academic personnel manual, Section IV, Salary Administration.
- Policy on international activities.
- Academic Calendar.

CEP also took up a number of matters related to majors, minors and other programs. Matters of this nature that were discussed, approved and forwarded to the Division as of this date include the following:

**Approved Curriculum Changes**

BA in Anthropology/Law and Society Major
BA in Economics Major
BA in Economics/Law and Society Major
BA in Global Studies Major
BA in History/Law and Society Major
BA in Law and Society Major
BA in Music
BA in Music and Culture
BA in Philosophy/Law and Society Major
BA in Political Science/Law and Society Major
BA in Psychology
BA in Psychology/Law and Society Major
BA in Sociology/Law and Society Major
BA in Spanish
BS in Psychology x2
BS in Business Informatics x 2
BS in Chemical Engineering
BS in Computer Engineering x 2
BS in Computer Science x 2
BS in Electrical Engineering
BS in Materials Science & Engineering
BS in Sociology/Law and Society Major
BA & BS and Minor in Environmental Sciences
BA & BS in Biochemistry
BA & BS in Neuroscience
BA & BS in Statistics x 2
Minor in Dance
Minor in Education
Minor in Media and Cultural Studies
Minor in Music

Change of Major Criteria for Math
Change of Major Criteria for Statistics
Change of Major Criteria for Chemistry
Transfer Criteria for CNAS

This year, the Division was well represented on UCEP by Tim Labor, and we are pleased that he will Chair this committee next year. He has kept CEP and the Division informed about various items and system-wide developments of interest to the Committee.

Our members are to be commended for their close attention to a broad spectrum of matters concerning educational policy and undergraduate education and their genuine concern for student welfare. The attendance report for our regular meetings is attached.
Steve Clark
Yingbo Hua
Tim Labor
Tae-Hwy Lee
Margherita Long
Michael Moore
Pashaura Singh
Richard Smith
Mark Springer
N. D. Nunez, ASUCR Representative
L. Klein, GSA Representative
Peter Sadler, Vice Chair
Ward Beyermann, Chair
To be received and placed on file:

The Executive Council report describes the discussions and actions taken in 9 meetings held from September 2012 to April 30, 2013.

Each Executive Council meeting included a report from Chair Jose Wudka on issues reviewed at Academic Council Meetings, the Chancellor’s Cabinet meetings, and other critical issues raised by the faculty or the administration. Chair Wudka also gave regular updates on the various subcommittees on which he serves in his capacity as the Chair of the Senate.

Issues considered and/or actions taken by the Executive Council include the following:

- Conflict of Interest Statements - Approved the Executive Council’s Conflict of Interest statement as well as the Conflict of Interest statements from all the Senate Committees.
- By-laws - Reviewed and clarified the rights and authority of the Executive Council as specified in the by-laws.
- Master of Finance in the School of Business Administration - Executive Council unanimously approved the self-supporting Master of Finance in the School of Business Administration. It was confirmed, by Rules and Jurisdiction, that 1) the Executive Council can act on behalf of the Division to approve the proposal, and 2) there was no need to re-route the modified document to other Senate standing committees in advance of an Executive Council vote.
- Senate Bill 520 and 547 - State Senate Pro Tem Steinberg and Senator Block have proposed bills SB 520 and SB 547 that, if enacted, would negatively affect the University of California by weakening the control of the faculty over curricular matters. Both of these bills involve online education, with the first giving a prominent role to for-profit companies with expertise in online delivery methods. Though the bills have been amended in response to criticisms - especially from the UC Senate - their impact on the UC has not been mitigated. The UCR Division opposes both bills and has adopted a campus position
- Composite Rate Benefits – Various committees and the ExecutiveCouncil considered the many proposed rate plan schemes. The Systemwide Senate is lobbying forcefully to work with the Administration to determine a composite benefit rate that will not have a detrimental impact on faculty research.
- Priority Registration – The Executive Council advised the Committee on Educational Policy regarding generation of a campus policy on priority registration. It was agreed that ownership of any policy created rests with the Academic Senate, and specifically with the Committee on Educational Policy.
- Lab Safety - Labs within all UCs’ Departments of Chemistry and Biochemistry had to adopt the new safety procedures by January 11, with complete roll out by January 18. After January 18th, labs may be told to shut down if the new rules have not been implemented. At the individual campus level, the RISC (Research Integrated Safety Committee) has been tasked with implementing the guidelines created by OP to all remaining labs, including both teaching and research labs, though the timeline for full campus implementation has not yet been determined.

- Campus Health Care Facilitators – The Executive Council discussed the new benefit service delivery model and expressed concern that our campus opted not to continue funding for our Health Care Facilitators. The Committee on Faculty Welfare will work with administration to determine if an interim plan of implementation can be arranged.

- Earle Anthony Graduate Student Travel Award - For the first time the Academic Senate awarded Earle Anthony travel grants to graduate students in select areas (primarily the stem fields) during the 2011-2012 academic year. The process was difficult to administer because of system limitations within the Senate. The Executive Council agreed to transfer administration of the award to the Graduate Division. The Senate will maintain a role in selecting award recipients via the Fellowship Subcommittee of the Graduate Council.

- University Club - The Executive Council continues to engage the Administration in discussions of a Faculty University Club, emphasizing the need for a place for faculty to host guests as well as for faculty meeting space.

- Campus Salary Equity Report - Each campus was tasked with developing a plan to implement its own study to determine if discrepancies between the salaries of male and female faculty.

- Lecturers with Security of Employment - Chair Wudka intends to work on an APM change to the title of “Lecturer with Security of Employment.”

- Impacted Courses - The Executive Council discussed the issue of impacted majors and impacted courses on the Riverside campus. It was determined that a root cause of impaction is an issue of resources rather than curricula. The Committee on Educational Policy is examining existing and potential new policies intended to manage impacted courses.

- Campus Safety Task Force – Chair Wudka reports that the Administration has convened a task force to examine campus safety. The task force includes wide Senate representation.

- Smoke/Tobacco Free UCR – A steering committee with broad representation from throughout the campus will help UCR prepare for the new smoke/tobacco free campus policy.

- UC Online Education Meeting – There was considerable discussion of Online Education during several Executive Council meetings with several representatives from Riverside attending the “University of California All- Campus Working Meeting Innovative Learning Technology Initiative” at UC Irvine. The Academic Senate will continue to be heavily involved in all issues related to Online Education.

The Executive Council reviewed and approved the following campus namings:

- Coil Atrium at the Culver Center
- Krieger Family Laboratory at Chung Hall in the Bourns College of Engineering.
The Executive Council received the following Legislative requests:

- **EN4.1.1.6 - Bourns College of Engineering Bylaws:**
  The Executive Council responded with suggested revisions to the proposal submitted by the College of Engineering. The College of Engineering subsequently rescinded its request for changes.

- **8.20.1 - Committee on Research Bylaws:**
  The Executive Council received the bylaws, had no questions and the change was forwarded to the Division for approval.

- **8.23.1 – Undergraduate Admissions Bylaws:**
  The bylaw change was received by Executive Council and forwarded to the Division for a vote.

- **8.25.22 and 8.25.4.1 – The Committee on University Extension:**
  The Executive Council had several questions for the Committee on University Extension (UNEX). UNEX is considering revisions to the originally submitted bylaw change.

- **8.28 – Committee on Memorial Resolutions:**
  The Committee on Committees submitted a request for a new standing senate committee, the Committee on Memorial Resolutions. At the request of the Committee on Committees, the new bylaw was approved by the Executive Council in lieu of the being presented for a vote at the next Division meeting, which was greater than 30 days away.

- **R6.3 and R6.4 – Campus Graduation Requirements:**
  The Regulation was received by the Executive Council and forwarded for final approval at the spring Division Meeting

- **School of Business Administration:**
  The bylaws for the School of Businesses Administration were received by Executive Council and subsequently approved at the winter Division Meeting

- **Guidelines for Admission by Exception, Supplemental Criteria:**
  The Exception policy was received by Executive Council and subsequently approved at the winter Division Meeting.

- **Petition by the School of Medicine to use a Pass/Fail grading system:**
  The petition was received and approved by the Executive Council, and has been forwarded for a final approving vote at the spring Division Meeting.

- **UCR calendar through 2023:**
  After a thorough discussion and review of the proposed UCR Academic Calendar through the year 2023, the Executive Council determined it needed additional information before formal approval.

**Items from Systemwide:**

The following are items received from the Systemwide Academic Senate that were reviewed by the Executive Council:

- **UCOP Draft Policy on International Activities - Select standing committees reviewed the proposed revision to an existing policy. The main elements of the changes were the transferring of many of the systemwide approval authorities to each campus Chancellor.**
- Open Access Policy - The Executive Council met twice to discuss the Open Access Policy (OAP) proposed by the University Committee on Library and Scholarly Communication (UCOLASC) and hosted a campus forum to provide information to faculty. While recognizing deficiencies in the policy, Council unanimously supports the universal unhindered access and dispersion of knowledge.

- Report and Recommendation Report from the Re-benching Budget Committee - The consensus of Executive Council was that the Rebenching proposal presents a very desirable paradigm, but that without a clear scheduled implementation plan it opens the possibility of it being adopted as an ideal goal, while tacitly recognizing that it will never be achieved, thereby indefinitely perpetuating current funding inequalities. Without an implementation plan it is impossible to fully evaluate the proposal or support it enthusiastically.

- Report from the Taskforce on Negotiated Salary Plan - Select standing committees reviewed the proposal for a trial run of implementation of the negotiated salary plan. Though these groups recognize the type of problems this trial program is trying to address, they all expressed concerns about the plan; there was no instance of strong support for it. The main issue with the plan was its potential for creating discipline-specific inequalities among faculty, especially for those areas where extramural funding does not cover salary. A second issue was the lack of clear measures to determine the success or failure of the program, and justification that a 4 year plan was sufficient for reaching a conclusion. The lack of Senate supervision was also of concern.

- UC Undergraduate Financial Aid Funding Options - Executive Council discussed the UC Undergraduate Financial Aid document with a general consensus of all reviewers that of the 3 options presented, option A would be best suited to the needs of our students and the goals of the institution.

- APM 015 - Senate committees reviewed the recommendation to revise the language of Sections 010 and 015 of the APM to include within the protections of academic freedom the freedom to speak on matters of institutional policy or action, whether or not as a member of an agency of institutional governance. Despite some misgivings about the specific wording, Council supports the changes.

- APM 241 - The proposed revisions will bring APM 241 into conformance with Regents Policy and with the Compendium of University-wide Review Processes for Academic Programs, Academic Units, and Research Units.

- APM 430 - is being proposed to develop a new category of visiting scholar appointment, intended for graduate student and similar visitors. Several committee responses were received with the bulk of them indicating approval of the proposal albeit with some concerns.

- APM 600 – The proposed revisions to multiple sections of the APM 600 series are intended to create consistency across campuses and facilitate application to UC Path.

- APM 700 - This is a new presumptive resignation policy intended to address resignation from an appointment due to absence from duty; it does not address dismissal procedures nor does it apply when it is established that an academic appointee is absent due to illness, injury, or disability. It also does not address disciplinary or academic competency matters.
The following visitors were received by the Executive Council:

Jane Conoley, Interim Chancellor
Bracken Dailey, Registrar
Bob Daly, Assistant Vice Chancellor, Strategic Academic Research & Analysis
William Kidder, Assistant Vice Chancellor
Richard Olds, Dean, School of Medicine
James Sandoval, Vice Chancellor for Student Affairs
Richard Smith, School of Business Administration

Respectfully submitted by,

Jose Wudka, Chair, (Physics & Astronomy)
Bronwyn Leebaw (Political Science), Vice Chair
Piotr Gorecki (History), Secretary/Parliamentarian
Richard Luben (Biomed), Senior Assembly Representative
Bahram Mobasher (Physics & Astronomy), Junior Assembly Representative
Byron Adams (Music), Diversity & Equal Opportunity (CODEO)
Bahman Anvari (Bioengineering), BCOE Executive Committee
James Baldwin (Nematology), Physical Resources Planning (PRP)
Gregory Beran (Chemistry), Academic Computing & Information Technology
Ward Beyermann (Physics & Astronomy), Educational Policy (CEP)
Jan Blacher (Graduate School of Education), Planning and Budget (P&B)
Sarjeet Gill (Cell Biology & Neuroscience), Academic Personnel (CAP)
David Glidden (Philosophy), Preparatory Education
Irving Hendrick (GSOE), Faculty Welfare (FW)
Jennifer Hughes (Religious Studies), CHASS Executive Committee
Mariam Lam (Comparative Literature & Foreign Languages), Committees (COC)
Mindy Marks (Economics), Undergraduate Admissions
Connie Nugent (Cell Biology & Neuroscience), Graduate Council
Leonard Nunney (Biology), Research (CoR)
Melanie Sperling (Graduate School of Education), GSOE Executive Committee
Ameae Walker (School of Medicine), School of Medicine Executive Committee
Gillian Wilson (Physics & Astronomy), CNAS Executive Committee
Rami Zwick (SoBA), SoBA Executive Committee
To be received and placed on file:

Since its last Annual Report, the Committee on Faculty Welfare (CFW) met on 6 occasions and dealt with the following issues:

In addition to reaffirming its policy on Conflict of Interest, the Committee has commented on the following:

- Campus Review of proposed policy on International Activities
- Campus Policy Review of UCR calendar through 2023
- Systemwide Review of Open Access Policy
- Systemwide Review of APM 700
- Systemwide Review of the Report & Recommendations from the Rebenching Budget Committee
- Systemwide Review of the Report from Taskforce on Negotiated Salary Plan
- Systemwide Review of APM 015 – Faculty Code of Conduct
- Systemwide Review of UCOE Copyright Agreement
- Systemwide Review of APM 600 Series
- Health Care Facilitators
- Proposed Graduate Appeal Policies
- CHASS Fellowship Leave Policy
- Proposed UC Riverside Policy on Smoking & Tobacco Use

The Committee on Faculty Welfare is charged with the award process for the Dickson Emeritus/a Professorship. The Committee evaluated the applications and recommended that Professor Emeritus Kathleen Montgomery, School of Business Administration receive the emeriti professorship in 2013-2014. The Committee has also suggested that the Academic Senate engage in discussion with the administration on the most appropriate way of managing this endowment funded award on a consistent basis.

Through April, the Committee addressed several issues raised by committee members and other faculty. Included were consultations, discussions, suggestions and/or recommendations as appropriate concerning

- Child Development Center
- Stop the Clock Policy
- Policy on Off-Scale Salaries Effective July, 1 2010
- Fellowship Policy
- Secret Recording of Class Lecturers

D. Hoffman
A. Norman
K. Pyke
M. Roose
R. Seto
G. Warnke
I. Hendrick, Chair
To be received and placed on file:

The Graduate Council met eleven times during the period of May, 2012 through April 30, 2013. Complete records of Council activity are on file in the Office of the Academic Senate.

The Courses and Programs Subcommittee made recommendations and the Council acted on 173 Courses; 41 new courses, 101 changes in existing courses and 31 deletions.

The following requests for changes in requirements for graduate programs were reviewed and approved: Anthropology; BIG Program – Bioengineering, Botany and Plant Sciences; Chemistry; Computer Engineering; Computer Science; Creative Writing; Economics; EEOB; Electrical Engineering; Master of Science Program in Engineering; Environmental Sciences; Graduate School of Education - M.Ed. Emphasis in TESOL; Graduate School of Education - MED Education, Higher Education Administration & Policy Curriculum; Revision to Ph.D. in Education, Higher Education Administration and Policy area group curriculum; Music; Plant Biology; Statistics Master's and Ph.D. graduate programs; School of Business Administration (SoBA) - FEMBA (fully employed MBA) to Flex MBA; SoBA holistic admission for professional graduate programs.

The following new programs were reviewed and approved: Computer Engineering BS + Computer Engineering MS Five-Year Combined-Degree Program, and a proposal for a Designated Emphasis in Science Fiction and Technoculture Studies.

The Systemwide Coordinating Committee on Graduate Affairs (CCGA) approved UCR’s Art History Ph.D. proposal and UCR’s Masters of Finance proposal. Both proposals were approved by Graduate Council and the Academic Senate Riverside Division in 2012-13.

Since the last report, the Graduate Council Fellowship Subcommittee has awarded Dissertation and Master's Thesis Research Grants amounting to $15,000.

The Graduate Council concluded its regularly scheduled review of the graduate programs in: Anthropology, Art History, CMDB (internal review), GGB, History, Mechanical Engineering, Plant Biology, and Sociology (internal review).

Graduate Council discussed the program responses and voted to close out the reviews for graduate programs in: Chemical & Environmental Engineering; Comparative Literature and Foreign Languages; Creative Writing; Economics; and Entomology.

Graduate Council discussed program responses and corresponded with the following graduate programs in an effort to close out their open review: Environmental Sciences, Neuroscience, English, Bioengineering, Biomedical Sciences, Plant Pathology, CMDB, and GGB.
Graduate Council will host a Graduate Program Review Retreat in May, 2013. This Retreat will prepare the programs scheduled for review in 2013-14 for the review process.

Additionally, the following actions were taken by the Graduate Council during 2012-13:

- At its first meeting of the academic year, the Council adopted a statement regarding possible conflicts of interest by its members. (Sept. 2012).
- Updated and approved the Graduate Council Handbook for 2012-13.
- Finalized a draft for a proposal for an Academic Senate procedure for Transfer, Consolidation, or Discontinuance of a Graduate program.
- Policy for Appeals on Candidacy or Qualifying Exams – informed programs that they are required to develop guidelines for appealing candidacy or qualifying exams.
- Policy on review of results of candidacy exams by students – informed programs that the current policy is being revisited, and they should ensure that they are consistent with FERPA.
- Clarifications and modifications were made to the Faculty Biosketch form which programs are required to complete for Graduate Program Reviews.
- A Program Change Form was created and approved by the Graduate Council as a required form that graduate programs must complete to put forth a program change.
- A subcommittee (James Tobias, Chair; David Johnson; and Roland Kawakami) was created to draft a campus policy on student access to qualifying exams and a procedure for appeals.
- CNAS Redesign of Graduate Student Advisors was discussed.
- Graduate Council voted to approve Appendix 7 as written and pass it to Rules and Jurisdiction for final approval.
- Graduate Council worked with Graduate Division to revise the way in which attrition data is currently presented to the Council for graduate program reviews.
- Reviewed and approved a request for credit approval for a BS/MS Mechanical Engineering student.
- Clarified language for Professional Development Requirements which the Graduate Division will communicate to graduate programs.
- Discussed and assigned three committee members (Rene Lysloff, Jingsong Zhang, and Ertem Tuncel) to draft basic guidelines for a Double Ph.D. policy.
• Revised existing language for the policy which allows committee members (for oral exams, thesis defense, etc.) to participate via teleconference or Skype.

• Revised and finalized an Exam Appeals Policy in which Graduate Division will communicate to the campus.

• Reviewed and ruled on a Sociology student grade appeal.

Graduate Council discussed and responded to the following requests for review and input received by Academic Senate Chair Jose Wudka:

• UCR Proposed Academic calendar.


• Proposed Open Access Policy.

• Systemwide Review of “Rebenching” Report.

• Proposed Changes to Regulations of the Riverside Division R6.3 and R6.4 – Campus Graduation Requirements.

• Discussed and responded to Systemwide Review of Proposed Revised Academic Personnel Manual Section IV, Salary Administration (APM – 600 Series).

**Connie Nugent, Cell Biology and Neuroscience, Chair**
Lynda Bell, History, Vice Chair
Christopher Chase-Dunn, Sociology, Chair of Courses & Programs Subcommittee
Mohsen El Hafsi, SoBA
David Johnson, School of Medicine
Roland Kawakami, Physics and Astronomy
John Kim, Comparative Literature & Foreign Languages
Rene Lysloff, Music
Rollanda O’Connor, GSOE
Richard Redak, Entomology
Daniel Schlenk, Environmental Sciences
James Tobias, English
Ertem Tuncel, Electrical Engineering, Secretary
Mike Vanderwood, GSOE, CCGA Representative
Jianzhong Wu, Chemical & Environmental Engineering
Jingsong Zhang, Chemistry
Joe Childers, Graduate Dean (ex-officio)
Henry Huang, (Graduate Student Representative)
Aaron Jones, (Graduate Student Representative)
To be received and placed on file:

The International Education Committee of the Academic Senate met once this year on February 13, 2013. The Committee is scheduled to meet on May 29 with Jean-Xavier Guinard, Associate Vice Provost and Executive Director of UC Education Abroad Program (UCEAP). At the upcoming meeting AVP Guinard is scheduled to provide an update on UCEAP, be provided with an update on UCR study abroad, and discuss ways to enhance collaborations between UCEAP and the campuses.

In the Fall of 2012, the Committee reviewed and responded to the Systemwide Review of the Proposed New Policy – APM 430, which allows for appointments of students and academics as Visiting Scholars. The Committee supported the policy and opined that it provided greater flexibility, which is much needed in welcoming students and post-docs from abroad to UCR, who otherwise may encounter regulations that would prohibit them from coming.

At the Committee’s February 2013 meeting, the following items were discussed:

- Committee member Christina Schwenkel reported on the “Memorandum of Agreement between Vietnam and International Education Development (VIED) of the Ministry of Education and Training of Vietnam and UC Riverside.” The Committee discussed the memorandum and Ex Officio members Sharon Duffy and Thomas Perring recommended the appropriate UCR administrators to review the document.
- Ex Officio member Karen McComb and guest Steve Brint, Vice Provost of Undergraduate Education reported on the Workshop on International Student Support and Retention.

The Riverside Division of the International Education Committee was represented on the University-wide Committee on International Education (CIE) by Lucille Chia who is the Chair of the Riverside Committee. Chair Chia updated the Committee members at each meeting as to the issues being discussed at the statewide level. In addition, Chair Chia participated in the UCIE teleconference meeting on January 25, 2013, and reported to UCR Committee concerning actions to be taken, including:

- UCIE faculty nominations for EAP Program Reviews.
- Comments on various new EAP programs.
- Vision Statement of international education.
- Role of online courses in international education.

The following business was conducted by the Committee via email:

- Committee Member Christina Schwenkel sent an email to Chair Chia in which she reviewed and provided favorable comments on the new EAP UC-Construct Program in Yogyakarta, Indonesia.

Amalia Cabezas
Lucille Chia, Chair
Cecile Cho
David Crowley
Thomas Eulgem
Christina Schwenkel
Thomas Perring, Ex Officio
Sharon Duffy, Ex Officio
Bronwyn Jenkins-Deas, Ex Officio
Karen McComb, Ex Officio
Jeanette Lau, ASUCR Representative
Keerthi Pudota, GSA Representative
To be received and placed on file:

The committee has met twice since the last report (November 9, 2012 and March 11, 2013) and will meet one more time this quarter (May 24, 2013).

Since the last report, the Committee was asked to review and comment on the following and/or took action as listed.

- Systemwide Review of the June 25, 2012 “Rebenching” report. The committee had several comments, which were forwarded to Academic Senate Chair Wudka on November 24, 2012.

- Dr. Chris Kelty (Chair of the Systemwide library committee, UCOLASC) was invited to campus and made two presentations to faculty (10:30AM to noon and 3 to 4 pm on November 21, 2012) regarding the proposed Systemwide Open Access Policy.

- Prior to the November 21 meetings, the committee developed a list of questions for Dr. Kelty to address during his presentations. These were forwarded to Senate Chair Wudka November 11, 2012.

- Following the November 21 meetings, the Library Committee’s views on the Proposed Open Access Policy were forwarded to Senate Chair Wudka on November 27, 2012.

- On April 18, 2013 the committee was asked to comment on a UCR proposal to merge the Committee on Library & Scholarly Communication with the Committee on Academic Computing & Information Technology. A response is being prepared for Senate Chair Wudka.

Major items of discussion included:

Much of the time during our Committee meetings to date has been taken up reviewing various aspects of the proposed Open Access policy. The Committee had concerns about several aspects of the policy and the lack of clarity regarding what was proposed. Following the two faculty meetings with UCOLASC Chair Kelty, some of these concerns were answered but a number remained. These concerns were transmitted to Senate Chair Wudka and also expressed by Committee Chair Morse at the UCOLASC meeting in Oakland on February 22, 2013. Following that meeting, the UCOLASC committee has developed a revised Open Access policy and we discussed the general form of that revision at our March 11 meeting and will review the proposal itself at our May 24 meeting.
Outgoing University Librarian Ruth Jackson provided a nice summary of current and past issues faced by the UCR Libraries.

The Committee discussed Senate Bills 1052 and 1053 dealing with Open Source Textbooks. A Systemwide committee has been formed, which will create the infrastructure to support access to free digital textbooks for the top 50 lower division courses offered collectively by the UC, CSU, and California community colleges. A problem is that funding must be matched (50:50) and it is not clear who is going to collect the matching funds. The Committee will have to wrestle with how to define the top 50 courses; one assumes it would be so as to benefit the largest number of total students.

Also discussed was federal FASTR (Fair Access to Science and Technology Research Act) legislation - federal legislation was introduced February 14, 2013 to increase the dissemination of publicly funded research results. All federal agencies with extramural research budgets of $100 million or more would be required to provide the public with online access to research manuscripts no later than 6 months after publication in a peer-reviewed journal.

We discussed California SB-609, which was introduced February 20, 2013 and presents similar ideas about how publications resulting from state funded research should be made available to the public.

We discussed a directive from the Executive Office of the President to all agencies with extramural research budgets of $100 million (there are ca. 19 such agencies, i.e. most that fund scientific research) to develop a plan within the next 6 months to provide the public with online access to research manuscripts no later than 12 months after publication in a peer-reviewed journal.
The Committee on Physical Resources and Planning (PRP) met once during Academic Year 2012-2013. During that meeting Don Caskey, Associate Vice Chancellor of Design and Construction and Campus Architect and Tim Ralston, Associate Vice Chancellor of Capital Planning attended and presented to the Committee the philosophy, strengths, and goals of UCR capital programs as well as a review of ongoing projects.

The PRP Committee discussed the importance of the Academic Senate playing a significant role in developing a policy to incorporate art into buildings, noting that it is much less costly to do so at the time of construction. It was concluded that the best approach would be to develop a campus policy specifying a modest percentage of the total cost of a building be invested in appropriate art. The Committee decided that this was an important topic for future discussion and exploration by the PRP Committee. In addition, the Committee has begun work to report on recent proposals for the renovation of “The Barn” and its future use. This is also in conjunction with discussion on the need for a venue suitable for faculty to meet and entertain professional guests.

PRP committee members participated on the following committees and provided updates to members regarding the information discussed. In addition, Chair Baldwin arranged for all hard copy records from committee meetings including proposal evaluations to be stored in the Academic Senate files with Analyst Beth Beatty for easy access by all members:

- Executive Council (J. Baldwin)
- Capital Programs Advisory Committee (J. Baldwin and R. Luben)
- Design Review Board (J. Isermann)

The PRP Committee is grateful to Ms. Beth Beatty for her assistance during this year.

Juliann Allison
Jim Baldwin, Chair
Matthew Barth
Jim Isermann
Richard Luben
Yat Sun Poon
Mark Wrathall
To be received and placed on file:

The committee on Preparatory Education did not meet during the period of May, 2012 through April 30, 2013. However, the committee did discuss business via email.

The committee discussed and responded to the following requests for review and input received by Academic Senate Chair Jose Wudka:

- Proposed Open Access Policy
- Systemwide Review of “Rebenching” Report
- Proposal to Adopt an Earlier Application Opening Deadline

Preparatory Education discussed the following items via email:

- 2011-12 report on English 01PA, prepared by Allison Cantwell in Undergraduate Education
- Systemwide Mathematics Diagnostic Examination

David Glidden, Philosophy, Chair
Julia Bergner, Mathematics
Andrea Denny-Brown, English
Eugene Nothnagel, Botany & Plant Sciences
Akula Venkatram, Mechanical Engineering
Bracken Dailey, Registrar’s Office, Administrative Representative
John Briggs, English, Director of Writing Program (ex-officio)
Peter Graham, Philosophy, Assoc. Dean for Student Affairs: CHASS (ex-officio)
Mindy Marks, Economics, BOARS Representative (ex-officio)
Michael McKibben, Earth Sciences, Assoc. Dean for Student Affairs: CNAS (ex-officio)
Chinya Ravishankar, Computer Science & Engineering, Assoc. Dean for Student Affairs: COE (ex-officio)
James Sandoval, Vice Chancellor for Student Affairs (ex-officio)
Cortni Thomas, ASUCR Student Representative
To be received and placed on file:

The primary function of the Committee on Privilege and Tenure is to consider grievances brought by members of the Academic Senate and disciplinary charges brought by the administration against members of the Academic Senate. Details of all grievances, charges, and cases are confidential.

Following is a summary of Committee activities from May 1, 2012 to April 30, 2013:

- P&T is in the process of conducting a formal hearing for a disciplinary case. The case will be conducted over 4 days and will involve numerous witnesses. Final resolution of the case is expected by September, 2013.

- P&T was asked to consider the matter of a medical separation of a faculty member. The faculty member did not request a formal hearing so the case was adjudicated without P&T input.

- Policy Recommendations considered by P&T include the following System-wide Reviews:
  - System-wide review of APM 700 and APM 015
  - Consideration of the Proposed Policy to Expand Open Access to Research Publications at the University of California

Finally, the Committee on Privilege and Tenure engaged in discussions with the Committee on Charges to determine if the two committees should merge. The discussion was tabled given the workload of the pending disciplinary case.

E. Anderson
S. Axelrod
R. Gupta
D. Maleug
M. Pianca
R. Rosenthal
S. Wimpenny
H. Henry, Chair
To be received and placed on file:

Following is a summary of Committee activities from May 1, 2012 to April 30, 2013.

The Committee on Rules and Jurisdiction conducted its work via email and telephone. The first item of business discussed by the Committee was to reaffirm its policy on Conflicts of Interest.

In keeping with the charge to review legislation submitted for adoption, the Committee considered the Regulations, Bylaws, and Policies below:

- Systemwide Review. Open Access Policy
- Systemwide Review. APM 700
- Systemwide Review. Report & Recommendations from the Rebenching Budget Committee
- Systemwide Review. Report from Taskforce on Negotiated Salary Plan
- Proposed Bylaw change 8.20.1 - Committee on Research
- Proposed change in Regulation R8 & R8.1 – Committee on Courses
- Proposed Bylaw change for BCOE
- Proposed changes to Appendix 6.6.4 – Academic Integrity Committee
- Proposed Bylaw change to 8.25 - 8.25.2.5 – Committee on University Extension
- Proposed change in Regulation R6.3 and R6.4 – Campus Graduation Requirements
- Proposed Bylaw change for SoBA Executive Council
- Systemwide Review. APM 015
- Proposed Bylaw for new Senate Standing Committee – Memorial Resolution Committee
- Proposed Bylaw change for SOM

In addition to the above, the Committee is often asked to respond to informal requests from members, officers, or committees of the Division for information regarding the Code of the Academic Senate or the legislation of the Division. To that end, the Committee responded to the following requests for advice or ruling:

- Request for advise on changing the membership of the Committee on Research
- Request for ruling on Bylaw 55
- Request for advise on correspondence chain for Graduate Division
- Request for interpretation of Senate Regulation 2.4.5.1
- Request for information on committee Conflict of Interest Statements
- Request for information on SoBA Bylaws
- Request for on Senate Regulation R6.12
- Request for an interpretation of course review and grading system for SOM
- Request for review of graduate appeal policies
- Request for campus policy review of SOM pass/fail grading system

Z, Ran, Chair
P. Keller
P. Gorecki, Secretary Parliamentarian
Committee on Scholarships and Honors
Annual Report to the Riverside Division
May 28, 2013

To be received and placed on file:

During the 2012-2013 academic year, the Committee on Scholarship and Honors met twice and accomplished the following:

At the November 6, 2012 meeting, the Committee:
- Discussed the Proposed Open Access Policy and the Committee voted to support the measure. However, the Committee did opine that the “opt-out” clause could possibly weaken the ability of UC to enforce the policy and recommended that the digital article repository be linked to the e-file system in the future, which would enable faculty to update their e-file and deposit electronic versions of their articles into the repository at the same time.
- Discussed the Rebenching Report and the Committee voted to support the policy. The Committee opined that rebenching would benefit students at UCR and that support of the policy is a matter of equity and community responsibility.

At the April 8, 2013 meeting, the Committee:
- Discussed the number of awards to be given to faculty and the Committee voted to change the wording of the call for nominations to read that “Up to two awards” can be given to faculty.
- Discussed whether the call should ask for a structured format or portfolio to be included as a supplement to nomination letters for both the faculty and student awards. The Committee voted to add that the for the faculty awards, nominations must be accompanied by a short report addressing the selection criteria. For the student awards, the Committee voted to request that nominations must be accompanied by a resume.
- Discussed whether the selection criteria listed on the call prevented potential candidates that are otherwise qualified from applying. The Committee voted to modify the criteria to challenges overcome only if applicable.
- Selected the following faculty and students as recipients of the 2012-2013 Chancellors’ Awards for Excellence in Undergraduate Research and Creative Achievement:

  Faculty:  
  *Jeanie Lau, Professor of Physics and Astronomy  
  *Richard Hooley, Assistant Professor of Chemistry

  Students:  
  *Mr. Eric Lao, Environmental Science
Jeanie Lau: Over the past 7 years, Dr. Lau has mentored 8 undergraduate students, with several students training in her laboratory for at least two years. 5 of these students have graduated and gone on to pursue doctoral degrees. Under her guidance, these students have received several grants, including: multiple Science Circle Awards, Dean’s Fellowships, undergraduate research grants, and a Chancellor’s Award for Excellence in Undergraduate Research. Her students’ success is certainly due in part to her close attention to their professional training and access to publication opportunities. These talented undergraduates have co-authored eight refereed journal articles, including publications in Science, Nature and the UCR Undergraduate Research Journal. Dr. Lau includes her students in her research on the physics of nanoscale systems and the properties of graphene, research that has earned her an NSF CAREER Grant and the Presidential Early Career Award.

