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 At the request of any member of the Division, any such item must be withdrawn and considered in its regular order on the agenda [bylaw 4.1.2].

**Reports received and placed on file "are received as presented and require no further action" [bylaw 4.1.3]. Only the reporting committee can change or withdraw these reports; however, at the request of any member of 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.
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November 20, 2012

P.S. Gorecki, Secretary-Parliamentarian
Riverside Division of the Academic Senate
MEETING: The Riverside Division of the Academic Senate met on Tuesday, May 29 at 2:10 p.m. in the Genomics Auditorium Room 1102A. Chair M. Gauvain presided.

MINUTES: The Minutes of the Special Meeting of April 12, 2012 were approved as distributed.

One correction to the agenda was noted: Item 10. H. shall be reported by Graduate Council.

ANNOUNCEMENTS BY THE CHANCELLOR: The Chancellor opened his remarks by announcing that Kathy Barton has been selected to serve as staff advisor to the Regents. This is a two-year term, beginning July 1, 2012. Mike Pazzani’s appointment as Vice Chancellor for Research and Economic development has been approved by the Regents and will be effective July 1, 2012. A national search for Gretchen Bolar’s replacement as Vice Chancellor for Business and Finance Operations will take place in the summer and early fall. In the meantime, Chuck Rowley is serving in an interim capacity.

The School of Medicine is making progress toward accreditation. UCR currently has the health science funding in place. This amounts to $10 million per year for 10 years, based on a combination of funds from a variety of sources, all of them non-state. An application for accreditation was submitted in April, a site visit will occur in June, and results should be available sometime in the fall. If the process is successful, the first set of students will be admitted in Fall of 2013.

The Robinson-Edley report regarding the response to campus protests has been publicly posted and comments are sought from faculty, staff, students, and the public at large by June 8th. Chancellor White noted that the report was intended to be a prospective plan for the system. The report contains fifty recommendations surrounding nine themes. In the summer and fall substantive discussions around policy on how to respond to protests will occur based on these guidelines. UCR has a large task force that will hold an open meeting on June 4, 2012 in HUB 355 from 1:30pm to 3:30pm to discuss this report and a set of principles to guide protest response at UCR.

Chancellor White closed by adding a few comments regarding the status of the 2012-13 general funds budget. At a glance the budget looks difficult and uncertain. Even with new funding and a possible six percent increase in tuition, the budget is deficient. UCR will feel the effects of a seven or eight million dollar shortfall along with unfunded mandates, including academic merit increases and increases to both health insurance and pension costs. Overall UCR will experience another tight year. Several decisions must await the results of the November ballot. If the Governor’s tax initiative fails, UCR will see a substantial mid-year cut. The cut to the system overall will be $250 million. If the ballot passes, UCR will neither receive any funds nor expect an
additional cut in funds.

Chancellor White continued by presenting Assistant Professor David Kisailus of Chemical/Environmental Engineering and Professor Dimitrios Morikis of Bioengineering the Chancellor’s Awards for Excellence in Undergraduate Research and Creative Achievement.

**ANNOUNCEMENTS BY THE EXECUTIVE VICE CHANCELLOR AND PROVOST:** There were no announcements by the Executive Vice Chancellor and Provost.

**ANNOUNCEMENT BY THE SECRETARY-PARLIAMENTARIAN:** Professor D. Ozer, Secretary-Parliamentarian, announced that the election report could be found on page 3 of the full agenda.

For the position of Chair of the Riverside Division, a single nomination was received for Professor Jose Wudka to serve a two-year term beginning September 1, 2012 through August 31, 2014. The Secretary Parliamentarian was instructed to cast a single ballot for the nominee.

For the position of Vice Chair of the Riverside Division, a single nomination was received for Professor Martin Johnson to serve a one-year term beginning September 1, 2012 through August 31, 2013. The Secretary Parliamentarian was instructed to cast a single ballot for the nominee.

For the position of Representative to the Assembly, the report shows that Professor Bahram Mobasher was elected to serve a two-year term beginning September 1, 2012 through August 31, 2014.

**ANNOUNCEMENTS BY THE CHAIR:** Chair M. Gauvain provided updates concerning the Senate on campus and Systemwide regarding the outstanding issues of rebenching. The president assembled a task force to review the rebenching proposal issued from the Academic Council the previous year and to discuss further methods of equalizing the per student capita payment to each campus as a means of addressing and correcting historical inequities in the allocation of state funds across the campuses in the system. Although the task force agreed with Senate recommendations by concluding that allocations across the campus should be equitable, the Task Force has yet to reach agreement on several other critical issues including enrollment management, penalties for overenrolling non-resident students, weights for different students, aspirational level targets for the campuses for Ph.D. enrollments, and off-the-top items, that is how much money to allocate for such items before distributing the remaining funds to the campuses. Off-the-top expenses include AES and the Observatories, both of which affect our campus’s overall state support. Rebenching is critical to future of university and the Academic Council is alarmed by the slow pace in producing a final Rebenching Task Force report and the Council does not yet know whether this report will be sent out for systemwide review. The Council has sent a letter to President Yudof expressing these concerns. The Chair concluded by stressing that shared governance was and continues to be a critical component of the UC and, specifically of the rebenching process. Council and many systemwide committees, especially UCPB, have played vital roles in this process, and as the university continues to protect itself and advance in these troubled times, shared governance is
more important than ever. The Chair concluded by recognizing and thanking the Senate staff and the faculty
who have contributed to the Senate, especially committee chairs, over her two years of service, which
concludes in August 2012.

SPECIAL ORDERS: The Consent Calendar was adopted with unanimous consent.

REPORT OF THE REPRESENTATIVE TO THE ASSEMBLY: Professor M. Gauvain announced that the minutes of
February 15, 2012 meeting of the Assembly of the Academic Senate could be found on page 164 of the full
agenda.

REPORTS OF SPECIAL COMMITTEES: There were no reports of special committees.

REPORTS OF STANDING COMMITTEES AND FACULTIES

A. Professor Harry Green, Chair of the Committee on Distinguished Campus Service, presented and moved
adoption of the nominations of Professor Anthony Norman, Department of Biochemistry, and Professor
Dan Hare, Department of Entomology for this honor. The extensive contributions of these dedicated
campus citizens are summarized in the report of the Committee found on page 170 of the full agenda. The
motion was unanimously adopted by a round of applause. Congratulations were extended to Professors
Norman and Hare.

B. Professor Jodie Holt, member of the Committee on Distinguished Teaching, presented and moved
adoption of the nominations of Associate Professor Leonard Mueller, Department of Chemistry, and
Associate Professor Morris Maduro, Department of Biology as the recipients of this year’s Distinguished
Teaching Award. The Committee’s report can be found on page 171 of the full agenda. The motion was
unanimously approved by a round of applause. Congratulations were extended to Professors Mueller and
Maduro.

C. Professor David Reznick, former recipient and member of the Faculty Research Lecturer Committee,
presented and moved adoption of the nomination of Professor John Fischer, Department of Philosophy as
the recipient of the Faculty Research Lecturer Award for 2011-2012. The Committee’s report can be found
on page 172 of the full agenda. The motion was unanimously approved by a round of applause.
Congratulations were extended to Professor Fischer.

D. Professor Timothy Close, Chair of the Committee on Charges, presented and moved adoption of the
proposed changes to Bylaws 8.7.3.4 & 8.7.4 found on page 173 of the full agenda. The motion was
unanimously adopted.

E. Professor Timothy Close, Chair of the Committee on Charges, presented and moved adoption of the
proposed changes Appendix 5 – Policies on Faculty Conduct and the Administration of Discipline found on
page 175 of the full agenda. The motion was unanimously adopted.

F. Professor Martin Johnson, Chair of the Committee on Educational Policy, presented and moved adoption of the proposed changes to Appendix 6 to the Bylaws and Regulations of the Riverside Division of the University of California Academic Senate found on page 186 of the full agenda. The motion was unanimously adopted after a brief discussion of concerns regarding the differences in the undergraduate and graduate processes laid out within the policy.

G. Professor Umar Mohideen, Chair of the Committee on Planning and Budget, presented and moved adoption of the proposed changes to Bylaw 8.18.1 found on page 221 of the full agenda. The motion was unanimously adopted.

H. Professor Kenneth Barish, Chair of Graduate Council, presented and moved adoption of the proposal for a Ph.D. Degree in the Art History found on page 222 of the full agenda. The motion was unanimously adopted.

I. Professor Kevin Esterling, Chair of Executive Committee of the College of Humanities, Arts, and Social Sciences, presented and moved adoption of the proposed new Southeast Asian Minor found on page 401 of the full agenda. The motion was unanimously adopted.

J. Professor Kevin Esterling, Chair of Executive Committee of the College of Humanities, Arts, and Social Sciences, presented and moved adoption of the proposed new Middle East and Islamic Studies Major found on page 428 of the full agenda. The motion was unanimously adopted.

K. Professor Ameae Walker, Vice Chair and member of the Executive Council, presented and moved adoption of the endorsement of the naming of the Nano Electrochemical System Laboratory (NESL) located on the third floor of the Bourns College of Engineering: Innovation Economy Corporation which can be found on page 442 of the full agenda. The motion was unanimously adopted.

L. Professor Ameae Walker, Vice Chair and member of the Executive Council, presented and moved adoption of the endorsement of the naming of the newly renovated track facility: UC Riverside Track Facility which can be found on page 451 of the full agenda. The motion was unanimously adopted.

M. Professor Kenneth Barish, Chair of Graduate Council, presented and moved adoption of the proposal for a new five-year Computer-Engineering BS + Computer-Science MS Program found on page 455 of the full agenda. The motion was unanimously adopted.

New Business

There being no further business, the meeting adjourned at 3:05 p.m.
ATTEST:

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

Genie Mulari
Recording Secretary
To be received and placed on file:

**2012-2013 Election Report**

1. **RIVERSIDE DIVISION**

   **Vice Chair of the Riverside Division** (1 year unexpired term)

   Professor Bronwyn Leebaw, Department of Political Science, was appointed by the Committee on Committees, as a replacement for the previously elected Martin Johnson.

   **Representative to the Assembly** (1 year unexpired term term)

   Two valid nominations were received:
   
   Professor Emeritus R. A. Luben, Division of Biomedical Sciences
   Professor Emeritus A. W. Norman, Department of Biochemistry

   An election was held and the results of the balloting are as follows:
   
   Professor Emeritus R. A. Luben  **56 votes**
   Professor Emeritus A. W. Norman  24 votes

   *Professor Emeritus Luben has been elected to serve as Assembly Representative of the Riverside Division for a 1 year unexpired term, effective September 1, 2012. The results of this election have been posted on the Academic Senate Website.

2. **BOURNS COLLEGE OF ENGINEERING**

   At the Faculty Meeting of the College of Engineering on June 6, 2012, the Secretary was instructed to cast a single ballot for the following nominees who were approved for membership on the College Executive Committee for 2012-2013:

   Department of Chemical and Environmental Engineering, 3 year term - Professor Jianzhong Wu
   Department of Electrical Engineering, 3 year term - Professor Sheldon Tan
   Department of Mechanical Engineering, 3 year term - Professor Guanshui Xu
   Committee on Committee Representative, 3 year term - Professor Alexander Balandin

3. **COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES**

   **Chair of the Faculty** (1 year unexpired term beginning September 1, 2012)

   Two valid nominations received:
   
   Professor Ben Bishin – Department of Political Science
   Professor Jennifer Hughes – Department of Religious Studies
The results of the recent election for the one year unexpired term of Chair of the CHASS Executive Committee are as follows:

- Professor Jennifer Hughes, Department of Religious Studies  **36 votes** *
- Professor Ben Bishin, Department of Political Science  24 votes

*Professor Jennifer Hughes has been elected to serve as Chair of the CHASS Executive Committee for a 1 year unexpired term effective September 1, 2012. The results of this election have been posted on the Academic Senate Website.