Richard Hooley: In only 4 years Dr. Hooley has mentored 12 undergraduate students. Under his mentorship, these students have received awards the following grants or fellowships for their research on the development of unique molecules with cavities that can bind, catalytically react, and transport particular molecules: Dean’s Summer Fellowship, Science Circle Award, Rosemary S.J. Schraer Award for Outstanding Undergraduate Achievement, CAMP fellowship, and an NSF Bridge to the Doctorate Fellowship. Dr. Hooley’s commitment to increasing diversity in the sciences is reflected in his participation in the Minority Access to Research Careers –Undergraduate Training in Academic Research (MARC-USTAR), the UCR STEM Pathway, and the California Alliance for Minority Participation (CAMP) program. Additionally, he has trained 8 women, 3 African-American students and 1 Hispanic student. Dr. Hooley’s research has earned him fellowships from the NSF Division of Undergraduate Education program and UC Riverside’s Innovative Use of Information Technology in Teaching program.

Eric Liao: In his four years at UCR, Mr. Liao, an Environmental Science major has built a tremendous resume reflecting his dedication to studying raw seismic data and earthquake processes. He has served as a co-author on 4 papers, and is the first author on one of these publications. Additionally, he has contributed data for presentations at 6 major conferences. He served as the presenter for 3 of these conference presentations. He has received 4 major undergraduate research awards including: the CNAS Dean’s Fellowship, the Undergraduate Research Grant, the CNAS Scholars Summer Research Program, and the Honors Academic Enrichment Fellowship. Although he is committed to intensive research, Mr. Liao remains an excellent student. He has a 3.897 GPA and is expected to graduate Magna Cum Laude. Finally, Mr. Liao has used his expertise and educational experiences to influence K-12 curriculum development. One nominating faculty member notes “Eric is outstanding student, researcher and member of the broader Riverside community.”

Ms. Fatima Mirza: Though she has faced considerable challenges while pursuing her degree at UCR, Ms. Mirza has proven herself a gifted writer who is committed to the development of her craft. Through her coursework, she has created a complex set of characters, all belonging to one family. One nominating faculty member noted that these
characters could provide the framework for a “very fine first novel.” Additionally, it has been said that Ms. Mirza has “a terrific instinct for what to notice, what to perceive, what to see in a moment, in a character, in a dilemma, in a scene.” She has served as an Assistant Editor and Features Editor for The Highlander, published in the Mosaic, and gave a poignant speech when she presented the Professor of the Year Award for the University Honors Program (2012). She has received numerous scholarships and awards including the 2011-2012 Award for Academic Excellence. Ms. Mirza is already engaging with writing communities beyond the university, as she was accepted to and participated in the Squaw Valley Community of Writers Conference Summer 2012 workshop. Finally, Ms. Mirza has been accepted into the Iowa Writers Workshop, the country’s most prestigious graduate program in Creative Writing.

Rogerio Budasz
Anupama Dahanukar
Jack Eichler
Katja Guenther
Juhi Jang
Robin Nelson, Chair
Katharine Sweeney
Ian Wheeldon
Jim Sandoval, Ex Officio
Jose Aguilar, Ex Officio
Richard Kim, ASUCR representative
To be received and placed on file:

The Undergraduate Admissions Committee (UAC) met 8 times from September to April during the 2012-2013 academic year and has meetings scheduled for May 17, June 7 and June 14.

The Riverside Division of the Undergraduate Admissions Committee was represented on the University-wide Board of Admissions and Relations with Schools (BOARS) by Mindy Marks, Chair of the Undergraduate Admissions Committee. BOARS held 10 day long meetings during the 2012-2013 academic year and Chair Marks updated the Committee members at each meeting as to the issues being discussed at the statewide level. In addition, Chair Marks represented UAC on the Executive Council (bi-weekly meeting) and as a member of the Enrollment Management Council (3 meetings). Chair Marks also attended smaller meetings to discuss admission policy with the Acting Admissions Director, the head of the Academic Preparation Program (APP) program, and the Director of Evaluations for Undergraduate Education.

Actions undertaken by the Committee were the following:

- College of Natural and Agriculture Sciences (CNAS) Associate Dean Mike McKibben proposed to the Committee that changes be made to CNAS transfer requirements as CNAS upper division courses were over enrolled. The changes proposed by CNAS would help to keep transfer numbers under control. The Committee discussed the proposal and requested additional data from CNAS to review before they approved the proposal. The revised data submitted by CNAS showed that the proposed changes will improve two year graduation rates in the College and the Committee voted to approve the CNAS changes to transfer student criteria to be made effective for the Fall 2014 admission cycle.

- The Committee had previously approved a proposal for international students that offered a conditional admission guarantee to any student in the Academic Preparation Program (APP). However, BOARS ruled that conditional admission cannot be offered to any student other than a California resident. Letters offering conditional admission to these students had already been issued prior to the BOARS mandate and therefore clarification was needed from the Admissions Office. The Committee recommended adding the average SAT score to a letter as it would give international students a goal to aim for and show that UCR is trying to compare the APP students favorably to California residents. The Committee also recommended that the Admissions Office state that they will consider performance in classes that require both quantitative and qualitative skills to encourage APP students to take a range of courses. This letter was sent to all APP students.

- The Committee also discussed how to handle APP students who fail UCR courses, post admission offer, while still in the APP program. The Committee voted and approved to
change the APP program’s policy so that students enrolled in the program must maintain a UCR cumulative GPA of 2.0 in UCR coursework taken prior to official matriculation to the campus or forfeit their offer of admissions.

- The Committee discussed the Systemwide Review of the Open Access Policy and supported the goals of the policy. The Committee opined to the Division that the consequences involved in the various opt-out choices were not addressed. In addition, concern was expressed about increased publishing costs that may be associated with open access journals.

- The Committee discussed the Systemwide Proposal for Rebenching and opted to support the policy and opined that the proposal equalizes funding to all UC Campuses.

- In light of the increased use of Admissions by Exception (A x E), the Committee reviewed and revised the A x E guidelines. The Committee discussed what exceptions should be in the A x E pool and what criteria should be used to decide to admit students. A set of compiled data was presented that documented the performance of each student admitted by A x E in the past few years. This data suggested that students with low SAT scores do not perform well at UCR as measured by UCR GPA and likelihood of dismissal. Chair Marks recommended to the Committee that the GPA score should be raised to 3.0 and the required SAT score be set for 420 in math and the same in one of the two English components. The Committee voted and approved these changes. These changes were approved by the Academic Senate.

- The Committee also discussed which students have the rights to be included in the Special Review Committee (SRC) in the A x E guidelines and if the home scholars program should be eligible to be included in the SRC. Chair Marks proposed that the process for reviewing home scholar applicants be combined with the SRC and that the current language in the A x E guidelines incorporate the change and clarify that a UCR faculty, staff or department may support an applicant for review by the SRC. The Committee voted and approved the changes made to the current language of the SRC in the A x E guidelines and to move the home scholar programs to the SRC. These changes were approved by the Academic Senate.

- Chair Marks proposed a change to the Committee’s bylaws so that the Chair of the Committee does not also have to be the designated representative for BOARS as both duties are time consuming. It was proposed that a statement be added to the bylaws that would designate one member of the Committee as Chair and one member as the BOARS representative with the caveat that the Chair could serve as the BOARS representative if so desired. The Committee discussed this proposal and opined that if approved the BOARS representative must have experience and prior knowledge of admissions and thorough line of communication would need to be established between the Chair and representative. The Committee voted to approve the bylaw change, which were subsequently approved by the Executive Council.
The Committee discussed and reviewed data in regards to major preparatory requirements for transfer students, which served to illustrate departments who were having problems with transfer students not graduating in two years. Chair Marks recommended that a memo be drafted and sent by the Committee to identified departments that do not currently have major preparatory requirements in place. This memo will inform department chairs that they have the right to establish major preparatory requirements for transfer students, provided the requirements will help ensure student success. The memo included data on student success and an offer of assistance. The Committee reviewed and voted to approve a memo to be sent to the departments. After consultation with the Academic Senate Chair, the memo was sent on behalf of the Committee by Chair Marks.

The Committee discussed and reviewed the Systemwide issue of UC Undergraduate Financial Funding Options and voted to support the efforts to refine the expected parent contribution. However, the Committee did not support the Blue and Gold “light” plan as it will require increased tuition. The Committee opined to support Option B as it will require the smallest increase in tuition and it is reasonable to expect students to pay student loans for 15 years.

The Committee reviewed and discussed the Systemwide issue of proposed amendments to Senate regulations, including SR478 to accommodate “Intersegmental General Education Transfer Curriculum (IGETC) for STEM Majors. The Committee voted to support the endeavor. However, they did question the Division as to if the Campuses will have the autonomy to change the timelines of when the IGETC must be completed.

The Committee discussed TOEFL scores and the possibility of implementing a higher minimum TOEFL score for UCR. After viewing data collected by BOARS as well as an analysis conducted by the Director of Evaluations for Undergraduate Education, the Committee decided not to raise the TOEFL score as the scores have proved to not always be useful in identifying the success of international students.

The Committee reviewed and discussed change of major criteria documents for math and statistics. The Committee provided feedback to the Committee on Educational Policy that the proposed standards were inconsistent as the requirements are harder for current UCR students then transfer students. The Committee noted that the Statistics Change of Major Criteria required more major preparation than any other department on campus requires and recommended that the requirements be toned down.

The Committee reviewed the preliminary Eligibility in the Local Context (ELC) success numbers, which includes the top 9% of California high school graduates in terms of first year grades to determine if the ELC data should be added back to the admissions formula. The Committee decided not to add the ELC back to the Academic Index Score (AIS) model at UCR but would encourage a review of the data including retention rates in several years time by the Committee.
The Committee discussed applicants who had stellar backgrounds but lacked one A-G requirement. The Committee voted to recommend that California resident applicants missing one A-G requirement with an advocate can be eligible to be provisionally admitted if they meet the college’s AIS minimum score and pending the successful completion of the missing A-G requirement.

The Committee submitted a report to BOARS documenting that UCR had met the compare favorably guidelines with regards to non-resident students.

The Committee will submit a report to BOARS about major prep requirements for transfer students.

Given the freshman admission rate is nearing the 50% threshold, which requires holistic review; the Committee will write a document showing that UCR has a “best practice”. The document will contain the results of last year’s analysis of the holistic review scores.

Kathryn DeFea
Adam Lukaszewski
Mindy Marks, Chair
Vivian-Lee Nyitray
Wendy Saltzman
Wendy Su
Christiane Weirauch
Jim Sandoval, Ex Officio
Armando Saldana, ASUCR Representative
To be received and placed on file:

The Committee on University Extension met three times in the period from July 2012, to May 3, 2013 and will meet once during the summer. The Committee examined and approved 314 courses and instructors in the X 300-400 series. There were 15 courses in the X 1-200 series submitted for review this year. The Committee also approved four programs for extension certificates.

The committee also reviewed the bylaw of the Committee on University Extension and gained a better understanding of its responsibilities. The committee concluded the current bylaw is still valid and requires no change. To better excise the committee responsibility, it is suggest that the Dean of Extension present the state of University Extension to the committee once a year, preferably in the fall quarter when new committee members join the committee.

Again this year, we would like to commend Extension for its continuing efforts to expand its offerings in new directions, and for the high quality of its programs. Extension has developed a number of very innovative programs this year, and the quality of its instructors continues to be excellent. The Committee would also like to thank the Dean of Extension, Sharon Duffy, and Heather Edberg, Administrative Specialist along with their staff for an excellent job in gathering, sorting and presenting the best candidates for approval/disapproval by the Academic Senate Committee on University Extension.

Finally, we thank the staff of the Office of the Academic Senate, in particular, Marla Jo Booth, for their excellent support services.

Indridi Indridason
Suk-Won (Thomas) Kim
Michel Lapidus
Wenwan Zhong
Susan Zieger
Samir Benouar, ASUCR Representative
Henry Huang, GSA Representative
Guinshan (Alex) Xu, Chair
To be received and placed on file:

The Committee on Committees reports the following 12-13 AY appointments made since the last report of February 19, 2013:

Provided a slate of 9 names to the Executive Vice Chancellor and Provost for faculty to serve on the search committee for the Dean of the School of Business Administration.

Provided a slate of 6 names to Chair of the Riverside Division for faculty to serve on the joint Senate/Administrative Online Task Force

Provided a slate of 12 names to the Office of the President for faculty to serve on the Academic Advisory Committee (advisory to the Search Committee for the President's search).

Provided a slate of names to the University Committee on Committees (UCOC) for Riverside faculty to serve on the following:

- The UC Press Editorial Committee
- The Working Group on Changing Teaching & Publication
- The Academic Council Special Committee on Agriculture and Natural Resources (ACSCANR).

In addition to appointments, the Committee on Committees considered the campus issues of Open Access and Rebenching.

Finally, the Committee on Committees annually receives a handful of requests for In Memorium Committees. The haphazard receipt of these requests does not allow for efficient coordination of the ad hoc committee, nor does it assure that the commemorative statements are completed in a timely manner. Therefore, the Committee on Committees submitted a request for a new standing committee – the Committee on Memorial Resolutions - which will allow for better organization and efficiency and will help ensure that our deceased faculty are appropriately honored and remembered.

Mariam Lam, Comparative Literature & Foreign Languages, Chair

Alexander Balandin, Electrical Engineering
Robert Clare, Physics & Astronomy
Peter Chung, School of Business Administration
Gloria Gonzalez-Rivera, Economics
Hailing Jin, Plant Pathology & Microbiology
Jodi Kim, Ethnic Studies
Derek Roff, Biology
Marguerite Waller, Women’s Studies
Yinsheng Wang, Chemistry
### Academic Computing & Information Technology

**Chair - To Be Determined**
- Derek Burrill
- Gareth J. Funning
- Ted Garland
- Vagelis Hristidis
- Roger Lake
- Owen Long
- Chikako Takeshita

*Associate Vice Chancellor, Ex Officio Member*
*University Librarian, Ex Officio Member*

### Academic Freedom

**Chair - Kathleen Montgomery (UCAF)**
- Thomas Morton
- Freya Schiwy

*P&T Chair – Helen Henry, Ex Officio Member*
*Fac Welfare Chair – Georgia Warnke, Ex Officio Member*

### Academic Personnel

**Chair - George Haggerty**
- Christine Chiarello
- Shou-Wei Ding
- Jay Gan
- Ann Goldberg
- Jang-Ting Guo (UCAP)
- Russe Hille
- Ashok Mulchandani
- Thomas Patterson

### Charges

**Chair - Kambiz Vafai**
- Monica Carson
- Tim Close
- Bajis Dodin
- Augustine Kposowa
- Benjamin Liu
- Helen Reagan

### Committee on Committees

**Chair - Mariam Lam (UCoC)**
- Alexander Balandin
- Robert Clare
- Y. Peter Chung
- Gloria Gonzalez-Rivera
- Hailing Jin
- Jodi Kim
- Marguerite Waller

*TBD - New Member from CNAS*
*TBD - New Member from CNAS*

### Courses

**Chair - Richard Smith**
- Edith Allen
- Michelle Bloom
- Philip Brisk
- Jacob Greenstein
- Paul Lyons
- Kristoffer Neville
- Gregory Palardy
- Jiri Simunek
- Todd Sorensen

### Distinguished Campus Service Award

**Chair – Giles Waines**
- Carl Cranor
- Manuela Martins-Green
- Rick Redak
- Theda Shapiro

### Distinguished Teaching Award

**Chair - Jodie Holt**
- Yenna Wu
- Larry Wright
- TBD - New Member
- TBD - New Member

### Diversity & Equal Opportunity

**Chair - To Be Determined**
- Byron Adams
- Akua Asabea Asa-Awuku
- Mei Chu Chang
- Pingyun Feng
- Sherryl Vint
- Elaine Wong
- Zhenbiao Yang

### Educational Policy

**Chair - Ward Beyermann**
- Ken Baerenklau
- Yingbo Hua
- Tae-Hwy Lee
- Margherita Long
- Michael Moore

*Mark Springer (UCEP)*
*Jiri Simunek - Representative from Courses*
*TBD – New member*
*TBD - Member from SoM*
*TBD - Member from GSOE*
### Executive Council

**Chair - Jose Wudka**
- Bahman Anvari, Chair BCOE Executive Committee
- James Baldwin, Chair Physical Resources Planning
- Kenneth Barish, Chair, Planning & Budget
- Lynda Bell, Graduate Council
- Ward Beyermann, Chair Educational Policy
- George Haggerty, Chair, Academic Personnel
- Mariam Lam, Chair Committees
- Bahram Mobasher, Jr. Rep to Assembly
- David Glidden, Chair, Preparatory Education
- Piotr Gorecki, Sec/Parliamentarian
- Ameae Walker, Chair SoM Executive Committee
- Gilliam Wilson, Chair, CNAS Executive Committee
- TBD, Chair, Academic Computing
- TBD, Chair, CHASS Executive Committee
- TBD, Chair, Diversity & Equal Opportunity
- TBD, Chair, Faculty Welfare
- TBD, Chair, GSoE Executive Committee
- TBD, Chair, Research
- TBD, Sr. Rep to Assembly
- TBD, Chair, SoBA Executive Committee
- TBD, Chair, Undergraduate Admissions

**Vice Chair - TBD**

### International Education

**Chair, TBD**
- Amalia Cabezas
- Cecile Cho
- Philip Christopher
- David Crowley
- Thomas Eulgem
- Christina Schwenknel

### Library & Scholarly Communication

**Chair, TBD**
- Sherrie Johnson
- TBD - New Member
- TBD - New Member
- TBD - New Member
- TBD - New Member
- University Librarian, Ex Officio Member

### Faculty Research Lecturer

**Chair, Brian Federici**
- Norm Ellstrand
- R. R. Russell
- Chandra Varma
- TBD - New Member

### Faculty Welfare

**Chair, Georgia Warnke**
- Donna Hoffman
- Liz Kotz
- Tony Norman
- Al Page
- Karen Pyke (UCFW)
- Mikeal Roose

### Graduate Council

**Chair - Lynda Bell**
- Wendy Ashmore
- Malcom Baker
- Chris Chase-Dunn
- David Johnson
- John Kim
- Rene Lysloff
- Rollanda O'Connor
- Richard Redak
- Daniel Schlenk
- Jing Shi
- Jorge Silva Russo
- Jianzhong Wu
- Jingsong Zhang

**Vice Chair - Ertem Tuncel**

### Physical Resources Planning

**Chair, Jim Baldwin**
- Juliann Allison
- William Grover
- James Isermann
- Richard Luben
- Yat Sun Poon
- Mark Wrathall

### Planning & Budget

**Chair, Ken Barrish, (UCPB)**
- Bir Bhanu
- Subir Ghosh
- Dan Hare
- Barry Mishra (CoSSA)
- David Pion Berlin (CoSSA)
- Roger Ransom
- Jonathan Ritter
- TBD - New Member

### New Member

TBD, Chair, Academic Computing
TBD, Chair, Academic Computing
TBD, Chair, Academic Computing
TBD, Chair, Diversity & Equal Opportunity
TBD, Chair, Faculty Welfare
TBD, Chair, GSoE Executive Committee
TBD, Chair, Research
TBD, Sr. Rep to Assembly
TBD, Chair, SoBA Executive Committee
TBD, Chair, Undergraduate Admissions
<table>
<thead>
<tr>
<th>Privilege &amp; Tenure</th>
<th>Preparatory Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chair, Helen Henry (UCP&amp;T)</strong></td>
<td><strong>Chair, David Glidden (UCOPE)</strong></td>
</tr>
<tr>
<td>Julia Bailey Serres</td>
<td>Andrea Denny-Brown</td>
</tr>
<tr>
<td>Morris Maduro</td>
<td>Julia Bergner</td>
</tr>
<tr>
<td>David Malueg</td>
<td>Eugene Nothnagel</td>
</tr>
<tr>
<td>Marina Pianca</td>
<td>Akula Venkatram</td>
</tr>
<tr>
<td>Stephen Wimpenny</td>
<td>Ex-Officio - BOARS Rep</td>
</tr>
<tr>
<td>TBD - New Member</td>
<td>Ex-Officio - CHASS Assoc Dean/Student Affairs</td>
</tr>
<tr>
<td></td>
<td>Ex-Officio - CNAS/Assoc Dean Academic Affairs</td>
</tr>
<tr>
<td></td>
<td>Ex-Officio - COE/Assoc Dean Student Affairs</td>
</tr>
<tr>
<td></td>
<td>Ex-Officio - Director, Basic Writing</td>
</tr>
<tr>
<td></td>
<td>Ex-Officio - Registrar</td>
</tr>
<tr>
<td></td>
<td>Ex-Officio – Vice Chancellor Student Affairs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chair, TBD</strong></td>
<td><strong>Chair, TBD</strong></td>
</tr>
<tr>
<td>Mike Allen</td>
<td><strong>Chair, TBD</strong></td>
</tr>
<tr>
<td>Heidi Brayman Hackel</td>
<td><strong>Kathryn Defea</strong></td>
</tr>
<tr>
<td>Amit Roy Chowdhury</td>
<td><strong>Marco Princevac</strong></td>
</tr>
<tr>
<td>David Cocker</td>
<td><strong>Wendy Saltzman</strong></td>
</tr>
<tr>
<td>Gail Hanson</td>
<td><strong>Christiane Weirauch</strong></td>
</tr>
<tr>
<td>Marsha Ing</td>
<td><strong>TBD - New Member</strong></td>
</tr>
<tr>
<td>Rebecca Kugel</td>
<td><strong>TBD - New Member</strong></td>
</tr>
<tr>
<td>Len Nunney, <strong>UCoRP</strong></td>
<td><strong>TBD - New Member</strong></td>
</tr>
<tr>
<td>Khaleel Razak</td>
<td></td>
</tr>
<tr>
<td>Dana Simmons</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rules &amp; Jurisdiction</th>
<th>Undergraduate Admissions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chair, Ziv Ran</strong></td>
<td><strong>Chair, TBD</strong></td>
</tr>
<tr>
<td>Pierre Keller</td>
<td><strong>Kathryn Defea</strong></td>
</tr>
<tr>
<td>Sec/Parli Piotr Gorecki</td>
<td><strong>Marco Princevac</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Wendy Saltzman</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Christiane Weirauch</strong></td>
</tr>
<tr>
<td></td>
<td><strong>TBD - New Member</strong></td>
</tr>
<tr>
<td></td>
<td><strong>TBD - New Member</strong></td>
</tr>
<tr>
<td></td>
<td><strong>TBD - New Member</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scholarships &amp; Honors</th>
<th>University Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chair, TBD</strong></td>
<td><strong>Chair - Guanshui Xu</strong></td>
</tr>
<tr>
<td>Jack Eichler</td>
<td><strong>Indridi Indridason</strong></td>
</tr>
<tr>
<td>Katja Guenther</td>
<td><strong>Michel Lapidus</strong></td>
</tr>
<tr>
<td>Juhi Jang</td>
<td><strong>Suk Won Kim</strong></td>
</tr>
<tr>
<td>Budasz Rogerio</td>
<td><strong>Wenwan Zhong</strong></td>
</tr>
<tr>
<td>Katharine Sweeney</td>
<td><strong>Susan Zieger</strong></td>
</tr>
<tr>
<td>Ian Wheeldon</td>
<td></td>
</tr>
<tr>
<td>TBD - New Member</td>
<td></td>
</tr>
<tr>
<td>TBD - New Member</td>
<td></td>
</tr>
</tbody>
</table>
To be received and placed on file:
The Committee on Courses has approved the following courses.

**Undergraduate Course**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 188</td>
<td>Islam, Women, and the State</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 189</td>
<td>Gender and Power in Muslim Societies</td>
<td>4</td>
</tr>
<tr>
<td>AST 180</td>
<td>Japanese Documentary</td>
<td>4</td>
</tr>
<tr>
<td>BUS 149</td>
<td>Application of Psychology and Economics to Management</td>
<td>4</td>
</tr>
<tr>
<td>CRWT 046 S</td>
<td>Craft of Writing: Survey in Contemporary Fiction</td>
<td>4</td>
</tr>
<tr>
<td>CRWT 047 S</td>
<td>Craft of Writing: Survey in Contemporary Poetry</td>
<td>4</td>
</tr>
<tr>
<td>CRWT 048 S</td>
<td>Craft of Writing: Survey in Contemporary Nonfiction</td>
<td>4</td>
</tr>
<tr>
<td>CS 182</td>
<td>Software Testing and Verification</td>
<td>4</td>
</tr>
<tr>
<td>EE 003</td>
<td>Electronics, Smartphones and Mobile Internet</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 140E</td>
<td>Studies in Literary Genres: Autobiography and Memoir</td>
<td>4</td>
</tr>
<tr>
<td>CRWT 046 S</td>
<td>Japanese Documentary</td>
<td>4</td>
</tr>
<tr>
<td>CRWT 047 S</td>
<td>Japanese Documentary</td>
<td>4</td>
</tr>
<tr>
<td>CRWT 048 S</td>
<td>Japanese Documentary</td>
<td>4</td>
</tr>
<tr>
<td>HNPG 001 A</td>
<td>Transition to UCR and Success in Honors</td>
<td>2</td>
</tr>
<tr>
<td>HNPG 001 B</td>
<td>Motivation of a University Honors Student</td>
<td></td>
</tr>
<tr>
<td>HNPG 002 A</td>
<td>Principles of Civic Engagement</td>
<td>2</td>
</tr>
<tr>
<td>HNPG 002 B</td>
<td>Implementing Civic Engagement I</td>
<td>1</td>
</tr>
<tr>
<td>HNPG 002 C</td>
<td>Implementing Civic Engagement II</td>
<td>1</td>
</tr>
<tr>
<td>JPN 180</td>
<td>Japanese Documentary</td>
<td>4</td>
</tr>
<tr>
<td>MUS 150 E</td>
<td>Instrumental Technique: Voice Studio</td>
<td>2</td>
</tr>
<tr>
<td>MUS 179</td>
<td>Music Improvisation Ensemble</td>
<td>1-2</td>
</tr>
<tr>
<td>PHIL 003 W</td>
<td>Ethics and the Meaning of Life</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 003 X</td>
<td>Honors Ethics and the Meaning of Life</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 172</td>
<td>Reading Philosophical German</td>
<td>4</td>
</tr>
<tr>
<td>RLST 044 W</td>
<td>Gods, Ghosts, and Grandparents</td>
<td>4</td>
</tr>
<tr>
<td>SPN 107</td>
<td>Spanish in the United States</td>
<td>4</td>
</tr>
<tr>
<td>THEA 136</td>
<td>History of Theatre Design</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 130</td>
<td>Cross-Cultural Perspectives on Dance</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 186</td>
<td>People and the Environment in Latin America</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 185 (E-Z)</td>
<td>Advanced Undergraduate Seminar in Biology</td>
<td>2-4</td>
</tr>
<tr>
<td>DNCE 130</td>
<td>Cross-Cultural Perspectives on Dance</td>
<td>4</td>
</tr>
<tr>
<td>ENTX 136</td>
<td>Chemistry of Natural Waters</td>
<td>4</td>
</tr>
<tr>
<td>ETST 061</td>
<td>Martin Luther King, Jr</td>
<td>4</td>
</tr>
<tr>
<td>ETST 118</td>
<td>Music Cultures of Africa</td>
<td>4</td>
</tr>
<tr>
<td>GEO 050</td>
<td>Survey of Geoscience for Science Teachers</td>
<td>4</td>
</tr>
<tr>
<td>HIST 061</td>
<td>Martin Luther King, Jr</td>
<td>4</td>
</tr>
<tr>
<td>LNST 166</td>
<td>People and the Environment in Latin America</td>
<td>4</td>
</tr>
<tr>
<td>MUS 129</td>
<td>Music Cultures of Africa</td>
<td>4</td>
</tr>
<tr>
<td>SPN 106 A</td>
<td>Structure of the Spanish Language</td>
<td>4</td>
</tr>
<tr>
<td>SWSC 100</td>
<td>Introduction to Soil Science</td>
<td>4</td>
</tr>
<tr>
<td>SWSC 104</td>
<td>Environmental Soil Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>SWSC 107</td>
<td>Soil Physics</td>
<td>4</td>
</tr>
<tr>
<td>SWSC 120</td>
<td>Soil Ecology</td>
<td>3</td>
</tr>
<tr>
<td>SWSC 127</td>
<td>Fate and Transport of Contaminants in Soil</td>
<td>4</td>
</tr>
<tr>
<td>SWSC 133</td>
<td>Environmental Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>SWSC 134</td>
<td>Soil Conditions and Plant Growth</td>
<td>4</td>
</tr>
<tr>
<td>SWSC 136</td>
<td>Chemistry of Natural Waters</td>
<td>4</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>SWSC 138</td>
<td>Soils of Natural Ecosystems and Landforms</td>
<td>(4)</td>
</tr>
<tr>
<td>SWSC 140</td>
<td>Limnology</td>
<td>(4)</td>
</tr>
<tr>
<td>SWSC 141</td>
<td>Public Health Microbiology</td>
<td>(4)</td>
</tr>
<tr>
<td>BIOL 020</td>
<td>Dynamic Genome</td>
<td>(2)</td>
</tr>
<tr>
<td>BIOL 132</td>
<td>Plant Anatomy</td>
<td>(4)</td>
</tr>
<tr>
<td>BIOL 165</td>
<td>Restoration Ecology</td>
<td>(4)</td>
</tr>
<tr>
<td>BPSC 132</td>
<td>Plant Anatomy</td>
<td>(4)</td>
</tr>
<tr>
<td>BPSC 134</td>
<td>Soil Conditions and Plant Growth</td>
<td>(4)</td>
</tr>
<tr>
<td>BPSC 165</td>
<td>Restoration Ecology</td>
<td>(4)</td>
</tr>
<tr>
<td>CBNS 150</td>
<td>Cancer Biology</td>
<td>(4)</td>
</tr>
<tr>
<td>CHEM 136</td>
<td>Chemistry of Natural Waters</td>
<td>(4)</td>
</tr>
<tr>
<td>CRWT 046</td>
<td>Craft of Writing: Survey in Contemporary Fiction</td>
<td>(4)</td>
</tr>
<tr>
<td>CRWT 047</td>
<td>Craft of Writing: Survey in Contemporary Poetry</td>
<td>(4)</td>
</tr>
<tr>
<td>CRWT 048</td>
<td>Craft of Writing: Survey in Contemporary Nonfiction</td>
<td>(4)</td>
</tr>
<tr>
<td>CS 130</td>
<td>Computer Graphics</td>
<td>(4)</td>
</tr>
<tr>
<td>CS 133</td>
<td>Computational Geometry</td>
<td>(4)</td>
</tr>
<tr>
<td>CS 145</td>
<td>Combinatorial Optimization Algorithms</td>
<td>(4)</td>
</tr>
<tr>
<td>EE 128</td>
<td>Data Acquisition, Instrumentation, and Process Control</td>
<td>(4)</td>
</tr>
<tr>
<td>EE 134</td>
<td>Digital Integrated Circuit Layout and Design</td>
<td>(4)</td>
</tr>
<tr>
<td>EE 175 A</td>
<td>Senior Design Project</td>
<td>(3)</td>
</tr>
<tr>
<td>EE 175 B</td>
<td>Senior Design Project</td>
<td>(4)</td>
</tr>
<tr>
<td>ENGR 180 W</td>
<td>Technical Communications</td>
<td>(4)</td>
</tr>
<tr>
<td>ENSC 100</td>
<td>Introduction to Soil Science</td>
<td>(4)</td>
</tr>
<tr>
<td>ENSC 101</td>
<td>Water Resources</td>
<td>(4)</td>
</tr>
<tr>
<td>ENSC 104</td>
<td>Environmental Soil Chemistry</td>
<td>(4)</td>
</tr>
<tr>
<td>ENSC 107</td>
<td>Soil Physics</td>
<td>(4)</td>
</tr>
<tr>
<td>ENSC 120</td>
<td>Soil Ecology</td>
<td>(3)</td>
</tr>
<tr>
<td>ENSC 127</td>
<td>Fate and Transport of Contaminants in Soil</td>
<td>(4)</td>
</tr>
<tr>
<td>ENSC 133</td>
<td>Environmental Microbiology</td>
<td>(4)</td>
</tr>
<tr>
<td>ENSC 134</td>
<td>Soil Conditions and Plant Growth</td>
<td>(4)</td>
</tr>
<tr>
<td>ENSC 136</td>
<td>Chemistry of Natural Waters</td>
<td>(4)</td>
</tr>
<tr>
<td>ENSC 138</td>
<td>Soils of Natural Ecosystems and Landforms</td>
<td>(4)</td>
</tr>
<tr>
<td>ENSC 140</td>
<td>Limnology</td>
<td>(4)</td>
</tr>
<tr>
<td>ENSC 141</td>
<td>Public Health Microbiology</td>
<td>(4)</td>
</tr>
<tr>
<td>ENSC 163</td>
<td>Hydrology</td>
<td>(4)</td>
</tr>
<tr>
<td>ENSC 172</td>
<td>Principles of Environmental Impact Analysis</td>
<td>(4)</td>
</tr>
<tr>
<td>ENSC 174</td>
<td>Law, Institutions, and the Environment</td>
<td>(4)</td>
</tr>
<tr>
<td>ENTM 199 H</td>
<td>Senior Honors Research</td>
<td>(1-5)</td>
</tr>
<tr>
<td>ENTX 150</td>
<td>Cancer Biology</td>
<td>(4)</td>
</tr>
<tr>
<td>GEO 138</td>
<td>Soils of Natural Ecosystems and Landforms</td>
<td>(4)</td>
</tr>
<tr>
<td>HIST 044</td>
<td>Gods, Ghosts, and Grandparents</td>
<td>(4)</td>
</tr>
<tr>
<td>HIST 075</td>
<td>Introduction to Latin America</td>
<td>(4)</td>
</tr>
<tr>
<td>MATH 031</td>
<td>Applied Linear Algebra</td>
<td>(5)</td>
</tr>
<tr>
<td>MATH 113</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 120</td>
<td>Optimization</td>
<td>(4)</td>
</tr>
<tr>
<td>MATH 131</td>
<td>Linear Algebra I</td>
<td>(4)</td>
</tr>
<tr>
<td>MATH 132</td>
<td>Linear Algebra II</td>
<td>(4)</td>
</tr>
<tr>
<td>MATH 133</td>
<td>Geometry</td>
<td>(4)</td>
</tr>
<tr>
<td>MATH 135 A</td>
<td>Numerical Analysis</td>
<td>(4)</td>
</tr>
<tr>
<td>MATH 136</td>
<td>Introduction to the Theory of Numbers</td>
<td>(4)</td>
</tr>
<tr>
<td>MATH 137</td>
<td>Plane Curves</td>
<td>(4)</td>
</tr>
<tr>
<td>MATH 138 A</td>
<td>Introduction to Differential Geometry</td>
<td>(4)</td>
</tr>
<tr>
<td>MATH 140</td>
<td>Polynomials and Number Systems</td>
<td>(4)</td>
</tr>
<tr>
<td>MATH 146 A</td>
<td>Ordinary and Partial Differential Equations</td>
<td>(4)</td>
</tr>
<tr>
<td>MATH 147</td>
<td>Introduction to Fourier Analysis and Its Applications</td>
<td>(4)</td>
</tr>
<tr>
<td>MATH 148</td>
<td>Introduction to Chaotic and Complex Dynamical Systems</td>
<td>(4)</td>
</tr>
<tr>
<td>MCBL 133</td>
<td>Environmental Microbiology</td>
<td>(4)</td>
</tr>
</tbody>
</table>
CHANGE MCBL 141   Public Health Microbiology (4)
MUS 080 (E-Z) Private Instruction: Voice, Keyboard, and Strings (1)
MUS 081 (E-Z) Private Instruction: Brass, Woodwinds, Percussion, and Other Instruments (1)
MUS 180 (E-Z) Private Instruction: Voice, Keyboard, and Strings (2)
MUS 181 (E-Z) Private Instruction: Brass, Woodwinds, Percussion, and Other Instruments (2)
NEM 120   Soil Ecology (3)
PHIL 003   Ethics and the Meaning of Life (4)
PHIL 003 H Honors Ethics and the Meaning of Life (4)
PHYS 152 A Exploring Many-Body Quantum Physics with Mathematica (2)
RLST 044   Gods, Ghosts, and Grandparents (4)
SPN 106   Structure of the Spanish Language (4)
WMST 151   Islam, Women, and the State (4)
WMST 168 Gender and Power in Muslim Societies (4)

Professional Course
NEW ENSC 401 Professional Development in Environmental Sciences (2)
GDIV 301 Advanced University Level Pedagogy (2)
GDIV 302 University Level Pedagogy Practicum (2)
MUS 400 Research and Professional Development Workshop (1)

Graduate Course
NEW BIEN 274 Special Topics in Endothelial Biomedicine (2)
CHEM 276 The Nanocrystal-ligand Interface (2)
CS 242 Information Retrieval and Web Search (4)
EEOB 210 Organismal Biology (4)
GEN 270 Introduction to Video Bioinformatics (3)
GEN 271 Video Bioinformatics: Multi-scale Analysis of Biological Systems (2)
GEN 272 Introduction to Imaging Bioinstrumentation and Analysis (2)
GEN 273 Live Imaging and Analysis of Cellular and Molecular Behaviors (2)
GEN 274 Introduction to Medical Imaging and Analysis (2)
MGT 212 Application of Behavioral Economics to Management (4)
MGT 256 Business Analytics for Management (4)
MSE 280 Special Topics in Biomaterials and Tissue Engineering (1-2)
MUS 266 Seminar in Improvisational Studies (4)
PLPA 234 Introduction to Mycology (5)

DELETE BCH 264 Seminar-Tutorial in Physical Biochemistry (2)
BPSC 236 Principles of Light Microscopy (4)
CHEM 215 A Organic Synthesis (3)
CHEM 215 B Organic Synthesis (3)
CHEM 217 Polymers: Synthesis and Characterization (3)
ENSC 202 Principles and Applications of Environmental Modeling (4)
GEO 239 Advanced Topics in Resource Geology (4)
GEO 245 Principles and Applications of Geochronology (4)
GEO 247 Electrical Exploration Methods (4)
GEO 256 Earth’s Deep Interior: Frontiers in Mantle Petrology and Mineralogy (4)
GEO 257 Current Issues in Seismology (4)
MGT 216 Managing a Diverse Work Force (4)
MGT 217 Management-Labor Relations (4)
MGT 243 Product Development (4)
MGT 248 Global Marketing (4)
MGT 259 Operations Planning and Control (4)
MGT 265 Decision Support and Expert Systems (4)
MGT 270 Corporate Social Responsibility (4)
MGT 278A Foundations of Auditing and Assurance Services (4)

CHANGE BIEN 271 Video Bioinformatics: Multi-scale Analysis of Biological Systems (2)
BIEN 272 Special Topics in Biomaterials and Tissue Engineering (1-2)
CHEM 251 Graduate Seminar in Analytical Chemistry (2)
CHEM 252 Graduate Seminar in Inorganic Chemistry (2)
CHEM 253 Graduate Seminar in Organic Chemistry (2)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 254</td>
<td>Graduate Seminar in Physical Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>CS 210</td>
<td>Scientific Computing</td>
<td>4</td>
</tr>
<tr>
<td>CS 230</td>
<td>Computer Graphics</td>
<td>4</td>
</tr>
<tr>
<td>CS 287</td>
<td>Colloquium in Computer Science</td>
<td>1</td>
</tr>
<tr>
<td>EE 235</td>
<td>Linear System Theory</td>
<td>4</td>
</tr>
<tr>
<td>EE 259</td>
<td>Colloquium in Electrical Engineering</td>
<td>1</td>
</tr>
<tr>
<td>EE 270</td>
<td>Introduction to Video Bioinformatics</td>
<td>3</td>
</tr>
<tr>
<td>EE 271</td>
<td>Video Bioinformatics: Multi-scale Analysis of Biological Systems</td>
<td>2</td>
</tr>
<tr>
<td>EE 272</td>
<td>Introduction to Imaging Bioinstrumentation and Analysis</td>
<td>2</td>
</tr>
<tr>
<td>EE 273</td>
<td>Live Imaging and Analysis of Cellular and Molecular Behaviors</td>
<td>2</td>
</tr>
<tr>
<td>EE 274</td>
<td>Introduction to Medical Imaging and Analysis</td>
<td>2</td>
</tr>
<tr>
<td>ENSC 217</td>
<td>Vadose Zone Processes</td>
<td>4</td>
</tr>
<tr>
<td>ENTM 255</td>
<td>Seminar in Medical and Veterinary Entomology</td>
<td>2</td>
</tr>
<tr>
<td>GEO 226</td>
<td>Soil Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>HIST 200</td>
<td>Reading Seminar in European History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 201 A</td>
<td>Reading Seminar in American History: Colonial North America</td>
<td>4</td>
</tr>
<tr>
<td>HIST 201 B</td>
<td>Reading Seminar in American History: United States, 1789-1877</td>
<td>4</td>
</tr>
<tr>
<td>HIST 201 C</td>
<td>Reading Seminar in American History: United States, 1877 to the Present</td>
<td>4</td>
</tr>
<tr>
<td>HIST 202 A</td>
<td>Reading Seminar in European History: Early Modern Europe</td>
<td>4</td>
</tr>
<tr>
<td>HIST 202 B</td>
<td>Reading Seminar in European History: 1789-Present</td>
<td>4</td>
</tr>
<tr>
<td>HIST 203 A</td>
<td>Reading Seminar in Native American History: Early America, Fifteenth through Eighteenth Centuries</td>
<td>4</td>
</tr>
<tr>
<td>HIST 203 B</td>
<td>Reading Seminar in Native American History: Nineteenth Century</td>
<td>4</td>
</tr>
<tr>
<td>HIST 203 C</td>
<td>Reading Seminar in Native American History: Twentieth Century</td>
<td>4</td>
</tr>
<tr>
<td>HIST 206 A</td>
<td>Reading Seminar in Latin American History: Colonial Period to 1820</td>
<td>4</td>
</tr>
<tr>
<td>HIST 206 B</td>
<td>Reading Seminar in Latin American History: 1820 to the Present</td>
<td>4</td>
</tr>
<tr>
<td>HIST 207 A</td>
<td>Reading Seminar in the Early Modern World</td>
<td>4</td>
</tr>
<tr>
<td>HIST 207 B</td>
<td>Reading Seminar in the Modern World</td>
<td>4</td>
</tr>
<tr>
<td>HIST 209 A</td>
<td>Reading Seminar in Modern Russia: 1801 to 1917</td>
<td>4</td>
</tr>
<tr>
<td>HIST 209 B</td>
<td>Reading Seminar in Modern Russia: Soviet History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 211</td>
<td>Reading Seminar in the Roman Empire</td>
<td>4</td>
</tr>
<tr>
<td>HIST 220</td>
<td>Reading Seminar in Women's History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 221</td>
<td>Reading Seminar in the Hellenistic World, East and West</td>
<td>4</td>
</tr>
<tr>
<td>HIST 222</td>
<td>Reading Seminar in Late Antiquity</td>
<td>4</td>
</tr>
<tr>
<td>HIST 223</td>
<td>Reading Seminar in Early Medieval History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 224</td>
<td>Research Seminar in Later Medieval History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 225 A</td>
<td>Research Seminar in Ancient and Medieval History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 225 B</td>
<td>Research Seminar in Ancient and Medieval History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 237</td>
<td>Research Seminar in Native American Historical Theory</td>
<td>4</td>
</tr>
<tr>
<td>HIST 238 A</td>
<td>Research Seminar in Oral History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 238 B</td>
<td>Research Seminar in Oral History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 240 (E-Z)</td>
<td>Reading Seminar in Documentary Source Practices</td>
<td>4</td>
</tr>
<tr>
<td>HIST 241</td>
<td>Reading Seminar in Asian History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 251 A</td>
<td>Research Seminar in European History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 251 B</td>
<td>Research Seminar in European History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 253 A</td>
<td>Research Seminar in Renaissance and Reformation History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 253 B</td>
<td>Research Seminar in Renaissance and Reformation History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 254</td>
<td>Research Seminar in Historical Theory and Methods</td>
<td>4</td>
</tr>
<tr>
<td>HIST 255 A</td>
<td>Research Seminar in Modern Russia</td>
<td>4</td>
</tr>
<tr>
<td>HIST 255 B</td>
<td>Research Seminar in Modern Russia</td>
<td>4</td>
</tr>
<tr>
<td>HIST 256 A</td>
<td>Research Seminar in English History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 256 B</td>
<td>Research Seminar in English History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 264</td>
<td>Reading Seminar in Public History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 265 A</td>
<td>Research Seminar in Public History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 265 B</td>
<td>Research Seminar in Public History</td>
<td>4</td>
</tr>
<tr>
<td>HIST 276 A</td>
<td>Research Seminar in Native American History</td>
<td>4</td>
</tr>
</tbody>
</table>
CHANGE  HIST 276 B  Research Seminar in Native American History (4)
HIST 277   Reading Seminar in Early Modern World History (4)
HIST 287 A  Research Seminar in Nature, Place, and Space: Environmental and Spatial Approaches to History (4)
HIST 287 B  Research Seminar in Nature, Place, and Space: Environmental and Spatial Approaches to History (4)
MGT 229   Accounting Ethics and Professional Responsibilities (4)
MUS 200   Music Bibliography (4)
MUS 206   Proseminar in Musicology (4)
MUS 207 B  Proseminar in Ethnomusicology: Current Theoretical Directions (4)
MUS 293   Composition Practicum (1)
SPN 207   History of the Spanish Language (4)
SPN 292   Concurrent Analytical Studies (2)
STAT 231 B Statistics for Biological Sciences (4)
SWSC 203   Surface Chemistry of Soils (4)
SWSC 204   Environmental Organic Chemistry (4)
SWSC 206   Principles and Theories Relating to Arid Zone Soils (4)
SWSC 213   Soil Mineralogy (3)
SWSC 217   Vadose Zone Processes (4)
SWSC 226   Soil Geomorphology (4)
SWSC 262   Wetlands Biogeochemistry Seminar (2)

EXTENSION COURSES:
Instructor Approvals
EDUC X 81  The Role of Home, School and Community in ECE, Norma Moreno, M.A.
EDUC X 81  The Role of Home, School and Community in ECE, Michelle Galindo, M.A.
EDUC X 86.22 Infant and Toddler Social and Emotional Development in Different Cultures and Contexts: Classroom, Group Care and Home Environments, Peggy Velasco, M.S.
EDUC 147   Effective Use of Advanced Computer-Based Technology: An Integrated Approach for the Classroom, Level II, Michelle Collins, M.A.
EDUC 148   Effective Use of Advanced Computer-Based Technology: An Integrated Approach for the Classroom, Level I, Eric Holshoe, M.A.

Course Approvals
AHS X120   Havana Cuba: Jazz and Visual Arts Study Tour
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>LIMITS OF AUTHORIZATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>J-A. NGUYEN</td>
<td>EDUCATION</td>
<td>EDUC 109 S ’13</td>
</tr>
<tr>
<td>A. DIAZ</td>
<td>EDUCATION</td>
<td>EDUC 177A S ’13</td>
</tr>
<tr>
<td>A. ALVAREZ</td>
<td>BIOCHEMISTRY</td>
<td>BCH 100 S ’13</td>
</tr>
<tr>
<td>H. HELLWIG</td>
<td>PHILOSOPHY</td>
<td>LWSO 193 S ’13</td>
</tr>
<tr>
<td>D. ETNES-ZEPEDA</td>
<td>CELL BIOLOGY &amp; NEUROSCIENCE</td>
<td>CBNS 165 SS ’13</td>
</tr>
<tr>
<td>K. SPURGIN</td>
<td>CELL BIOLOGY &amp; NEUROSCIENCE</td>
<td>CBNS 124 SS ’13</td>
</tr>
<tr>
<td>Y. AKSANYAR</td>
<td>SOBA</td>
<td>BUS 146 SS ’13</td>
</tr>
<tr>
<td>S. CHUNG</td>
<td>SOBA</td>
<td>BUS 117 SS ’13</td>
</tr>
<tr>
<td>Y. JIE</td>
<td>SOBA</td>
<td>BUS 172 SS ’13</td>
</tr>
<tr>
<td>C. LIU</td>
<td>SOBA</td>
<td>BUS 116 SS ’13</td>
</tr>
<tr>
<td>X. ZHANG</td>
<td>STATISTICS</td>
<td>STAT 100A S ’13</td>
</tr>
<tr>
<td>R. KUMAR</td>
<td>ECONOMICS</td>
<td>ECON 105B S ’13</td>
</tr>
<tr>
<td>V. SANCHEZ</td>
<td>PSYCHOLOGY</td>
<td>PSYC 178 S ’13</td>
</tr>
<tr>
<td>A. MARCELO</td>
<td>PSYCHOLOGY</td>
<td>PSYC 160 S ’13</td>
</tr>
<tr>
<td>H. CHEN</td>
<td>STATISTICS</td>
<td>STAT 100A SS ’13</td>
</tr>
<tr>
<td>S-W. YANG</td>
<td>ANTHROPOLOGY</td>
<td>ANTH 123 S ’13</td>
</tr>
<tr>
<td>J. STEIN</td>
<td>EDUCATION</td>
<td>EDUC 177A SS ’13</td>
</tr>
<tr>
<td>A. JACKSON-BOOTHBY</td>
<td>EDUCATION</td>
<td>EDUC 109 SS ’13</td>
</tr>
<tr>
<td>E. FORRESTER</td>
<td>EDUCATION</td>
<td>EDUC 177A SS ’13</td>
</tr>
<tr>
<td>J. NASTER</td>
<td>EDUCATION</td>
<td>EDUC 280L SS ’13</td>
</tr>
<tr>
<td>J. LA MARCA</td>
<td>EDUCATION</td>
<td>EDUC 280L SS ’13</td>
</tr>
<tr>
<td>T. LLORO-BIDART</td>
<td>EDUCATION</td>
<td>EDUC 283 SS ’13</td>
</tr>
<tr>
<td>T. DEUS</td>
<td>EDUCATION</td>
<td>EDUC 109 SS ’13</td>
</tr>
<tr>
<td>R. LINN</td>
<td>EDUCATION</td>
<td>EDUC 116 SS ’13</td>
</tr>
<tr>
<td>V. PERRY</td>
<td>EDUCATION</td>
<td>EDUC 201B SS ’13</td>
</tr>
<tr>
<td>M. KUDO</td>
<td>EDUCATION</td>
<td>EDUC 116 SS ’13</td>
</tr>
<tr>
<td>T. SATOORIAN</td>
<td>CELL BIOLOGY &amp; NEUROSCIENCE</td>
<td>CBNS 169 SS ’13</td>
</tr>
<tr>
<td>DEPT</td>
<td>COURSE</td>
<td>TITLE</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>EDUC</td>
<td>X147</td>
<td>Effective Use of Advanced Computer-Based Technology: An Integrated Approach for the Classroom, Level II</td>
</tr>
<tr>
<td>EDUC</td>
<td>X148</td>
<td>Effective Use of Advanced Computer-Based Technology: An Integrated Approach for the Classroom, Level I</td>
</tr>
<tr>
<td>EDUC</td>
<td>X307.88</td>
<td>Integration of Environmental Education in the Classroom</td>
</tr>
<tr>
<td>EDUC</td>
<td>X321.38H</td>
<td>Celebrating Children Conference</td>
</tr>
<tr>
<td>EDUC</td>
<td>X325.36</td>
<td>Foundations for 21st Century Education: STEM and CTE Educational Leadership</td>
</tr>
<tr>
<td>EDUC</td>
<td>X325.36</td>
<td>Foundations for 21st Century Education: STEM and CTE Educational Leadership</td>
</tr>
<tr>
<td>EDUC</td>
<td>X326.34</td>
<td>Methods and Techniques for Teaching ESL: Student Teaching</td>
</tr>
<tr>
<td>EDUC</td>
<td>X326.54A</td>
<td>Components of TESOL, Part A</td>
</tr>
<tr>
<td>EDUC</td>
<td>X326.54A</td>
<td>Components of TESOL, Part A</td>
</tr>
<tr>
<td>EDUC</td>
<td>X326.54B</td>
<td>Components of TESOL, Part B</td>
</tr>
<tr>
<td>EDUC</td>
<td>X326.54B</td>
<td>Components of TESOL, Part B</td>
</tr>
<tr>
<td>EDUC</td>
<td>X326.93</td>
<td>Continuous Process Improvement &amp; VESL in Workplace</td>
</tr>
<tr>
<td>EDUC</td>
<td>X345</td>
<td>Nutrition and Physical Activity Training and Assessment for Early Care and Education Facilities</td>
</tr>
<tr>
<td>EDUC</td>
<td>X345</td>
<td>Nutrition and Physical Activity Training and Assessment for Early Care and Education Facilities</td>
</tr>
<tr>
<td>EDUC</td>
<td>X345</td>
<td>Nutrition and Physical Activity Training and Assessment for Early Care and Education Facilities</td>
</tr>
<tr>
<td>EDUC</td>
<td>X388.1</td>
<td>Orientation to Pupil Personnel Services</td>
</tr>
<tr>
<td>EDUC</td>
<td>X388.27</td>
<td>The Laws and Professional Role of Child Welfare and Attendance</td>
</tr>
<tr>
<td>EDUC</td>
<td>X388.30</td>
<td>Field Experience-Child Welfare and Attendance</td>
</tr>
<tr>
<td>EDUC</td>
<td>X388.31</td>
<td>Culmination Portfolio-Child Welfare and Attendance</td>
</tr>
<tr>
<td>EDUC</td>
<td>X388.31</td>
<td>Child Welfare and Attendance Culmination Portfolio</td>
</tr>
<tr>
<td>EDUC</td>
<td>X388.8</td>
<td>Developing Student Support and Intervention Through Family, School and Community Collaboration</td>
</tr>
<tr>
<td>BIOL</td>
<td>X408.8</td>
<td>Birds of Costa Rica</td>
</tr>
<tr>
<td>BIOL</td>
<td>X408.8</td>
<td>Birds of Costa Rica</td>
</tr>
<tr>
<td>MGT</td>
<td>X410.41</td>
<td>Contract Negotiation</td>
</tr>
<tr>
<td>SPN</td>
<td>X412.21</td>
<td>Content and Methods for Teaching Advanced Placement Spanish Literature and Culture</td>
</tr>
<tr>
<td>SPN</td>
<td>X412.3</td>
<td>Content and Methods for Teaching Advanced Placement* Spanish Literature and Culture</td>
</tr>
<tr>
<td>SOC</td>
<td>X415.12</td>
<td>Forensic Report Writing</td>
</tr>
<tr>
<td>soc</td>
<td>X415.12</td>
<td>Forensic Report Writing</td>
</tr>
<tr>
<td>soc</td>
<td>X415.8</td>
<td>Survey of Criminalistics</td>
</tr>
<tr>
<td>crwt</td>
<td>X417.1</td>
<td>Memoir Into Fiction - Writing the Autobiographical Novel or Story</td>
</tr>
<tr>
<td>educ</td>
<td>X420</td>
<td>The Next Generation Science Standards</td>
</tr>
<tr>
<td>educ</td>
<td>X420</td>
<td>Next Generation Science Standards</td>
</tr>
<tr>
<td>cs</td>
<td>X422.8</td>
<td>Course Microsoft Excel Intermediate</td>
</tr>
<tr>
<td>educ</td>
<td>X425.01</td>
<td>Frameworks and Methods for TESOL</td>
</tr>
<tr>
<td>educ</td>
<td>X425.03A</td>
<td>Grammar Methodologies Part A</td>
</tr>
<tr>
<td>educ</td>
<td>X425.03A</td>
<td>Grammar Methodologies for ESL/EFL Teachers, A</td>
</tr>
<tr>
<td>educ</td>
<td>X425.03B</td>
<td>Grammar Methodologies Part B</td>
</tr>
<tr>
<td>educ</td>
<td>X425.03B</td>
<td>Grammar Methodologies for ESL/EFL Teachers, B</td>
</tr>
<tr>
<td>educ</td>
<td>X425.53</td>
<td>Reading and Biliteracy in Spanish/English</td>
</tr>
<tr>
<td>law</td>
<td>X427.62</td>
<td>Practical Applications of Accounting for the Professional Fiduciary</td>
</tr>
<tr>
<td>law</td>
<td>X429.7</td>
<td>E-Discovery for Paralegals</td>
</tr>
<tr>
<td>law</td>
<td>X429.7</td>
<td>E-Discovery for Paralegals</td>
</tr>
<tr>
<td>law</td>
<td>X430</td>
<td>Fundamentals of Law for the Legal Professional</td>
</tr>
<tr>
<td>law</td>
<td>X433.6</td>
<td>Ethics for the Legal Professional</td>
</tr>
<tr>
<td>mg</td>
<td>X451.01</td>
<td>Developing Your Analytical Skills</td>
</tr>
<tr>
<td>mg</td>
<td>X452.43</td>
<td>Claims Administration in Risk Management</td>
</tr>
<tr>
<td>mg</td>
<td>X452.44</td>
<td>Safety and Loss Control in Risk Management</td>
</tr>
<tr>
<td>educ</td>
<td>X455.10</td>
<td>Exceptionality in Early Childhood: Characteristics of Young Children with IFSPs and IEPs</td>
</tr>
<tr>
<td>mg</td>
<td>X469.02</td>
<td>Communicating Effectively</td>
</tr>
<tr>
<td>mg</td>
<td>X469.03</td>
<td>Understanding you role as supervisor</td>
</tr>
<tr>
<td>mg</td>
<td>X469.04</td>
<td>Moving Through Change: What's in it for me?</td>
</tr>
<tr>
<td>mg</td>
<td>X469.04</td>
<td>Moving Through Change: What's in it for me?</td>
</tr>
<tr>
<td>mg</td>
<td>X469.04</td>
<td>Moving Through Change: What's in it for me?</td>
</tr>
<tr>
<td>mg</td>
<td>X469.08</td>
<td>Coaching and Mentoring: Developing Employees and Getting Results</td>
</tr>
<tr>
<td>mg</td>
<td>X469.08</td>
<td>Coaching and Mentoring: Developing Employees and Getting Results</td>
</tr>
<tr>
<td>mg</td>
<td>X469.09</td>
<td>Understanding, Motivating and Managing Others</td>
</tr>
<tr>
<td>mg</td>
<td>X469.09</td>
<td>Understanding, Motivating and Managing Others</td>
</tr>
<tr>
<td>mg</td>
<td>X469.09</td>
<td>Understanding, Motivating and Managing Others</td>
</tr>
<tr>
<td>mg</td>
<td>X469.1</td>
<td>Supervision and Teambuilding - Leadership Principles and Practices</td>
</tr>
<tr>
<td>mg</td>
<td>X469.1</td>
<td>Supervision and Teambuilding - Leadership Principles and Practices</td>
</tr>
<tr>
<td>mg</td>
<td>X469.11</td>
<td>Communicating Effectively</td>
</tr>
<tr>
<td>mg</td>
<td>X469.11</td>
<td>Managing Differences and Resolving Conflicts</td>
</tr>
<tr>
<td>mg</td>
<td>X470.46</td>
<td>Organizational Leadership</td>
</tr>
<tr>
<td>mg</td>
<td>X491.29</td>
<td>Marketing You: Personal and Career Development Strategies</td>
</tr>
<tr>
<td>mg</td>
<td>X496.05</td>
<td>Strategic Leadership for a Changing World</td>
</tr>
</tbody>
</table>

* 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

<table>
<thead>
<tr>
<th>COLLEGE/DIVISION</th>
<th>MASTER OF FINE ARTS</th>
<th>MASTER OF ARTS</th>
<th>MASTER OF SCIENCE</th>
<th>MASTER OF BUS. ADMIN.</th>
<th>MASTER OF EDU.</th>
<th>DOCTOR OF PHILOSOPHY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Division</td>
<td>6</td>
<td>16</td>
<td>20</td>
<td>0</td>
<td>2</td>
<td>43</td>
</tr>
<tr>
<td>Winter 2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bourns College of Engineering</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Natural &amp; Agricultural Sciences</td>
<td>BACHELOR OF ARTS</td>
<td>BACHELOR OF SCIENCE</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Humanities, Arts, &amp; Social Sciences</td>
<td>BACHELOR OF ARTS</td>
<td>BACHELOR OF SCIENCE</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2012</td>
<td>285</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Business Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>54</td>
</tr>
</tbody>
</table>

Piotr Gorecki, 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
To be received and placed on file:

The Committee on Courses has revised the "General Rules and Policies Governing Courses of Instruction" regarding Restricted Enrollment and Priority Enrollment

PRESENT:
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 statement. A restriction allows all seats within a course to be held for students who meet a specific criterion; students who do not meet a course restriction will be prevented from enrolling. Course restrictions may be based on a student’s class, college, career level, or major. Some restriction examples include but are not limited to: courses restricted to freshmen or sophomore students only; courses that are restricted to a specific major, such as, Ethnic Studies or Computer Science majors only. Any restriction 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, requires 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

PROPOSED:
Should a department wish to restrict enrollment in a course because pedagogically the course requires students to be in a certain major or class level, this restriction must be added to the course prerequisite statement. A restriction allows all seats within a course to be held for students who meet a specific criterion; students who do not meet a course restriction will be prevented from enrolling. Course restrictions may be based on a student’s class, college, career level, or major. Some restriction examples include but are not limited to: courses restricted to freshmen or sophomore students only; courses that are restricted to a specific major, such as, Ethnic Studies or Computer Science majors only. Any restriction 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, requires 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.

Departments that wish to enforce priority enrollment, that is, holding seats for a select student population, must include a priority enrollment statement to the course proposal. Priority enrollment is approved for a three-year limited duration and will require a new course proposal submission subject to review and approval to continue beyond the three-year period. Any priority enrollment 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

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.

Departments that wish to enforce priority enrollment, that is, holding seats for a select student population for enrollment management purposes, must include a priority enrollment statement to the course proposal. Priority enrollment is approved for a three-year limited duration and will require a new course proposal submission subject to review and approval to continue beyond the three-year period (further details of review below). Additions of prerequisites are strongly discouraged unless there is an academic reason for adding the prerequisite. Therefore, a justification for a prerequisite should not simply state that it is for enrollment management purposes or to create priority for students within the major. Any priority enrollment 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 priority enrollment, justification must be added to the course proposal to show the effect this priority enrollment will have on those students.

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

c. When implementing approved priority enrollment in the Student Information System, quota controls/reserved seating should be utilized in consultation with the Registrar’s Office for assistance. General population students (students who do not meet priority enrollment criteria) should be given access to a portion of seats when at all possible.

d. Approval for continuation after the three-year period will be based on a
comprehensive review of data and narrative submitted by the department with the course proposal. The objective during this review is for the department to 1) demonstrate the positive impact the priority enrollment had on the major students, therefore, meeting the goals of instituting priority enrollment, 2) document the continued need for the priority enrollment with key illustration that the issue still persists and 3) how the department has served the general population during the three year period of the priority enrollment.

Needs for data to support this process can be requested at http://www.data-request.ucr.edu/ and will be supplied by the Registrar’s Office.

Approved by Committee on Courses 2-5-13
To be adopted:

Proposed Changes in Anthropology/Law and Society Major

**PRESENT:**

1. **Anthropology requirements**
   All requirements for the B.A. in Anthropology. See Anthropology Major above for specific requirements.

2. **Law and Society requirements** (36 units)
   a) PHIL 007 or PHIL 007H
   b) LWSO 100
   c) One course chosen from ECON 111, POSC 114, PSYC 012, SOC 004 (or equivalent course in research methods)
   d) Three courses chosen from ANTH 127, ECON 119, HISE 153, PHIL 165, POSC 167, PSYC 175, SOC 159
   e) Two courses chosen from ENSC 174, HISA 120A, HISA 120B, HISE 123, LWSO 175 (E-Z), PHIL 164, POSC 111, POSC 166, POSC 168, POSC 186, SOC 147, SOC 149, SOC 180
   f) LWSO 193, Senior Seminar

**PROPOSED:**

The Law and Society major is open to undergraduate students with junior standing who have completed LWSO 100 with a grade of C or higher.

1. [no change]

2. **Law and Society requirements** (36 units)
   a) [no change]
   b) LWSO 100 (with a grade of “C” or better)
   c) [no change]
   d) [no change]
   e) [no change]
   f) [no change]

**Note** For sections 2.d) and 2.e) combined, not more than two courses may be taken from the same department. In filling the dual requirements of the major, students may not count more than two courses toward both parts of their total requirements (Anthropology requirements and Law and Society requirements).
JUSTIFICATION:

The reason for the Law and Society Committee's recommendation that students must attain a minimum grade of 2.00 in LWSO 100 in order to enroll in the Law and Society Major, is a full consensus among us that the current criterion for admission into the major—academic good standing in CHASS, i.e., a minimum 2.0 g.p.a.—is too low, and that it allows enrollment in the major of a population of weak students that is sufficiently large to affect adversely the level of instruction, teaching, and learning in our upper-division classes. Lowering the average experience in a classroom, for the instructors and for the students, inevitably means frustrating the good or excellent students in their endeavor to take advantage of the major as a springboard to sophisticated knowledge, and advanced learning, both in the rest of their college careers and beyond. In the case of this major in particular, the problem is aggravated by an additional factor. Our campus is currently seriously stretched for resources, and, with a huge number of participating students, and the frequent over-enrollment in the required courses, the program is strained, potentially devalued, and difficult to complete, not for reasons of student performance, but because of luck—or otherwise—in getting into the needed classes. In particular, the excess enrollment has continuously caused us problems in offering what should be the capstone of the major—the senior seminar, LWSO 193. We anticipate that the proposed minimum grade requirement will ameliorate those problems, especially the overcrowding of the senior seminar.

APPROVALS:

Effective: Fall 2013
Approved by the Law and Society Committee: November, 2012
Approved by the faculty of the Department of Anthropology March 2013
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 04/10/13
Approved by the Undergraduate Admissions Committee: 4/29/13
Approved by the Committee on Educational Policy: 5/15/13
PRESENT:

The Department of Art offers a B.A. degree in an interdisciplinary program that emphasizes a critical approach to artistic production. Courses are offered in the following curricular areas: Photography, digital art, video, two- and three-dimensional media (painting, drawing, sculpture, installation), and critical theory. The program is designed primarily for students preparing for graduate study and those who plan to continue professionally as artists. However, the department welcomes the participation of nonmajors and nondegree students.

Admission to the Major in Art requires electronic submission of a portfolio consisting of ten (10) images of your original work and/or three (3) clips of moving images or sound work. Guidelines for the portfolio and a link to the site for submission can be found on the art department website at http://www.art.ucr.edu/. Students whose portfolios are approved will be admitted to the major. Guidelines for submission are also available from Undergraduate Admissions and from the Department of Art.

PROPOSED:

The Department of Art offers a B.A. degree in an interdisciplinary program that emphasizes a critical approach to artistic production. Courses are offered in the following curricular areas: Photography, digital art, video, two- and three-dimensional media (painting, drawing, sculpture, installation), and critical theory. The program is designed primarily for students preparing for graduate study and those who plan to continue professionally as artists. However, the department welcomes the participation of nonmajors and nondegree students.

Admission: Incoming Freshmen applicants may simply declare a major in Art upon their application to the Undergraduate Admissions. However, current UCR non-majors and new incoming transfer students must submit a portfolio electronically, consisting of ten (10) images of your original work and/or three (3) clips of moving images or sound work. Guidelines for the portfolio and a link to the site for submission can be found on the art department website at http://www.art.ucr.edu/. Students whose portfolios are approved will be admitted to the major. Guidelines for submission are also available from Undergraduate Admissions and from the Department of Art.