One member of the CHASS Executive Committee (1 year unexpired term) Chosen from among the Departments of Art History, Comparative Literature & Foreign Languages, English, Hispanic Studies, Philosophy, and Religious Studies

No valid nominations were received; Member to be nominated at Faculty Meeting.

At the Faculty Meeting of the College of Humanities, Arts, and Social Sciences on May 23, 2012, the Secretary was instructed to cast a single ballot for the following nominees who were approved for membership on the College Executive Committee for 2012-2013:

- Economics    Taradas Bandyopadhyay (2 year term)
- Music        Leonora Saavedra (2 year term)
- Psychology   Chandra Reynolds (2 year term)
- Sociology    Jan Stets (2 year term)
- Women’s Studies Tamara Ho (2 year term)

Committee on Committees:

- Economics    Gloria Gonzalez-Rivera (3 year term)
- Ethnic Studies Jodi S. Kim (3 year term)

4. **SCHOOL OF BUSINESS ADMINISTRATION**

At the Faculty Meeting of the College of Engineering on October 5, 2012, the Secretary was instructed to cast a single ballot for the following nominee who was approved for membership on the School of Business Administration Executive Committee for 2012-2013:

- Professor Jorge Silva-Risso – Area of  Marketing (1 year unexpired term)
Anastasius C. Bandy  
Professor Emeritus of Classics  
UC Riverside  
1921 - 2012

Professor Bandy set out to be a Greek Orthodox priest. At Holy Cross Greek Orthodox Theological School in Pomfret, CT, 1940-45, he earned a certificate in theology and Greek, a dual achievement that was to mark his career. Returning to his native Philadelphia, he was ordained a presbyter in 1945, and six years later earned a B.A. in philosophy at what is now La Salle University. In 1954 he took an M.A. in Greek from the University of Pennsylvania, where he continued toward a Ph.D.

His surviving wife, Anastasia, noted that along with his academic pursuits, Anastasius, Tas to his friends, became a parish priest at Philadelphia’s Antiochian Church of St. George in 1951. That service ended in 1958 when the classicist/priest won a Fulbright scholarship to the American School of Classical Studies in Athens. Tas started up the academic ladder at UCR as Acting Instructor in Classics in 1959. Two years later, after Penn granted him a doctorate in both Greek and Latin, he became an assistant professor at Riverside, where Anastasia earned a B.A and M.A. in French. The monograph for which he was best known in the field of Classical studies is The Greek Inscriptions of Crete (Athens: 1970-74), preceded by an article on “The Early Christian Inscriptions of Crete,” in Hesperia: The Journal of the American School of Classical Studies at Athens, vol. 32, 1963. Subsequent publications can be found in the same journal, in Transactions and Proceedings of the American Philological Association, The Classical Review, and The Classical World. As a result of his scholarship, professor Bandy belonged to the national French honor society, Pi Delta Phi and its German counterpart, Delta Phi Alpha.

In 1966-67, Tas received a UC Humanities Institute Award plus an American Philosophical Society research grant to support his work on sabbatical leave. Returning, he served as Acting Chair of Classics for a year, actual chair, 1968-1971, left campus again in 1971-72 as a Dumbarton Oaks Visiting Fellow, to come back as full professor in 1972. Retiring in 1981, he finished his magnum opus on Joannes Laurentius Lydus, a mid-sixth-century administrator under Emperor Justinian. The Magistracies of the Roman State, Philadelphia, 1983, published by the American Philosophical Society, contains an introduction, critical text, translation, commentary, with English and Greek indices. His Byzantine focus helps explain why, when asked a question about Homer by an author of this memorial, Tas replied with a chuckle, “That’s not my field.”

Following the publication of John Lydus or John the Lydian, the author’s other name, Tas combined his priestly and academic sides by ordination as a protopresbyter in 1984 and, from that year through 1990, was a classics lecturer.
at Villanova University. Following his death from pneumonia, his funeral took place in the same church he started serving over half a century ago, now named St. George Greek Orthodox Cathedral. Yet his autobiographical notes record that professor/Father Anastasius C. Bandy spent most of his academic career at the University of California, Riverside.

Submitted by Professor Thomas Scanlon, Professor of Comparative Literatures and Foreign Languages; Derickson Brinkerhoff, Professor Emeritus, Art History; and Douglas Parrott, Professor Emeritus, Religious Studies.
John Marcellus Steadman III was born in Spartanburg, South Carolina, on November 25, 1918. He took undergraduate and graduate degrees from Emory University, and, in 1949, a Ph.D. from Princeton. In World War II, serving as Captain in the U.S. Army Air Force, he was charged with interrogating prisoners of war; and in the Korean War, he served as Captain in the U.S. Army. During the latter conflict, he developed an interest in Asian philosophy, which led to one of his many books, *The Myth of Asia: A Refutation of Stereotypes of Asian Religion, Philosophy, Art and Politics* (1969), which receives favorable commentary to this day. As David Warren, Executive Vice Chancellor at UCR wrote, with this book Professor Steadman became “and remains, a visionary and pioneer in the area of multicultural studies.”

After teaching at Georgia Institute of Technology and the University of North Carolina, Professor Steadman, whose reputation as a Milton scholar had by then drawn international attention, joined the research staff as Senior Research Fellow at the Henry E. Huntington Library, a post which he held with distinction for many decades. In 1966, he joined the Department of English at UCR, where, along with noted Spenserian Kathleen Williams and distinguished Shakespearean William Elton, his notable work on Milton put Renaissance studies at UCR on the map. Dividing his time between UCR and the Huntington Library, Professor Steadman enjoyed very productive years, producing many dozens of scholarly articles and an admirable array of books on Renaissance topics, including John Milton. His accomplishments as a scholar gained many honors, including honorary degrees from St. Bonaventure University and Emory University, visiting distinguished professorship at City University of New York, a Senior Fellowship from the Guggenheim Foundation, and (the highest honor that the UCR Academic Senate can award) Faculty Research Lecturer. He also found time to write and publish several volumes of poetry.

Professor Steadman had many distinguished friends, including Hallett Smith, James Thorpe, Allan Nevins, and A.L. Rowse. He will be remembered not only for his splendid scholarship, but for the wit that he displayed on those storied walks after lunch at the Huntington Library. His spirited political exchanges with the inimitable Tory from All Soul’s College, A.L. Rowse (whom Professor Steadman affectionately called “Leslie,” and who, in turn, called his Miltonic opponent “Marcellus”), have become part of the history of the Huntington Library. Professor Steadman brought the bowls from England for the lawn-bowling matches that often followed the walks at the Huntington; the game, at which Professor Steadman excelled, was played on a pitch where the hallway to the new Munger Research Center now stands. Professor Steadman was among
the greatest Milton scholars of his time. He published too many books and essays on Milton and the Renaissance to summarize here, but his first book, *Milton and the Renaissance Hero*, is, after three decades, elucidated how completely Milton turned the epic into a new form with aims entirely different from his ancient models. This monumental achievement was shortly followed by *Milton’s Epic Characters: Image and Idol*. Even outside of Renaissance studies, his influence is still felt. His early book *Disembodied Laughter* remains the starting point for studies of the structure of Chaucer’s masterpiece, *Troilus and Criseyde*. As Professor Emeritus Paul Sellin (UCLA) writes, Professor Steadman’s notes, which are now housed in the Henry E. Huntington Library, have had a major influence on the Milton *Variorum*. Professor John Ganim, Chair of the Department of English, observed in 2000, “Although steeped in classical references and arcane allusions, the precision and clarity of his articles and books have rendered them an important resource for a younger generation of scholars whose own work would be impossible without Professor Steadman’s groundbreaking.”

Without doubt, Professor John Marcellus Steadman will be numbered among the great Renaissance scholars of his time, ranking with such monumental figures as William Riley Parker and Merritt Hughes (whose work he, in fact, helped to preserve). But he will be remembered, too, as a teacher and a gentleman of extraordinary graciousness and generosity. He was kind to his students, guiding them not only in their studies at UCR, but afterwards as well.

One student, now a professor at Pepperdine University, claims that his entire academic career, which focuses largely on science fiction, has developed along lines suggested by Professor Steadman’s seminars on Milton and Renaissance literature.

Professor Steadman’s work on Renaissance literature, Milton in particular, helped shape an entire generation of scholars. He wrote on epic structure and theory, on biblical and classical imagery, on poetics, on stylistics, and many other topics of importance to an understanding of the Renaissance.

Submitted by Professors Stanley Stewart and John Ganim of the UCR English Department.
To be received and placed on file:

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

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

CAP met on 40 occasions during the 2011-12 academic year. Meetings were approximately 3 hours in length. CAP again is appreciative of the efforts of staff and faculty alike for their efforts in the academic personnel review process.

The 2011-12 academic year proved to be one of the most successful to date. By the final May submission date in the CAL, all expected actions were received. CAP attributes this success to strict adherence to the deadlines set forth in the CALL and to the effort by all involved in the personnel review process.

I. Personnel Actions

a. Summary of Reviews
CAP reviewed 269 personnel actions during 2011-12 and sustained an average turn-around time of 21 days from the time a file is received at CAP from the Academic Personnel Office to the time the CAP recommendation is forwarded to the administration. CAP begins counting its period of review from the point a file is received in the Senate to the time the CAP minute is forwarded to the Academic Personnel Office. Committee work during this period includes (a) receipt of the file in the Academic Senate Office by the Principal Analyst, who reviews the file to assure that it is complete for CAP review; (b) assigning of primary and secondary readers to each file by the CAP Chair, who serves as the third reader; (c) announcement to all CAP members that the file is available for their review online; (d) thorough review of the file by the
assigned readers in preparation for discussion by the full committee at the next CAP meeting; (e) presentation of the file and discussion/vote by the full committee; (f) preparation of the draft CAP recommendation by the primary and secondary readers; (g) review and signature by the CAP Chair, who forwards the CAP report to the Principal Analyst to be finalized and forwarded to the Academic Personnel Office.

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

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

- Of the 170 merit actions reviewed by CAP, CAP endorsed 150. The final decision of the Chancellor's office over-ruled CAP's recommendation in 14 instances.
- Of the 38 promotions to Associate Professor or Professor, CAP supported 34. The Chancellor's office overruled CAP's recommendation in 3 cases.
- Of the 15 advancements to Professor Step VI or to Professor Above-Scale, CAP supported 13. The Chancellor's office and CAP agreed on all cases.
- Of the 23 appraisals, the Chancellor's office and CAP disagreed in 3 cases.
- CAP and the Administration agreed on supporting all 7 of the proposed new appointments.
- CAP and the administration agreed on supporting all 7 reappointment requests.
- CAP and the administration agreed on the 1 career review processed. The career review resulted in a promotion with a one-step advancement.
- CAP reviewed 8 Quinquennials, one of which resulted in an overrule of the CAP recommendation.

A detailed table summary of CAP's personnel reviews merits, promotions, advancements, appraisals, appointments, career reviews, and quinquennial reviews, is appended.

b. Follow up to the cases listed as pending in the 10-11 CAP Report
Of the 29 promotion to Associate Professor reviews, 1 was noted as pending. This case was finalized and resulted in a terminal year appointment.

c. Ad hoc Committees
The Committee on Academic Personnel continued to act as its own ad hoc for all promotion to tenure and Advancement to Above-Scale cases, a process which results in early decisions for the majority of these promotion cases. During the 11-12 review year, CAP utilized an ad hoc committee for 1 advancement to Above-Scale case. CAP and the ad hoc agreed on the final recommendation.

d. Shadow CAP
To avoid conflict of interest, the personnel actions for current CAP members and their spouses/partners are reviewed by Shadow CAP, a 5 or 6-person committee appointed by the Committee on Committees from a pool of former CAP members from the previous five years. During 2011-12, Shadow CAP reviewed 7 cases. The 2011-12
Shadow CAP members were the following:

Chair, Subir Ghosh  
Marek Chrobak  
Ray Kea  
Albert Page  
John Trumble  
Raymond Williams

e. Assistant Professor Appointments
In January 2008, final decisions for appointments to Assistant Professor Step I-III were delegated to the deans. CAP continues to support the delegation. The 2012-2013 CAP will conduct a post-appointment audit of all 10-11 and 11-12 Dean’s level hires.

f. eFile
CAP expressed overall support for the move to eFile, while supporting individual faculty choice about whether to use eFile or paper files for preparing their files. CAP reviewed 210 of its 269 cases via the eFile system (78%). This compares to the 190 of 280 eFiles reviewed in 2010-11 (68%).

g. Other Personnel Actions (not included in the total number of files reviewed by CAP)
- **Dickson Emeritus Professorship**: CAP reviewed and endorsed the nomination of the 2011-12 recipients of the Dickson Emeritus Professorship, sent forward by the Committee on Faculty Welfare.
- **Emerita/us titles**: CAP reviewed and provided feedback to the administration on the use of Emerita/us titles for one non-Senate faculty.
- **Retention**: CAP reviewed one pre-emptive retention file
- **Professor of the Graduate Division appointments**: CAP reviewed 6 files for appointment as Professor of the Graduate Division. All appointments were approved

II. CAP Discussions with and Policy Recommendations to the Administration

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

a. Revisions to the CALL
During the previous year, CAP prepared a detailed report to the Vice Provost for Academic Personnel with recommendations about revisions to the CALL. Because of that effort revisions to the current CALL were nominal and mostly in the form of editorial corrections. CAP however did agree with new acceleration language added to the CALL.
b. **CAP Review of Proposed Department Chair Appointments**
CAP reviewed the list of proposed department chair appointments for the 2011-2012 academic year and provided feedback to the EVC/P and the VPAP on the basis of (i) the candidate’s own rank and satisfactory progression through the academic personnel system, (ii) the candidate’s familiarity with the UC academic personnel system and ability to mentor departmental faculty on academic personnel matters, and (iii) the length of time already served in the role of department chair.

c. **Endowed Chair Appointments**
CAP reviewed and provided recommendations on appointments of the BCOE Winston Chung Endowed Professorship, the CHASS John Gleason McSweeny Chair, and the CHASS Tomas Rivera Chair.

d. **Administrative Appointments – other Appointment “pre-reads”**
As per campus administrative appointment procedures, CAP provided “pre-reads” on the professorial files for the short list of candidates for the position of Vice Chancellor. In addition, CAP provided a pre-read of several potential appointment files in order to help the department and/or college determine an appropriate rank/step to offer. Of these, one was a TOE and another was for a Professor of Clinical X.

e. **FTE Recommendations**
CAP provided a recommendation on the FTE transfers of 2 faculty. CAP also provided a recommendation on increasing the FTE for 2 faculty.

III. **CAP Advice to the Academic Senate**

a. **CAP Representation at Systemwide Senate and the Executive Council**
CAP continued its active participation on the systemwide University Committee on Academic Personnel. The 2011-12 CAP representative was Michael Pirrung. CAP Chair Clark represented the committee on the UCR Academic Senate’s Executive Council.

b. **CAP Review of Proposed Revisions to the Academic Personnel Manual and other personnel processes**
CAP was asked to review and comment on proposed revisions to the following APM sections:

- APM 035
- APM 135
- APM 190
- APM 200
- APM 205
- APM 210
- APM 668
- APM 670
CAP also reviewed and commented on the Report of the Joint Sente-Administrative Faculty Salaries Task Force, and the Salary Equity Study.

**c. Bylaw 55 delegations**

CAP continues to CALL on each department to confirm its Bylaw-55 delegations and departmental voting procedures. Departmental Bylaw-55 designations are collected each year through the end of October.

Finally, CAP thanks all who have contributed to the personnel process. The process works as well as it does only because of the hard work and dedication of all involved.

Respectfully submitted,

Walter Clark, Chair
Julia Bailey-Serres
Robin DiMatteo
Shou-Wei Ding
Jay Gan
Sarjeet Gill
George Haggerty
David Malueg
Ashok Mulchandani
Michael Pirrung
TABLE I: SUMMARY OF PROMOTIONS AND ADVANCEMENTS

PROMOTIONS TO ASSOCIATE PROFESSOR:
Total Proposed: 28
Total Approved: 26 1 off-cycle case is pending a final decision
Approval % 93%

<table>
<thead>
<tr>
<th>Department</th>
<th>Ad Hoc</th>
<th>Dean</th>
<th>CAP</th>
<th>Chancellor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Other</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>26</td>
<td>1</td>
<td>1</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

PROMOTIONS TO PROFESSOR:
Total Proposed: 10
Total Approved: 9
Approval % 90%

<table>
<thead>
<tr>
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<th>Ad Hoc</th>
<th>Dean</th>
<th>CAP</th>
<th>Chancellor</th>
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<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Other</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
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ADVANCEMENTS TO PROFESSOR VI & ABOVE-SCALE:
Total Proposed: 15
Total Approved: 13
Approval % 87%

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<th>Dean</th>
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<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: Ad hoc committees used on advancement to AS only, not to step VI.

Key to Abbreviations:
CAP = Committee on Academic Personnel
CHAN = Chancellor or Executive Vice Chancellor
SPLIT = CAP not clearly positive or negative
AHS= Recommended/Approved Step Higher than initially recommended by Department
AOS= Recommended/Approved OS salary in addition to merit advance recommended by Dept.
NOS= Recommended/Approved merit advance but not additional OS salary recommended by Dept.
ALS= Recommended/Approved Step Lower than initially recommended by Department
LOS= Recommended/Approved Step Lower than initially recommended by Department and an off-scale
### Table II: SUMMARY OF MERIT ACTIONS*

<table>
<thead>
<tr>
<th>Rank</th>
<th>Department</th>
<th>Dean</th>
<th>CAP</th>
<th>Chancellor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Other</td>
<td>Yes</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>39</td>
<td>5</td>
<td>1</td>
<td>37</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>43</td>
<td>1</td>
<td>0</td>
<td>39</td>
</tr>
<tr>
<td>Professor</td>
<td>66</td>
<td>1</td>
<td>1</td>
<td>55</td>
</tr>
<tr>
<td>within AS</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>LPSOE/SOE</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Merits: 161 7 2 143 16 11 126 19 1 0 1 6 6 11 125 23 0 1 6 6 9

*does not include advancement to VI or advancement to A/S

### Table III: SUMMARY OF APPOINTMENTS

<table>
<thead>
<tr>
<th>Rank</th>
<th>11-12 Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professors</td>
<td>1</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>1</td>
</tr>
<tr>
<td>Professors</td>
<td>1</td>
</tr>
<tr>
<td>LPSOE/LSOE/SOE</td>
<td>2</td>
</tr>
<tr>
<td>Clinical Professors</td>
<td>1</td>
</tr>
<tr>
<td>Professors in Residence</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Appointment Actions: 7

Key to Abbreviations:
- CAP = Committee on Academic Personnel
- CHAN = Chancellor or Executive Vice Chancellor
- SPLIT = CAP not clearly positive or negative
- AHS= Recommended/Approved Step Higher than initially recommended by Department
- AOS= Recommended/Approved OS salary in addition to merit advance recommended by Dept.
- NOS= Recommended/Approved merit advance but not additional OS salary recommended by Dept.
- ALS= Recommended/Approved Step Lower than initially recommended by Department
- LOS=Recommended/Approved Step Lower than initially recommended by Department and an off-scale
TABLE IV: MISCELLANEOUS ACTIONS

**Appraisals:**
Total Proposed: 23

<table>
<thead>
<tr>
<th>Decision</th>
<th>Positive</th>
<th>Qualified Positive</th>
<th>Negative</th>
<th>Ad hocs</th>
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<td>Fifth-year Appraisals</td>
<td>8</td>
<td>11</td>
<td>4</td>
<td>0</td>
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</table>

**Career Reviews:**
Total Proposed: 1
The result was a promotion to Full Professor, plus an advance of one step within the Full Professor Rank

**Assistant Professor Reappointments:**
Total Proposed: 7
All 7 cases of Assistant Professor Reappointment were approved

**Quinquennial Reviews**
Total Proposed: 8
Total Satisfactory: 8
Ad hocs: 0

**Total Merits & Promotions:** 223
**Total Appointments:** 7
**Total Misc. Actions:** 39
**TOTAL PERSONNEL ACTIONS** 269

Table V: SUMMARY OF OFF-SCALE SALARIES APPROVED BY CHANCELLOR (OR DESIGNEE)

New off-scale awards were distributed as below for each college or school.

<table>
<thead>
<tr>
<th>College/School</th>
<th>CAP merit based</th>
<th>Admin Merit Based</th>
<th>off-scale awarded in lieu of merit</th>
<th>Appointment</th>
<th>A/S Appointment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHASS</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>0</td>
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<tr>
<td>CNAS</td>
<td>3</td>
<td>1</td>
<td>6</td>
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<td>0</td>
</tr>
<tr>
<td>BCOE</td>
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<tr>
<td>SoBA</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>GSOE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SoM</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>9</td>
<td>1</td>
<td>12</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Total o/scales awarded = 25
To be received and placed on file:

During the 2011-2012 academic year, the Committee on Research (COR) met five times.

The Committee reviewed and readopted the prior year’s Conflict of Interest Statement.

COR’s primary activity was to administer intramural grant competitions. COR worked to clarify the wording of the Call for the intramural research grant programs it manages and to make the on-line application process clearer and less onerous.

COR was responsible for the pre-review of the Pac Rim grants submitted by UCR faculty, selecting the maximum permitted 8 grants for submission for systemwide review. COR re-adopted last year’s criteria and scoring mechanisms in reviewing 10 Pac Rim applications.

The committee discussed the Review of UC Observatories, a document circulated by Senate Chair Mary Gauvain that came from the systemwide Academic Senate. The committee discussed the Review and generally agreed with the Review’s sentiment that the UC Observatories generate excellent research and attract high quality faculty; however COR felt that the justification was weak in important areas. Specific areas where the committee felt important data were lacking were: the degree of OR faculty support, graduate and post-doctoral training, extramural funding, and the potential role of use charges.

COR reviewed and discussed the report of the joint Senate-Administration faculty salaries task force. In summary the committee found that, while the Taskforce made an interesting proposal to correct the current inadequacy of Faculty salaries, it is not clear that it inevitably improves the situation more effectively than a simple increment towards the Comp8 salary levels. The advantages and disadvantages of the new proposal relative to using the Comp8 still need to be clearly delimited. COR was concerned that setting salaries based primarily on hiring and retention (step 1 in the report) has potential problems, especially at the tenured ranks, and that the proposal will lead (in step 2) to the establishment of salary differences among the campuses, an outcome that represents a fundamental shift in University policy.

Research grant applications received in 2011-2012 for 2012-2013 funding included: 303 Omnibus (157 Travel Only and 146 Research and Travel), 47 COR, and 30 Regents.

The Omnibus Awards were funded to 283 faculty (147 Travel Only and 136 Research and Travel Awards). The total allocation was $354,415 ($166,640 Travel Only and $187,775 Research and Travel Awards). The maximum Travel Only award was $1,150 and the maximum Research and Travel Award was $1,650.