Major Requirements

The major requirements for the B.A. in Art are as follows:

1. Lower-division requirements (28/30 units)
   a) ART 006/MCS 006
   b) Four additional lower-division Art courses: ART 001, ART 002, ART 003, ART 004/MCS 004, ART 005, ART 009, ART 065, ART 066/CS 066

   b) Four additional lower-division Art courses: ART 001, ART 002, ART 003, ART 004/MCS 004, ART 005, ART 009, ART 065, ART 066/CS 066, or ART 067/CS 067
c) Two of the following courses: AHS 008, AHS 017A, AHS 017B, AHS 017C, AHS 020/MCS 023, AHS 021/URST 021, AHS 023, PHIL 001, PHIL 007 (courses may be used to satisfy breadth requirements)

2. Upper-division requirements (36/37 units)

a) ART 160

b) One of the following Art History courses: AHS 115, AHS, AHS 135, AHS 136/MCS 137, AHS 175, AHS 176/MCS 176, AHS 178, AHS 179, AHS 180, AHS 181, AHS 182, AHS 184/URST 184, AHS 185/URST 185, AHS 186, AHS 187, AHS 188, AHS 189E-Z or any other upper-division Art History course that covers the period 1945 to present

c) ART 180

d) A minimum of 20 additional units of upper-division Art course work

e) ART 133 Art Workshop (must pass with C+ or better.)

Note: A maximum of 12 upper-division transfer units of established equivalency in Art courses is accepted for credit. Equivalent transfer units in lower-division studio art course work and lower- and upper-division Art History course work is also accepted for credit toward the major in the respective lower- or upper-division category.

A minimum of 36 units of Art must be taken in residence (UCR Department of Art) to fulfill this major.

JUSTIFICATION:

The Art Department has determined that portfolio reviews for freshman is no longer necessary. Initially the department was in need of decreasing our major numbers based on faculty to student ratio; along with the decline of our Lecturer budget. This portfolio process has accomplished that for us. There are currently less than 30 declared freshmen. But we’ll need to continue requiring Portfolios from current UCR non-majors who wish to change their major and new incoming transfer students. Although decreasing; since the addition of the portfolio review in 2010F-11, our Junior/Senior major numbers are still significantly high. Additionally, non-majors wishing to change into ART do not always select art because they have a passion for the subject. In many cases these students occupy seats in small studio labs and do not apply themselves. Thus, the
The department feels it is best to continue to monitor these students by continuing to require continuing non major students who want to major change by applying with a portfolio. Which allows them an opportunity to submit a body of work along with an artist statement, explaining their intent for the major change and benefits it will have on them. Furthermore, new incoming transfer students should also continue to submit a portfolio for the same similar reasons. One example for this reason is this last admission period. Many of the new incoming students who submitted portfolios and artist statements outlined their interests in Graphic Design. As a Fine Art program, this is an area that our department does not offer significant course offerings in. Thus, these students; who are often at the Junior/Senior level, will end up being very dissatisfied with our program. We of course do not want that; thus, the need to continue to require the portfolio is necessary for UCR non-majors and new incoming transfers.

The department has checked that all courses included on this proposal are current active courses. Significant changes include Lower and Upper Division additions only. Lower division changes from section (b) and (c) include; ART 067/CS 067 and a grammar correction. Art 067/CS 067: Three-Dimensional Digital Modeling and Animation needs to be added because it is the second part of the other cross listed course ART 066/CS 066: Intro to Three-Dimensional Digital Modeling within this chain. The department would like students to be allowed to take both courses in section (b) area as an option to fulfill the lower division studio course work. The grammar correction in section (c) is just moving the “or” in the proper location in the chain.

Differences to the Upper Division curriculum include the addition of the following Art History courses within area (b); these courses include AHS 178/URST 178, AHS 186/MCS 186, and AHS 183. AHS 178 and 186 originally had the cross listing courses left out of the chain. They should be included to be correct within the catalog. AHS 183 is an addition to the (b) section. It is a great course that covers various topics related to current exhibitions at the California Museum of Photography (CMP); a course that Art majors could greatly benefit from. These upper division AHS courses influence general ability within a modern/contemporary subject matter and should be included in these curriculum changes.

**APPROVALS:**

Approved by the Faculty of the Department of Art: February 14, 2013
Approved by the Executive Committee of the College of Humanities: 4/17/13
Approved by the Committee on Educational Policy: 5/1/13
 EXECUTIVE COMMITTEE  
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
May 28, 2013

To be adopted:

Proposed Changes to Biochemistry Undergraduate Program  
Bachelor of Science and Bachelor of Arts Degrees in Biochemistry  

<table>
<thead>
<tr>
<th>PRESENT: Biology Emphasis</th>
<th>PROPOSED: Biology Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lower-division requirements (56-57 units)</td>
<td>1. No change</td>
</tr>
<tr>
<td>a) BCH 095 or equivalent</td>
<td>a) No change</td>
</tr>
<tr>
<td>b) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C</td>
<td>b) No change</td>
</tr>
<tr>
<td>c) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC</td>
<td>c) No change</td>
</tr>
<tr>
<td>d) MATH 008B or MATH 009A, MATH 009B, MATH 046</td>
<td>d) No change</td>
</tr>
<tr>
<td>e) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 02LA, PHYS 02LB, PHYS 02LC</td>
<td>e) No change</td>
</tr>
<tr>
<td>2. Statistics requirement (5 units): STAT 100A</td>
<td>2. No Change</td>
</tr>
<tr>
<td>3. Upper-division requirements (59–65 units)</td>
<td>3. No Change</td>
</tr>
<tr>
<td>a) BCH 101, BCH 102, BCH 110A, BCH 110B, BCH 110C, BCH 184</td>
<td>a) No Change</td>
</tr>
<tr>
<td>b) At least 7 units from BCH 111 BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 162, BCH 180A, BCH 180B, BCH 180C, BCH 183, BCH 186, BCH 187, BCH 210, BCH 211, BCH 212,</td>
<td>b) At least 7 units from BCH 111 BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 162, BCH 180 (E-Z), BCH 183, BCH 186, BCH 187, BCH 210, BCH 211, BCH 212,</td>
</tr>
<tr>
<td>c) BIOL 102</td>
<td>c) No Change</td>
</tr>
<tr>
<td>d) CHEM 109 or CHEM 110A; CHEM 112A, CHEM 112B, CHEM 112C</td>
<td>d) No Change</td>
</tr>
<tr>
<td>e) Choose three biological science courses from the following:</td>
<td>e) No change</td>
</tr>
</tbody>
</table>
Chemistry Emphasis

1. Lower-division requirements (61-62 units)
   a) BCH 095 or equivalent
   b) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C
   c) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC, CHEM 005
   d) MATH 008B or MATH 009A, MATH 009B, MATH 046

Chemistry Emphasis

1. No change
e) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 02LA, PHYS 02LB, PHYS 02LC
e) No change

2. Statistics requirement (5 units): STAT 100A
2. No Change

3. Upper-division requirements (58–59 units)
a) BCH 101, BCH 102, BCH 110A, BCH 110B, BCH 110C, BCH 184
a) No Change

b) At least 7 units from BCH 111, BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 162, BCH 180A, BCH 180B, BCH 180C, BCH 183, BCH 186, BCH 187, BCH 210, BCH 211, BCH 212,
b) At least 7 units from BCH 111, BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 162, BCH 180A, BCH 180B, BCH 180C, BCH 183, BCH 186, BCH 187, BCH 210, BCH 211, BCH 212,
c) BIOL 102
c) No Change
d) CHEM 109 or CHEM 110A; CHEM 112A, CHEM 112B, CHEM 112C
d) No Change
e) Two courses from CHEM 110B, CHEM 113, CHEM 125, CHEM 150A, CHEM 150B, CHEM 166 and other graduate courses may be substituted by students with a GPA of 3.00 or better with permission of the instructor and the faculty advisor.
e) No Change

4. BCH 190 or BCH 197 are available as elective courses to juniors who have completed BCH 102 and to seniors. No more than 9 units of must be taken for letter grades.
4. No Change

Medical Sciences Emphasis

Medical Sciences Emphasis

1. Lower-division requirements (54–55 units)
a) BCH 095 or equivalent
a) No change

b) BCH 096, BCH 098-I
b) No change
c) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C
c) No change
d) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC
d) No change
e) MATH 008B or MATH 009A, MATH 009B
e) No change
f) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 02LA, PHYS 02LB, PHYS 02LC
f) No change
2. Statistics requirement (5 units): STAT 100A

3. Upper-division requirements (59 units)
   a) BCH 101, BCH 102, BCH 110A, BCH 110B, BCH 110C, BCH 120, BCH 184
   a) No Change
   b) BIOL 102
   b) No Change
   c) CHEM 109 or CHEM 110A; CHEM 112A, CHEM 112B, CHEM 112C
c) No Change
d) CBNS 101
d) No Change
e) At least 8 units from: BIOL 121, BIOL 161A, BIOL 161B, BIOL 171, CBNS 106, CBNS 150
   e) No Change

Graduate and upper-division courses can be substituted with permission of the instructor and the faculty advisor. Graduate courses require a GPA of 3.0 or greater in the sciences. Students should be aware that CHEM 005 is often a requirement for admission to professional schools.

**JUSTIFICATION:**
Biology emphasis 3:b, and (1).
Chemistry emphasis 3:b

Renumber BCH 180 ABC to BCH 180 E-Z

The Biochemistry faculty wishes to change BCH 180ABC into a BCH 180(E-Z) course for purpose of expanding the course format to include more subjects and to allow more faculties to participate. It is anticipated that 1-2 of these courses will be offered during each academic quarter.

**APPROVALS:**

Approved by the faculty of the Department of Biochemistry: 4-9-12

Approved by the Executive Committee of the College of Natural and Agricultural Sciences: 2/26/2013

Approved by the Committee on Educational Policy: 3/12/13
To be adopted:

PROPOSED CHANGE TO BUSINESS INFORMATICS UNDERGRADUATE REQUIREMENTS

PRESENT:
Business Informatics
Undergraduate Program
Major Requirements
1) Lower-division requirements (51 units)
   a) ENGR 001M
   b) BUS 020
   c) CS 010 or CS 010V, CS 012 or CS 012V or 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)
   a) ENGR 101M
   b) 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 courses listed in the Information Systems concentration within the Business Administration major. These 20 units must be distinct from the above major requirements and may be chosen from any of the available Business Administration electives.

PROPOSED:
Business Informatics
Undergraduate Program
Major Requirements
1) Lower-division requirements (56 units)
   a) ENGR 001M
   b) BUS 020
   c) CS 010 or CS 010V, CS 012 or CS 012V or 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, and MATH 031

2) Upper-division requirements (93 units)
   a) ENGR 101M
   b) 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) At least two courses from CS 164, CS 166, CS 172, CS 180
   e) CS 111/MATH 111
   f) ENGR 180W
   g) SOC 150
   h) STAT 155
   i) Sixteen (16) units of upper-division Computer Science technical electives, which must be distinct from the courses used to satisfy the above major requirements. These 16 units may be chosen from those courses listed as upper-division requirements or technical electives for the Computer Science major. At least three courses must be in the Department of Computer Science and Engineering.

j) Twenty-four (24) units of Business Administration technical electives, including at least 8 units of courses listed in the Information Systems concentration within the Business Administration major. These 24 units must be distinct from the courses used to satisfy the above major requirements and may be chosen from any of the available Business Administration electives.
Administration courses, the available Business Administration courses, with
the following restrictions: no credit will be given
for BUS 101, only one of BUS 171 and CS 180 can
be taken for credit, only one of BUS 173 and CS
166 can be taken for credit, only one of BUS 175
and CS 164 can be taken for credit, and only one of
BUS 125 and CS 177 can be taken for credit.

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
for a sample program.

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.

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

**JUSTIFICATION:**

*Regarding the MATH 113 change:*
Mathematics has submitted a course proposal change to renumber MATH 113 to MATH 031. Any
courses that have MATH 113 in the course description either in the prerequisite, description, or any other
part have already been updated (in CRAMS); the catalog also needs to be changed within the affected
programs to reflect the renumbering. It also has been moved to the lower-division course list.

*Regarding the 2b change:*
Most of the material of this class is covered in other CS courses (databases, networks, software
engineering). This will be compensated by another business course (see 2j change).

*Regarding the 2c/d change:*
This change will give students more flexibility, while still providing sufficient knowledge for a career in
the field of Information Technology. The added section “at least two courses from CS 164, CS 166, CS
172, CS 180” has been split from c and made into the new d. This shifted the others items down.

*Regarding the 2i change:*
This change compensates for the 2c changes listed above.

*Regarding the 2j change:*
The additional 4 units compensate for dropping BUS 101. The restrictions listed at the end of the
paragraph are to avoid credit duplication.
Regarding the final ‘exceptions’ change:
BUNF is fully under the jurisdiction of CSE.

APPROVALS:

Approved by the Computer Science and Engineering Department: 01/30/13
Approved by the BCOE Executive Committee: 02/27/13
Approved by the Committee on Educational Policy: 4/2/13
To be adopted:

PROPOSED CHANGE TO COMPUTER ENGINEERING UNDERGRADUATE REQUIREMENTS

PRESENT:
Computer Engineering Undergraduate Program
Major Requirements
1. Lower-division requirements (68 units)
   a) ENGR 001G
   b) CS 010 or CS 10V, CS 012 or CS 12V or CS 013, CS 014, CS 061
   c) CS 011/MATH 011
   d) EE 001A, EE 01LA, EE 001B
   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 engineering discipline outside the field 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 (77 units minimum)
   a) CS 100, CS 141, CS 153, CS 161, CS 161L
   b) CS 120A/EE 120A, CS 120B/EE 120B
   c) CS 111
   d) EE 100A or CS 168, EE 110B
   e) ENGR 180W
   f) MATH 111
   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 122A, CS 122B, CS 130, CS 133, CS 150, CS 152, CS 160, CS 162, CS 164, CS 165, CS 166, CS 168, CS 169, CS 170, CS 171, CS 172, CS 177, CS 179 (E-Z), CS 180, CS 181, CS 183, CS 193

PROPOSED:
Computer Engineering Undergraduate Program
Major Requirements
1. Lower-division requirements (72 units)
   a) ENGR 001G
   b) CS 010 or CS 10V, CS 012 or CS 12V or CS 013, CS 014, CS 061
   c) CS 011/MATH 011
   d) EE 001A, EE 01LA, EE 001B, EE 020
   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 engineering discipline outside the field 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 (73 units minimum)
   a) CS 100, CS 141, CS 153, CS 161, CS 161L
   b) CS 120A/EE 120A, CS 120B/EE 120B; one course from CS 122A or EE 128
   c) CS 111
   d) CS 168
   e) ENGR 180W
   f) EE 100A
   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 122A, CS 122B, CS 130, CS 133, CS 150, CS 152, CS 160, CS 162, CS 164, CS 165, CS 166, CS 168, CS 169, CS 170, CS 171, CS 172, CS 177, CS 179 (E-Z), CS 180, CS 181, CS 183, CS 193
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:**

Mathematics has submitted a course proposal change to renumber MATH 113 to MATH 031. Any courses that have MATH 113 in the course description either in the prerequisite, description, or any other part have already been updated (in CRAMS); the catalog also needs to be changed within the affected programs to reflect the renumbering. When discussing this change, the CEN faculty have determined that EE 20 would be a better fit for the program as a whole. It is already being offered in the 1st year of the EE undergraduate program. This will decrease the number of units for the upper-division required courses from 77 to 73 and increase the lower division units from 68 to 72.

EE 110B is being removed from the required course list as well, decreasing the units from 73 to 69. EE 110A is being removed from the required Technical Electives lists (to satisfy the EE 110B prerequisite); both EE 110B and 110A will remain as regular Technical Electives.

EE 100A is being made a required course, so it will be removed from 2d and added to 2f; this bring the required course units back up to 73.

CS 182 is a new course. Software testing is an essential and often overlooked aspect in software engineering. This course addresses the need for a solid background in testing theory and a practical experience in software testing for our CS undergraduate students.
**APPROVALS:**

Approved by the Computer Engineering faculty: February 27, 2013 & March 14, 2013 (CS 182 change)
Approved by the BCOE Executive Committee: 03/20/13
Approved by the Committee on Educational Policy: 4/10/13
EXECUTIVE COMMITTEE
BOURNS COLLEGE OF ENGINEERING
REPORT TO THE RIVERSIDE DIVISION
May 28, 2013

To be adopted:

PROPOSED CHANGE TO COMPUTER SCIENCE UNDERGRADUATE REQUIREMENTS

PRESENT:

Major Requirements
Computer Science Major
1) Lower-division requirements (56 units)
   a) ENGR 001-I
   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 field 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 101-I
   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
   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 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

PROPOSED:

Major Requirements
Computer Science Major
1) Lower-division requirements (61 units)
   a) ENGR 001-I
   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 field 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 (85 units minimum)
   a) ENGR 101-I
   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
   e) ENGR 180W
   f) STAT 155
   g) Two courses from MATH 046, MATH 120, MATH 126, PHIL 124
   h) At least 24 units of technical electives to be chosen from an approved list of courses which currently includes 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 169, CS 170, CS 171, CS 172, CS 177, CS 179
169, CS 170, CS 171, CS 172, 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:
Mathematics has submitted a course proposal change to renumber MATH 113 to MATH 031. Any courses that have MATH 113 in the course description either in the prerequisite, description, or any part have already been updated (in CRAMS); the catalog also needs to be changed within the affected programs to reflect the renumbering. Course then moved to lower-division requirements.

CS 182 is a new course. Software testing is an essential and often overlooked aspect in software engineering. This course addresses the need for a solid background in testing theory and a practical experience in software testing for our CS undergraduate students.

APPROVALS:
Approved by the Computer Science and Engineering Department: 03/13/13
Approved by the BCOE Executive Committee: 03/20/13
Approved by the Committee on Educational Policy: 4/2/13
To be adopted:

Proposed Changes to the Economics Major

**PRESENT:**

The major requirements for the B.A. degree in Economics are as follows:

1. Lower-division requirements (4 courses [at least 16 units])
   a) ECON 002, ECON 003
   b) MATH 008B or MATH 009A or MATH 09HA, MATH 009B

2. Upper-division requirements (12 courses [at least 48 units])
   a) ECON 104A, ECON 104B
   b) ECON 105A, ECON 105B
   c) One course chosen from ECON 123/HISA 123, ECON 124, or ECON 125
   d) ECON 101 and ECON 107
   e) Five additional upper-division courses in Economics worth 4 or 5 units each, including at least three that have either ECON 104A or ECON 105A or ECON 107 as a prerequisite. Two 2-unit courses can satisfy one 4- or 5-unit course.

**Note** Up to 4 units of internship credit may be counted toward the upper-division electives in Economics.

**PROPOSED:**

The major requirements for the B.A. degree in Economics are as follows:

1. Lower-division requirements (4 courses [at least 16 units])
   a) ECON 002, ECON 003
   b) MATH 008B or MATH 009A or MATH 09HA, MATH 009B

2. Upper-division requirements (12 courses [at least 48 units])
   a) ECON 104A, ECON 104B
   b) ECON 105A, ECON 105B
   d) One four or five unit course with ECON 104B or ECON 105B or ECON 107 as a prerequisite.
   e) Five additional upper-division courses in Economics worth 4 or 5 units each, including at least three that have either ECON 104A or ECON 105A or ECON 107 as a prerequisite. Two 2-unit courses can satisfy one 4- or 5-unit course.

**Note** Up to 4 units of internship credit may be counted toward the upper-division electives in Economics.
JUSTIFICATION:
We are removing the requirement that students take Econ 123, 124 or 125 because we wish to give the students more flexibility in their elective courses to aid their time to degree. We are replacing this requirement with a requirement that students take a class that has either Econ 104B, or Econ 104B or Econ 107 as a prerequisite because Econ 104B, Econ 105B, and Econ 107 are required foundational courses and we wish the student to have an opportunity to build on their foundation. We have verified that there are enough offerings of courses with Econ 104B, Econ 105B or Econ 107 as prerequisites so that students will not be delayed in their time to degree.

APPROVALS:
Approved by the faculty of the Department of Economics: March 19, 2013
Approved by the Executive Committee of the College of Humanities, Arts, & Social Sciences: 03/27/2013
Approved by the Committee on Educational Policy: 4/12/2013
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
May 28, 2013

To be adopted:

Proposed Changes to Economics/Law and Society Major

Present:

Proposed:

Major Requirements
The major requirements for the B.A. degree in Economics/Law and Society are as follows:

1. Economics requirements (11 courses [at least 44 units])
   a) ECON 002, ECON 003
   b) ECON 119
   c) ECON 104A, ECON 104B, ECON 105A
   d) Five additional upper-division courses in Economics worth 4 or 5 units each, including at least two that have either ECON 104A or ECON 105A or ECON 107 as a prerequisite. ECON 107 may be chosen as an advanced elective. Two 2-unit courses can replace one 4- or 5-unit elective course.
   Note Up to 4 units of internship credit may be counted toward the upper-division elective courses in Economics.

2. Law and Society requirements (36 units)
   a) PHIL 007 or PHIL 007H
   b) LWSO 100
   c) One course chosen from ECON 111, POSC 114, PSYC 012, SOC 004 (or equivalent course in research methods)
   d) Three courses chosen from ANTH 127, ECON 119, HISE 153, PHIL 165, POSC 167, PSYC 175, SOC 159,
   e) Two courses chosen from ENSC 174, HISA 120A, HISA 120B, HISE 123, LWSO 175 (E-Z), PHIL 164, POSC 111, POSC 166, POSC 168, POSC 186, SOC 147, SOC 149, SOC 180
   f) LWSO 193, Senior Seminar

Proposed:

Major Requirements
The Law and Society major is open to undergraduate students with junior standing who have completed LWSO 100 with a grade of C or higher. The major requirements for the B.A. degree in Economics/Law and Society are as follows:

1. [no change]
Note For sections 2.d) and 2.e) combined, not more than two courses may be taken from the same department. In filling the dual requirements of the major, students may not count more than two courses toward both parts of their total requirements. (This limitation applies to specified Economics requirements and Law and Society requirements.)

JUSTIFICATION:

The reason for the Law and Society Committee's recommendation that students must attain a minimum grade of 2.00 in LWSO 100 in order to enroll in the Law and Society Major, is a full consensus among us that the current criterion for admission into the major—academic good standing in CHASS, i.e., a minimum 2.0 g.p.a.—is too low, and that it allows enrollment in the major of a population of weak students that is sufficiently large to affect adversely the level of instruction, teaching, and learning in our upper-division classes. Lowering the average experience in a classroom, for the instructors and for the students, inevitably means frustrating the good or excellent students in their endeavor to take advantage of the major as a springboard to sophisticated knowledge, and advanced learning, both in the rest of their college careers and beyond. In the case of this major in particular, the problem is aggravated by an additional factor. Our campus is currently seriously stretched for resources, and, with a huge number of participating students, and the frequent over-enrollment in the required courses, the program is strained, potentially devalued, and difficult to complete, not for reasons of student performance, but because of luck—or otherwise—in getting into the needed classes. In particular, the excess enrollment has continuously caused us problems in offering what should be the capstone of the major—the senior seminar, LWSO 193. We anticipate that the proposed minimum grade requirement will ameliorate those problems, especially the overcrowding of the senior seminar.

APPROVALS:

Effective: Fall 2013
Approved by the Law and Society Committee: November 2012
Approved by the faculty of the Department of Economics: 3/26/13
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 4/10/13
Approved by the Undergraduate Admissions Committee: 4/29/13
Approved by the Committee on Educational Policy: 5/15/13
Proposed Changes to Electrical Engineering Undergraduate Program

Present

Major Requirements

1. Lower-division requirements (74 units)
   a) One course in the biological sciences chosen from an approved list
   b) CHEM 001A, CHEM 01LA
   c) CS 010, CS 013, CS 061
   d) EE 001A, EE 01LA, EE 001B, EE 010, EE 020
   e) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   f) PHYS 040A, PHYS 040B, PHYS 040C

2. Upper-division requirements (82 units)
   a) EE 100A, EE 100B, EE 105, EE 110A, EE 110B, EE 114, EE 115, EE 116, EE 132, EE 141, EE 175A, EE 175B
   b) CS 120A/EE 120A, CS 120B/EE 120B
   c) ENGR 180W
   d) Twenty (20) units of technical electives (chosen with the approval of a faculty advisor) from CS 122A, CS 130, CS 143/EE 143, CS 161, CS 168; EE 117, EE 128, EE 133, EE 134, EE 135, EE 136, EE 137, EE 138, EE 139, EE 140, EE 144, EE 146, EE 150, EE 151, EE 152, EE 160

The choice of technical electives must ensure that the upper division requirements include at least one coherent sequence of at least three (3) electrical engineering courses to ensure depth in one area of electrical engineering. Example course sequences are available through the Student Affairs Office in the College of Engineering or student.engr.ucr.edu.

Proposed

Major Requirements

1. Lower-division requirements (74 units)
   a) One course in the biological sciences chosen from an approved list
   b) CHEM 001A, CHEM 01LA
   c) CS 010, CS 013, CS 061
   d) EE 001A, EE 01LA, EE 001B, EE 010, EE 020
   e) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   f) PHYS 040A, PHYS 040B, PHYS 040C

2. Upper-division requirements (82 units)
   a) EE 100A, EE 100B, EE 105, EE 110A, EE 110B, EE 114, EE 115, EE 116, EE 132, EE 141, EE 175A, EE 175B
   b) CS 120A/EE 120A, CS 120B/EE 120B
   c) ENGR 180W
   d) Twenty (20) units of technical electives (chosen with the approval of a faculty advisor) from CS 122A, CS 130, CS 143/EE 143, CS 161, CS 168/EE 168; EE 117, EE 123, EE 128, EE 133, EE 134, EE 135, EE 136, EE 137, EE 138, EE 139, EE 140, EE 144, EE 146, EE 150, EE 151, EE 152, EE 153, EE 160, EE 162, EE 165

The choice of technical electives must ensure that the upper division requirements include at least one coherent sequence of at least three (3) electrical engineering courses to ensure depth in one area of electrical engineering. Example course sequences are available through the Student Affairs Office in the College of Engineering or student.engr.ucr.edu.
JUSTIFICATION:

These are approved upper division EE courses and cover topics in the focus areas of the EE program but they were not included in the list of technical electives. This change is simply adding them to the list of technical electives.

APPROVALS:

Approved by the faculty of the Department of Electrical Engineering: 10/17/2012
Approved by the faculty of the Bourns College of Engineering: 10/17/12
Approved by the Executive Committee of the Bourns College of Engineering: 11/14/2012
Approved by the Committee on Educational Policy: February 6, 2013
To be adopted:
Proposed change in course requirements for the Bachelor of Science (B.S) and Bachelor of Arts (B.A.) degree in Environmental Sciences and the Minor in Environmental Sciences.

Major Requirements

The major requirements for both the B.A. and the B.S. degrees in Environmental Sciences are as follows: Students must fulfill MATH 008B or MATH 009A; MATH 009B; CHEM 001A, CHEM 001B, CHEM 001C; BIOL 002 or BIOL 005A; BIOL 003 or BIOL 005A; ENSC 001, ENSC 002, ENSC 006, or ENSC 143A, ENSC 100, ENSC 101, and ENSC 102 with a grade point average of 2.0 or better and no grade lower than a C-. If a grade lower than a C- is received in 2 or more core courses required for the major, either in separate courses or repetitions of the same course, the student may be discontinued from the major. Students must, under such circumstances, petition the department to remain in the major. Students are also required to choose one of the options and satisfactorily complete the option requirements. Students in Environmental Sciences are required to demonstrate adequate progress towards earning the degree. Adequate progress is defined as completion of MATH 9B prior to the beginning of the Winter Quarter of the second year of residence or Junior standing (>90 units) and at least one course from ENSC 100, ENSC 101, or ENSC 102 must be completed prior to the end of the third year of residence or senior standing (>135 units).

Core Requirements

1. Lower-division requirements (41-42 units)
   a) ENSC 001, ENSC 002
   b) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC
   c) MATH 005 or MATH 008A, MATH 008B or

Proposed Major Requirements

The major requirements for both the B.A. and the B.S. degrees in Environmental Sciences are as follows: Students must fulfill MATH 008B or MATH 009A; MATH 009B; CHEM 001A, CHEM 001B, CHEM 001C; BIOL 002 or BIOL 005A; BIOL 003 or BIOL 005A; ENSC 001, ENSC 002, ENSC 006, or ENSC 143A, ENSC 100, ENSC 101, and ENSC 102 with a grade point average of 2.0 or better and no grade lower than a C-. If a grade lower than a C- is received in 2 or more core courses required for the major, either in separate courses or repetitions of the same course, the student may be discontinued from the major. Students must, under such circumstances, petition the department to remain in the major. Students are also required to choose one of the options and satisfactorily complete the option requirements. Students in Environmental Sciences are required to demonstrate adequate progress towards earning the degree. Adequate progress is defined as completion of MATH 009B prior to the beginning of the Winter Quarter of the second year of residence or Junior standing (>90 units) and at least one course from ENSC 100, ENSC 101, or ENSC 102 must be completed prior to the end of the third year of residence or senior standing (>135 units).

Core Requirements

1. [no change]
   a) [no change]
   b) [no change]
   c) [no change]
MATH 009A, MATH 009B

d) POSC 010

d) [no change]

2. Upper-division requirements (14 units): ENSC 100, ENSC 101, ENSC 102, ENSC 191

Environmental Toxicology Option (70-79 units)

1. BIOL 005A, BIOL 05LA, BIOL 005B

1. [no change]

2. CHEM 005 or BIOL 005C; CHEM 112A, CHEM 112B, CHEM 112C

2. [no change]

3. ENTX 101, ENTX 154

3. [no change]

4. PHYS 002A, PHYS 002B, PHYS 002C

4. [no change]

5. PHYS 02LA, PHYS 02LB, PHYS 02LC

5. [no change]

Are recommended

6. ENSC 006/ECON 006 or ENSC 143A/ECON 143A (ECON 003 prerequisite)

6. [no change]

7. BCH 100 or both BCH 110A and BCH 110B; BIOL 102 or BIOL 121/MCBL 121; BCH 110C or BIOL 107A

7. [no change]

8. STAT 100A and STAT 100B

8. [no change]

9. Elective Courses: At least one course from

9. Elective Courses: At least one course from

ENSC 127/SWSC 127, ENSC 133/MCBL 133/

ENSC 127, ENSC 133/MCBL 133/

SWSC 133, ENSC 135/CHEM 135/ENTX 135,

SWSC 133, ENSC 135/CHEM 135/ENTX 135,

ENSC 136/CHEM 136/ENTX 136/SWSC 136,

ENSC 136/CHEM 136/ENTX 136/SWSC 136,

ENSC 140/SWSC 140, ENSC 141/MCBL 141/

ENSC 140/SWSC 140, ENSC 141/MCBL 141/

SWSC 144, ENSC 144/ENVE 144, ENSC 163,

SWSC 144, ENSC 144/ENVE 144, ENSC 163,

BPSC 134/ENSC 134, ENSC 104, ENSC 107,

BPSC 134/ENSC 134, ENSC 104, ENSC 107,

ENSC 138/GEO 138, CBNS 150/ENTX 150

ENSC 138/GEO 138, CBNS 150/ENTX 150

ENSC 197, ENSC 198-I

ENSC 197, ENSC 198-I

Natural Science Option (65-71 units)

Natural Science Option (65-71 units)

1. BIOL 005A, BIOL 05LA, BIOL 005B

1. [no change]

2. PHYS 002A, PHYS 002B, PHYS 002C

2. [no change]

3. PHYS 02LA, PHYS 02LB, PHYS 02LC are recommended

3. [no change]

4. CHEM 112A, CHEM 112B

4. [no change]

5. GEO 001 or GEO 002

5. [no change]

6. ENSC 006/ECON 006 or ENSC 143A/

6. [no change]
ECON 143A (ECON 003 prerequisite)

7. STAT 100A and STAT 100B

8. Elective Courses:
   a) At least one course from BIOL 005C, CHEM 005, CHEM 112C, MATH 009C
   b) A total of at least five courses from the following (at least three must be Environmental Sciences or Soil and Water Sciences)

   - ENSC 120/NEM 120, ENSC 127, ENSC 133/MCBL 133, ENSC 135/CHEM 135/ENTX 135
   - ENSC 136/CHEM 136/ENTX 136/ENSC 133
   - ENSC 140/SWSC 140, ENSC 141/MCBL 141
   - ENSC 144/ENVE 144
   - ENSC 146, BPSC 104
   - CHEM 109

Social Science Option (85-90 units)

1. BIOL 002, BIOL 003
2. GEO 001 or GEO 002
3. ECON 003
4. ENSC 143A/ECON 143A, ENSC 143B/ ECON 143B, ENSC 143C/ECON 143C, ENSC 172, ENSC 174
5. ECON 101 or ECON 107 or SOC 110
6. STAT 100A and STAT 100B
7. Elective Courses:
   a) At least one course from ENSC 133/MCBL 133, ENSC 140/SWSC 140, ENSC 141/MCBL 141
   - ENSC 142, ENSC 144/ENVE 144, ENSC 155, ENSC 163, BPSC 134/SWSC 134
   - ENSC 138/GEO 138
   - ENSC 197, ENSC 198
b) A total of at least six courses from the following:

Economics: ECON 102, ECON 103, ECON 104A, ECON 105A, ECON 116, ECON 129, ECON 146, ECON 148, ECON 156, ECON 160/BUS 160, ECON 181, ECON 182, ECON 183

Society and culture: ANTH 110, ANTH 129, ANTH 132, ANTH 134, ANTH 135, ANTH 142, ANTH 170, ANTH 186/LNST 166, PHIL 117, PHIL 137, SOC 137, SOC 143/URST 143, SOC 182/URST 182, SOC 184

Regulation and law: ECON 119, POSC 101, POSC 106S, POSC 127, POSC 166, POSC 181, POSC 182, POSC 183

Management/Analytics: BUS 104/STAT 104, BUS 122, BUS/ECON 162, ECON 110, ECON 111, ECON 112, GEO 157, GEO 160, GEO 167, MATH 120, SOC 111

Minor

The minor in Environmental Sciences consists of the following.

1. Lower-division requirements (23 units)
   a) ENSC 002 or ENSC 017; ENSC 006/ECON 006
   b) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC

2. Upper-division requirements (20 units)
   a) ENSC 100/SWSC 100, ENSC 101, ENSC 102
   b) Eight (8) units of additional upper-division courses in Environmental Sciences, no more than 4 units of which are in courses numbered 190-198

Of the specified upper-division units, a minimum of 16 units must be unique to the minor and may not be used to satisfy major requirements.

See Minors under the College of Natural and Agricultural Sciences in the Colleges and Programs section of this catalog for additional information on minors.

Minor

The minor in Environmental Sciences consists of the following.

1. [no change]
   a) [no change]
   b) [no change]

2. Upper-division requirements (20 units)
   a) ENSC 100, ENSC 101, ENSC 102
   b) [no change]

Of the specified upper-division units, a minimum of 16 units must be unique to the minor and may not be used to satisfy major requirements.

See Minors under the College of Natural and Agricultural Sciences in the Colleges and Programs section of this catalog for additional information on minors.
Justification for Proposed Changes to Undergraduate ENSC Curriculum

Since the Soil and Water Science Graduate Program is in moratorium, the Environmental Sciences Department voted to remove all upper division SWSC courses from the catalog to reduce catalog clutter and avoid student confusion. All of the upper division courses listed under SWSC are cross listed with courses in ENSC and most students enroll in these courses using the ENSC listing. There was simply no reason to keep upper division SWSC courses in the catalog. Because the upper division SWSC courses are being removed from the catalog, all mentions of these courses in the catalog must be removed.

As part of a holistic review of the undergraduate curriculum in the Environmental Sciences major, the ENSC Faculty reviewed the upper division electives for the major with respect to: (i) regularity of recent offerings, as well likelihood of future offerings, (ii) barriers posed by additional prerequisites, and (iii) overall relevance to the major. Five courses, BIOL 117, BIOL 160, BIOL 163, GEO 162 and GOE 167 were removed from the electives because they are not regularly taught, they have unusual prerequisites that prevent all but a few ENSC majors to take the courses or they have low relevance to the current ENSC curriculum.

The ENSC Faculty also reviewed new course listings in BPSC, BIOL and GEO and decided to adopt four new upper division electives: BPSC 165, BPSC 166, BIOL 116 and GEO 160. Overall, the deleted and newly adopted electives should improve the availability of relevant electives in outside departments.

Approvals

Approved by the faculty of the Department of Environmental Sciences: Feb 14th, 2013
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: 3/12/13
Approved by the Committee on Educational Policy: 4/2/13
To be adopted:

Proposed Changes to Global Studies Major

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The major requirements for the B.A. degree in Global Studies are as follows:</td>
<td>[no change]</td>
</tr>
<tr>
<td>Students will not be admitted into the major until they have completed either GBST 001 or GBST 002 with a “C+” grade or better.</td>
<td></td>
</tr>
</tbody>
</table>

1. Lower-division requirements (7 courses [at least 24 units] plus foreign language):

   a) GBST 001, GBST 002                                               | [no change] |
   b) Two introductory courses (courses numbered 001–099) in each of two different disciplines. | [no change] |
   c) Proficiency in a foreign language at the sixth-quarter level   | [no change] |
   d) Two courses in world history                                   | HIST 020W   |

2. Upper-division requirements (45 units)

   Students must select eight courses with significant global content in at least two different disciplines and two courses in a single area, and at least one 100-level GBST course.


   AHS 115/LNST 115, ANTH 143/WMST 185                                  | [no change] |

CPLT 112/CLA 112/RLST 117, CPLT 121, CPLT 125, CPLT 141, CPLT 160 (E-Z), CRWT 143


ECON 124, ECON 170 (E-Z), ECON 182, ECON 183, ECON 185/LNST 185, ECON 187/LNST 187

ENGL 121 (E-Z)

ETST 100, ETST 104, ETST 109G, ETST 118/MUS 129, ETST 148/ANTH 168/LNST 168, ETST 166, ETST 175/WMST 175

MCS 125 (E-Z)/LNST 125 (E-Z)/SPN 125 (E-Z), MCS 139/SOC 139, MCS 145 (E-Z)/ENGL 145 (E-Z), MCS 171/SPN 171, MCS 174 (E-Z)/CPLT 174 (E-Z)

GBST 090, GBST 191, GBST 195A, GBST 195B, GBST 195C, GBST 198-I

SPN 102A, SPN 122B, SPN 145, SPN 179/LNST 109/MCS 179/WMST 179, SPN 188

HIST 151

LNST 105/MCS 185/SPN 185, LNST 164/ANTH 164/WMST 164, LNST 168/ANTH 168/ETST 148, LNST 185/ECON 185, LNST 187/ECON 187

MUS 122, MUS 123/ANTH 126/AST 123/DNCE 123, MUS 125, MUS 126/ANTH 177/WMST 126, MUS 127/ANTH 176/AST 127/DNCE 127/ETST 172, MUS 129/ETST 118

POSC 107, POSC 110, POSC 120, POSC 124, POSC 126, POSC 128, POSC 133, POSC 150, POSC 160, POSC 267, POSC 268

PSYC 148

[no change]
PBPL 191 [no change]
RLST 175, RLST 246 [no change]
SOC 122, SOC 123, SOC 161, SOC 181, SOC 184 [no change]
THEA 161, THEA 176/ANTH 128/AST 128/DNCE 128/MUS 128 [no change]
URST 178/AHS 178, URST 182/SOC 182 [no change]
WMST 108/PHIL 108, WMST 109/ANTH 109, WMST 126/ANTH 177/MUS 126, WMST 162/RLST 162, WMST 164/ANTH 164/LNST 164, WMST 175/ETST 175, WMST 179/LNST 109/MCS 179/SPN 179 [no change]

3. Capstone requirement (5 units) [no change]

Students are required to complete their major with a capstone experience. The capstone must examine at least one global issue. It may be an advanced seminar on a topic of global significance, an independent major paper or research project supervised by a Global Studies faculty member, or a study abroad program approved by the Chair of Global Studies.

Students are required to complete their major with a capstone experience. The capstone must examine at least one global issue. Most students will satisfy this requirement by taking the Senior Thesis Seminar (GBST 193). Students may also conduct an individual project with the approval of the chair of Global Studies.

JUSTIFICATION:
(HIST 020W): Students are now allowed to complete HIST 020W to satisfy ENGL 1C as well as the world history breadth requirement. The Global Studies major would like to allow students to use this course toward the major as well.

(Capstone Requirements): The Global Studies Chair has created a Senior Thesis Seminar that will serve as the capstone course for the major. Previous catalog approval was too vague and students were confused as to how they would satisfy this requirement. This change allows little room for confusion. It also allows the Global Studies students the ability to collectively focus on a global issue and their next steps after graduation.

APPROVALS:
Effective: Fall 2013
Approved by the faculty Committee of Global Studies: 02/28/2013
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 3/27/2013
Approved by the Committee on Educational Policy: 4/10/2013
To be adopted:

Proposed Changes to the History/Law and Society Major

**PRESENT:**

The major requirements for the B.A. degree in History/Law and Society are as follows:

1. **History requirements** (52 units): All requirements for the B.A. in History
2. **Law and Society requirements** (36 units)
   a) PHIL 007 or PHIL 007H
   b) LWSO 100
   c) One course chosen from ECON 111, PO 114, PSYC 012, SOC 004 (or equivalent course in research methods)
   d) Three courses chosen from ANTH 127, ECON 119, HISE 153, PHIL 165, PO 167, PSYC 175, SOC 159
   e) Two courses chosen from ENSC 174, HISA 120A, HISA 120B, HISE 123, LWSO 175 (E-Z), PHIL 164, PO 166, POSC 168, POSC 186, SOC 147, SOC 149, SOC 180
   f) LWSO 193, Senior Seminar

**PROPOSED:**

[no change]

1. [no change]
2. [no change]
   a) [no change]
   b) LWSO 100 (with a grade of “C” or better)
   c) [no change]
   d) [no change]
   e) [no change]
   f) [no change]

Note: For section 2.d) and 2.e) combined, not more than two courses may be taken from the same department. In filling the dual requirements of the major, students may not count more than two courses toward both parts of their total requirements (History requirements and Law and Society requirements). The History courses that may fill the dual requirements include HISE 153 (History of the Common Law). And HISA 120A and HISA 120B (The Supreme Court and the Constitution).
JUSTIFICATION:

In accordance with the change in the general Law and Society requirements, the requirements for the History/Law and Society degree are being adjusted as well.

APPROVALS:

Approved by the Law and Society Committee: November 2012
Approved by the faculty of the Department of History: January 10, 2013
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 04/10/2013
Approved by the Undergraduate Admissions Committee: 4/29/13
Approved by the Committee on Educational Policy: 5/15/13
To be adopted:

Proposed Changes to Law and Society Major

PRESENT:

The Law and Society major offers undergraduates an interdisciplinary liberal arts approach to the study of legal and law-like relationships and institutions. The program combines the perspectives of various disciplines in the Humanities and Social Sciences. The multidisciplinary approach introduces students to a wider range of views about law than is generally possible within a single department, provides a coherent and rigorous program of courses organized around the theme of law and law-like relationships, and allows students to develop critical thinking about law and social institutions.

For students not planning to pursue graduate studies, this program offers a means of understanding some complex relationships between social institutions. For those who plan to pursue graduate studies, the breadth of coursework should provide a sound basis for graduate studies in areas related to law: history, philosophy, political science, and sociology, among others. And for students who choose to pursue the study of law in a professional school of law, the curriculum can offer a sound background.

Students may select Law and Society as a major with the departments of Anthropology, Economics, History, Philosophy, Political Science, Psychology, and Sociology.

Major Requirements

The major requirements for the B.A. degree in Law and Society are as follows:

PROPOSED:

The Law and Society major is open to undergraduate students with junior standing who have completed LWSO 100 with a grade of C or higher. The major offers an interdisciplinary liberal arts approach to the study of legal and law-like relationships and institutions. The program combines the perspectives of various disciplines in the Humanities and Social Sciences. The multidisciplinary approach introduces students to a wider range of views about law than is generally possible within a single department, provides a coherent and rigorous program of courses organized around the theme of law and law-like relationships, and allows students to develop critical thinking about law and social institutions.

For students not planning to pursue graduate studies, this program offers a means of understanding some complex relationships between social institutions. For those who plan to pursue graduate studies, the breadth of coursework should provide a sound basis for graduate studies in areas related to law: history, philosophy, political science, and sociology, among others. And for students who choose to pursue the study of law in a professional school of law, the curriculum can offer a sound background.

Students may select Law and Society as a major with the departments of Anthropology, Economics, History, Philosophy, Political Science, Psychology, and Sociology.

Major Requirements

The major requirements for the B.A. degree in Law and Society are as follows:
1. Specified requirements of the cooperating department (See the departments of Anthropology, Economics, History, Philosophy, Political Science, Psychology, or Sociology.)

2. Law and Society requirements (36 units)
   a) PHIL 007 or PHIL 007H
   b) LWSO 100
   c) One course chosen from ECON 111, POSC 114, PSYC 012, SOC 004 (or equivalent course in research methods)
   d) Three courses chosen from ANTH 127, ECON 119, HISE 153, PHIL 165, POSC 167, PSYC 175, SOC 159
   e) Two courses chosen from ENSC 174, HISA 120A, HISA 120B, HISE 123, LWSO 175 (E-Z), PHIL 164, POSC 111, POSC 166, POSC 186, POSC 147, SOC 149, SOC 180
   f) LWSO 193, Senior Seminar

Note For sections 2.d) and 2.e) combined, not more than two courses may be taken from the same department. In filling the dual requirements of the major, students may not count more than two courses toward both parts of their total requirements (specified departmental requirements and Law and Society requirements).
JUSTIFICATION:

The reason for the Law and Society Committee's recommendation that students must attain a minimum grade of 2.00 in LWSO 100 in order to enroll in the Law and Society Major, is a full consensus among us that the current criterion for admission into the major—academic good standing in CHASS, i.e., a minimum 2.0 g.p.a.—is too low, and that it allows enrollment in the major of a population of weak students that is sufficiently large to affect adversely the level of instruction, teaching, and learning in our upper-division classes. Lowering the average experience in a classroom, for the instructors and for the students, inevitably means frustrating the good or excellent students in their endeavor to take advantage of the major as a springboard to sophisticated knowledge, and advanced learning, both in the rest of their college careers and beyond. In the case of this major in particular, the problem is aggravated by an additional factor. Our campus is currently seriously stretched for resources, and, with a huge number of participating students, and the frequent over-enrollment in the required courses, the program is strained, potentially devalued, and difficult to complete, not for reasons of student performance, but because of luck—or otherwise—in getting into the needed classes. In particular, the excess enrollment has continuously caused us problems in offering what should be the capstone of the major—the senior seminar, LWSO 193. We anticipate that the proposed minimum grade requirement will ameliorate those problems, especially the overcrowding of the senior seminar.

APPROVALS:

Effective: Fall 2013
Approved by the Law and Society Committee: November 2012
Approved by the faculty of the Department of History: January 10, 2013
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 03/27/13
Approved by the Undergraduate Admissions Committee: 4/29/13
Approved by the Committee on Educational Policy:
To be adopted:

Proposed Changes to Materials Science & Engineering Undergraduate Program

PRESENT:

Major
The B.S. degree in Materials Science and Engineering is offered jointly by the five participating departments of The Marlan and Rosemary Bourns College of Engineering. The program aims to produce students who are effective team players in materials engineering or related engineering, science or managerial positions, who use and improve on their skills in the job; who can enter into graduate or professional degree programs; and who are responsible engineers, professionals or scientists demonstrating ethical and professional responsibility and continuing to learn through a variety of educational experiences.

The program aims to produce graduates who:

- can apply knowledge of the scientific and engineering principles underlying major elements of materials engineering – the structure, properties, processing, and performance of materials
- can design and conduct experiments relevant to materials science and engineering as well as analyze and interpret experimental data
- can identify, formulate, and solve materials selection and design problems
- can work in multidisciplinary teams
- can appreciate professional and ethical responsibility and the importance of continued learning after graduation
- can communicate effectively
- have a basic understanding of the impact of engineering on society, including the economy and environment
- have an elementary understanding of contemporary issues in materials science and engineering

PROPOSED:

Major
The B.S. degree in Materials Science and Engineering is offered jointly by the five participating departments of The Marlan and Rosemary Bourns College of Engineering. The program aims to produce students who are effective team players in materials engineering or related engineering, science or managerial positions, who use and improve on their skills in the job; who can enter into graduate or professional degree programs; and who are responsible engineers, professionals or scientists demonstrating ethical and professional responsibility and continuing to learn through a variety of educational experiences.

The program aims to produce graduates who:

- can apply knowledge of the scientific and engineering principles underlying major elements of materials engineering – the structure, properties, processing, and performance of materials
- can design and conduct experiments relevant to materials science and engineering as well as analyze and interpret experimental data
- can identify, formulate, and solve materials selection and design problems
- can work in multidisciplinary teams
- can appreciate professional and ethical responsibility and the importance of continued learning after graduation
- can communicate effectively
- have a basic understanding of the impact of engineering on society, including the economy and environment
- have an elementary understanding of contemporary issues in materials science and engineering
University Requirements
See Undergraduate Studies section.

College Requirements
See The Marlan and Rosemary Bourns College of Engineering, Colleges and Programs section. The Materials Science and Engineering major uses the following major requirements to satisfy the college’s Natural Sciences and Mathematics breadth requirement.

1. One course in the biological sciences chosen from an approved list
2. CHEM 001A, CHEM 001LA
3. MATH 008B or MATH 009A
4. PHYS 040A, PHYS 040B

Major Requirements
1. Lower-division requirements (68 units)
   a) CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 01LC
   b) CS 030
   c) EE 001A, EE 01LA
   e) MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   d) ME 010
   f) MSE 001
   g) PHYS 040A, PHYS 040B, PHYS 040C

2. Upper-division requirements (53 units)
   a) CHEM 112A
   b) CEE 135
   c) CHE 100
   d) EE 138
   e) ENGR 180W
   a) BIEN 140A/CEE 140A
   b) CHEM 112A
   c) CEE 135
   d) CHE 100
   e) EE 138
f) ME 110, ME 114, ME 156

g) MSE 160, MSE 161, MSE 175A, MSE 175B

h) STAT 155

i) Technical Electives (20 units):
   chosen from BIEN 140A/CEE 140A, BIEN 140B/CEE 140B, CEE 147, EE 133, EE 136, EE 137, EE 139, ME 113, ME 116, ME 138, ME 153, ME 180

j) Technical Electives (20 units):
   chosen from BIEN 140A/CEE 140A, BIEN 140B/CEE 140B, CEE 147, EE 133, EE 136, EE 137, EE 139, ME 113, ME 116, ME 138, ME 153, ME 180

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

JUSTIFICATION:

BIEN 140A (Biomaterials) is a course that emphasizes materials science and engineering concepts applied to materials for bio-applications. MSE students will benefit from having exposure to the increasingly important bio-related fields.

APPROVALS:

Approved by the faculty of the Department of Materials Science & Engineering: April 5, 2012
Approved by the Executive Committee of the College of Engineering: November 14, 2012
Approved by the Committee on Educational Policy: February 6, 2013
Executive Committee
College of Natural and Agricultural Science
Report to Riverside Division
May 28, 2013

To be adopted:

Proposed Changes to Undergraduate Mathematics Major- Change of Major Criteria

Present: None

Proposed:

**Change of Major Criteria:**
All courses taken to fulfill major requirements must be completed with grades of C- or better after repeats.

**Freshmen (0-44.9 units earned)**
Completion of the following with grade of “C-” or better and must be in good academic standing. (2.0 quarter and cumulative GPA).

MATH 008B or MATH 009A

**Sophomores (45-89.9 earned units)**
Completion of the following with grade of “C-” or better and must be in good academic standing. (2.0 quarter and cumulative GPA).

MATH 008B or MATH 009A
MATH 009B
MATH 009C or MATH 010A

**Juniors & Seniors (90 or more earned units)**
Completion of the following with grade of “C-” or better and must be in good academic standing. (2.0 quarter and cumulative GPA).

MATH 008B or MATH 009A
MATH 009B
MATH 009C
MATH 010A
MATH 031

Major change requests are reviewed during the 2nd, 3rd, 4th & 10th weeks of each quarter.

Students are required to complete degree programs without exceeding 216 earned units.
Justification:

The change of major criteria was developed by the CNAS Advising Center and the Mathematics Department to provide new guidelines for students who plan to change to mathematics major. They were reviewed and approved by the faculty of the Math and we propose to add the criteria to the catalog copy for the major.

Approvals:

Approved by the Department of Mathematics: January 31, 2013
Approved by the CNAS Executive Committee: 2/26/13
Approved by Undergraduate Admissions Committee 4/2/13
Approved by the Committee on Educational Policy: 4/5/12
To be adopted:

Proposed Changes to BA Degree in Music and Culture

PRESENT

All majors must enroll in at least one music ensemble each quarter. However, students may enroll in DNCE 067A through DNCE 075B instead of, or in addition to, any of the music ensemble courses.

In addition, the major requirements for the B.A. degree in Music and Culture are as follows:

1. Lower-division requirements (17–19 units)
   a) MUS 030A, MUS 030B, MUS 030C
   b) MUS 031A, MUS 031B, MUS 031C
   c) ANTH 001, SOC 001, DNCE 005, or DNCE 007

2. Upper-division requirements (59 units)
   a) Music courses (39–49 units)
      (1) Western Music History: MUS 112A, MUS 112B, MUS 112C, MUS 114, MUS 116, MUS 117, MUS 136, MUS 191 (E-Z)
      (2) Ethnomusicology: MUS 124, MUS 124/AST 124, MUS 125, MUS 126/ANTH 177/WMST 126, MUS 127/ANTH 176/AST 127/DNCE 127/ETST 172, MUS 128/ANTH

PROPOSED

The major requirements for the B.A. degree in Music and Culture are as follows:

1. Lower-division requirements (28 units)
   a) MUS 030A
   b) MUS 031A
   c) MUS 10
   d) MUS 006, MUS 008, MUS 014
   e) MUS 002, MUS 003, MUS 005, MUS 007, MUS 009, MUS 013, MUS 015, MUS 016, MUS 017, MUS 018, or MUS 020
   f) ANTH 001, SOC 001, DNCE 005, or DNCE 007
   g) Participation in a major ensemble: MUS 160, MUS 161, MUS 162, MUS 163, MUS 164, MUS 165, MUS 166, MUS 168, MUS 169, MUS 170, MUS 171, MUS 172, MUS 174A, MUS 174B, MUS 175, MUS 176, MUS 177 each quarter (6-12 units)
   Students may enroll in DNCE 067A through DNCE 075B instead of, or in addition to, any of the music ensemble courses

2. Upper-division requirements (59 units)
   a) Music courses (39–49 units)
      (1) Western Music History: MUS 112A, MUS 112B, MUS 112C, MUS 114, MUS 116, MUS 117, MUS 136, MUS 191 (E-Z)
128/AST 128/DNCE 128/THEA 176, MUS 129/ETST 118, MUS 140/HISA 139
127/ETST 172, MUS 128/ANTH 128/DNCE 128/THEA 176, MUS 140/HISA 139, MUS 153

(3) Individual Study: MUS 190, MUS 194, MUS 195, MUS 199H

(3) Individual Study: MUS 190, MUS 194, MUS 195, MUS 199H

b) Other upper-division courses (12–24 units)
b) Other upper-division courses (12–24 units)

(1) Dance History (4–8 units): DNCE 130/ANTH 130, DNCE 141, DNCE 142, DNCE 171 (E-Z), DNCE 172 (E-Z), DNCE 173 (E-Z)

(1) Dance History (4–8 units): DNCE 130/ANTH 130, DNCE 141, DNCE 142, DNCE 171 (E-Z), DNCE 172 (E-Z), DNCE 173 (E-Z)

(2) Anthropology or Sociology (4–8 units)

(2) Anthropology or Sociology (4–8 units)

(3) English or Media and Cultural Studies (4–8 units)

(3) English or Media and Cultural Studies (4–8 units)

(4) Other courses in the Social Sciences, Humanities, or Arts could count towards these units if the students petitions and an advisor’s permission is granted.

(4) Other courses in the Social Sciences, Humanities, or Arts could count towards these units with advisor’s permission and/or petition to the chair.

Fees
An additional course fee will be charged at the time of registration for MUS 080 (E-Z), MUS 081 (E-Z), MUS 180 (E-Z), and MUS 181 (E-Z). A limited number of scholarships will be made available.

JUSTIFICATION:

Lower division requirements:
1. The changes on the lower division aim to open up the Music and Culture Major to students with little or no actual training in music and to relieve strain on increasingly larger classes in the MUS 30 and 31 series. The addition of MUS 010 will provide Music and Culture majors with a general background in advanced music concepts.
2. The additional courses allow Music and Culture majors more choices in introductory courses that may be relevant to their interests.
3. The participation on a major ensemble each quarter increases reflects the department emphasis on ensemble performance in response to the external review of the major.

Upper-division requirements:
The changes reflect the deletion of several courses and the addition of new courses (all approved)

Fees:
The issue of the additional course fee has been explained in the Music and Major proposal.
APPROVALS:

Approved by the Faculty of the Department of Music: Date February 20, 2013

Approved by Executive Committee of CHASS: 3/27/13

Approved by the Committee on Educational Policy: 4/24/13
To be adopted: Proposed Changes to Music Major

FIXED
Music Major
The major requirement for the B.A. degree in Music are as follows:

1. Lower-division requirements (13–15 units plus keyboard proficiency)
   a) MUS 030A, MUS 030B, MUS 030C
   b) MUS 031A, MUS 031B, MUS 031C or proficiency for MUS 131A
   c) Keyboard proficiency

2. Upper-division requirements (63 units plus quarterly ensemble)
   a) MUS 112A, MUS 112B, MUS 112C
   b) MUS 130A, MUS 130B
   c) MUS 131A, MUS 131B, MUS 131C or proficiency
   d) Six quarters of MUS 180 (E-Z) or MUS 184 (E-Z)
   e) Twenty-eight (28) additional upper-division units from the following: (No performance courses numbered MUS 160 to MUS 181 (E-Z) may be used to satisfy this requirement.)
      (1) MUS 138
      (2) One course in music in world cultures (MUS 122–129)
      (3) One course from the MUS 113–119 series, MUS 187, or MUS 191 (E-Z)
   f) Participation in a major ensemble (MUS 160–166, MUS 168/AST 168–MUS 173) each quarter

PROPOSED
Music Major
The major requirement for the B.A. degree in Music are as follows:

1. Lower-division requirements (25–29 units)
   a) MUS 030A, MUS 030B, MUS 030C (12 units or proficiency)
   b) MUS 031A, MUS 031B, MUS 031C (6 units or proficiency)
   c) MUS 080P (1 unit and piano proficiency)
   d) Participation in a major ensemble each quarter: MUS 160, MUS 161, MUS 162, MUS 163, MUS 164, MUS 165, MUS 166, MUS 168, MUS 169, MUS 170, MUS 171, MUS 172, MUS 174A, MUS 174B, MUS 175, MUS 176, MUS 177 (6–12 units)

2. Upper-division requirements (33–39 units)
   a) MUS 112A, MUS 112B, MUS 112C (12 units)
   b) MUS 130A, MUS 130B (8 units)
   c) MUS 131A, MUS 131B, MUS 131C (3 units or proficiency)
   d) MUS 138 (4 units)
   e) Participation in a major ensemble each quarter: MUS 160, MUS 161, MUS 162, MUS 163, MUS 164, MUS 165, MUS 166, MUS 168, MUS 169, MUS 170, MUS 171, MUS 172, MUS 174A, MUS 174B, MUS 175, MUS 176, MUS 177 (6–12 units)

3. Upper-division track requirements: Choose from one of the following tracks
   a) Music – General (24 units)
      24 units from the following: MUS 113, MUS 114, MUS 115, MUS 116, MUS 117, MUS 118, MUS 119, MUS 120, MUS 121, MUS 122, MUS 123, MUS 124,
Because of additional performance requirements appropriate to the music curriculum, Music majors have been granted an exemption from the 80-unit limit on courses in the major so that 102 music units may be counted toward the B.A.

Students emphasizing the study of music in world culture are advised to take at least two additional courses in the MUS 120 series in addition to MUS 168/AST 168.
Students emphasizing Western music history are advised to take at least two additional courses in that area.

Students emphasizing music theory and composition are advised to take MUS 137 and at least two additional courses in music theory or composition.

Students seeking a teaching credential are advised to take MUS 133, MUS 150A, MUS 150B, MUS 150C, MUS 150D, MUS 151, and MUS 152. Consult the Graduate School of Education for credential requirements.

Examinations and Auditions
The ability to play simple piano music is required of all majors. Students lacking keyboard proficiency when the major is declared must enroll in MUS 080P to prepare them for the proficiency examination. This examination should be passed by the junior year. Consult the department for examination requirements.

All students intending to enroll in MUS 030A must take a music theory diagnostic examination, which is given at the beginning of instruction.

MUS 031A, MUS 031B, and MUS 031C are taken until proficiency for admission to MUS 131A is achieved. The completion of MUS 131A, MUS 131B, and MUS 131C is required for graduation.

All students normally participate in a major ensemble each quarter. Admission to any ensemble course is by consent of instructor. All students intending to participate in an ensemble course must audition during registration.

Fees
All students enrolled in MUS 080 (E-Z), MUS 081 (E-Z), MUS 180 (E-Z), and MUS 181 (E-Z) must pay a lesson fee (check with the department office for current fee).

Enrollment in one section of MUS 180 (E-Z) or MUS 181 (E-Z) per quarter is provided at no additional cost to upper-division Music majors for a maximum of six quarters.

Note
Students seeking a teaching credential are advised to take MUS 133, MUS 150A, MUS 150B, MUS 150C, MUS 150D, MUS 151, and MUS 152. Consult the Graduate School of Education for credential requirements.

Examinations and Auditions
The ability to play simple piano music is required of all majors. Students lacking keyboard proficiency when the major is declared must enroll in MUS 080P to prepare them for the proficiency examination. This examination should be passed by the junior year. Consult the department for examination requirements.

All students intending to enroll in MUS 030A must take a music theory diagnostic examination, which is given at the beginning of instruction.

MUS 031A, MUS 031B, and MUS 031C are taken until proficiency for admission to MUS 131A is achieved. The completion of MUS 131A, MUS 131B, and MUS 131C is required for graduation.

All students normally participate in a major ensemble each quarter. Admission to any ensemble course is by consent of instructor. All students intending to participate in an ensemble course must audition during registration.

Fees
An additional course fee will be charged at the time of registration for MUS 080 (E-Z), MUS 081 (E-Z), MUS 180 (E-Z), and MUS 181 (E-Z). A limited number of scholarships will be made available.
JUSTIFICATION:

The change in the Music Major is primarily the consequence of the Music Undergrad Program Review and the Action Implementation Plan from 4/22/2010. The plan recommended (1) to offer specific concentrations including Composition and Performance and (2) to increase performance opportunities available to the majors. (See attachment “Music Action Implementation Plan.pdf”).

Following the recommendation of the Action Plan concerning item (2), the Music Department conducted a survey of both music majors and non-majors in order to determine the needs on performance and the interest in the creation of a performance concentration. The survey clearly show a significant interest on expanding the opportunities of individual lessons and ensemble performance (See attachment “Music Student Performance Survey.pdf”).

A second reason for the curriculum change is the financial constraint and request from the CHASS Dean’s office to eliminate the scholarships for instrumental and vocal lessons. The scholarships cover the salary of the instructors. Students enrolled on MUS 80/81 and MUS 180/181 had until now received scholarships funded by CHASS. The funds have been significantly reduced on 2012-13 and will be eliminated on 2013-14. Therefore, we submitted a proposal for changing the courses MUS 80/81 and MUS 180/181. They will be open to all students (and not only music majors) and a fee will be charged by the registration, which will exclusively be used to pay the salary of the instructors. The Music Department will not retain any money from the fee. Therefore, the proposal for a curriculum change requires the approval of the proposal of course change for MUS 80/81 and MUS 180/181 (See attachment “Course proposals MUS80-81, MUS180-181.pdf”)

Goals:

With the curriculum change, we expect to:
- increase the enrollment in the music major
- attract students interested in performance
- increase enrollment in the Music Department ensembles
- increase the enrollment on instrumental and vocal instruction, which are now open to all students
- create a professional oriented profile of the Music Major by emphasizing Composition and Performance opportunities

Summary of the curriculum changes:

1. Lower-division requirements:
The courses on musical fundamentals remain practically the same. The main change is the requirement of participation in a major ensemble each quarter MUS 160–166, MUS 168–172, MUS 174–177. The variable number of unities is due to the fact that the ensembles course are credit with 1 or 2 units, depending upon the level of participation.

2. Upper-division and upper-division track requirements:
The upper-division curriculum consists on two parts:

   (1) Course on advanced music topics such as music history (MUS 112 series), form and counterpoint (MUS 138 and MUS 130 series), advanced musicianship (MUS 131 series) and participation in a major ensemble each quarter. The variable number of unities is due to the fact that the ensembles course are credit with 1 or 2 units, depending upon the level of participation.

   (2) Three different tracks
      a. The General track is equivalent to the current major; it offer a flexible variety of elective upper-division courses
b. The Composition track offers courses on composition, instrumentation, orchestration and digital audio and sound and elective upper-division courses

c. The Performance track offers a concentration in performance, elective upper-division courses, and requires that the student give a recital (MUS 167).

**Conclusion:**
The curriculum change represents a significant step to create new opportunities for music majors; it fulfills the recommendations of the undergraduate program review by creating concentrations and increasing performance opportunities. The Music Department expects a general increase on enrollment and specifically a stronger enrollment in both individual instrumental and vocal instruction and ensembles courses.

**APPROVALS:**

Approved by the Faculty of the Department of Music: Date February 20, 2013

Approved by Executive Committee of CHASS: 3/27/13

Approved by the Committee on Educational Policy: 4/24/13
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
May 28, 2013

To be adopted:

Proposed Changes to Music Minor

PRESENT

1. Lower-division preparation: (16 units)
   a) MUS 001 or equivalent
   b) MUS 030A, MUS 030B, MUS 030C

2. Upper-division requirements (24 units)
   a) Eight (8) units from MUS 112A, MUS 112B, MUS 112C
   b) Four (4) units from MUS 122-129
   c) Eight (8) units selected from MUS 122-129, MUS 130A, MUS 130B, MUS 133-139, MUS 191 (E-Z)
   d) Four (4) additional units in ensemble performance

As a freshman or sophomore, the student should complete MUS 030A, MUS 030B, MUS 030C (Harmony). This is a prerequisite for all later studies in the minor. Harmony has a prerequisite of MUS 001 (Introduction to Basic Musical Concepts) or the equivalent.

Two required courses from MUS 112A, MUS

PROPOSED

1. Lower-division preparation: (16 units)
   a) MUS 001 or equivalent
   b) MUS 030A, MUS 030B, MUS 030C

2. Upper-division requirements (24 units)
   a) Eight (8) units from MUS 112A, MUS 112B, MUS 112C
   c) Four (4) additional units in ensemble performance: MUS 160, MUS 161, MUS 162, MUS 163, MUS 164, MUS 165, MUS 166, MUS 168, MUS 169, MUS 170, MUS 171, MUS 172, MUS 174A, MUS 174B, MUS 175, MUS 176, MUS 177

Two required courses from MUS 112A, MUS
112B, MUS 112C should be completed following MUS 030A, MUS 030B, MUS 030C and not later than the junior year.

See Minors under the College of Humanities Arts, and Social Sciences in the Colleges and Programs section of this catalog for additional information on minors.

**JUSTIFICATION:**

**Upper-division requirements:**
The changes combine two prior categories and thus streamline the requirements for the minor, offering more choices to the student within the courses realistically offered within a two-year period. The list of courses also reflects the deletion of several courses and the addition of new courses (all approved) since the last revision of the catalog.

**APPROVALS:**

Approved by the Faculty of the Department of Music: Date February 20, 2013

Approved by Executive Committee of CHASS: 3/27/13

Approved by the Committee on Educational Policy: 4/24/13
To be adopted:

Proposed Changes to the B.A. and B.S. Degrees in Neuroscience

PRESENT:

University Requirements
See Undergraduate Studies section.