Committee on Research (COR) Fellowships were funded to 20 faculty. There were 5 $9,000 awards; 12 $7,500 awards; and 3 $4,500 awards for a total allocation of $148,500. 8 of these
were awarded to Associate Professors. COR Fellowships are intended to assist faculty to develop new research projects that could be funded extramurally. All tenured members of the Academic Senate are eligible.

Regents Faculty Fellowships and Faculty Development Awards were funded to 19 faculty. There were 5 $8,900 awards; 7 $4,000 awards; and 7 $3,500 awards for a total allocation of $97,000. All Assistant Professors are eligible for this award. The Vice Chancellor for Research graciously supplemented the Academic Senate Regents Fellowship budget of $67,015 by adding an additional $29,985 of funding from his own budget so that the Committee on Research was able to fund more Regents Fellowships.

Total Research funds awarded last year was $599,915. For reference, this amount represents a 29.5% reduction compared to the amount awarded just 4 years ago (2007-08) of $851,316.

The Riverside Division was represented on the University-wide Committee on Research Policy (UCORP) by Robert Clare, a member of COR. COR requested, through our representative, to be informed of non-confidential UCORP agenda items in advance so that they could be discussed by COR prior to UCORP meetings. This request has met with limited success.
Summary:

The campus is facing unprecedented budget reductions, an uncertain budget future and stricter compliance requirements, which have together caused extraordinary strains. It will take much discussion and thoughtful planning to minimize the impact of the reduced budget on our mission of teaching, research and community service. This year the Committee on Planning and Budget (CPB) met with all academic and major non-academic units except those that had a change in leadership during the academic year. In the latter category, were the new Deans from the College of Natural and Agricultural Sciences (CNAS), School of Business, and the Vice Chancellor for Research. Dean Baldwin of CNAS met with the committee to discuss the Agricultural Experimental Station and the Cooperative Extension. Dean Mitchell of the Graduate School of Education met with CPB to pass on his knowledge of the campus budget acquired as head of a special senate budget task force in 2010-11. The reports of the discussion with each unit are attached.

The attached recommendation summary of the committee is based on common themes that emerged from the above discussions. The summary of recommendations has been submitted to the Chancellor. Individual reports of each unit with additional recommendations are included.
Acknowledgements

The Committee on Planning and Budget (CPB) would like to thank Chancellor White, EVC Rabenstein, VC Bolar, Dean’s Abbaschian, Baldwin, Childers, Cullenberg, Mitchell, Olds and VP Brint for meeting and sharing budget information with the committee. Many others are also thanked in the individual reports. In particular, CPB would like to thank AVC Matthew Hull for his extraordinary willingness to explain, discuss and share campus budget information.
Table of Contents

1. UCR Budget Overview & Budget Primer
2. Summary of Recommendations to the Chancellor
4. Report on the Agricultural Experimental Station & Cooperative Extension
5. Report on the Bournes School of Engineering
6. Report on the College of Humanities & Social Sciences
7. Report on the Office of the Executive Vice Chancellor
9. Report on the School of Medicine
10. Report on the Office of Student Services
11. Report on the Office of Undergraduate Education
Budget Overview & Primer

**Budget & Comparison:** The basic parameters of the campus budget comparing Fall 2008 (pre-recession) to Fall 2011 are given in the table below. For the 11-12 AY the state cut an additional $650M from UCs base. Midyear another $100M was cut. The 11-12 AY UC budget is below 1998, when UC had 75,000 fewer students. For the first time in UC history, system wide, student tuition will be more than state general funding this year.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>State General Funds</td>
<td>$220M</td>
<td>$154M</td>
</tr>
<tr>
<td>UC General Funds</td>
<td>$14M</td>
<td>$20M</td>
</tr>
<tr>
<td>Tuition &amp; Fees</td>
<td>$57M</td>
<td>$117M</td>
</tr>
<tr>
<td><strong>Total State Funds &amp; Tuition</strong></td>
<td><strong>$291M</strong></td>
<td><strong>$291M</strong></td>
</tr>
<tr>
<td>UG Enrollment</td>
<td>15708</td>
<td>18523</td>
</tr>
<tr>
<td>Grad Enrollment</td>
<td>2371</td>
<td>2433</td>
</tr>
<tr>
<td>Ladder Rank Faculty (Payroll)*</td>
<td>588.2</td>
<td>559.4</td>
</tr>
<tr>
<td>Total Instruction &amp; Research Faculty FTE</td>
<td>740</td>
<td>732</td>
</tr>
<tr>
<td>Filled Instruction &amp; Research Faculty FTE</td>
<td>620</td>
<td>596</td>
</tr>
<tr>
<td>Total Organized Research Faculty FTE</td>
<td>117</td>
<td>117</td>
</tr>
<tr>
<td>Filled Organized Research FTE</td>
<td>74</td>
<td>75</td>
</tr>
<tr>
<td>Staff FTE</td>
<td>2512</td>
<td>2448**</td>
</tr>
<tr>
<td>Contracts &amp; Grants</td>
<td>$104.2M</td>
<td>$115.5M</td>
</tr>
</tbody>
</table>

*Payroll is used as it does not include faculty serving administrative functions. FTE stands for Full Time Equivalent and is a count of full time positions allocated.

**Possibly underestimated by 100. Source: Chancellor's Town Hall Meeting.

**Budget Fund Sources:** State General Funds and Tuition and fees are self explanatory. UC General funds have primarily two sources: (i) The fraction (about 35%) of the indirect cost recovery (ICR) on extramural grants, and (ii) Non resident tuition. More information on ICR fractional allocation is provided below.

**Budget Cuts:** In the 2011-12 AY, the UC system got an effective budget cut of $650M, of which the UCR fraction was $47.5M. In addition, UCOP paid for another $100M in cuts during the year, of which $90M has been reimbursed in the last budget, leaving $10M to be accommodated in the campuses in the following year. In 2012-13, the campus will also have to cover a 3% salary increase ($3.3M) to all faculty and non-represented staff, faculty merits, mandatory union salary increases, an additional 5.7% employer contribution to the UC Retirement Program ($10.1M), and absorb the increased tuition for TAs, increased employee benefit costs, and increased costs of utilities. These add up to a total cost of nearly $20M. If the Governor's tax initiative does not pass in the November ballot the UC system is projected to get an additional $250M cut. This might be slightly alleviated if the Regents allow a tuition increase in compensation, the exact size of which will not
determined until after the ballot results are clear. The governor's budget also has a “tuition buyout” proposal which is harmful to UC. In this buyout proposal the state will provide $125M in 2013-14, if UC does not raise tuition in 2012-13. If UC agrees to this, it will be impossible to meet our budget goals in the 2012-13 and the 2013-14 AY as from projections both years need at least a 6% tuition increase and as well as a 6-8% increase in state funds.

Allocation of State General Funds from UC-Office of President (UCOP): The division of state general funds from UCOP has evolved over the decades into a cumbersome and presently opaque model. Below is a summary of our best understanding of how it worked. The formula had to be adjusted every year primarily only for increases in enrollment i.e. increased enrollment funded from the increase in state revenue only. Previously enrolled students were funded at their old funding levels e.g. enrollment targets of 1970 were funded at inflation adjusted 1970 numbers. These adjustments from increased enrollment thus depended on the vagaries of the state funding. In addition, well meaning adhoc factors based on campus special needs were periodically input into the formula. As state funding has decreased, the student to faculty, staff to student and TA to student ratios have been adjusted to further complicate the formula. All together, these factors have made the formula unwieldy. A state audit of the UC Budget 2005-10 completed in July 2011 noted gross inequities between campuses (they noted by their calculation that a UCLA student received $19K whereas one at UCSB received only $12K) and recommended that UCOP equalize funding on a per student basis between the campuses. In the interest of transparency and equalizing state funding, UCOP has adopted two major modifications to its campus funding. One that has been implemented in 2011-12 is called “Funding Streams” and the next to be implemented in 2012-13 is called “Rebenching”. They are both explained below.

Funding Streams & UCR: Starting in 2011-12, all campuses are funded directly through a model called “Funding Streams.” It is based on the principle that individual campuses would retain all the revenues they generate and UCOP would be funded by a tax on all campus expenditures. In this model UCOP directly transmits all state funds to the campuses based on past fractional allocations. UCR’s fraction amounts to 7.3% of the total state funds. UCOP’s operations are funded by a 1.53% tax levied on all campus revenues. While in theory this should be cost neutral to the campuses (UCOP gives all the monies to the campuses and then takes back its operating expenses as a tax), in reality it is a cut, as the 1.53% tax will end up costing the campuses an additional $55M compared to last year. Note that the UC health science units (hospitals) are the largest source of revenue UC wide. Of much importance to UCR is that the Cooperative Extension of the Agricultural and Natural Resources is funded through the funding streams tax. Some campuses are not happy with what they perceive is a subsidizing of the agricultural mission of the system by the hospitals. It is also important to emphasize that UCOP has undertaken cuts and continues to do so during the recession, for e.g. $14M cut each is projected for the 12-13 and 13-14 AYs.

Rebenching & UCR: This is the second stage of budget reform to be implemented in 2012-13. As discussed above, its goal is to remove historical funding inequities (UCLA with highest and UCSB with lowest) and equalize per student funding across all 10 campuses. In
this model, PhD students will be weighted by 2.5 times an undergraduate and the graduate student population will be capped at 12% of UG enrollment for the higher weighting. Health Science students will be weighted by factor of 5. Only CA residents among the UG are counted. All graduate students regardless of residency are counted. Under rebenching, the funding per undergraduate student would be $6413. UCSF and UCM are not included in the model due to their unique circumstance of being only a medical school in the former and a new campus in the latter. Two factors are of particular interest to UCR: (i) UCR is not a big winner in this funding model—it presently gets $6312 per UG and will go to $6413 per UG in this weighted scheme. The best gainer is UCSB, which now gets only $4987 per UG in the weighted scheme. On the other end of the spectrum are UCLA ($9867 per UG) and UCD ($8414). (ii) The Agricultural Experimental Station funding will be taken off the top, i.e. it will be appropriated and sent to the campuses and only the remainder of state funding divided on a per student basis. The redistribution and timescale for rebenching are contingent on new state funds to UC. An open issue left to be negotiated is the enrollment target which will in turn determine the campus funding.

**Over-enrolled Students & UCR:** These are students who are not counted in the per student state funding as they exceed the enrollment target assigned by UCOP. All campuses have overenrolled students with estimates (strangely real numbers depend on criteria applied!) ranging from 15K to 35K in the 10 campuses. The smaller campuses (UCR, UCSC) in particular find the tuition revenue from the overenrolled students critical to balancing the budget cuts. This will become more important as tuition fees exceed state funding per student in coming years. In the case of UCR, the 2700 over enrolled students contributed $13M net of financial aid. In comparison, UCSC had 1455, UCD 2140 and UCB 1530 over-enrolled students respectively.

**Faculty Salary Allocation, Filled and Unfilled Full Time Equivalent’s (FTE):** The faculty salaries on campus are dealt with in a complicated manner. In old state funding allocation models prior to Funding Streams, faculty FTE were allocated on a 18.7 students to one faculty FTE ratio. The ratio changed over the years with the latest one set in 1999 and has little relevance to the present funding models in the new constrained budget era. These FTEs were assigned at the Asst. Professor III salary of $53.8K. For hires above Assistant Professor III, 2/3 of salaries are covered by the Dean’s and 1/3 by the Chancellor. Note that the Deans keep 2/3rds of the difference in downgrades from Asst. III resulting from retirements, separations etc to use as a source to fund the upgrades. All merits and promotions are covered by the Chancellor. The academic units have been allocated 732 Instruction & Research (IR) faculty FTEs and 117 Organized Research (OR) faculty FTEs. OR positions are for those involved in agricultural research (please see corresponding report). Of the IR faculty FTE, 596 are filled (note that some are used for administration but counted as faculty allocation and can be distinguished only through payroll data as in table above). The Deans hold unfilled faculty positions (at Asst. III of $53.8K each), which can only be used for instructional support (TAs, lecturers) and faculty recruitment costs.