College Requirements
College breadth requirements vary depending on which college is chosen to award the degree. For details on breadth requirements, see the Colleges and Programs section of this catalog. Students are urged to consult their advisor regarding requirements. The following restrictions and additions apply to college breadth requirements for the Neuroscience major.

For the College of Humanities, Arts, and Social Sciences

Humanities Foreign language at level 4 or above for the B.A. may be used to fulfill up to 8 units of the Humanities breadth requirement.

PROPOSED:

Transfer Students
Transfer applicants must have a minimum GPA of 2.70. Transfer applicants must further meet two of the three curricular preparation requirements below.
1. Math 9A and 9B or equivalent.
2. Two semesters of a single lab-based science discipline (e.g. Chemistry or Biology or Physics).
3. The equivalent of Math 9C plus one semester of Vector Calculus or Linear Algebra.

University Requirements
[no change]

College Requirements
[no change]
Social Sciences  Psychology courses may not be used as part of the Social Sciences breadth requirement if a Biology course is used to meet any part of the Natural Sciences and Mathematics breadth requirement.

Foreign Language  In fulfilling the Foreign Language breadth requirement for both the B.A. and B.S. degrees, a modern language such as Spanish, Russian, Chinese, German, or French must be used.

Natural Sciences and Mathematics  The Neuroscience Core in the Neuroscience major satisfies the Natural Sciences and Mathematics breadth requirement.

For the College of Natural and Agricultural Sciences

Humanities  For the B.S. degree, 16 units instead of 12 units are required to fulfill the Humanities breadth requirement. PHIL 134 and PHIL 137 are recommended.

Social Sciences  For the B.S. degree, 16 units instead of 12 units are required to fulfill the Social Sciences breadth requirement. Psychology courses not required or approved for the Neuroscience major may be used in meeting the Social Sciences breadth requirement.

Foreign Language  In fulfilling the Foreign Language breadth requirement for the B.A. degree, a modern language such as Spanish, Russian, Chinese, German, or French must be used. Further, fourth-quarter level proficiency in one foreign language (not level 2 in two languages) is required.

Natural Sciences and Mathematics  The Neuroscience Core in the Neuroscience major satisfies the Natural Sciences and Mathematics breadth requirement.

Major Requirements

1. Neuroscience Core (66-72 units; satisfies the Life Sciences Core required for some majors in the College of Natural and Agricultural
Up to 12 units of upper-division life sciences courses (for this major, courses from the departments of Biochemistry, Biology, Cell Biology and Neuroscience, and Entomology) not being used to satisfy the core may be taken prior to completion of the core; permission from the program chair or the program chair’s designate is required to take upper-division units in excess of these 12 units.

2. Upper-division requirements

Students must complete all required Life Science Core courses with a grade of “C-” or better and with a cumulative GPA in the courses of at least 2.0. Grades of “D” or “F” in two required courses, either separate courses or repetitions of the same course, are grounds for discontinuation from the major.
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 125/PSYC 125,
CBNS 126/PSYC 126, CBNS 127/PSYC 127; CBNS 129, 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 108, CBNS 150/ENTX 150, CBNS 165,
CBNS 169; up to 9 units from 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.

JUSTIFICATIONS:
The overall goal of the changes is to ensure that the Undergraduate Neuroscience Program attracts the best students and allows those students to progress to graduation with minimal difficulty and maximal fairness. Discrepancies between this program’s requirements and those
of other life science majors has led to unsustainable growth of the major and the inclusion of marginal students in the major. Further, differences in requirements between the CHASS and CNAS students in the major have also allowed students to enter the major who are insufficiently prepared for the major. We propose 2 specific changes to enhance the quality and decrease the quantity of students in the neuroscience major.

1) The Neuroscience program currently has very limited progress standards for students progressing through the major. Students in the neuroscience major can continue to progress in the major and graduate even when they have performed poorly in vital core courses. Furthermore, these less-stringent standards have led to some students viewing neuroscience as a “backup” major in the life sciences that they transfer into when they are performing poorly in another life-science major. IN some cases, these students then return to the original major. We propose to use progress standards that are similar to those for other life-science majors.

2) In addition, it is clear that a subset of students who enter the major from outside UCR are using the major’s current requirements to evade more stringent requirements in other life sciences majors and between CNAS and CHASS. The requirements for incoming transfer students to the major are currently different for neuroscience students in CNAS and in CHASS. This is both unfair to students, and leads to college-hopping by some of the students to take advantage of the lack of explicit major requirements for neuron in CHASS. The CNAS advisers have developed and are using a set of criteria, developed by Mike McKibben, that are similar to the requirements for transfer into other life science majors. We propose to make the requirements for transfer students uniform for all students in the major, both CNAS and CHASS.

APPROVALS:

Approved by the Committee in Charge of the Neuroscience Program: 3/11/13

Approved by the faculty of the Department of Cell Biology and Neuroscience: 3/19/13

Approved by the faculty of the Department of Psychology: 3/14/13

Approved by the Executive Committee of the College of Natural and Agricultural Sciences: 3/12/13

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 3/27/13

Approved by the Committee on Educational Policy: 5/10/13
PRESENT:

The Philosophy/Law and Society major offers students a means of understanding complex relationships between social institutions and provides a strong basis for graduate studies in areas related to law and philosophy. The Philosophy/Law and Society curriculum is sound background for students planning on pursuing the study of law.

Proposed:

The Philosophy/Law and Society major is open to undergraduate students with junior standing who have completed LWSO100 with a grade of C or higher. The major offers students a means of understanding complex relationships between social institutions and provides a strong basis for graduate studies in areas related to law and philosophy. The Philosophy/Law and Society curriculum is sound background for students planning on pursuing the study of law.

Philosophy/Law and Society Major
Major requirements for a B.A. degree in Philosophy/Law and Society are as follows:

1. Philosophy requirements (36 units)
   a) PHIL 007 or PHIL 007H
   b) Three courses in the history of philosophy (two of which must be upper-division): PHIL 030 (E-Z), PHIL 120 (E-Z), PHIL 121 (E-Z), PHIL 122 (E-Z)
   c) Five courses in moral and political philosophy: PHIL 108, PHIL 116, PHIL 117, PHIL 119, PHIL 153, and PHIL 161 through PHIL 169 (E-Z)

2. Law and Society requirements (36 units)
   a) PHIL 007 or PHIL 007H
   b) LWSO 100
   c) One course chosen from ECON 111, POSC 114, PSYC 012, SOC 004 (or equivalent course in research methods)
   d) Three courses chosen from ANTH 127, ECON 119, HISE 153, PHIL 165, POSC 167, PSYC 175, SOC 159
   e) Two courses chosen from ENSC 174, HISA 120A, HISA 120B, HISE 123, LWSO 175 (E-Z), PHIL 164, POSC 111, POSC 166, POSC 168, POSC 186, SOC 147, SOC 149, SOC 180
f) LWSO 193, Senior Seminar

**Note** For sections 2.d) and 2.e) combined, not more than two courses may be taken from the same department. In filling the dual requirements of the major, students may not count more than two courses toward both parts of their total requirements (Philosophy Department requirements and Law and Society requirements). The department has its own Philosophy/Law and Society undergraduate advisor, and each student is urged to consult the advisor in preparing a course of study each quarter while at UCR.
JUSTIFICATION:

The reason for the Law and Society Committee's recommendation that students must attain a minimum grade of 2.00 in LWSO 100 in order to enroll in the Law and Society Major, is a full consensus among us that the current criterion for admission into the major—academic good standing in CHASS, i.e., a minimum 2.0 g.p.a.—is too low, and that it allows enrollment in the major of a population of weak students that is sufficiently large to affect adversely the level of instruction, teaching, and learning in our upper-division classes. Lowering the average experience in a classroom, for the instructors and for the students, inevitably means frustrating the good or excellent students in their endeavor to take advantage of the major as a springboard to sophisticated knowledge, and advanced learning, both in the rest of their college careers and beyond. In the case of this major in particular, the problem is aggravated by an additional factor. Our campus is currently seriously stretched for resources, and, with a huge number of participating students, and the frequent over-enrollment in the required courses, the program is strained, potentially devalued, and difficult to complete, not for reasons of student performance, but because of luck—or otherwise—in getting into the needed classes. In particular, the excess enrollment has continuously caused us problems in offering what should be the capstone of the major—the senior seminar, LWSO 193. We anticipate that the proposed minimum grade requirement will ameliorate those problems, especially the overcrowding of the senior seminar.

APPROVALS:

Effective: Fall 2013
Approved by the Law and Society Committee: November 2012
Approved by the faculty of the Department of History: November 2012
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 4/10/13
Approved by the Undergraduate Admissions Committee: 4/29/13
Approved by the Committee on Educational Policy: 5/15/13
To be adopted:

Proposed Changes to Political Science/Law and Society Major

PRESENT:
Major
The Political Science/Law and Society major combines the breadth of a political science major with a particular focus on the theme of law and law-like relationships. The major provides a multidisciplinary approach to the study of legal and law-like institutions and relationships and focuses on relationships that have formed the core of political science: the emergence and development of law, the relationship between law and values, and the growth of the power of the state, among others. The courses provide a variety of perspectives on this theme, and the range of courses should be of particular benefit to those who plan to attend law school.

Political Science/Law and Society Major
The major requirements for the B.A. degree in Political Science/Law and Society are as follows:

1. **Political Science requirements** (60 units)
   All major requirements for the B.A. in Political Science

2. **Law and Society requirements** (36 units)
   a) PHIL 007 or PHIL 007H
   b) LWSO 100
   c) One course chosen from ECON 111, POSC 114, PSYC 012, SOC 004 (or equivalent course in research methods)
   d) Three courses chosen from ANTH 127, ECON 119, HISE 153, PHIL 165, POSC 167, PSYC 175, SOC 159
   e) Two courses chosen from ENSC 174, HISA 120A, HISA 120B, HISE 123, LWSO 175 (E-Z), PHIL 164, POSC 111, POSC 166, POSC 168, POSC 186, SOC 147,

Proposed:
Major
The Law and Society major is open to undergraduate students with junior standing who have completed LWSO 100 with a grade of C or higher. The major combines the breadth of a political science major with a particular focus on the theme of law and law-like relationships. The major provides a multidisciplinary approach to the study of legal and law-like institutions and relationships and focuses on relationships that have formed the core of political science: the emergence and development of law, the relationship between law and values, and the growth of the power of the state, among others. The courses provide a variety of perspectives on this theme, and the range of courses should be of particular benefit to those who plan to attend law school.

Political Science/Law and Society Major
The major requirements for the B.A. degree in Political Science/Law and Society are as follows:

1. **Political Science requirements** (60 units)
   All major requirements for the B.A. in Political Science

2. **Law and Society requirements** (36 units)
   a) PHIL 007 or PHIL 007H
   b) LWSO 100 (with a grade of "C" or better)
   c) One course chosen from ECON 111, POSC 114, PSYC 012, SOC 004 (or equivalent course in research methods)
   d) Three courses chosen from ANTH 127, ECON 119, HISE 153, PHIL 165, POSC 167, PSYC 175, SOC 159
   e) Two courses chosen from ENSC 174, HISA 120A, HISA 120B, HISE 123, LWSO 175 (E-Z), PHIL 164, POSC 111, POSC 166, POSC 168, POSC 186, SOC 147,
SOC 149, SOC 180
f) LWSO 193, Senior Seminar

Note For sections 2.d) and 2.e) combined, not more than two courses may be taken from the same department in filling the dual requirements of the major, students may not count more than two courses toward both parts of their total requirements (Political Science requirements and Law and Society requirements).

JUSTIFICATION:

The reason for the Law and Society Committee's recommendation that students must attain a minimum grade of 2.00 in LWSO 100 in order to enroll in the Law and Society Major, is a full consensus among us that the current criterion for admission into the major—academic good standing in CHASS, i.e., a minimum 2.0 g.p.a.—is too low, and that it allows enrollment in the major of a population of weak students that is sufficiently large to affect adversely the level of instruction, teaching, and learning in our upper-division classes. Lowering the average experience in a classroom, for the instructors and for the students, inevitably means frustrating the good or excellent students in their endeavor to take advantage of the major as a springboard to sophisticated knowledge, and advanced learning, both in the rest of their college careers and beyond. In the case of this major in particular, the problem is aggravated by an additional factor. Our campus is currently seriously stretched for resources, and, with a huge number of participating students, and the frequent over-enrollment in the required courses, the program is strained, potentially devalued, and difficult to complete, not for reasons of student performance, but because of luck—or otherwise—in getting into the needed classes. In particular, the excess enrollment has continuously caused us problems in offering what should be the capstone of the major—the senior seminar, LWSO 193. We anticipate that the proposed minimum grade requirement will ameliorate those problems, especially the overcrowding of the senior seminar.

APPROVALS:

Effective: Fall 2013
Approved by the Law and Society Committee: November 2012
Approved by the faculty of the Department of History: November 2012
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 04/10/13
Approved by the Undergraduate Admissions Committee: 4/29/13
Approved by the Committee on Educational Policy: 5/15/13
To be adopted: Proposal for Change in B.A. in Psychology

PRESENT:

The major requirements for the B.A. degree in Psychology are as follows:

1. Lower-division requirements (40 units)
   a) One course in Mathematics chosen from MATH 004, MATH 005, MATH 008A, or MATH 009A
   b) One course in biological sciences chosen from BIOL 002 or both BIOL 005A and BIOL 05LA, BIOL 003 or BIOL 005B, BIOL 005C, BIOL 034
   c) One course in physical science chosen from (1) CHEM 001A, CHEM 001B, CHEM 001C (and CHEM 01LA, CHEM 01LB, CHEM 01LC), CHEM 003 (2) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 007, PHYS 008, PHYS 010, PHYS 012, PHYS 016, PHYS 018, PHYS 020, PHYS 021, PHYS 022, PHYS 024, PHYS 040A, PHYS 040B, PHYS 040C (3) Any Geosciences courses except for cultural geography courses
   d) Two additional courses chosen from b), or c) above, any Computer Science course, any Statistics course, any Math course except those listed in a) above
   e) PSYC 001, PSYC 002, PSYC 011, PSYC 012

2. Upper-division requirements (37 units)
   a) PSYC 110 or CBNS 106
   b) PSYC 140, PSYC 150
   c) PSYC 132 or PSYC 134
   d) PSYC 160 or PSYC 161 or PSYC 162 or

PROPOSED:

The major requirements for the B.A. degree in Psychology are as follows:

1. Lower-division requirements (39 units)
   a) One course in Mathematics chosen from MATH 004, MATH 005, MATH 008A, or MATH 009A
   b) One 4 unit course in Biological Sciences (Biochemistry, Biology, Botany and Plant Sciences, Entomology, Nematology, or Plant Pathology)
   c) One 4 unit course in Physical Sciences (Chemistry, Physics, Earth Sciences, excluding cultural Geography courses)
   d) Two additional 4 unit courses that satisfy the CHASS Natural Sciences and Mathematics breadth requirements.
   e) PSYC 001, PSYC 002, PSYC 011, PSYC 012

2. Upper-division requirements (37 units)
   a) PSYC 110 or CBNS 106
   b) PSYC 140, PSYC 150
   c) PSYC 132 or PSYC 134
   d) PSYC 160 or PSYC 161 or PSYC 162 or
e) Four additional 4-unit, upper-division Psychology courses. Only one 4- to 5-unit quarter of PSYC 198G, or one 4- to 8-unit quarter of PSYC 198I may be included. No 190- series courses other than PSYC 198G or PSYC 198I may be used.

Students planning for graduate school should take into consideration any specific graduate school requirements when choosing these elective Psychology courses.

Note Students who have taken general or introductory Psychology courses other than PSYC 001 and PSYC 002 must consult with a departmental advisor.

**JUSTIFICATION:**

Justification for changes to c1, c2, c3, and d: The current requirements broken down under c1, c2, c3, and d already conform to the CHASS breadth requirements. Thus, we wish to simplify the catalog language to reflect the language in the CHASS breadth section. This will alleviate the need to update the list of eligible courses on an annual basis as new courses are offered in departments.

Justification for change to b: In response to students’ concerns that they have been unable to enroll in these courses due to changes in the numbers of seats offered in these BIOL courses over the past several years, our department conducted a review of the specificity of this lower-division requirement. The review revealed that: (a) students have difficulty meeting the lower-division requirements in a timely fashion, which is affecting their ability to graduate on time, and (b) our requirement for specific lower-division Biology courses is unusual when compared to 16 other, comparable Psychology programs; and (c) much of the biological information related to Psychology specifically is covered in PSYC 001, PSYC 002, and PSYC 110. Thus, we no longer need to require students to take one of these specific BIOL courses as a lower-division requirement.

**APPROVALS:**

Approved by the faculty of the Department of Psychology: March 7, 2013
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 3/27/2013
Approved by the Committee on Educational Policy: 4/10/2013
To be adopted:

Proposed changes to B.S. in Psychology

**PRESENT:**

1. Lower-division requirements for the B.S. (40 units)
   a) One course in Mathematics chosen from MATH 004, MATH 005, MATH 008A, or MATH009A
   b) One course in biological sciences chosen from BIOL 002 or both BIOL 005A and BIOL 05LA, BIOL 003 or BIOL 005B, BIOL 005C, BIOL 034
   c) One course in physical science chosen from (1) CHEM 001A, CHEM 001B, CHEM 001C (and CHEM 01LA, CHEM 01LB, CHEM 01LC), CHEM 003 (2) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 007, PHYS 008, PHYS 010, PHYS 012, PHYS 016, PHYS 18, PHYS 020, PHYS 021, PHYS 022, PHYS 024, PHYS 040A, PHYS 040B, PHYS 040C (3) Any Geosciences courses except for cultural geography courses
   d) Two additional courses chosen from b), or c) above, any computer science course, any statistics course, any math course except those listed in a) above
   e) PSYC 001, PSYC 002, PSYC 011, PSYC 012 with no grade below a B-

**PROPOSED:**

1. Lower-division requirements for the B.S. (39 units)
   a) [no change]
   b) One 4 unit course in Biological Sciences (Biochemistry, Biology, Botany and Plant Sciences, Entomology, Nematology, or Plant Pathology)
   c) One 4 unit course in Physical Sciences (Chemistry, Physics, Earth Sciences, excluding cultural Geography courses)
   d) Two additional 4 unit courses that satisfy the CHASS Natural Sciences and Mathematics breadth requirements.
   e) [no change]
JUSTIFICATION:

Justification for changes to c1, c2, c3, and d: The current requirements broken down under c1, c2, c3, and d already conform to the CHASS breadth requirements. Thus, we wish to simplify the catalog language to reflect the language in the CHASS breadth section. This will alleviate the need to update the list of eligible courses on an annual basis as new courses are offered in departments.

Justification for change to b: In response to students’ concerns that they have been unable to enroll in these courses due to changes in the numbers of seats offered in these BIOL courses over the past several years, our department conducted a review of the specificity of this lower-division requirement. The review revealed that: (a) students have difficulty meeting the lower-division requirements in a timely fashion, which is affecting their ability to graduate on time, and (b) our requirement for specific lower-division Biology courses is unusual when compared to 16 other, comparable Psychology programs; and (c) much of the biological information related to Psychology specifically is covered in PSYC 001, PSYC 002, and PSYC 110. Thus, we no longer need to require students to take one of these specific BIOL courses as a lower-division requirement.

APPROVALS:

Approved by the faculty of the Department of Psychology: March 7, 2013
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 3/27/2013
Approved by the Committee on Educational Policy: 4/11/2013
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
May 28, 2013

To be adopted:

Proposed Changes to Psychology/Law and Society Major

PRESENT:

1. All requirements for the B.A. in Psychology (39 lower-division units, which includes 16 units that are also used for college breadth requirements; 36 upper-division units)

2. Requirements for Law and Society (36 units)
   a) PHIL 007 or PHIL 007H
   b) LWSO 100
   c) One course chosen from ECON 111, POSC 114, PSYC 012, SOC 004 (or equivalent course in research methods)
   d) Three courses chosen from ANTH 127, ECON 119, HISE 153, PHIL 165, POSC 167, PSYC 175, SOC 159
   e) Two courses chosen from ENSC 174, HISA 120A, HISA 120B, HISE 123, LWSO 175 (E-Z), PHIL 164, POSC 111, POSC 166, POSC 186, SOC 147, SOC 149, SOC 180
   f) LWSO 193, Senior Seminar

PROPOSED:

The Law and Society major is open to undergraduate students with junior standing who have completed LWSO 100 with a grade of C or higher.

1. All requirements for the B.A. in Psychology (39 lower-division units, which includes 16 units that are also used for college breadth requirements; 36 upper-division units)

2. Requirements for Law and Society (36 units)
   a) PHIL 007 or PHIL 007H
   b) LWSO 100 (with a grade of “C” or better)
   c) One course chosen from ECON 111, POSC 114, PSYC 012, SOC 004 (or equivalent course in research methods)
   d) Three courses chosen from ANTH 127, ECON 119, HISE 153, PHIL 165, POSC 167, PSYC 175, SOC 159
   e) Two courses chosen from ENSC 174, HISA 120A, HISA 120B, HISE 123, LWSO 175 (E-Z), PHIL 164, POSC 111, POSC 166, POSC 186, SOC 147, SOC 149, SOC 180
   f) LWSO 193, Senior Seminar

Note For sections 2.d) and 2.e) combined, not more than two courses may be taken from the same department. In fulfilling requirements of two or more majors, students may not count more than two courses toward both parts of their total requirements. For this major, PSYC 012 fulfills a requirement in both Psychology and Law and Society.
JUSTIFICATION:
The reason for the Law and Society Committee's recommendation that students must attain a minimum grade of 2.00 in LWSO 100 in order to enroll in the Law and Society Major, is a full consensus among us that the current criterion for admission into the major—academic good standing in CHASS, i.e., a minimum 2.0 g.p.a.—is too low, and that it allows enrollment in the major of a population of weak students that is sufficiently large to affect adversely the level of instruction, teaching, and learning in our upper-division classes. Lowering the average experience in a classroom, for the instructors and for the students, inevitably means frustrating the good or excellent students in their endeavor to take advantage of the major as a springboard to sophisticated knowledge, and advanced learning, both in the rest of their college careers and beyond. In the case of this major in particular, the problem is aggravated by an additional factor. Our campus is currently seriously stretched for resources, and, with a huge number of participating students, and the frequent over-enrollment in the required courses, the program is strained, potentially devalued, and difficult to complete, not for reasons of student performance, but because of luck—or otherwise—in getting into the needed classes. In particular, the excess enrollment has continuously caused us problems in offering what should be the capstone of the major—the senior seminar, LWSO 193. We anticipate that the proposed minimum grade requirement will ameliorate those problems, especially the overcrowding of the senior seminar.

APPROVALS:
Effective: Fall 2013
Approved by the Law and Society Committee: November 2012
Approved by the faculty of the Department of Psychology: November 2012
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 04/10/13
Approved by the Undergraduate Admissions Committee: 4/29/13
Approved by the Committee on Educational Policy: 5/15/13
To be adopted:

Proposed Changes to the B.A. Degree in Sociology/Law and Society Major

Students will not be admitted into the major until lower-division requirements are satisfied. All courses in the major must be taken for a letter grade.

1. Lower-division requirements (5 courses [at least 20 units])
   a) SOC 001 or SOC 001H with a grade of “C” or better
   b) SOC 004, SOC 005 with a grade of “C” or better in each
   c) Two additional lower-division Sociology courses with a grade of “C” or better in each

2. Upper-division requirements (9 courses [at least 36 units])
   a) SOC 168 or SOC 169
   b) A minimum of one course each selected from four of the following seven areas of emphasis:
      (1) Social Organizations: SOC 150, SOC 151, SOC 171, SOC 176/BUS 176
      (2) Social Psychology: SOC 173, SOC 174, SOC 175, SOC 177G, SOC 178
      (3) Social Inequality: SOC 129, SOC 130, SOC 133, SOC 135
      (4) Urban Sociology: SOC 137, SOC 143/URST 143, SOC 182/URST 182, SOC 184
      (5) Criminology and Deviance: SOC 144, SOC 147, SOC 149, SOC 159, SOC 180
      (6) Social Institutions and Change: SOC
120, SOC 122, SOC 123, SOC
139/MCS 139, SOC 158, SOC160,
SOC 179, SOC 181
(7) Family and Gender: SOC 140, SOC
141, SOC 142, SOC 153

c) An additional four elective courses (at least 16 units) in Sociology (No more than 5 units may be in any combination of SOC 190, SOC 197, SOC 198-I.)

3. Requirements for Law and Society (36 units)
   a) PHIL 007 or PHIL 007H
   b) LWSO 100
   c) One course chosen from ECON 111, POSC 114, PSYC 012, SOC 004 (or equivalent course in research methods)
   d) Three courses chosen from ANTH 127, ECON 119, HISE 153, PHIL 165, POSC 167, PSYC 175, SOC 159.
   e) Two courses chosen from: ENSC 174, HISA 120A, HISA 120B, HISE 123, LWSO 175 (E-Z), PHIL 164, POSC 111, POSC 166, POSC 168, POSC 186, SOC 147, SOC 149, SOC 180.
   f) LWSO 193, Senior Seminar

   Note: For section d) and e) combined, not more than two courses may be taken from the same department. In filling the dual requirements of the major, students may not count more than two courses toward both parts of their total requirements (Sociology requirements and Law & Society requirements).

JUSTIFICATIONS:
The reason for the Law and Society Committee's recommendation that students must attain a minimum grade of 2.00 in LWSO 100 in order to enroll in the Law and Society Major, is a full consensus among us that the current criterion for admission into the major—academic good standing in CHASS, i.e., a minimum 2.0 g.p.a.—is too low, and that it allows enrollment in the major of a population of weak students that is sufficiently large to affect adversely the level of instruction, teaching, and learning in our upper-division classes. Lowering the average experience in a classroom, for the instructors and for the students, inevitably means frustrating the good or excellent students in their endeavor to take advantage of the major as a springboard to sophisticated knowledge, and advanced learning, both in the rest of their college careers and beyond. In the case of this major in particular, the problem is aggravated by an additional factor. Our campus is currently seriously stretched for resources, and, with a huge number of participating students, and the frequent over-enrollment in the required courses, the program is strained, potentially devalued, and difficult to complete, not for reasons of student performance, but because of luck—or otherwise—in getting into the needed classes. In particular, the excess enrollment has
continuously caused us problems in offering what should be the capstone of the major—the senior seminar, LWSO 193. We anticipate that the proposed minimum grade requirement will ameliorate those problems, especially the overcrowding of the senior seminar.

**APPROVALS:**

Effective: Fall 2013  
Approved by the Law and Society Committee: November, 2012  
Approved by the faculty of the Department of Sociology on April 3, 2013  
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 4/10/13  
Approved by the Undergraduate Admissions Committee: 4/29/13  
Approved by the Committee on Educational Policy: 5/15/13
To be adopted:

Proposed Changes to the B.S. Degree in Sociology/Law and Society Major

PRESENT:

Students will not be admitted into the major until lower-division requirements are satisfied. All courses in the major must be taken for a letter grade.

1. Lower-division requirements (5 courses [at least 20 units])
   a) SOC 001 or SOC 001H with a grade of “C” or better
   b) SOC 004, SOC 005 with a grade of “C” or better in each
   c) Two additional lower-division Sociology courses with a grade of “C” or better in each

2. Upper-division requirements (11 courses [at least 44 units])
   a) SOC 110, 168 and SOC 169
   b) A minimum of one course each selected from four of the following seven areas of emphasis:
      (1) Social Organizations: SOC 150, SOC 151, SOC 171, SOC 176/BUS 176
      (2) Social Psychology: SOC 173, SOC 174, SOC 175, SOC 177G, SOC 178
      (3) Social Inequality: SOC 129, SOC 130, SOC 133, SOC 135
      (4) Urban Sociology: SOC 137, SOC 143/URST 143, SOC 182/URST 182, SOC 184
      (5) Criminology and Deviance: SOC 144, SOC 147, SOC 149, SOC 159, SOC 180
      (6) Social Institutions and Change: SOC

PROPOSED:

The Law and Society major is open to undergraduate students with junior standing who have completed LWSO 100 with a grade of C or higher. Students will not be admitted into the major until lower-division SOC requirements are satisfied. All courses in the major must be taken for a letter grade.

1. [no change]

2. [no change]
120, SOC 122, SOC 123, SOC 139/MCS 139, SOC 158, SOC 160, SOC 179, SOC 181

(7) Family and Gender: SOC 140, SOC 141, SOC 142, SOC 153

<table>
<thead>
<tr>
<th>Course Numbers</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 122</td>
<td>Family and Gender</td>
</tr>
</tbody>
</table>
continuously caused us problems in offering what should be the capstone of the major—the senior seminar, LWSO 193. We anticipate that the proposed minimum grade requirement will ameliorate those problems, especially the overcrowding of the senior seminar.

**APPROVALS:**

Effective: Fall 2013  
Approved by the Law and Society Committee: November, 2012  
Approved by the faculty of the Department of Sociology on April 3, 2013  
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 4/10/13  
Approved by the Undergraduate Admissions Committee: 4/29/13  
Approved by the Committee on Educational Policy: 5/15/13
EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
May 28, 2013

To be adopted:

Proposed Changes to the B.A. in Spanish

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Requirements</strong></td>
<td><strong>Major Requirements</strong></td>
</tr>
<tr>
<td>The major requirements for the B.A. degree in Spanish are as follows:</td>
<td>[no change]</td>
</tr>
<tr>
<td>Option Requirements – Choose one option</td>
<td></td>
</tr>
<tr>
<td><strong>Cultural Studies Option</strong></td>
<td><strong>Cultural Studies Option</strong></td>
</tr>
<tr>
<td>Upper-division requirements (11 courses [at least 44 units]):</td>
<td>[no change]</td>
</tr>
<tr>
<td>1. SPN 101A and SPN 101B, or SPN 109A and SPN 109B</td>
<td>1. [no change]</td>
</tr>
<tr>
<td>2. SPN 110 (prerequisite for all upper-division literature courses)</td>
<td>2. [no change]</td>
</tr>
<tr>
<td>3. One course from SPN 122A, SPN 122B, SPN 165, SPN 188</td>
<td>3. [no change]</td>
</tr>
<tr>
<td>4. Two courses from SPN 125 (E-Z)/MCS 125 (E-Z)/LNST 125 (E-Z), SPN 145, SPN 171/MCS 171, SPN 172, SPN 179/MCS 179/LNST 109/WMST 179, SPN 185/MCS 185/LNST 185, SPN 187</td>
<td>4. [no change]</td>
</tr>
<tr>
<td>5. Four upper-division elective courses (At least three of which must be in Spanish. One may be in a related area.)</td>
<td>5. [no change]</td>
</tr>
<tr>
<td>6. SPN 193</td>
<td>6. [no change]</td>
</tr>
<tr>
<td><strong>Linguistics Option</strong></td>
<td><strong>Linguistics Option</strong></td>
</tr>
<tr>
<td>Upper-division requirements (11 courses [at least 44 units])</td>
<td>[no change]</td>
</tr>
<tr>
<td>1. SPN 101A and SPN 101B or SPN 109A and SPN 109B</td>
<td>1. [no change]</td>
</tr>
<tr>
<td>2. SPN 105, SPN 106A, SPN 106B</td>
<td>2. SPN 105, SPN 106, SPN 107</td>
</tr>
<tr>
<td>3. SPN 110 (prerequisite for all upper-division literature courses)</td>
<td>3. [no change]</td>
</tr>
<tr>
<td>4. Four upper-division elective courses (At least two of which must be in Spanish; it is highly recommended that students take LING 111 and LING 141)</td>
<td>4. [no change]</td>
</tr>
<tr>
<td>5. SPN 193</td>
<td>5. [no change]</td>
</tr>
</tbody>
</table>
### Literature Option

Upper-division requirements (11 courses [at least 44 units])

1. SPN 101A and SPN 101B or SPN 109A and SPN 109B
2. SPN 110 (prerequisite for all upper-division literature courses)
3. SPN 180A or SPN 180B
4. SPN 181A or SPN 181B
5. Five upper-division elective courses in Spanish
6. SPN 193

The Department of Hispanic Studies recommends, for all three of the above options, the study of one of the other languages (besides Spanish) spoken in Latin America, the Caribbean, or Spain, such as Portuguese (PORT 101A, PORT 101B, PORT 101C) and French. Less commonly taught languages such as Aymara, Catalan, Euskera, Galician, Guarani, Haitian Creole, Mapuche, Maya, Nahuatl, and Quechua, among others, are encouraged.

### JUSTIFICATION:

The Hispanic Studies Department has made changes to the Spanish / Linguistic track of courses, effective fall, 2013. We are proposing to change the required sequence from “SPN 105, SPN 106A and 106B” to “SPN 105, 106, and 107.” There is no change to SPN 105, SPN 106A has been deleted, SPN 106B has been renumbered to SPN 106, and SPN 107 has been added to replace SPN 106A. This new sequence is designed to bring the Spanish Linguistics track more in line with contemporary linguistic trends. The courses have been approved and will be offered each academic year by Assistant Professor, Covadonga Lamar-Prieto.

### APPROVALS:

Approved by the Faculty of the Department of Hispanic Studies: November 19, 2012

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 03/27/2013

Approved by the Committee on Educational Policy: 4/12/2013
Executive Committee
College of Natural and Agricultural Science
Report to Riverside Division
May 28, 2013

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.

Present: Proposed:
For the Bachelor of Arts For the 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

1. [no change]
a) [no change]
b) MATH 031

2. Upper-division requirements (36 units)
a) Thirty-six (36) units of upper-division course work
   (1) STAT 147, STAT 157, STAT 160A, STAT 160B, STAT 160C, STAT 170A, STAT 170B, STAT 171
   (2) Four (4) units of STAT 183 taken at the end of Senior year

2. [no change]

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

For the Bachelor of Science

For the 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)
a. Thirty six (36) units of upper division course work
   (1) STAT 147, STAT 157, STAT 160A, STAT 160B, STAT 160C, STAT 170A, STAT 170B, STAT 171
   (2) Four (4) units of STAT 183 taken during Senior year

Sixteen (16) units of additional course work chosen, with the approval of the major advisor from STAT/BUS 104, STAT 127/BUS 127, STAT 130, STAT 140, STAT 146, STAT 161, or from related fields.
**Statistical Computing 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 (8 units)**
   - CS 012, CS 014

2. **Upper-division requirements (12 units)**
   a) **MATH 113**
   b) Twelve (12) units of coursework selected from
      1. CS 141, CS 177
      2. MATH 120, MATH 135A, MATH 135B
      3. STAT 198-1

**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 (18 units)**
   a) ECON 002, ECON 003
   b) BUS 010, BUS 020

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 134, BUS 135, BUS 136, BUS 138

**Justification:**

With the renumbering of MATH 113 to MATH 031, we have changed our Mathematics requirement.

**Approved by Statistics Faculty:** 02/28/2013  
**Approved by the Executive Committee CNAS:** 03/12/2013  
**Approved by the Committee on Educational Policy:** 4/10/2013
To be adopted:

Proposed Changes to Undergraduate Statistics Major- Change of Major Criteria

Present: None

Proposed:

**Change of Major Criteria:**
All courses taken to fulfill major requirements must be completed with grades of C- or better after repeats

**Freshmen (0-44.9 units earned)**
Completion of the following with grade of “C-“ or better and must be in good academic standing. (2.0 quarter and cumulative GPA)
- MATH 008B or MATH 009A
- MATH 009B

**Sophomores (45-89.9 earned units)**
Completion of the following with grade of “C-“ or better and must be in good academic standing. (2.0 quarter and cumulative GPA)
- MATH 008B or MATH 009A
- MATH 009B
- MATH 009C
- 4 (four) additional units of college-level Mathematics or Statistics (STAT 100A recommended)

**Juniors (90-134.9 earned units)**
Completion of the following with grade of “C-“ or better and must be in good academic standing. (2.0 quarter and cumulative GPA)
- MATH 008B or MATH 009A
- MATH 009B
- MATH 009C
- 12 (twelve) additional units of college level Mathematics or Statistics (MATH 031, STAT 100A and STAT 147 recommended)

**Seniors (135 or more earned units)**
Completion of the following with grade of “C-“ or better and must be in good academic standing. (2.0 quarter and cumulative GPA)
- MATH 008B or MATH 009A
MATH 009B
MATH 009C
MATH 031
STAT 100A (or equivalent)
STAT 100B (or equivalent)
STAT 147
STAT 157

Major change requests are reviewed during the 2\textsuperscript{nd}, 3\textsuperscript{rd}, 4\textsuperscript{th} & 10\textsuperscript{th} weeks of each quarter

Justification:

The change of major criteria was developed by the CNAS Advising Center and the Statistics Department to provide new guidelines for students who plan to change to statistics major. They were reviewed and approved by the faculty of the Statistics and we propose to add the criteria to the catalog copy for the major.

Approvals:

Approved by the Department of Statistics: January 31, 2013
Approved by the CNAS Executive Committee: 2/26/13
Approval by Undergraduate Admissions Committee: 4/5/13
Approved by the Committee on Educational Policy: 4/10/13
To be adopted: Proposed Changes to Theatre Major

PRESENT:

Track 1: General Theatre

Upper-division requirements (64 units)
1. Literature, History, Criticism requirement
   a) THEA 100, THEA 120A, THEA 120B, THEA 120C
   b) Twelve (12) units from THEA 121, THEA 122, THEA 124A, THEA 124B, THEA 125 (E-Z), THEA 126A, THEA 126B, THEA 127, THEA 191 (E-Z), or any other course in drama approved by the Chair
2. Performance, Direction, Playwriting, Screenwriting, Design, and Theatre Technology requirement
   a) THEA 101, THEA 102, THEA 109
3. Production requirement
   Twelve (12) units of THEA 170 with two (2) units from each of the following areas: sets, costumes, and lighting/sound. Six of these units must be taken in residence.

Track 2: Writing for the Performing Arts

Upper-division requirements (66 units)
1. THEA 100, THEA 101, THEA 109, THEA 170 (2 units)
2. Literature, History, Criticism (16) units from CPLT 146, CPLT 149, ENGL 117A, ENGL 117B, ENGL 117C, ENGL 117T, ENGL 129A, ENGL 129B, ENGL 129C, THEA 120A, THEA 120B, THEA 120C, THEA 121

PROPOSED:

Track 1: General Theatre

Upper-division requirements (64 units)
1. Literature, History, Criticism requirement
   a) THEA 100, THEA 120A, THEA 120B, THEA 120C
   b) Twelve (12) units from THEA 115, THEA 121, THEA 122, THEA 124A, THEA 124B, THEA 125 (E-Z), THEA 126A, THEA 126B, THEA 127, THEA 191 (E-Z), or any other course in drama approved by the Chair
2. Performance, Direction, Playwriting, Screenwriting, Design, and Theatre Technology requirement
   a) THEA 101, THEA 102, THEA 109
3. Production requirement
   Twelve (12) units of THEA 170 with two (2) units from each of the following areas: sets, costumes, and lighting/sound. Six of these units must be taken in residence.

Track 2: Writing for the Performing Arts

[no change]
3. Performance, Playwriting, Screenwriting, Production (24) units from THEA 164A, THEA 164B, THEA 164C, THEA 166A, THEA 166B, THEA 166C

Track 3: Film Making

Upper-division requirements (74 units)
1. THEA 101, THEA 102, THEA 109, THEA 170 (16 units)
2. Literature, History, Criticism (16) units from CPLT 146, CPLT 149, ENGL 117A, ENGL 117B, ENGL 117C, ENGL 117T, ENGL 129A, ENGL 129B, ENGL 129C, THEA 120A, THEA 120B, THEA 120C, THEA 121
3. Film Making (19) units from THEA 155, THEA 156A, THEA 156B, THEA 157
4. Screenwriting (12) units from THEA 166A, THEA 166B, THEA 166C

Track 3: Film Making

Upper-division requirements (75 units)
1. THEA 101, THEA 102, THEA 109 (12 units)
2. Literature, History, Criticism (16) units from CPLT 146, CPLT 149, ENGL 117A, ENGL 117B, ENGL 117C, ENGL 117T, ENGL 129A, ENGL 129B, ENGL 129C, THEA 120A, THEA 120B, THEA 120C, THEA 121
3. Film Making (19) units from THEA 155, THEA 156A, THEA 156B, THEA 157
4. Screenwriting (12) units from THEA 166A, THEA 166B, THEA 166C
6. Production requirement

Eight (8) units of THEA 170. Six of these units must be taken in residence.

JUSTIFICATION:

Addition of THEA 115 to Track 1 item 1(b): THEA 115 (Hip Hop Theatre) is added as an elective to count toward the requirement of twenty-eight units in Literature, History and Criticism. Hip-Hop Theatre is a popular course that explores theoretical elements of hip-hop culture as a means of storytelling. THEA 115 is currently offered each spring and in some summers, yet it does not fulfill any requirements.

Increase required THEA 170 (Advanced Dramatic Production) units from 4 to 8 for Theatre Film-Track majors: THEA 170 requires students to engage in hands-on production of a film or play. Beginning in 2012-13, the Theatre Department will produce films each season. Film students will now have more opportunities to gain practical knowledge and develop skills in the field by serving as cast and crew on the film. An increase in required 170 units will increase student participation in our program and enhance their experience at UCR, as they’ll be more involved in department productions. Currently, Film-Track students are only required to complete 4 units, whereas General Track students are required to complete 12 units. Requiring the film students to complete 8 units will bring some balance between the two programs.
APPROVALS:
Approved by the Faculty of the Department of Theatre: March 5, 2013

Approved by the Executive Committee of CHASS: 3/27/2013

Approved by the Committee on Educational Policy: 5/1/2013
To Be Adopted:

Proposed Committee on Memorial Resolutions

Present 8.28 Committee on Memorial Resolutions
8.28.1 This committee consists of seven members of the Division, including a representative from each College and Professional School.

8.28.2 This Committee is responsible, on behalf of the Division, for preparation and publication of commemorative statements concerning the lives and services to the University of deceased members of the Division, and other members of the University community whom the Committee, at its discretion, may choose to memorialize.

8.28.3 The Committee may appoint ad hoc committees as may be appropriate in each case.

Justification:
The Committee on Committees annually receives a handful of requests for In Memorium Committees. The haphazard receipt of these requests does not allow for efficient coordination of the ad hoc committee, nor does it assure that the commemorative statements are completed in a timely manner. A standing committee will allow for better organization and efficiency and will help ensure that our deceased faculty are appropriately honored and remembered.

Approvals

Effective upon approval

Approved by the Committee on Committees: March 7, 2013

The Committee on Rules and Jurisdiction finds the wording consistent with the code of the Academic Senate: March 12, 2013

Approved by Executive Council: March 25, 2013
Approved by Executive Council at the request of the Committee on Committees, so that CoC can appoint members to begin work immediately. The date of the next Division meeting is greater than 30 days, so approval by the Executive Council in lieu of the Division is allowed.
To Be Adopted

Proposed Changes to Regulations of the Riverside Division R6.3 and R6.4 - Campus Graduation Requirements

PRESENT:

R6.3 Humanities: for the A.B. Degree: five courses for the B.S. Degree: three courses.
R6.3.1 One course must be in world history, taken in the Department of History.
R6.3.2 For the A.B. Degree: one course from (a); and two courses from the following: (b), (c), (d) For the B.S. Degree: one course in one of the following areas:
   a) Fine arts, taken in the departments of or programs in Art, Art History, Dance, Film and Visual Culture, Music, Theatre, or Creative Writing courses in poetry, fiction, or playwriting, or from among courses within these disciplines as designated by the Executive Committee of the College of Humanities, Arts, and Social Sciences. (Am 30 May 96) (Am 31 May 01)
   b) Literature, taken in the departments/programs of English, Film and Visual Culture, Comparative Literature and Foreign and Languages, or Hispanic Studies, or from among courses within these disciplines as designated by the Executive Committee of the College of Humanities, Arts, and Social Sciences. (Am 28 May 98) (Am 31 May 01)
   c) Philosophy, taken in the Department of Philosophy, or from among courses within these disciplines as designated by the Executive Committee of the College of Humanities, Arts, and Social Sciences. (Am 31 May 01)
   d) Religious Studies, taken in the Department of Religious Studies, or from among courses within these disciplines as designated by the Executive Committee of the College of Humanities, Arts, and Social Sciences. (Am 28 Jan 2002)(Ed 30 Jun 91)(Am 21 May 92)(Am 31 May 01)

PROPOSED:

R6.3 Humanities: for the A.B. Degree: five courses for the B.S. Degree: three courses.
R6.3.1 One course must be in world history, taken in the Department of History.
R6.3.2 For the A.B. Degree: one course from (a); and two courses from the following: (b), (c), (d) For the B.S. Degree: one course in one of the following areas:
   a) Fine arts, taken in the departments of or programs in Art, Art History, Dance, Media and Cultural Studies, Music, Theatre, or Creative Writing courses in poetry, fiction, or playwriting, or from among courses within these disciplines as designated by the Executive Committee of the College of Humanities, Arts, and Social Sciences. (Am 30 May 96) (Am 31 May 01)
   b) Literature, taken in the departments/programs of English, Comparative Literature and Foreign and Languages, Hispanic Studies, or Media and Cultural Studies, or from among courses within these disciplines as designated by the Executive Committee of the College of Humanities, Arts, and Social Sciences. (Am 28 May 98) (Am 31 May 01)
   c) Philosophy, taken in the Department of Philosophy, or from among courses within these disciplines as designated by the Executive Committee of the College of Humanities, Arts, and Social Sciences. (Am 31 May 01)
   d) Religious Studies, taken in the Department of Religious Studies, or from among courses within these disciplines as designated by the Executive Committee of the College of Humanities, Arts, and Social Sciences. (Am 28 Jan 2002)(Am 21 May 92)(Am 31 May 01)
R6.3.3 The additional required coursework (one course for the A.B. Degree, one course for the B.S. Degree) may be taken in any of the departments or programs listed in R6.3.1 and R6.3.2, in a foreign language at level 3 or higher, or in humanities courses offered by the following programs:
   a) Ethnic Studies
   b) Comparative Ancient Civilizations
   c) Creative Writing courses in journalism
   d) Film and Visual Culture
   e) Humanities, Arts, and Social Sciences
   f) Latin American Studies
   g) Linguistics
   h) Women's Studies
(Am 22 May 86)(Am 24 May 90)(6 Feb 92)(21 May 92)(Am 31 May 01)

R6.4 Social Sciences: for the A.B. Degree: four courses. for the B.S. Degree: three courses.
R6.4.1 One course must be taken in the departments of Economics or Political Science, or from among courses within these disciplines as designated by the Executive Committee of the College of Humanities, Arts, and Social Sciences. (Am 31 May 01)
R6.4.2 One course must be taken in the departments of Anthropology, Psychology, or Sociology, or from among courses within these disciplines as designated by the Executive Committee of the College of Humanities, Arts, and Social Sciences. (Am 31 May 01)
R6.4.3 The additional required coursework (two courses for the A.B. Degree, one course for the B.S. Degree) may be taken in any of the departments or programs identified in R6.4.1 and R6.4.2, or in social-science courses in the following programs:
   a) Comparative Ancient Civilizations
   b) Ethnic Studies
   c) Environmental Sciences
   d) Film and Visual Culture
   e) Geography (cultural geography courses)
   f) Human Development
   g) Humanities, Arts, and Social Sciences
   h) Women's Studies (Am 22 May 86)(6 Feb 92)(Ed 94)(Am 28 May 98)
JUSTIFICATION:

The name of Film and Visual Cultures was changed to Media and Cultural Studies to reflect the departmental name change.

The cultural geography course was deleted and there is not a comparable course.

Global Studies and Public Policy courses have been added to the lists of additional coursework that would fulfill humanities and/or social science requirements.

Other changes are due to listing programs in alphabetical order.

APPROVALS:

Approved by the Executive Committee of CHASS: 2/27/2013
Approved by the Executive Committee of CNAS: 2/28/2013
Approved by the Executive Committee of COE: 3/6/2013
Approved by the Executive Committee of SoBA: 2/28/2013
Approved by the Executive Committee of the GSOE: 2/5/2013
Approved by the Executive Committee of the SOM: 3/6/2013
Approved by Graduate Council: 2/22/2013
Approved by the Committee on Educational Policy: 11/16/12

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: 1/2/2013

Approved by the Executive Council on behalf of the Division 3/11/2013
Assembly Date: April 10, 2013

Assembly Location: UCOP (Campus attendance by teleconference)

Actions:

Minutes for the June 6, 2012 meeting were approved.

Nomination and election of the Vice Chair of the 2013-14 Assembly

Mary C. Gilly, of the UC Irvine Merage School of Business, was nominated and elected unanimously to be Vice Chair of the 2013-2014 Assembly.

Announcements from Assembly Chair, Robert Powell

The Assembly Chair and campus representatives are involved in the current search for a replacement for President Yudof, including vetting proposed candidates and (soon) interviews with short-list candidates.

As of July 1, 2013, UC faculty and staff employees (except as governed by applicable union contracts) will begin contributing to the UCR’s retirement fund. Contributions also will be made by the University. There will be future increases in the level of contributions, both by the employees and by the University, but the schedule and levels of contributions continue to be subject to negotiations that may be complicated by pending bills in the State Legislature. Further developments will be reported to the Assembly.

The Governor’s proposed budget for 2013-2014 contains $10 million to promote development of online education, with little guidance as to how the funding will be spent. The Council and the Assembly are among numerous groups who have been conferring with UCOP, the Legislature, and the Governor’s Office to determine how these funds will be applied.

Announcements from Provost Aimee Dorr

Provost Dorr provided some UCOP perspective on the prospective $10 million for online education mentioned above. She emphasized that nothing has been decided and there will be much inclusive discussion before any decisions are made regarding these funds.

Due to several competing bills in the State Legislature and the relatively early stage of negotiations on the State budget, few decisions have been made for 2013-2014 regarding tuition, program expenditures (including the UCR School of Medicine), faculty/staff compensation increases, union issues, online education over and above the aforementioned $10 million, or numerous other issues. More detail may begin to appear once the Governor’s May Budget Revision is released. More will be reported at the June meeting of the Assembly.

Other Business: All other business was routine acceptance of reports and administrative house-keeping.

Submitted by Richard A. Luben, Representative to the Assembly
The Distinguished Campus Service Committee met on April 2, 2013 and reviewed a small but strong group of nominations. During the discussions leading to choosing a winner, the committee decided that the strength of two candidates for the award was outstanding and we decided to recommend two winners.

The committee unanimously selected two nominees to recommend to the full Senate for the 2012-2013 Award to be ratified and finalized at the May 28 Senate Division Meeting:

Ameae Walker (Biomedical Sciences) and Eugene Nothnagel (Botany & Plant Sciences). We recommend they be named as this year’s awardees and that they split the $1,000.00 cash prize ($500.00 each).

The Committee is pleased to nominate Professor Ameae Walker of the Department of Biomedical Sciences as a recipient of the Distinguished Campus Service Award for the academic year 2012-2013. Professor Walker has been a member of the Division of Biomedical Sciences since 1979 and has participated in or chaired a large number of Division, campus and university committees during this period. She has served as chair of the Division of Biomedical Science Faculty (2005-08), Chair of the Division’s Executive Committee (2007-10) and chair of the School of Medicine Executive Committee (2012-present). For the campus, Professor Walker was on a variety of Academic Senate Committees (e.g., Charges Committee, which she chaired 1989-1992, and Distinguished Teaching Committee (1999-2002). She has served on the Academy of Distinguished Teachers (2006-2011). Professor Walker is often asked to serve on major campus search committees (e.g. Vice provost of Academic Personnel. Of significance is her recent Vice Chair of the Academic Senate (2010-11). A consuming service was the Committee on Academic Personnel, first as a member 2002-2004, then as Chair 2004-05. She then served as a member and later chair of Shadow CAP 2006-2009. Professor Walker has served several times as Chair of her Department and does a remarkable job in this role. She has served students on the campus exceptionally well, for she mentors and assists medical students, Ph.D. graduate students, and undergraduates on campus. Her door is always open professionally and personally to students. She has served the staff on campus well, and treats staff with respect and in a friendly manner. Lastly, Professor Walker serves the UCR School of Medicine in several ways including recruitment of new ladder faculty, and Chairman of Faculty Executive Committee.

The Committee wishes to nominate Professor Eugene Nothnagel of the Department of Botany and Plant Sciences as a recipient of the Distinguished Campus Service Award for the academic year 2012-2013. Professor Nothnagel joined the UCR Faculty in 1983. Since 2001, he has provided excellent service and leadership to UCR in a variety of venues. He has been a member and often Chair of many Academic Senate, Campus Search, Departmental and other campus committees. For the Academic Senate he was member and Chair of the Committee on Courses, Committee on Educational Policy, and Committee on Distinguished Teaching. He has served on
Search committees for Vice Provost for Undergraduate Education, Dean of the Graduate School of Education, and Committee for the Chancellor Chair for Innovation in Teaching Across Disciplines. He served as Chair of the Department of Botany & Plant Sciences from 2001-2003. He was a member and chair of the Departmental Academic Planning Committee, a member of the Undergraduate Educational Advisory Committee, a member and chair of the Written Qualifying Examination Committee, GRU in Cell, Molecular and Developmental Biology. Other campus committees include: an Inaugural member UCR Academy of Distinguished Teachers; CNAS Advisory Committee on Advising and Mentoring; Steering Committee for the Western Association of Schools and Colleges Reaccreditation process for UCR; AES/CE Research Support Allocation Process Proposal Review Committee, and the subcommittee on Excellence in Undergraduate Education – UCR 2020 Strategic Plan.
Dr. Nothnagel is a regular contributor to Science Fair judging, a speaker at Discover Day, committees on student advising, Learning outcomes, WASC reaccreditation, and the Campus Appeals Panel.

The Committee recommends that next year the Call be revised so that some points are made clearer. The Committee wishes to request that information that is submitted regarding nominees stress the part of the nominees file that is directly relevant to campus service. The letter that is sent to the Department Chairs requesting dossiers should be revised so that departments know what information should and should not be included in the dossier. For example, we should not see a copy of the nominees whole merit file.

Submitted by the Chair on behalf of the Committee.

G. Waines, Chair
Carl Cranor
M. Martins-Green
R. Redak
T. Shapiro
The Academic Senate Committee on Distinguished Teaching met on April 2 and reviewed a large group of nominations for this award. Although several nominees were strong candidates for the award, one candidate was clearly outstanding and the unanimous choice of the committee. The Committee recommends that Gabriela Canalizo in the Department of Physics and Astronomy be awarded the Distinguished Teaching Award for 2012-2013.

**Gabriela Canalizo** joined the Department of Physics and Astronomy in 2003 where she studies quasars, host galaxies, and their role in galaxy evolution. She brings her passion and excitement for science and astronomy to her classrooms at UCR, where she teaches non-majors, majors, and graduate students who give her uniformly glowing evaluations. She is particularly effective in teaching Physics 6, where she uses innovative and interactive teaching methods to engage classes that range in size from the 200s to nearly 600 students. The student comments show that Dr. Canalizo has inspired them to succeed not only in science but in their own lives. As further evidence of her passion for teaching, Dr. Canalizo is actively engaged in an extraordinary level of outreach at the K-12 level. In addition to wide-ranging public lectures, she is PI of the IASP (Inland Area Science Program, a collaboration between UNEX, several UCR teaching programs, and local school districts), which has raised thousands of grant dollars for teacher training in the sciences. She lectures and mentors students in AVID (Advancement Via Individual Determination) and SACNAS (Society for Advancement of Chicanos and Native Americans in Science) programs in California and beyond. She spends several weeks every summer teaching English and science in an orphanage in Africa where conditions are poor and resources are scarce; some of her students have embarked on college programs. Back at UCR Dr. Canalizo was instrumental in developing an Astronomy track for graduate students; her own students give her glowing reviews and have gone on to successful careers of their own. Dr. Canalizo is richly and uniquely deserving of the Academic Senate Distinguished Teaching Award for 2012-13.

The committee has several suggestions for improving the process of soliciting and selecting the recipients of the Distinguished Teaching Award.

1. The Call should be revised in a clearer format so that files received are more uniform and organized and labeled more clearly.
2. Feedback should be given to Chairs in regards to the reason their nominees were not selected.
3. Student members should not be allowed to view the nominations since in most cases confidential information, such as teaching evaluations and information from personnel files, is included in the nomination packets.

Submitted by the Chair on behalf of the Committee.

J. Holt, Chair
M. Marsella
L. Wright
Y. Wu
COMMITTEE ON FACULTY RESEARCH LECTURER
REPORT TO THE RIVERSIDE DIVISION
MAY 28, 2013

NOMINATION OF DISTINGUISHED PROFESSOR ALEXANDER S. RAIKHEL FOR
2013-14 FACULTY RESEARCH LECTURER

From its inception well over half a century ago, the Faculty Research Lecturer Award has been the highest honor that the Academic Senate bestows. The Committee on the Faculty Research Lecturer is honored to place in nomination by acclamation, Alexander S. Raikhel, Distinguished Professor of Entomology and UC President’s Chair, Department of Entomology.

Our selection was based on a combination of factors, including Professor Raikhel’s extraordinary productivity and wide acclaim for the high quality of his research, especially that dealing with two major fields in insect physiology and vector biology, the hormonal control of egg development in mosquitoes, and innate immunity in insects. As noted by the extramural scientists within the U.S. and abroad who supported his nomination, including three members of the U.S. National Academy of Sciences and a recent Nobel Laureate, Professor Raikhel’s research is insightful and pioneering, placing him among the top insect molecular biologists worldwide. Owing to his outstanding research and its international impact, Professor Raikhel has received many honors, among which are his election to the U.S. National Academy of Sciences, and as a Fellow of the Entomological Society of America, both in 2009.

Professor Raikhel’s research focus is on insect reproductive biology, with particular emphasis on the molecular biology of vitellogenesis (egg yolk production) in the mosquito *Aedes aegypti*, which he uses as a model system. He also uses this mosquito to study innate immunity in insects. Indeed, he is the recognized world leader in these two critical areas of arthropod physiology. Professor Raikhel’s ultimate goal is to use knowledge derived from his basic research on genetic regulation of the hormones associated with control of mosquito reproductive physiology and immunity to interfere with the ability of mosquitoes to transmit the pathogens that cause devastating human diseases such as malaria and dengue. Since 1983, Professor Raikhel’s research has been supported primarily by the National Institutes of Health (NIH). Based significant advances achieved by his laboratory, as well as his prolific record of high quality publications, the NIH awarded Professor Raikhel a 10-year MERIT Award of more than $4,000,000 in 2002. During his career, Professor Raikhel has published more than 130 peer-reviewed papers, 29 book chapters, 8 edited books, and 11 review articles among numerous other papers. His peer-reviewed papers appear routinely in the most respected scientific journals including *Science, Proceedings of the National Academy of Sciences, Immunity, Journal of Biological Chemistry, EMBO Reports, FASEB Journal*, and *PloS Pathogens.*

The following comments are characteristic of those made by extramural scholars who wrote in support of Professor Raikhel’s nomination as Faculty Research Lecturer, most who hold endowed chairs or are at the Distinguished Professor level. A fellow molecular biologist wrote “His scientific productivity is very high, and he routinely publishes in highly regarded, very selective journals. His work to detail molecular mechanisms of vitellogenesis has been ground-breaking, and he is now making excellent progress in sorting out functions of microRNAs in mosquito physiology.” Another wrote “Dr. Raikhel’s research and his publications typically include a multidisciplinary focus and innovative methods, and as a reflection are published in high impact journals. Dr. Raikhel has also been a superb mentor of students and postdoctoral fellows, who have continued his excellent tradition at other academic institutions.” An internationally recognized biochemist stated “In the last few years, he has published an exceptional series of papers on regulation of the innate immune system of mosquitoes. This work has high significance and potential human health relevance, for understanding the interactions of mosquitoes with the pathogens they transmit.” A leading international immunologist wrote “The two words which immediately come to my mind when thinking of Professor Raikhel’s achievements are: pioneer and leadership” and further commented that “His experimented approaches have constantly evolved and he has adapted modern techniques to a system of great medical interest, which was a priori not easily amenable to the type work
he has undertaken. Through his pioneering role in an ever enlarging community of scientists, Professor Raikhel has acted as a leader and many groups have relied on his experience and achievements for their own work.” Another internationally recognized molecular biologist wrote “Alex is a world leader in vector biology and mosquito research of any stripe, and particularly in hormone signaling and reproductive biology, where he is almost certainly THE leader.” These comments are similar to those by two leading American molecular biologists in the field who note “The key point is that Alex has led a world-class research program in insect reproduction that is recognized as being at the very top of his field throughout the world. It is also important to recognize that while Alex’s work focuses on mosquitoes, his findings have contributed to our understanding of biological processes in many other species of insects and invertebrates.” The other states that “Jealously speaking, the Raikhel lab has been on the leading edge of several areas of important focus for more years than I care to count. Indeed, their seminal work on hormone regulation, gene silencing and the immune system in Aedes aegypti, stand apart from almost any lab currently active. Simply put, in my opinion, and by a wide margin, Alex is the world leader in many of these fields.” Two other senior American scientists who follow Professor Raikhel’s research state “His work is characterized by an insightful and innovative approach together with a careful and detailed analysis of the problem to be solved. The studies are always well-done and of the highest quality, so are of immense value to the field.” The other notes “The scope and quality of his work in this area rivals that of the best type being done in the more developed genetic system offered by Drosophila melanogaster. Indeed his mosquito work benefits from the coordinated control of expression of oogenesis-related genes that are initiated following a bloodmeal. As such, he has been able to make key contributions to the understanding of hormone-regulated gene expression.”

Lastly, we note that Professor Raikhel’s research over the past decade at UCR and his receipt of a NIH MERIT award were important contributions to UCR’s Department of Entomology being one the top two of 28 entomology departments in the country ranked recently by the National Research Council.

For his high productivity of outstanding science, numerous accolades from other distinguished scientists nationally and internationally, and prestigious awards including election to the U. S. National Academy of Sciences, and as a Fellow of the Entomological Society of America, the undersigned members of the Senate Committee on Faculty Research Lecturer, unanimously and enthusiastically nominate Distinguished Professor of Entomology Alexander S. Raikhel as Faculty Research Lecturer for 2013-14.

Brian A. Federici (Department of Entomology) - Chair
Norman Ellstrand, (Department of Botany and Plant Sciences)
Christopher A. Reed (Department of Chemistry)
R. Robert Russell (Department of Economics)
Chandra Varma (Department of Physics and Astronomy)
The Committee met on April 5 and reviewed a strong group of nominations for this award. The Committee unanimously selected Alexander Raikhel to recommend to the full Senate for the 2012-13 Award to be ratified and finalized at the May 28 Senate Division meeting.

The committee recommends that next year the Call be revised to set a limit that would allow for nomination packets to include no more than 10 references.

The committee recommends that the letter sent to referees state that his or her letter will be kept on file and used for a period of three years. This would eliminate the need for Senate personnel to contact referees yearly seeking permission to use a letter again (with or without modification). We recommend this change be made provided it is consistent with UC policies for maintaining confidentiality.

The committee also recommends, as is currently the practice in the College of Humanities and Social Sciences, that each college consider establishing its own Distinguished Research Lecturer Award.

Submitted by the Chair on behalf of the Committee.

Committee Membership
B. Federici, Chair
N. Ellstrand
C. Reed
R. Russell
C. Varma
Committee on Courses
Report to the Riverside Division
May 28, 2013

To be received and placed on file:

Proposed Riverside Division Regulation on Fulfillment of Prerequisites and Course Overlap for Honors Courses and Corresponding Non-Honors Courses

PRESENT

PROPOSED

R8. Prerequisite Equivalence and Overlap Equivalence for Honors and Corresponding Non-Honors Courses

R8.1. For purposes of fulfilling prerequisites for other courses and for issues of overlap with other courses, Honors courses and corresponding non-Honors courses are equivalent.

JUSTIFICATION:
During the 2011-12 academic year, the Committee on Courses and the Registrar’s Office worked together to identify steps or situations where the course approval process might be streamlined or accelerated. Attention was focused on concurrent approval procedures because some savings of effort seemed possible there. Concurrent approval situations arise when creation of a new course or a change in an existing course generates a need for changes in other courses. One common example is when the new or changed course is a prerequisite to other courses. Another common example is when the new or changed course requires a credit statement, i.e., the new or changed course overlaps some other existing course to the extent that credit cannot be allowed for both the new or changed course and the other existing course. In either of these situations, current procedures require that course proposals for change in the other affected courses be submitted concurrently with the course proposal for the new or changed course. The requirement for concurrent approval can magnify a small job, perhaps a relatively simple change in one course, into a big job, due to the other courses that must be changed along with this course.

The Committee on Courses and the Registrar’s Office focused in particular on the workload arising from concurrent approval requirements that typically arise with proposals for new Honors courses. Creation of an Honors version of an existing course often leads to many concurrent approval requirements because if the regular course serves as a prerequisite to some other courses, then programs will generally want the Honors version of the course to also serve as prerequisite to those other courses. Furthermore, students are generally not allowed to receive credit for taking both a non-Honors course and the Honors version of the same course. Programs or departments sometimes become discouraged about proposing Honors courses because of the workload involved with generating proposals for the required concurrent changes in other courses.
Several potential alternative approaches for reducing the concurrent approval workload connected with proposal of new Honors courses were developed and sent out for review by, and comment from, several Senate committees and the University Honors Program. By March, 2012, the Committee on Educational Policy, the CNAS Executive Committee, the CHASS Executive Committee, the BCOE Executive Committee, the GSOE Executive Committee, the SoBA Executive Committee, the Biomedical Sciences Executive Committee and University Honors had all responded in favor of the approach of creating a blanket Senate policy that declares Honors courses and the corresponding non-Honors courses to be equivalent with regard to fulfilling prerequisites and course overlap. This policy would allow departments or programs to simply update the Section Registration Controls in the Student Information System and would eliminate the need for concurrent course change proposals altogether. While favoring this approach, the Committee on Educational Policy, the CNAS Executive Committee and the CHASS Executive Committee all suggested that systems should be developed for notifying departments or programs about the need to update their Section Registration Controls in SIS and for updating CRAMS and the General Catalog on these matters for new Honors courses.

=======================================================================
Approvals:

Submitted and approved by the Committee on Courses: 10/12/12

The Committee on Rules & Jurisdiction finds the wording To be consistent with the code of the Academic Senate: 11/2/12

BCOE Executive Committee: 4/1/13 (received 5/13/13)
CHASS Executive Committee: 3/27/13 (faculty vote 4/10/13)
CNAS Executive Committee: 3/12/13
GSoE Executive Committee: 3/18/13 (received 5/13/13)
SoBA Executive Committee: 3/29/13
SoM Executive Committee: 3/13/13

University Honors Program: 5/12/13

Committee on Educational Policy: 4/3/13

Received by the Executive Council: 5/13/2013
COMMITTEE ON EDUCATIONAL POLICY
REPORT TO THE RIVERSIDE DIVISION
MAY 28, 2013

To be adopted:

Proposed Change to Appendix 6.4.4 to the Bylaws and Regulations of the Riverside Division of the University of California Academic Senate

PRESENT:

6.4.4 III. Academic Integrity Committees
1. Review Stage 2, College/School Academic Integrity Committees for Cases Involving Undergraduate Students

An Academic Integrity Committee will be established in each of School or College to:
* hear cases referred by SCAIP that are sufficiently complex to require additional review
* hear serious and repeated violations of academic misconduct upon referral from an instructor or SCAIP
* consider appeals of decisions and/or sanctions imposed by SCAIP

The Academic Senate’s Committee on Committees will appoint four faculty members from each of BCOE, CNAS, and SOBA, and six from CHASS to the undergraduate Academic Integrity Committees for each college/school to serve one-year terms, effective September 1- August 31. Each committee should include faculty who are available to participate in hearings during the summer months.