**Extramural Grant Indirect Cost Recovery (ICR) Allocation on Campus:** UCR received a total of $17.3M in ICR last year. Of this, $13.8M was from Federal and $3.5M from Private/Local government extramural support. In the broadest terms 37% of the ICR is sent to Dean’s of the colleges and 63% is used to fund the rest of the campus. In reality, the
ICR is sliced and diced many ways based on rules prior to implementation of funding streams. 35% of the total (44% of Federal) goes to UC general fund for campus use (please see table above), 10.65% of the total (19.9% of the Federal) is given to support the Office of Research, 6.6% of total is the UCOP assessment, 5.3% is retained by Chancellor and 4% is used for insurance and communication fees. The Dean’s of the colleges use the ICR for initial complements of new faculty. Parenthetically we note that even though the nominal ICR rate is 52.3%, the real rate for the campus is 26% and varies slightly between the colleges.

**Conclusion of Overview & Primer:** UC, like all state funded institutions, finds itself in a very challenging budget environment. On a positive note, the 12-13 CA state budget restores $90M of the $100M midyear 11-12 AY cuts to UC. Other cuts of $650M remain in place. We also view the state “tuition buyout” in the 13-14 AY as a positive development, but because the increase in state funds requires that tuition not be raised in AY12-13, we will still face a significant budget shortfall in the coming year. In addition, the committee is concerned about the consequences to UC should the Governor’s November ballot initiative fail, as the budget depends on the success of this initiative. In our review, we found that much care and consideration is being given, both at UCOP and on our campus, to preserving the academic mission under the present difficult budget circumstances. The committee comes away with the conclusion that the UC budget allocation to the campuses is very much a work in progress, with past methods of allocation being very opaque and unequal. The UCR campus budgeting process also lacks the transparency that other sister campuses such as UCSC have achieved (please see accompanying report and summary of recommendations). We are very hopeful that the Chancellor and the EVC are committed to achieving the necessary transparency. Many other recommendations are also part of the accompanying summary of recommendations and the reports on the individual units.
The campus is facing unprecedented budget reductions, an uncertain budget future and stricter compliance requirements, which have together caused extraordinary strains. It will take much discussion and thoughtful planning to minimize the impact of the reduced budget on our mission of teaching, research and community service. This year the Committee on Planning and Budget (CPB) met with all academic and major non-academic units except those that had a change in leadership during the academic year. In the latter category, were the new Deans from the College of Natural and Agricultural Sciences (CNAS), School of Business, and the Vice Chancellor for Research. Dean Baldwin of CNAS met with the committee to discuss the Agricultural Experimental Station (AES) and the Cooperative Extension (CE). Dean Mitchell of the Graduate School of Education met with CPB to pass on his knowledge of the campus budget acquired as head of a special senate budget task force in 2010-11. The reports of the discussion with each unit are attached.

The **recommendation summary** of the committee is based on common themes that emerged from the above discussions. We recommend that:

1. There is an acute need for a formal budget process, i.e. annual discussion with the heads of units to determine budget allocations. For the academic units, a formula-based per student funding model, especially for over-enrolled students, would be extremely helpful to the Deans and academic departments in their planning. A good model would be the well delineated budget processes at UCSC or UCD. In discussions, UCSC emerged as an example to follow in budget transparency. UCSC has a well developed website for budget allocation and dissemination of budget information. It would be very useful for UCR to have a similar narrative.

2. A consensus emerged in our meetings with unit heads that the new compliance infrastructure is taking an ever-larger fraction of support resources. In addition to better risk management, the Deans and unit heads indicated that UCR’s compliance particularly with regard to the Research Office, Auditing, and Accounting are substantially different from other UCs. CPB did not investigate these alleged differences. CPB had very forthright discussions with EVC
Rabenstein, VC Bolar and the heads of Accounting, Capital Planning, and Purchasing regarding these concerns. It emerged that much can be attributed to a lack of clear understanding and misinterpretation of campus policies. To alleviate these concerns we recommend that:

(i) All units involved with compliance such as accounting, purchasing, travel, contracts and grants administration, auditing, health and safety, etc. should clearly post the rules and their justification on the unit websites. The justification, as a link to the particular item on Federal, State or University regulation should be provided. The link should be specific to the rule and not just to a document. This would clarify the rules to all staff and faculty, lead to a uniform application of rules, improve compliance and remove excessive need for repeated and multiple layers of audit. Presently, different units have different levels of “strict adherence” which is not justified by any uniform governing principle.

(ii) In order to standardize and improve compliance, guidelines for the number of audits, selection of units for audit, clear benchmarks required for compliance based on national norms (with links to specific Federal, State and University regulation) should be provided on the audit unit website, including factors for audit triggers. A recommendation regarding the audit office is to reduce the number of auditors from 5 to 3 to help meet the budget reductions.

(iii) A task force be formed to study the resulting efficiencies. The clear display of the rules will allow the centralization of information through computerization, allow consolidation of staff to reflect the new budget realities and obviate the need for multiple highly compensated financial officers who have been imposed on the academic units without regard of the costs to them to facilitate compliance.

3. Capital Physical Planning reflects a previous healthy budget and construction climate and should be consolidated in line with present budget constraints and integrated with Physical Plant.

4. Physical Plant should qualify more outside vendors, post the information on their website and facilitate their use. More detailed benchmarking of the construction costs by COSSA is ongoing.

5. Currently, the Committee on Sales and Service Activities (COSSA) is charged with approving rate structures for campus units. COSSA's oversight role for Physical Plant and Capital and Physical Planning is currently limited to oversight/approval of hourly rates. In addition to hourly rates, efficient and timely job completion, for which there is
currently no external oversight, is an important factor in overall project costs. We recommend that COSSA’s role be extended to oversight of total project costs for these units.

6. UG Admissions and Education Abroad programs be assigned to an academic unit such as Undergraduate Education rather than a largely business unit such as the Office of Student Services so as to build synergy, academic focus, academic planning, precise enrollment management, targeted recruitment and improved student quality. The committee also recommends more consultation with the Deans in the admissions and enrollment management process.

7. As the growth in the quality and number of graduate students is critical to the future of the campus, we make the following general recommendations: (i) Include some graduate student support as part of endowed Chairs. (ii) The campus should encourage more self supporting graduate programs. (iii) With the implementation of funding streams where all state funding comes directly to the campus and tuition revenues remain on campus, it is important that allocation of resources such as application fees, non-resident tuition and fellowship be reexamined. (iv) Consolidation of student affairs officers should be studied to determine that it does not negatively impact graduate student recruitment and retention.

8. Mail services should consider reducing delivery frequency to twice a week to reflect the new electronic communication culture. Units should unsubscribe from free unsolicited mail. Mail services might also be consolidated into the physical plant organization structure.

9. Many unit heads expressed concern about budget allocations and return on investment for the Office of Advancement given the difficult campus budget. CPB realizes that the office is central to the building of the medical school and after frank discussions with VC Hayashida recommends that the funding be maintained to build long term relationships but be evaluated again in future years if issues of return on investment persist.
10. CPB recommends independent outside management of food services as it diverts from the core management skills and competencies of the university.

CPB had discussions with Dean Baldwin about the AES and CE. In the proposed university wide “rebenching” funding models, AES & CE funding is expected to taken off the top. CPB noticed a substantially reduced amount and worked diligently to clarify the AES budget with OP and match the campus allocations. In the enclosed report we emphasize the central role of AES & CE in the campus, and provide some comparisons with counterparts at UCB and UCD.

CPB understands that the need for future strategic investments, such as the building of a school of medicine, is critical to the campus and the local community. CPB hopes that the present plans to accomplish this with mild additional strains on campus resources can be successfully executed. A truncated report (due to ongoing accreditation) based on discussions with Dean Olds is attached.
University Advancement facilitates the solicitation, nurturing, aggregation and management of funds for the UCR endowment. VC Hayashida indicated that his office is divided into four areas:

- Strategic Communications
- Alumni and Constituent Relations
- Development
- UA Finance and Administration

The first three are charged with building relationships that advance the campus and the last is the infrastructure that supports the frontline activities.

UCR has a 501C3 Corporation (the UCR Foundation) that is required by the Regents. All non-property donations are made to the 501C3 corporation. Property donations are made to the UC Regents. In general, a donor can make donations either to the UCR Foundation or directly to the UC Regents. The UCR Foundation allows the campus more local control. The Investment Committee of the Foundation is comprised of volunteers from the community and the committee members make decisions on two major issues that affect the campus. One is the Investment policy and the second is the payout. The Regents have their own board of trustees to oversee investments and there is no overlap.

**Budget Sources** – The office of the VCUA has 84.80 FTE amounting to a permanent funding for their ongoing operations of $9.1 million (reduced from $10.5M five years ago). VC Hayashida indicated that the VC Office took a budget cut of $0.7M in FY 2009-10 and $0.4M in FY 2010-11. The present breakdown is as follows:

- State General Funds $6,282,131 (69%) – used for non-frontline development
- Development Fees $2,462,520 (27.1%)
- Chancellors Discretionary $115,633 (1.3%)
- Recharge $211,143 (2.3%)
- Other sources $10,000 (0.1%)

In comparison, UCLA has an operational budget of $50M of which $10M are from state general funds.
**Endowments:** The current UCR endowment is about $100M. On an annual basis we typically get about ¾ in current use and ¼ in endowments. The gift fee for UCR is 5%, which is lower than most campuses.

**Challenges:** VC Hayashida reminded the committee that he was the 7th UCR Vice Chancellor for Advancement in 10 years and that for an advancement office to do well, it needs to build ties and create a sense of continuity and permanence with the donors. VC Hayashida also indicated that most (nearly 50%) our alumni are really young leading to only 5-6% of the giving total. In addition, athletic programs, which build community, have not been strong at UCR. In addition to the leadership turnover and alumni demographics, other challenges are the regional economy and media clutter.

**Recommendations:** Advancement will be critical to the development of the UCR medical school. The medical school will help build a sense of community and help in focusing and inducing more giving to UCR. In general, more investments in national and local visibility will help. The committee recommends continued and improved interaction with Alumni and increased advocacy in Sacramento. It also recommends that VC Hayashida develop a comprehensive and active way of communicating with the faculty to convey the important role and function of the advancement office in the present and future of UCR.
The Agricultural Experimental Station (AES) and Cooperative Extension (CE) are the embryo from which the UCR campus evolved. The Committee on Planning and Budget (CPB) was concerned about the implications of the ‘funding streams’ (campuses taxed to fund OP) and “rebenching” (equalize funding per student across all 10 campuses) funding models that are being implemented on the mission of the AES and the CE. The AES funding is used to pay for Organized Research (OR) positions, provide OR research funding, support life sciences departments and pay for Ag facilities. The CE are the academic liaison to the farming sector of the state. The CE positions can be senate faculty (split OR/IR) positions as well as non senate personnel stationed off campus. The CE funding is part of the UC Agricultural and Natural Resources (ANR) funding, which in addition to CE supports other farming initiatives such as farmer training and master gardener programs. The AES is going to be funded “off the top” by UCOP i.e. the monies will be taken out of state allocation before being divided and sent to the 10 campuses. ANR is to be funded through a tax on all systemwide expenditure (funding streams assessment). AES and ANR/CE exist only on 3 campuses (UCD, UCB & UCR). Systemwide, there is approximately $70M spent for AES, $60M in ANR’s restricted and $75M in ANR’s unrestricted budget respectively. ANR has no line item funding in the state budget. Non Ag campuses are very concerned about paying a tax to fund AES and ANR.