In addition, SCAIP will solicit and review applications from interested undergraduate and graduate students and make recommendations to the Associated Students of UCR and Graduate Student Association regarding students to be appointed to serve on each college/school committee for one-year terms, effective September 1-August 31.

PROPOSED:

6.4.4 III. Academic Integrity Committees
1. Review Stage 2, College/School Academic Integrity Committees for Cases Involving Undergraduate Students

An Academic Integrity Committee will be established in each of School or College to:
* hear cases referred by SCAIP that are sufficiently complex to require additional review
* hear serious and repeated violations of academic misconduct upon referral from an instructor or SCAIP
* consider appeals of decisions and/or sanctions imposed by SCAIP

The Academic Senate’s Committee on Committees will appoint four to six faculty members to the undergraduate Academic Integrity Committees for each college and one to three faculty members to the undergraduate Academic Integrity Committees for each school with an undergraduate curriculum to serve one-year terms, effective September 1-August 31. Each committee should include faculty who are available to participate in hearings during the summer months.

In addition, SCAIP will solicit and review applications from interested undergraduate and graduate students and make recommendations to the Associated Students of UCR and Graduate Student Association regarding students to be appointed to serve on each college/school committee for one-year terms, effective September 1-August 31.
The final endorsement of student members will rest with the Committee on Committees. Students are not eligible to serve if they have been suspended or are on academic or disciplinary probation, have been evicted from University Housing for reasons related to conduct, or have a case pending before SCAIP. (Am 20 February 07)

In all cases an effort will be made to appoint members who represent the disciplinary diversity within each college/school, whenever possible. Staff support to the committees will be provided by the office of the Vice Provost for Administrative Resolution, the office of the AVC/Dean of Students, and SCAIP.

JUSTIFICATION:
Even though GSOE has an undergraduate curriculum, they had no representation on the Academic Integrity Committee. Also, the existing bylaw would have to be changed whenever new colleges and schools are formed or when a unit with just a graduate program adopts an undergraduate curriculum.

The original policy and this revision were developed by Committee on Educational Policy in consultation with the Assistant Vice Chancellor & Dean of Students and Director of Student Conduct.

APPROVALS:
Approved by the Executive Committee of BCOE: March 22, 2013
Approved by the Executive Committee of CHASS: February 27, 2013
Approved by the Executive Committee of CNAS: February 26, 2013
Approved by the Executive Committee of the GSOE: March 22, 2013
Approved by the Executive Committee of SoBA: March 22, 2013
Approved by Graduate Council: April 8, 2013
Approved by the Committee on Educational Policy: November 9, 2012
The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: January 2, 2012
Received by the Executive Council: May 13, 2013
To Be Adopted

Proposed Changes to the Membership of the Committee on Undergraduate Admissions
(Bylaw 8.23.1)

PRESENT

8.23.1 The Committee consists of seven members of the Division, one of whom shall be the Chair and the Divisional representative to the Board of Admissions and Relations with Schools; one undergraduate student representative, who shall not have the right to vote; and the Vice Chancellor for Student Affairs, ex officio, or his/her designee. (Am 5 Nov 87) (Am 18 Nov 03) (Am 19 May 09)

PROPOSED

8.23.1 The Committee consists of seven members of the Division, one of whom shall be the Chair; one the Divisional representative to the Board of Admissions and Relations with Schools; one undergraduate student representative, who shall not have the right to vote; and the Vice Chancellor for Student Affairs, ex officio, or his/her designee. The Chair can also serve as the Division representative in addition to his or her chair duties. (Am 5 Nov 87) (Am 18 Nov 03) (Am 19 May 09)

Justification: By requiring the Chair of Undergraduate Admission to be the representative to the Board of Admissions and Relations with Schools (BOARS) it limits the number of faculty members who can serve in this capacity. For instance, someone may be interested and qualified to be chair but unable to meet the monthly travel requirements associated with being the BOARS representative. Additionally both roles are time consuming thus it may be easier to find faculty who are willing to serve if the responsibilities can be split. Other University of California campuses split the roles and report no accompanying difficulties.

Approved by the Committee on Undergraduate Admissions: January 11, 2013

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: May 3, 2013

Received by Executive Council: May 13, 2013
May 8, 2013

To: Riverside Division of the Academic Senate

From: Jose Wudka, Chair
Riverside Division

Re: Petition by the School of Medicine to use a Pass / Fail grading for SOM medical classes

During its April 22 meeting the Executive Committee reviewed and approved the petition to authorize the use of Pass / Fail grading for School of Medicine medical classes (which use the MDCL course designation) in place of the Satisfactory / No Credit grading scheme used by the campus.

Per SR 778, the petition was approved by the Committee on Educational Policy and certified by the Committee on Rules and Jurisdiction. The petition is before the Division for approval.
<table>
<thead>
<tr>
<th>ACADEMIC COMPUTING &amp; IT (2011-2012)</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BERAN, G., CHAIR</td>
<td>06/05/12</td>
</tr>
<tr>
<td>CHAGAS, P.</td>
<td></td>
</tr>
<tr>
<td>FUNNING, G.</td>
<td></td>
</tr>
<tr>
<td>GARLAND, JR., T.</td>
<td></td>
</tr>
<tr>
<td>HANNEMAN, R.</td>
<td></td>
</tr>
<tr>
<td>JIANG, T.</td>
<td></td>
</tr>
<tr>
<td>LI, J.</td>
<td></td>
</tr>
<tr>
<td>RUTH JACKSON, EX OFFICIO</td>
<td></td>
</tr>
<tr>
<td>CHUCK ROWLEY, EX OFFICIO</td>
<td></td>
</tr>
<tr>
<td><strong>DATE</strong></td>
<td><strong>DATE</strong></td>
</tr>
<tr>
<td>09/25/12</td>
<td>11/20/12</td>
</tr>
<tr>
<td>BERAN, G., CHAIR</td>
<td>P</td>
</tr>
<tr>
<td>BURRILL, D.</td>
<td>P</td>
</tr>
<tr>
<td>CHAGAS, P.</td>
<td>P</td>
</tr>
<tr>
<td>FUNNING, G.</td>
<td>P</td>
</tr>
<tr>
<td>GARLAND, JR., T.</td>
<td>P</td>
</tr>
<tr>
<td>JIANG, T.</td>
<td>P</td>
</tr>
<tr>
<td>LAKE, R.</td>
<td>P</td>
</tr>
<tr>
<td>LI, J.</td>
<td>P</td>
</tr>
<tr>
<td>RUTH JACKSON/STEVEN MANDEVILLE-GAMBLE, EX OFFICIO</td>
<td>P</td>
</tr>
<tr>
<td>CHUCK ROWLEY, EX OFFICIO</td>
<td>P</td>
</tr>
<tr>
<td>RYAN RAKIB, GSA STUDENT</td>
<td>P</td>
</tr>
<tr>
<td>JOHNNY TA, ASUCR STUDENT</td>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACADEMIC FREEDOM</th>
<th>DATE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MORTON, THOMAS, CHAIR</td>
<td>11/14/2012</td>
<td>4/9/2013</td>
</tr>
<tr>
<td>MONTGOMERY, KATHLEEN</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>SCHIWY, FREYA</td>
<td>A</td>
<td>P</td>
</tr>
<tr>
<td>HENDERICK, IRVING</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>HENRY, HELEN</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>AS: CARDENAS, LARZARO</td>
<td>A</td>
<td>P</td>
</tr>
<tr>
<td>GSA: CARR, CYNTHIA</td>
<td>P</td>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACADEMIC PERSONNEL (2011-2012)</th>
<th>40 meetings held</th>
</tr>
</thead>
<tbody>
<tr>
<td># attended:</td>
<td></td>
</tr>
<tr>
<td>CLARK, WALTER, CHAIR</td>
<td>40</td>
</tr>
<tr>
<td>PIRRUNG, MICHAEL, VICE-CHAIR</td>
<td>38</td>
</tr>
<tr>
<td>BAILEY SERRES, JULIA</td>
<td>31</td>
</tr>
<tr>
<td>DIMATTEO, ROBIN</td>
<td>34</td>
</tr>
<tr>
<td>GAN, JAY (ADDED IN JANUARY)</td>
<td>35</td>
</tr>
<tr>
<td>GILL, SARJEET</td>
<td>36</td>
</tr>
<tr>
<td>HAGGERTY, GEORGE</td>
<td>38</td>
</tr>
<tr>
<td>MALUEG, DAVID</td>
<td>39</td>
</tr>
<tr>
<td>MULCHANDANI, ASHOK</td>
<td>34</td>
</tr>
<tr>
<td>DING, SHOU-WEI</td>
<td>37</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACADEMIC PERSONNEL</th>
<th>33 meetings held to date</th>
</tr>
</thead>
<tbody>
<tr>
<td># attended:</td>
<td></td>
</tr>
<tr>
<td>GILL, SARJEET, CHAIR</td>
<td>30</td>
</tr>
<tr>
<td>HAGGERTY, GEORGE, VICE CHAIR</td>
<td>30</td>
</tr>
<tr>
<td>CHIARELLO, CHRISTINE</td>
<td>29</td>
</tr>
<tr>
<td>CLARK, WALTER</td>
<td>32</td>
</tr>
<tr>
<td>DING, SHOU-WEI</td>
<td>29</td>
</tr>
</tbody>
</table>
## ATTENDANCE RECORD

**COMMITTEES OF THE ACADEMIC SENATE**

**MAY 1, 2012 - MAY 3, 2012**

<table>
<thead>
<tr>
<th>CHARGES</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARSON, MONICA</td>
<td>A</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>PEDICK, SCOTT</td>
<td>P</td>
<td>P</td>
<td>A</td>
</tr>
<tr>
<td>GOLDBERG, ANN</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>KPOSOWA, AUGUSTINE</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>LIU, XUAN</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>VAFAI, KAMBI</td>
<td>P</td>
<td>P</td>
<td>A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMITTEES</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BALANDIN, ALEX</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>CHUNG, PETER</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>A</td>
</tr>
<tr>
<td>CLARE, ROBERT</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>A</td>
<td>P</td>
</tr>
<tr>
<td>GONZALEZ-RIVERA, GLORIA</td>
<td>P</td>
<td>A</td>
<td>P</td>
<td>P</td>
<td>A</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>JIN, HAILING</td>
<td>P</td>
<td>A</td>
<td>P</td>
<td>P</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>KIM, JODI</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>A</td>
<td>P</td>
</tr>
<tr>
<td>ROFF, DEREK</td>
<td>N/A</td>
<td>N/A</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>WALLER, MARGUERITE</td>
<td>P</td>
<td>A</td>
<td>P</td>
<td>A</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>WANG, YINSHENG</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>A</td>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSES</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. ALLEN</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>W. T. BARNDT</td>
<td>A</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>RESIGNED</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>BRISK</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>A</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>GREENSTEIN</td>
<td>P</td>
<td>A</td>
<td>P</td>
<td>P</td>
<td>A</td>
<td>P</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>R KHAN</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>P</td>
<td>P</td>
<td>RESIGNED</td>
<td>N/A</td>
</tr>
<tr>
<td>PALARODY [W]</td>
<td>P</td>
<td>A</td>
<td>A</td>
<td>P</td>
<td>on leave</td>
<td>on leave</td>
<td>on leave</td>
<td>P</td>
</tr>
<tr>
<td>RUSSIN</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>A</td>
<td>P</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>SIMUNIK</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>A</td>
<td>P</td>
<td>A</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>SORENSEN</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>P</td>
<td>N/A</td>
<td>P</td>
</tr>
<tr>
<td>CHIU, LIB. REP.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>A</td>
<td>P</td>
</tr>
<tr>
<td>AS: S. PATADI</td>
<td>P</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>GSA: L. KLEIN</td>
<td>P</td>
<td>P</td>
<td>A</td>
<td>A</td>
<td>P</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distinguished Campus Service</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAINES, G., CHAIR</td>
<td>4/2/2013</td>
</tr>
<tr>
<td>CRANOR, C.</td>
<td>P</td>
</tr>
<tr>
<td>MARTINS-GREEN, M.</td>
<td>P</td>
</tr>
<tr>
<td>REDAK, R.</td>
<td>P</td>
</tr>
<tr>
<td>SHAPIRO, T.</td>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distinguished Teaching</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOLT, J., CHAIR</td>
<td>4/2/2013</td>
</tr>
<tr>
<td>HAMMER, S.</td>
<td>LEAVE</td>
</tr>
<tr>
<td>MARESELLA, M.</td>
<td>P</td>
</tr>
<tr>
<td>COMMITTEES OF THE ACADEMIC SENATE</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td>MAY 1, 2012 - MAY 3, 2012</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ATTENDANCE RECORD</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMITTEES OF THE ACADEMIC SENATE</strong></td>
</tr>
<tr>
<td><strong>MAY 1, 2012 - MAY 3, 2012</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DIVERSITY &amp; EQUAL OPPORTUNITY (2011 - 2012)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DATE</strong></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>5/9/2012</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WRIGHT, L.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WU, Y. P</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LIAM DOW, ASUCR STUDENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>NAVEEN CHEERATH, GSA STUDENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DATE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16/2013</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>OROSCO, M. (CHAIR)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ASA-AWUKU, A.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CHANG, M.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>HAFEZ, S.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>HAYASHI, C.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MACNAMARA, C.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MARTINS-GREEN, M.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LA TONYA YOUNG, ASUCR STUDENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LISETTE LASATER, GSA STUDENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DIVERSITY &amp; EQUAL OPPORTUNITY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DATE</strong></td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td>1/16/2013</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ADAMS, B. (CHAIR)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ASA-AWUKU, A.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CHANG, M.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CHO, R. - RESIGNED FROM UCR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>FENG, P.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>HAYASHI, C.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>YANG, Z.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>VINT, S. - APPOINTED TO REPLACE R. CHO 2/4/13</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SPENCER CASTRELLON, ASUCR STUDENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DANIEL DE LA ROSA, GSA STUDENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>EDUCATIONAL POLICY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DATE</strong></td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>10/12/2012</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>W. BEYERMANN, CHAIR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>P. SADLER, VICE CHAIR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>S. CLARK</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Y. HUA</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAVE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>T. LABOR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>T-H. LEE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>M. LONG</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>M. MOORE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>M. OROSCO</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>P. SINGH</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>R. SMITH</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>M. SPRINGER</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>AS: N. D. NUNEZ</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>GSA: L. KLEIN</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>EXECUTIVE COUNCIL</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DATE</strong></td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td>10/8/2012</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Wudka, Jose - Chair</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Adams, Byron - Chair, Diversity &amp; Equal Opportunity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Anvari, Bahman - Chair, BCOE Executive Committee</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Baldwin, James - Chair, Physical Resource Planning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Beran, Gregory - Chair, Academic Computing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Beyermann, Ward - Chair, Educational Policy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Blachier, Jan - Chair, Planning &amp; Budget</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Gill, Sargeet - Chair, Academic Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Glidden, David - Chair, Preparatory Education</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
</tbody>
</table>

166
<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Members</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTENDANCE RECORD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMMITTEES OF THE ACADEMIC SENATE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAY 1, 2012 - MAY 3, 2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gorecki, Piotr - Secretary Parliament</td>
<td>P A P P P P P A P A</td>
<td></td>
</tr>
<tr>
<td>Hendrick, Irving - Chair, Faculty Welfare</td>
<td>P P P P P P P P P</td>
<td></td>
</tr>
<tr>
<td>Hughes, Jennifer - Chair, CHASS Executive Committee</td>
<td>A P P A P A A A A</td>
<td></td>
</tr>
<tr>
<td>Lam, Mariam - Chair, Committees</td>
<td>P P P P P P P P P</td>
<td></td>
</tr>
<tr>
<td>Leebaw, Bronwyn - Riverside Division Vice Chair</td>
<td>P P A P P P P P P</td>
<td></td>
</tr>
<tr>
<td>Luben, Richard - Sr. Assembly Representative</td>
<td>A P P P P A P P</td>
<td></td>
</tr>
<tr>
<td>Marks, Mindy - Chair, Undergraduate Admissions</td>
<td>A P P P A P A</td>
<td></td>
</tr>
<tr>
<td>Medasher, Bahram - Jr. Assembly Representative</td>
<td>A A A A P A A</td>
<td></td>
</tr>
<tr>
<td>Nugent, Connie - Chair, Graduate Council</td>
<td>P P P P P P P P P</td>
<td></td>
</tr>
<tr>
<td>Spierling, Melanie - Chair, GSoE Executive Committee</td>
<td>P P A A P P P</td>
<td></td>
</tr>
<tr>
<td>Walker, Ameae - Chair, SoM Executive Committee</td>
<td>P P A P P P P P</td>
<td></td>
</tr>
<tr>
<td>Wilson, Gillian - Chair, CNAS Executive Committee</td>
<td>P P A P P A A</td>
<td></td>
</tr>
<tr>
<td>Zwick, Rami - Chair, SoBA Executive Committee</td>
<td>P A P P P A P P</td>
<td></td>
</tr>
<tr>
<td>Barrish, Kenneth - Planning &amp; Budget representative</td>
<td>n/a n/a n/a n/a n/a n/a n/a n/a n/a n/a n/a n/a n/a n/a n/a n/a</td>
<td></td>
</tr>
<tr>
<td>Carson, Monica - SoM Executive Committee representative</td>
<td>n/a n/a n/a n/a n/a n/a n/a n/a n/a n/a n/a n/a n/a n/a n/a n/a</td>
<td></td>
</tr>
<tr>
<td>Haggerty, George - Vice Chair, Academic Personnel</td>
<td>n/a n/a n/a n/a n/a n/a n/a n/a n/a n/a n/a n/a n/a n/a n/a n/a</td>
<td></td>
</tr>
<tr>
<td>FACULTY RESEARCH LECTURER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEDERICI, B., CHAIR</td>
<td>P</td>
<td>4/5/2013</td>
</tr>
<tr>
<td>ELLSTRAND, N.</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>REED, C.</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>RUSSELL, R.R.</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>VARMA, C.</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>FACULTY WELFARE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOFFMAN, DONNA</td>
<td>A P A P A P A A A</td>
<td></td>
</tr>
<tr>
<td>NORMAN, ANTHONY</td>
<td>P P P P P P P P P</td>
<td></td>
</tr>
<tr>
<td>PYKE, KAREN</td>
<td>P P P P P A P P</td>
<td></td>
</tr>
<tr>
<td>ROOSE, MIKEAL</td>
<td>P P P P P P P P P</td>
<td></td>
</tr>
<tr>
<td>SETO, RICHARD</td>
<td>A P A P P A P A</td>
<td></td>
</tr>
<tr>
<td>WARNKE, GEORGIA</td>
<td>P A A A A P A A</td>
<td></td>
</tr>
<tr>
<td>AS: CRUZ, ADRIANA</td>
<td>P P P P P P P P P</td>
<td></td>
</tr>
<tr>
<td>DE LA ROSA, DANIEL</td>
<td>P P P P P P P P P</td>
<td></td>
</tr>
<tr>
<td>GRADUATE COUNCIL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BELL, L., VICE CHAIR</td>
<td>P P P P P P P P P</td>
<td></td>
</tr>
<tr>
<td>TUNCHEL, E., SECRETARY</td>
<td>P P P P P P P P P</td>
<td></td>
</tr>
<tr>
<td>ARNOTT, R.</td>
<td>ON LEAVE</td>
<td>BEING REPLACED</td>
</tr>
<tr>
<td>CHASE-DUNN, C.</td>
<td>P P P P REJECTED</td>
<td></td>
</tr>
<tr>
<td>EL HAFSI, M.</td>
<td>P P P P P P P P P</td>
<td></td>
</tr>
<tr>
<td>JOHNSON, D.</td>
<td>P P P P P P P P P</td>
<td></td>
</tr>
<tr>
<td>KAWAKAMI, R.</td>
<td>P P P P P P P P P</td>
<td></td>
</tr>
<tr>
<td>KIM, J.</td>
<td>N/A - R. ARNOTT’S REPLACEMENT</td>
<td></td>
</tr>
<tr>
<td>LYSLOFF, R.</td>
<td>P P P P SICK</td>
<td></td>
</tr>
<tr>
<td>MCCOY, R.</td>
<td>P P P P P P P P P</td>
<td>ON LEAVE</td>
</tr>
<tr>
<td>REDAK, R.</td>
<td>P P P P P P P P P</td>
<td></td>
</tr>
<tr>
<td>SCHLENK, D.</td>
<td>P P P P P P P P P</td>
<td></td>
</tr>
<tr>
<td>TOBIAS, J.</td>
<td>P P P P P P P P P</td>
<td></td>
</tr>
<tr>
<td>VANDERWOOD, M.</td>
<td>P P P P P P P P P</td>
<td></td>
</tr>
<tr>
<td>WU, J.</td>
<td>P P P P P P P P P</td>
<td></td>
</tr>
<tr>
<td>ZHANG, J.</td>
<td>P P P P P P P P P</td>
<td></td>
</tr>
</tbody>
</table>
### Attendance Record

**Committees of the Academic Senate**

**May 1, 2012 - May 3, 2012**

<table>
<thead>
<tr>
<th>CHILDERS, J., EX OFFICIO</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>RECUSED</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>HENRY HUANG, GSA STUDENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AARON JONES, GSA STUDENT</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
</tbody>
</table>

**Courses and Programs Subcommittee of the Graduate Council**

<table>
<thead>
<tr>
<th>CHASE-DUNN, C., CHAIR</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARNOTT, R.</td>
<td>ON LEAVE</td>
<td>ON LEAVE</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EL HAFSI, M.</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**International Education**

<table>
<thead>
<tr>
<th>CHIA, L., CHAIR</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>CABEZAS, A.</td>
<td>P</td>
</tr>
<tr>
<td>CHO, C.</td>
<td>P</td>
</tr>
<tr>
<td>CROWLEY, D.</td>
<td>A</td>
</tr>
<tr>
<td>EULGEM, T.</td>
<td>P</td>
</tr>
</tbody>
</table>

**Library & Scholarly Communication (2011-2012)**

<table>
<thead>
<tr>
<th>LAURSEN, J.C., CHAIR</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALLGOR, C.</td>
<td>A</td>
</tr>
<tr>
<td>CURRIE, S.</td>
<td>P</td>
</tr>
<tr>
<td>MORSE, J.</td>
<td>P</td>
</tr>
<tr>
<td>MOURKIS, A.</td>
<td>A</td>
</tr>
<tr>
<td>TAKESHITA, C.</td>
<td>P</td>
</tr>
</tbody>
</table>

**Library & Scholarly Communication**

<table>
<thead>
<tr>
<th>MORSE, J., CHAIR</th>
<th>P</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALLGOR, C.</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>CURRIE, S.</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>JOHNSON, S.</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>LAURSEN, J.</td>
<td>A</td>
<td>P</td>
</tr>
<tr>
<td>MOURKIS, A.</td>
<td>A</td>
<td>P</td>
</tr>
</tbody>
</table>

**Physical Resources Planning**

<table>
<thead>
<tr>
<th>JACOBSON, R., CHAIR</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUANG, GSA STUDENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JONES, GSA STUDENT</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
</tbody>
</table>

**Library & Scholarly Communication (2011-2012)**

<table>
<thead>
<tr>
<th>LAURSEN, J.C., CHAIR</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALLGOR, C.</td>
<td>A</td>
</tr>
<tr>
<td>CURRIE, S.</td>
<td>P</td>
</tr>
<tr>
<td>MORSE, J.</td>
<td>P</td>
</tr>
<tr>
<td>MOURKIS, A.</td>
<td>A</td>
</tr>
<tr>
<td>TAKESHITA, C.</td>
<td>P</td>
</tr>
<tr>
<td>JACKSON, R., EX OFFICIO (UNIVERSITY LIBRARIAN)</td>
<td>P</td>
</tr>
<tr>
<td>CHIU, K., LIBRARY REP. (HEAD OF COLLECTION DEVELOPMENT)</td>
<td>P</td>
</tr>
<tr>
<td>QUINTANA, J., ASUCR STUDENT REP.</td>
<td>A</td>
</tr>
<tr>
<td>BALASAGUNRAMAMAM, P., GSA STUDENT REP.</td>
<td>A</td>
</tr>
</tbody>
</table>

**Library & Scholarly Communication**

<table>
<thead>
<tr>
<th>MORSE, J., CHAIR</th>
<th>P</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALLGOR, C.</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>CURRIE, S.</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>JOHNSON, S.</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>LAURSEN, J.</td>
<td>A</td>
<td>P</td>
</tr>
<tr>
<td>MOURKIS, A.</td>
<td>A</td>
<td>P</td>
</tr>
<tr>
<td>JACOBSON, R., CHAIR</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>HUANG, GSA STUDENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JONES, GSA STUDENT</td>
<td>P</td>
<td>P</td>
</tr>
</tbody>
</table>

**Physical Resources Planning**

<table>
<thead>
<tr>
<th>JACOBSON, R., CHAIR</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUANG, GSA STUDENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JONES, GSA STUDENT</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
</tbody>
</table>

**International Education**

<table>
<thead>
<tr>
<th>CHIA, L., CHAIR</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>CABEZAS, A.</td>
<td>P</td>
</tr>
<tr>
<td>CHO, C.</td>
<td>P</td>
</tr>
<tr>
<td>CROWLEY, D.</td>
<td>A</td>
</tr>
<tr>
<td>EULGEM, T.</td>
<td>P</td>
</tr>
</tbody>
</table>

**Library & Scholarly Communication (2011-2012)**

<table>
<thead>
<tr>
<th>LAURSEN, J.C., CHAIR</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALLGOR, C.</td>
<td>A</td>
</tr>
<tr>
<td>CURRIE, S.</td>
<td>P</td>
</tr>
<tr>
<td>MORSE, J.</td>
<td>P</td>
</tr>
<tr>
<td>MOURKIS, A.</td>
<td>A</td>
</tr>
<tr>
<td>TAKESHITA, C.</td>
<td>P</td>
</tr>
</tbody>
</table>

**Library & Scholarly Communication**

<table>
<thead>
<tr>
<th>MORSE, J., CHAIR</th>
<th>P</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALLGOR, C.</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>CURRIE, S.</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>JOHNSON, S.</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>LAURSEN, J.</td>
<td>A</td>
<td>P</td>
</tr>
<tr>
<td>MOURKIS, A.</td>
<td>A</td>
<td>P</td>
</tr>
<tr>
<td>JACOBSON, R., CHAIR</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>HUANG, GSA STUDENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JONES, GSA STUDENT</td>
<td>P</td>
<td>P</td>
</tr>
</tbody>
</table>

**Physical Resources Planning**

<table>
<thead>
<tr>
<th>JACOBSON, R., CHAIR</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUANG, GSA STUDENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JONES, GSA STUDENT</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>PLANNING AND BUDGET</td>
<td>DATE</td>
<td>DATE</td>
<td>DATE</td>
<td>DATE</td>
<td>DATE</td>
<td>DATE</td>
<td>DATE</td>
<td>DATE</td>
<td>DATE</td>
</tr>
<tr>
<td>---------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>BARISH, KENNETH</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>A</td>
<td>P</td>
</tr>
<tr>
<td>BHANU, BIR</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>GHOSH, SUBIR</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>MISHRA, BARRY</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>A</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>A</td>
</tr>
<tr>
<td>PION-BERLIN, DAVID</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>RITTER, JONATHAN</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>A</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>RANSOM, ROGER</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>A</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLANNING AND BUDGET (Continued)</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BARISH, KENNETH</td>
<td>P</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>BHANU, BIR</td>
<td>A</td>
<td>A</td>
<td>P</td>
</tr>
<tr>
<td>GHOSH, SUBIR</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>MISHRA, BARRY</td>
<td>P</td>
<td>A</td>
<td>P</td>
</tr>
<tr>
<td>PION-BERLIN, DAVID</td>
<td>P</td>
<td>A</td>
<td>P</td>
</tr>
<tr>
<td>RANSOM, ROGER</td>
<td>P</td>
<td>A</td>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PREPARATORY EDUCATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GLIDDEN, D., CHAIR</td>
<td></td>
</tr>
<tr>
<td>BERGNER, J.</td>
<td></td>
</tr>
<tr>
<td>DENNY-BROWN, A.</td>
<td></td>
</tr>
<tr>
<td>KUGEL, R.</td>
<td></td>
</tr>
<tr>
<td>NOTHNAGEL, E</td>
<td></td>
</tr>
<tr>
<td>VENKATRAM, A.</td>
<td></td>
</tr>
<tr>
<td>MARKS, M., EX OFFICIO</td>
<td></td>
</tr>
<tr>
<td>BRIGGS, J., EX OFFICIO</td>
<td></td>
</tr>
<tr>
<td>GRAHAM, P., EX OFFICIO</td>
<td></td>
</tr>
<tr>
<td>MCKIBBEN, M., EX OFFICIO</td>
<td></td>
</tr>
<tr>
<td>RAVISHANKAR, C., EX OFFICIO</td>
<td></td>
</tr>
<tr>
<td>SANDOVAL, J., EX OFFICIO</td>
<td></td>
</tr>
<tr>
<td>DAILEY, B., ADMIN. REP</td>
<td></td>
</tr>
<tr>
<td>CORTNI THOMAS, ASUCR STUDENT</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRIVILEGE AND TENURE</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HENRY, HELEN, CHAIR</td>
<td>P</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>ANDERSON, EUGENE</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>AXELROD, STEVE</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>GUPTA, RAJIV</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>MALUEG, DAVID</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>n/a</td>
</tr>
<tr>
<td>PIANCA, MARIANA</td>
<td>P</td>
<td>A</td>
<td>P</td>
<td>n/a</td>
</tr>
<tr>
<td>ROSENTHAL, ROBERT</td>
<td>P</td>
<td>A</td>
<td>P</td>
<td>n/a</td>
</tr>
<tr>
<td>WIMPENY, STEPHEN</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>RESEARCH (2011-2012)</td>
<td>DATE</td>
<td>DATE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>------</td>
<td>------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUNNEY, L., CHAIR</td>
<td>05/11/12</td>
<td>6/1/2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLARE, R.</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ING, M.</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KOHL, J.</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KRAUT, A.</td>
<td>ON LEAVE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIERI, T.</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RAZAK, K.</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIMMONS, D.</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WANG, A.</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESEARCH</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUNNEY, L., CHAIR</td>
<td>10/25/12</td>
<td>12/06/12</td>
<td>02/27/13</td>
<td>05/03/13</td>
</tr>
<tr>
<td>ALLEN, M.</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>CHOWDHURY, A.R.</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>COCKER, D.</td>
<td>N/A</td>
<td>N/A</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>HANSON, G.</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>KHOHL, J.</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>KUGEL, R.</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>RAZAK, K.</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>SIMMONS, D.</td>
<td>N/A</td>
<td>N/A</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>WANG, A.</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RULES &amp; JURISDICTION</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAN, ZIV, CHAIR</td>
<td>This committee conducted business by email and telephone.</td>
</tr>
<tr>
<td>KELLER, PIERRE</td>
<td></td>
</tr>
<tr>
<td>GORECKI, PIOTR, SEC/PAR</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOLARSHIPS &amp; HONORS</th>
<th>DATE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NELSON, R., CHAIR</td>
<td>11/6/2012</td>
<td>4/8/2013</td>
</tr>
<tr>
<td>BUDASZ, R.</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>DAHANUKAR, A.</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>EICHLER, J.</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>GUENTHER, K.</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>JANG, J.</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>SWEENEY, K.</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>WHEELDON, I.</td>
<td>P</td>
<td>A</td>
</tr>
<tr>
<td>SANDOVAL, J., EX OFFICIO, VC FOR STUDENT AFFAIRS</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>AGUILAR, J., EX OFFICIO, DIRECTOR OF FINANCIAL AID</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>RICHARD KIM, ASUCR STUDENT</td>
<td>P</td>
<td>A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNDERGRADUATE ADMISSIONS (2011-2012)</th>
<th>DATE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLARK, S., CHAIR</td>
<td>5/16/2012</td>
<td>6/13/2012</td>
</tr>
<tr>
<td>DEFFA, K.</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>GARY, J.W.</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>JUNG, H.</td>
<td>A</td>
<td>P</td>
</tr>
<tr>
<td>LUKASZEWSKI, A.</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>MARKS, M.</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>WERBUSCH, C.</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>SANDOVAL, J., EX OFFICIO, VC FOR STUDENT SERVICES/ENROLLMENT MANAGEMENT</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>LEE, D., STUDENT</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNDERGRADUATE ADMISSIONS</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARKS, M. CHAIR</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
</tbody>
</table>

170
## ATTENDANCE RECORD
### COMMITTEES OF THE ACADEMIC SENATE
### MAY 1, 2012 - MAY 3, 2012

| Name                | Attendance | | Date       | | Date       | | Date       |
|---------------------|------------|--|--|------------|--|------------|--|------------|
| DEFEA, K.           | P          | P | P | A          | A | P          | P | A          |
| LUKASZEWSKI, A.     | P          | P | P | P          | A | P          | P | P          |
| NYITRAY, V.         | LEAVE      | LEAVE | LEAVE | A          | A | A          | P | P          |
| SALTZMAN, W.        | P          | P | P | A          | P | P          | P | P          |
| SU, W.              | P          | P | P | P          | P | A          | P | A          |
| WEIRAUCH, C.        | P          | P | P | P          | P | A          | P | P          |
| SANDOVAL, J., EX OFFICIO, VC FOR STUDENT SERVICES/ENROLLMENT MANAGEMENT | P | A | P | P | P | P | A | P |
| ARMANDO SALDANA, ASUCR STUDENT | A | A | A | A | A | A | A | A |
| UNIVERSITY EXTENSION | DATE       | DATE       | DATE       |
| A. XU, CHAIR        | P          | P | P | A          |
| I. INDRIDASON       | A          | P | P | P          |
| S-W. KIM            | P          | P | P | P          |
| M. LAPIDUS          | P          | A | A | P          |
| W. ZHONG            | P          | P | P | P          |
| S. ZIEGER           | P          | A | A | P          |
| AS: S. BENOUAR      | A          | A | A | P          |
| GSA: H. HUANG       | P          | A | A | P          |

171