As AES and CE research is a vital part of UCR, CPB requested that CNAS Dean Baldwin describe the funding levels, allocations and expenditures. The general budget (only State Funds) provided by the Dean is presented in Table 1. Dean Baldwin indicated that the AES and CE receives an allocation of $25,422,115 of which $22,857,714 covers 135.1 OR FTE (18.29 of which are non-faculty academics) and 82.5 FTE for staff members in 11 academic departments in the life sciences, earth science, statistics and 5 interdivisional programs. The remainder of 57.41 FTE ($8.435M) is used for facilities maintenance and providing research grants to AES faculty. He also indicated that $2,564,401 is used to support CE specialists (19.5 FTE) and staff (5.82 FTE) in 4 academic departments and 3 interdepartmental programs. The immediate table below lists the breakout in terms of 9-month and 11-month faculty appointments. The corresponding larger headcount of 121.0 to the filled OR faculty FTE (86.54) in the table below is due to the partial IR and CE appointments held by OR faculty.

<table>
<thead>
<tr>
<th>CNAS</th>
<th>OR FTE</th>
<th>CE FTE</th>
<th>Total FTE</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-Month Faculty Appointments</td>
<td>15.50</td>
<td>-</td>
<td>15.50</td>
<td>32.00</td>
</tr>
<tr>
<td>11-Month Faculty Appointments</td>
<td>54.34</td>
<td>16.70</td>
<td>71.04</td>
<td>89.00</td>
</tr>
<tr>
<td>Unfilled Faculty Positions</td>
<td>46.87</td>
<td>2.80</td>
<td>49.67</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>116.71</strong></td>
<td><strong>19.50</strong></td>
<td><strong>136.21</strong></td>
<td><strong>121.00</strong></td>
</tr>
</tbody>
</table>
The corresponding expenditures for 10-11 AY (State Funds, Contracts and Grants obtained by the OR faculty etc) for the AES and CE is shown in Table 2 and Table 3 respectively. In the case of AES the difference between Table 1 and 2 i.e. budget of $22.9M vs expenditure of $17.2 is partly explained by a carry forward (surplus) of $2M in the 10-11 AY.

The AES funding in the UCOP “Rebenching models” to be implemented (campus budget allocations with equalization of per student funding across all campuses except UCM and UCSF- see primer), is to be taken off the top before being allocated to the campuses. CPB recognized and was alarmed that only $14.5M was allocated to AES rather than the $22.9M in Table 2. The difference was traced to accounting for AES employee benefits at UCOP. The length of time the discrepancy existed is unclear. CPB worked diligently with Senate Chair Gauvain, AVC Hull and EVC Rabenstein in amending this number and matching them to the AES budget.

Dean Baldwin also indicated that he has been trying to encourage faculty who are on 11 month appointments (75% of total FTE see table above) to transition to 9 month appointments, which would free up money to hire new faculty. Dean Baldwin also mentioned that the college needs to start hiring faculty in a more strategic way in an effort to increase competitive extramural funding from federal agencies. It should be noted that UCB has ended 11-month appointments for recent hires and UCD has done the same starting in 2012. At UCD after 1995, those hired on 11-month appointments have only renewable 5 year terms for the extra 2 months of summer. Also at UCD, the EVC has instructed that total FTE and not just IR FTE be used in teaching load calculations. The practice at UCR might be similar, but CPB did not study the matter. Because of continued uncertainties in the state budget, a number of these should be evaluated for UCR in the upcoming “redesign” of the AES & CE that CPB has been informed as being planned. Such planning would allow AES to not only maintain areas of strength but also allow CNAS to move into new and strategic fields needed for sustained excellence in the AES.
TABLE 1
State General Funds Budget in the Agricultural Experimental Station and Cooperative Extension.

<table>
<thead>
<tr>
<th>Common Division Name</th>
<th>Common Dept Name</th>
<th>PERM Budget</th>
<th>Academic FTE</th>
<th>Staff FTE</th>
<th>Total FTE</th>
<th>Academic FTE</th>
<th>Staff FTE</th>
<th>Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Operations</td>
<td>Agriculture Ops.</td>
<td>1,151,932</td>
<td>128.41</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural Operations Total</td>
<td></td>
<td>1,151,932</td>
<td>128.41</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHAS General</td>
<td>CHAS Dean's Office</td>
<td>991,810</td>
<td>17.50</td>
<td>9.04</td>
<td>26.54</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHAS-University Resources</td>
<td></td>
<td>991,810</td>
<td>17.50</td>
<td>9.04</td>
<td>26.54</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural Operations UNI</td>
<td></td>
<td>467,824</td>
<td>2.00</td>
<td>0.1</td>
<td>2.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHAS General Total</td>
<td></td>
<td>467,824</td>
<td>2.00</td>
<td>0.1</td>
<td>2.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intersci Rand &amp; Dept</td>
<td>Intersci Rand &amp; Dept</td>
<td>242,032</td>
<td>4.67</td>
<td></td>
<td>0.26</td>
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<td></td>
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<tr>
<td>APDC</td>
<td></td>
<td>557,256</td>
<td>1.04</td>
<td>0.09</td>
<td>1.13</td>
<td></td>
<td></td>
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<tr>
<td>BNW Administration</td>
<td></td>
<td>45,260</td>
<td>0.99</td>
<td></td>
<td>0.99</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Consumer Economics</td>
<td></td>
<td>318,752</td>
<td>1.00</td>
<td>1.5</td>
<td>2.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genetic Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.36</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Plant Pathology</td>
<td></td>
<td>18,836</td>
<td>0.36</td>
<td></td>
<td>0.36</td>
<td></td>
<td></td>
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<tr>
<td>Intersci Rand &amp; Dept Total</td>
<td></td>
<td>7,494,382</td>
<td>15.85</td>
<td></td>
<td>23.8</td>
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<td>Life and Agricultural Sciences</td>
<td>Life and Agricultural Sciences</td>
<td>60,048</td>
<td>2.50</td>
<td></td>
<td>2.50</td>
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<tr>
<td>Biochemistry</td>
<td></td>
<td>42,741</td>
<td>1.25</td>
<td></td>
<td>1.25</td>
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<td></td>
<td></td>
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<tr>
<td>Botany and Plant Sciences</td>
<td></td>
<td>1,159,983</td>
<td>12.63</td>
<td>13.61</td>
<td>26.24</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Cell Biology &amp; Neuroscience</td>
<td></td>
<td>315,920</td>
<td>1.20</td>
<td></td>
<td>1.20</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Genomics</td>
<td></td>
<td>8,710,998</td>
<td>31.40</td>
<td>13.61</td>
<td>45.01</td>
<td></td>
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<tr>
<td>Environmental Sciences</td>
<td></td>
<td>206,820</td>
<td>6.00</td>
<td></td>
<td>6.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Sciences Total</td>
<td></td>
<td>206,820</td>
<td>6.00</td>
<td></td>
<td>6.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life and Agricultural Sciences</td>
<td>Life and Agricultural Sciences</td>
<td>20,906,172</td>
<td>95.19</td>
<td>28.49</td>
<td>123.65</td>
<td></td>
<td></td>
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<tr>
<td>Physical Sciences</td>
<td></td>
<td>57,300</td>
<td>0.70</td>
<td></td>
<td>0.70</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Physical Sciences Total</td>
<td></td>
<td>57,300</td>
<td>0.70</td>
<td></td>
<td>0.70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>20,906,172</td>
<td>95.19</td>
<td>28.49</td>
<td>123.65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

37
TABLE 2  
All expenditures in the Agricultural Experimental Station

Agricultural Experimental Station  
Actual Expenditures for FY 2010-11

Actual Expenditures*

<table>
<thead>
<tr>
<th>FT 2010-11</th>
<th>Division</th>
<th>Activity</th>
<th>State Funds</th>
<th>Contract &amp; Grants**</th>
<th>Gifts &amp; Endowments</th>
<th>Sales &amp; Service</th>
<th>Other</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agricultural Operations</td>
<td>A01076-Ag Ops Riverside</td>
<td>1,946,480</td>
<td>205,445</td>
<td>11,700</td>
<td>1,675</td>
<td>1,793,090</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A01079-Coast Valley Ag Resch Stim</td>
<td>85,354</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>85,354</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agricultural Operations Total</td>
<td>1,622,242</td>
<td>205,445</td>
<td>11,700</td>
<td>1,171</td>
<td>-</td>
<td>1,838,604</td>
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<tr>
<td></td>
<td>CNAS - General</td>
<td>A01055-CNAS Dean's Office Ops</td>
<td>652,490</td>
<td>2,233</td>
<td>-</td>
<td>3</td>
<td>654,748</td>
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<tr>
<td></td>
<td></td>
<td>A01056-CNAS - Designated</td>
<td>22,398</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>22,398</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>A01497-CNAS - Advancement &amp; Develop</td>
<td>108,960</td>
<td>(72)</td>
<td>842</td>
<td>109,790</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>A01511-CNAS - Unallocated</td>
<td>(154)</td>
<td>154</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>A02045-CNAS Academic Personnel Service</td>
<td>203,394</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>203,394</td>
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<tr>
<td></td>
<td></td>
<td>A02050-CNAS Facilities Unit</td>
<td>83,938</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>83,938</td>
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<tr>
<td></td>
<td>CNAS - General Total</td>
<td>1,071,279</td>
<td>2,099</td>
<td>-</td>
<td>87</td>
<td>842</td>
<td>1,374,207</td>
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<tr>
<td></td>
<td>Interdivisional Pgrms &amp; Depts</td>
<td>A01073-ARPE Administration</td>
<td>492,133</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>492,133</td>
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<td></td>
<td></td>
<td>A01710-BNN Administration</td>
<td>89,327</td>
<td>-</td>
<td>-</td>
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<tr>
<td></td>
<td></td>
<td>A01842-REE Administrative Unit</td>
<td>291,328</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>291,328</td>
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<tr>
<td></td>
<td>Interdivisional Pgrms &amp; Depts Total</td>
<td>1,044,387</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1,044,387</td>
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<tr>
<td></td>
<td>Life and Agricultural Sciences</td>
<td>A01060-Biochemistry</td>
<td>402,765</td>
<td>1,375,721</td>
<td>615,323</td>
<td>10,700</td>
<td>4,704</td>
<td>2,842,332</td>
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<td></td>
<td></td>
<td>A01051-Biology</td>
<td>62,837</td>
<td>2,562,757</td>
<td>7,330</td>
<td>792</td>
<td>15,799</td>
<td>2,588,826</td>
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<td></td>
<td></td>
<td>A01082-Botany and Plant Sciences</td>
<td>3,577,279</td>
<td>5,741,656</td>
<td>336,797</td>
<td>(38,051)</td>
<td>9,060</td>
<td>9,373,348</td>
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<td></td>
<td></td>
<td>A01084-Entomology</td>
<td>4,423,423</td>
<td>6,379,343</td>
<td>461,320</td>
<td>15,371</td>
<td>1,415</td>
<td>11,282,872</td>
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<td></td>
<td></td>
<td>A01092-Nematology</td>
<td>899,380</td>
<td>1,537,930</td>
<td>81,395</td>
<td>(155,372)</td>
<td>1,000</td>
<td>2,420,832</td>
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<tr>
<td></td>
<td></td>
<td>A01093-Cell Biology &amp; Neuroscience</td>
<td>412,845</td>
<td>1,889,801</td>
<td>61,995</td>
<td>(19,659)</td>
<td>15,769</td>
<td>2,728,772</td>
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<tr>
<td></td>
<td></td>
<td>A01094-Plant Pathology &amp; Microbiology</td>
<td>1,705,386</td>
<td>4,505,704</td>
<td>167,663</td>
<td>(13,320)</td>
<td>-</td>
<td>6,633,423</td>
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<td></td>
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<td>A01095-Environmental Sciences</td>
<td>1,365,972</td>
<td>3,301,946</td>
<td>123,087</td>
<td>15,153</td>
<td>-</td>
<td>2,780,007</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A01579-Water Science Policy Center</td>
<td>22,394</td>
<td>10,000</td>
<td>-</td>
<td>-</td>
<td>32,394</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Life and Agricultural Sciences Total</td>
<td>13,341,363</td>
<td>26,396,447</td>
<td>1,841,324</td>
<td>(134,325)</td>
<td>44,588</td>
<td>41,684,557</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Sciences</td>
<td>A01099-Earth Sciences</td>
<td>64,208</td>
<td>1,923,705</td>
<td>4,080</td>
<td>167,119</td>
<td>8,141</td>
<td>2,167,238</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A01100-Statistics</td>
<td>100,313</td>
<td>241,720</td>
<td>4,060</td>
<td>-</td>
<td>165,974</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Sciences Total</td>
<td>164,521</td>
<td>2,165,425</td>
<td>6,149</td>
<td>167,119</td>
<td>8,141</td>
<td>2,332,233</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grand Total</td>
<td>17,234,882</td>
<td>28,731,420</td>
<td>1,872,499</td>
<td>(15,947)</td>
<td>53,751</td>
<td>47,855,719</td>
<td></td>
</tr>
</tbody>
</table>

* Source: UCPS Totals  
** Includes Federal Appropriations

Resource Planning Budget
## TABLE 3
All expenditures in the Cooperative Extension

### Natural Resources Cooperative Extension
**Actual Expenditures for FY 2010-11**

<table>
<thead>
<tr>
<th>Division</th>
<th>Activity</th>
<th>State Funds</th>
<th>Contracts &amp; Grants</th>
<th>Gifts &amp; Endowments</th>
<th>Stacs &amp; Service</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE - Inter-Campus Programs</td>
<td>A41620-Animal Science</td>
<td>-</td>
<td>1,247</td>
<td>-</td>
<td>1,247</td>
<td>1,247</td>
</tr>
<tr>
<td></td>
<td>A41621-Avian Science</td>
<td>1,978</td>
<td>-</td>
<td>-</td>
<td>1,978</td>
<td>1,978</td>
</tr>
<tr>
<td></td>
<td>A41622-Hardwood Range</td>
<td>8,486</td>
<td>-</td>
<td>-</td>
<td>8,486</td>
<td>8,486</td>
</tr>
<tr>
<td></td>
<td>A41623-ANR News &amp; Outreach(in Spanish)</td>
<td>340,744</td>
<td>-</td>
<td>193</td>
<td>340,937</td>
<td></td>
</tr>
<tr>
<td>CE - Inter-Campus Programs Total</td>
<td>359,208</td>
<td>-</td>
<td>1,247</td>
<td>193</td>
<td>360,648</td>
<td></td>
</tr>
<tr>
<td>CE - N&amp;AG-General</td>
<td>A41035-CE - CNAS-CI Dean's Office Oop</td>
<td>88,791</td>
<td>-</td>
<td>-</td>
<td>88,791</td>
<td>88,791</td>
</tr>
<tr>
<td></td>
<td>A41069-CE - CNAS Gifts and Endowments</td>
<td>270</td>
<td>-</td>
<td>-</td>
<td>270</td>
<td>270</td>
</tr>
<tr>
<td></td>
<td>CR - OuIP Charges</td>
<td>59</td>
<td>-</td>
<td>-</td>
<td>59</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>A41023-CE - CNAS Academic Personnel</td>
<td>56,121</td>
<td>-</td>
<td>-</td>
<td>56,121</td>
<td>56,121</td>
</tr>
<tr>
<td></td>
<td>A41025-CE - CNAS Academic Personnel</td>
<td>36,255</td>
<td>-</td>
<td>-</td>
<td>36,255</td>
<td>36,255</td>
</tr>
<tr>
<td>CE - N&amp;AG-General Total</td>
<td>203,435</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>203,435</td>
<td></td>
</tr>
<tr>
<td>CE - Agricultural Operations</td>
<td>A41078-CE Ag Oop</td>
<td>3,340</td>
<td>-</td>
<td>-</td>
<td>3,340</td>
<td>3,340</td>
</tr>
<tr>
<td>CE - Agricultural Operations Total</td>
<td>3,340</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3,340</td>
<td></td>
</tr>
<tr>
<td>CE - Life and Ag Sciences</td>
<td>A41002-CE - Botany and Plant Science</td>
<td>613,734</td>
<td>103,718</td>
<td>13,691</td>
<td>10,014</td>
<td>743,157</td>
</tr>
<tr>
<td></td>
<td>A41004-CE - Entomology</td>
<td>448,310</td>
<td>90,316</td>
<td>4,539</td>
<td>12,188</td>
<td>575,535</td>
</tr>
<tr>
<td></td>
<td>A41092-CE - Nematology</td>
<td>188,048</td>
<td>37,774</td>
<td>2,225</td>
<td>3,137</td>
<td>221,666</td>
</tr>
<tr>
<td></td>
<td>A41094-CE - Plant Pathology</td>
<td>195,751</td>
<td>33,696</td>
<td>2,591</td>
<td>233,648</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A41095-CE - Environmental Sciences</td>
<td>192,279</td>
<td>38,542</td>
<td>16,097</td>
<td>5,218</td>
<td>273,566</td>
</tr>
<tr>
<td></td>
<td>A41094-Entomology CE Initial Commit</td>
<td>54,326</td>
<td>500</td>
<td>-</td>
<td>54,826</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A41097-Plant Path CE Initial Commit</td>
<td>99,805</td>
<td>-</td>
<td>-</td>
<td>99,805</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A41090-CE - Internal Designated Funds</td>
<td>363,024</td>
<td>-</td>
<td>-</td>
<td>363,024</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A41089-CE-Entorn Designated Funds</td>
<td>99,124</td>
<td>3,831</td>
<td>-</td>
<td>103,055</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A41086-CE-Nematology Designated Funds</td>
<td>10,500</td>
<td>-</td>
<td>-</td>
<td>10,500</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A41093-CE-Plant Path Designated Funds</td>
<td>23,676</td>
<td>-</td>
<td>-</td>
<td>23,676</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A41064-CE-Env Sc Designated Funds</td>
<td>140,723</td>
<td>40,669</td>
<td>-</td>
<td>181,392</td>
<td></td>
</tr>
<tr>
<td>CE - Life and Ag Sciences Total</td>
<td>2,173,152</td>
<td>373,995</td>
<td>36,352</td>
<td>54,173</td>
<td>2,613,773</td>
<td></td>
</tr>
<tr>
<td>Interdivisional Prgms &amp; Dpts</td>
<td>A41098-CE - Consumer Economics</td>
<td>309,511</td>
<td>39,629</td>
<td>1,024</td>
<td>370,722</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A41079-CE - NPPS Administration</td>
<td>36,938</td>
<td>-</td>
<td>-</td>
<td>36,938</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A41042-CE - AEE Administrative Unit</td>
<td>24,339</td>
<td>-</td>
<td>-</td>
<td>24,339</td>
<td></td>
</tr>
<tr>
<td>Interdivisional Prgms &amp; Dpts Total</td>
<td>365,848</td>
<td>39,629</td>
<td>1,024</td>
<td>-</td>
<td>406,907</td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>3,098,560</td>
<td>413,724</td>
<td>37,376</td>
<td>55,197</td>
<td>3,631,468</td>
<td></td>
</tr>
</tbody>
</table>

* Source: UCROSS Totals

Resource Flawing and Budget
Committee on Planning & Budget Report on Bournes School of Engineering

The committee on Planning and Budget (CPB) thanks Dean Abbaschian for meeting with them. He reported that the college has 5 Departments and 1 program with 2200 undergraduates, 550 graduate students, 80 faculty and 38 staff. Each department has 1 MSO. The college has 2 Associate Deans. Undergrad advising and Faculty Merit and Promotion are centralized in the Deans office. The Dean reported that the normal teaching load of faculty is 4 lecture courses each per AY. The number of faculty has decreased from 83.6 to 79.6 from 08-09 to 10-11 AY. In 2012, of the total state general funds budget of $19.4M, $10.13 is used for faculty appointments and $3.13M for staff appointments. The benefits cost $3.3M. Last year, the college faculty wrote a total 360 proposals and these are handled by two staff members. The Dean reported that in 2011, the total state general fund budget was $21.8M out of a total college budget of $47.4M and thus the college generated more than $1 on its own for every state general fund $1.

In response to questions on benchmarking UCR Engineering with other UCs, and nationwide, Dean Abbaschian said that larger number of faculty correlate to a larger profile. However, overall, UCs excel on a per faculty basis (eg. UIUC and Georgia Tech have 430 and 360 faculty respectively, compared to UCB the largest UC with 240). He said that being new and having only 80 faculty has limited visibility but UCR has nevertheless gained national recognition. In US News rankings, UCR is ranked 62, in comparison UCSC (82 faculty) is ranked 111, UCI (105 faculty) is ranked 38, UCSB (143 faculty) is ranked 19 and UCB (240 faculty) is ranked 4. Dean Abbaschian also pointed out that UCR’s computer science program has an average NRC ranking higher than UCD, UCSC and UCI. Similarly Electrical Engineering has a higher average ranking than UCSD, UCSC, UCI and UCD. UCR’s Mechanical Engineering is ranked higher than UCLA, UCI, UCSD and UCD. In comparison with UCSB which has the highest rank on a per faculty basis, he pointed out that last year UCR had 2533 students whereas UCSB had 1707 students. UCSB had a graduation rate of 62% compared to 50% at UCR. In terms of extramural grant funding, UCR had $276K per faculty, compared to $236K per faculty at UCSB. CPB was pleased with the extensive benchmarking of UCRs engineering school to highlight the progress that has been made and the remaining challenges.
**Recommendation:** CPB was impressed by the strides made by BCOE. In particular, CPB recommends that the other colleges adopt the centralized facilitation of extramural grant writing used by BCOE. This will be important to obtaining center type grants as we strive for AAU status.
Committee on Planning & Budget Report on the College of Humanities Arts & Social Sciences

The committee on Planning and Budget (CPB) thanks Dean Cullenberg for meeting with them. The Dean compared the faculty FTE allocations for the 06-07, 08-09 and 11-12 AYs as displayed in the table below.

<table>
<thead>
<tr>
<th></th>
<th>2006-07</th>
<th>2008-09</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filled Faculty Position</td>
<td>261.9</td>
<td>303.8</td>
<td>284.25</td>
</tr>
<tr>
<td>Unfilled Faculty Positions</td>
<td>53.9</td>
<td>37.35</td>
<td>46.9</td>
</tr>
<tr>
<td>Total Faculty Positions</td>
<td>315.8</td>
<td>341.15</td>
<td>331.15</td>
</tr>
<tr>
<td>Entering UG</td>
<td>8476</td>
<td></td>
<td>10587</td>
</tr>
<tr>
<td>Student to Faculty Ratio</td>
<td>26.83</td>
<td></td>
<td>31.97</td>
</tr>
</tbody>
</table>

The unfilled faculty FTE is used for lecturers. Dean Cullenberg pointed out that the UG student population has grown 25% between 06-07 and 11-12, while the Faculty FTEs have increased by only 5% due to the difficult budget climate. As of 6/30/2011 the college had 336.15 Faculty FTEs, 130.65 100% TA FTEs (261.3 50% TAs), and 124.05 Staff FTEs. Of the total budget of $52.8M, academic salaries accounted for $31.8M, TA salaries for $4.3M, staff salaries for $6.8M and total employee benefits of $8.1M. He said that the normal teaching load of faculty is between 4 – 4.5 lecture classes/yr. The Dean informed the committee that the EVCs office has been allocating additional funds between $2-3M per year to cover the teaching responsibilities for over enrolled students.

In response to questions on the budget cuts in state general funds, implemented last year, Dean Cullenberg said that CHASS had cuts of $1.5M. But counting unfunded increase in benefits and additional TAs and lecturers due to the enrollment increase, the effective cuts were around $3M. To address these, the administrative structure was reorganized from departments having 17 MSOs to clusters having only 7/8 FAOs across the whole college. In addition, the accumulated college debt of $4M has been eliminated and the college is in the black. In addition, the implementation of the funding streams has resulted in a $150K cut, which is being paid from unfilled faculty FTE.

Dean Cullenberg also remarked that the poor budget climate is proving hard to retain faculty.
In response to questions comparing to other UCs, in particular UCSB, the Dean said that the organizational structure is slightly different as they have a college of letters and science rather than a college of arts, humanities and social sciences. But in comparing specific departments for example: History (UCR 28 FTE, UCSB 41 FTE), English (UCR 23, UCSB 27), he remarked that in general UCSB has more filled FTE, while also having about 20% more total students in equivalent departments.

The committee thanks the Dean for his forthright discussion and his campus wide observations, which are incorporated as part of the general recommendations.
The members of CPB thank EVC Rabenstein for meeting and providing them with information on the campus budget. The EVC reported the campus presently has an undergraduate and graduate enrollment of 18800 and 2290 respectively. For the 2012-13 AY, he expects an entering freshmen class of 3900, of whom 3745 are CA residents and 155 are nonresidents. He indicated that the long-term plan is to increase the non-resident population to about 10% of the student body in parallel with other UCs. Regarding future growth, he said that the Regents approved school of public policy is on hold due to the poor budget climate. The campus projections are to reach a total student body of 25K students by 2020. He indicated that our goal is to achieve AAU status at about that time. This would require in particular a tripling of Type I Federal extramural research grants.

In terms of the budget, he said that last year we were able to absorb a $51M budget reduction primarily due to $22M in revenues from the overenrolled students. In the 11-12 AY the campus will need to take $15M in effective budget cuts. The EVC indicated that without the tuition revenue from over enrolled students, it would be impossible to survive the budget cuts. The EVC also mentioned that last year he provided CHASS and CNAS with $3M and $2M respectively in additional compensation for the instruction of overenrolled students. We discussed the academic planning difficulties faced by the colleges when temporary teaching funds are not directly tied to enrollments (funding for overenrolled students has not traditionally been guaranteed and has been allocated to the colleges late in the year), and recommend that teaching compensation adhere to a formula based on enrollments. The EVC also indicated that 57% of the $13M in overhead from extramural grants is returned to the college Deans. He said that next year's academic budget is in the hands of voters. If the governor’s $2B revenue enhancement initiative does not pass, the UC will get an additional $350M cut (UCR’s portion would be about $27M). In addition, the $100M cut from last year, which was fully absorbed by UCOP, will also be passed on to the campuses next year. These cuts could be partially compensated with the proposed 6% tuition increase. The EVC would like the Regents to put in place a triggered tuition increase if the governor's proposal fails.
The EVC stated that the UCR graduate student population needs to grow. He agreed that TA support is critical to this growth. He said that unfilled FTEs in the colleges are most appropriately used to support TA positions, lecturers, and faculty initial complements.

The EVC indicated that UCR is searching for 47 faculty positions, in spite of the poor budget climate. In 2012-2013, he expects there will be a smaller number of faculty searches. He indicated that only strategic faculty hiring will be done with a goal of building an AAU campus, by supporting areas that are strong and protecting excellence. In addressing concerns of the 35% lower number of faculty at UCR in comparison to UCSB, he pointed out that UCR still has 20% fewer state funded students and that UCSB grew at a time when the state funded faculty FTEs were set at a smaller student to faculty ratio. He also pointed out that UCSB brings in more extramural support, generating $37M in indirect costs (overhead) compared to $13M at UCR.

EVC Rabenstein said that he is committed to the retention of faculty and all outside offers are matched with the condition that the outside offer is from an institution equal to or better than UCR. He said that he is also committed to faculty merit and promotion even in the present difficult budget environment.

Regarding the Campus Audit Division, which is under the EVC, he said that between 2007 and 2009, the number of auditors has been reduced from 9 to 5 FTE. He indicated that the present number is consistent with those on other campuses. The EVC said that every year an "Audit Plan" is adopted by the campus based on recommendations by the EVCs and the Deans. Based on concerns (unnecessary audits, multiple and frequent audits, solicitation of audits by the auditors, poor risk management strategy etc) expressed by many, we suggest that the number of auditors could be further reduced to 3. If necessary this reduction can be temporary to meet the overwhelming budget challenges facing the campus. It would be further beneficial to the campus if the audit division website clearly explains the requirements expected for compliance (including rationale), including clear information on factors that would trigger an audit. This would standardize and improve compliance and remove the need for repeated audits.
**Recommendation:** CPB appreciates the forthright discussion with the EVC and understands the challenging budget environment faced by the campus.

1. We recommend that a formula for temporary teaching allocations based on student enrollments (including over-enrollments) be developed. This will assist colleges with academic planning and provide better budget stability.

2. We recommend a reduction in the number of auditors from 5 to 3 to help meet the budget reductions. In order to standardize and improve compliance, the audit office should post the requirements and rationale on their website, including factors for audit triggers.
The members of CPB thank VC Bolar, AVC Carlson, AVC McCracken, AVC Miller and AVC Lewis for sharing information about their operations. Finance and Business Operations headed by VC Bolar is made of the office of Finance & Business Operations (AVC Carlson), Resource Planning & Budget (AVC Hull), Financial Services (AVC McCracken), Material Management (Dir Lewis), Physical Plant & Transportation (AVC Miller), Human Resources (AVC Voce), Capital Programs (AVC Ralston), Campus Police (Chief Lane), and the Campus Architect (AVC Caskey).

**Financial Services (AVC McCracken):** This unit is responsible for all accounting functions, including billing to students, disbursement for capital expenditures, extramural funds, gifts and endowments, accounts payable, employee payroll functions, student business services billing and loans and the cashiers office. This office works closely with the student services office under VC Sandoval. Student services determines the size of the financial aid, and the accounting office is responsible for disbursing the funds. In the table below we benchmark the costs and efficiency of processing the transactions (payments) for 5 campuses.

<table>
<thead>
<tr>
<th></th>
<th>UCR</th>
<th>UCB</th>
<th>UCSD</th>
<th>UCLA</th>
<th>UCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost per transaction</td>
<td>$2.75</td>
<td>$2.93</td>
<td>$1.56</td>
<td>$1.49</td>
<td>$1.2</td>
</tr>
<tr>
<td>Transaction per Staff FTE</td>
<td>16.7K</td>
<td>20K</td>
<td>26.5K</td>
<td>28.6K</td>
<td>43K</td>
</tr>
</tbody>
</table>

Comparing 2006 to 2011 for UCR, the number of FTE decreased from 44.65 to 42.0 (FTE funded by auxiliary services has expanded from 8.05 to 13.3 in the same years). Benchmarking the accounting FTE involved in contract and grants financial management, UCR has 4 FTE managing $41M/FTE, UCSB $23M/FTE, UCB $25M/FTE and UCSC $21M/person. In payroll administration, UCR has 5.5 FTE vs 6.01 at UCSB. CPB recommends that the Financial Services unit should display its mission statement and the various functions of the unit so that the campus community fully appreciates the value added to the academic mission. In the case of accounting the rules particularly those regarding travel (many faculty complaints) and the rationale for them should be clearly
explained to help the faculty and staff appreciate the accounting compliance requirements. The lack of easy access to rules leads to arbitrary and non-uniform application across the campus.

**Capital & Physical Planning:** This unit was created about a decade ago under the instruction of OP. Its purpose is to plan and oversee the construction and renovation of large buildings and to approve documents for the scope and definition of large buildings. The difference between Capital Planning and Physical Plant based construction is that the latter deals with construction costs of less than $50K per job. In response to budget cuts, one position was eliminated this year. CPB recommends that consolidation of Capital Planning and Physical Plant be considered. Consolidation could bring about synergy while eliminating redundancy. This organization reflects a former healthy budget climate and its mission, structure and constitution should be reconsidered.

**Physical Plant:** The physical plant is involved with all aspects of building maintenance (janitorial, AC, heat, water, power and repair). Physical plant is also involved with building modifications (less than $50K). A persistent criticism has been the high cost of such modifications in comparison to outside vendors and that units are prevented from easily accessing outside vendors. AVC Miller sincerely disagreed with this view and explained that his costs are benchmarked using the “Greenbook Cost Index”. He also indicated that he has strict procedures in place to monitor employee underperformance and waste. Members of CPB on panels to monitor and benchmark the cost of construction projects (COSSA) still feel that, whereas hourly charges are competitive with outside vendors, the total job costs often appear not be on par with outside vendors. CPB strongly recommends that Physical Plant qualify an approved list of outside vendors, and facilitate their quick use. Effective oversight and benchmarking the cost of construction projects by COSSA should eliminate cost differentials with outside vendors.

**Mail Services:** The cost of mail services is completely charged to the units based on the weight of delivered mail measured on particular days. Academic unit heads have complained that this cost has grown many fold over the last few years. Dir. Lewis indicated that the number of FTE in the unit has gone from 8.83 in 2006 to 7.52 today. In discussing
the option of reducing the delivery frequency from 2 x times a day to twice a week, he indicated that most of the cost is associated with sorting of the mail and not the delivery. Nevertheless CPB recommends that as most mail is now electronic and regular mail is not time sensitive, a reduction in delivery frequency be considered. Units requiring more frequent delivery could pay additional for the privilege. Mail services should work with academic units to reduce the delivery of commercial catalogs, which form a significant fraction of the mail and are often unsolicited. Assignment of mail codes to facilitate speedier sorting is also recommended.

Summary of Recommendations:

1. All FBO units (accounting, purchasing etc.) should clearly outline their campus functions and missions on their respective websites. Their rules and the rationale should be briefly outlined on the website so as to be (a) easily accessible, (b) allow uniform application, and (c) provide appreciation of compliance requirements.
2. Capital Physical Planning reflects a previous healthy budget and construction climate and should be consolidated in line with present budget constraints and integrated with Physical Plant.
3. Physical Plant should qualify more outside vendors, post the information on their website and facilitate their use. More detailed benchmarking of the construction costs by COSSA is ongoing.
4. Mail services should investigate the possibility of reducing delivery frequency to twice a week to reflect the new electronic communication culture. Units should unsubscribe from free unsolicited mail.
5. Currently, the Committee on Sales and Service Activities (COSSA) is charged with approving rate structures for campus units. COSSA’s oversight role for Physical Plant and Capital and Physical Planning is currently limited to oversight/approval of hourly rates. In addition to hourly rates, efficient and timely job completion, for which there is currently no external oversight, is an important factor in overall project costs. We recommend that COSSA’s role be extended to oversight of total project costs for these units.
COMMITTEE ON PLANNING AND BUDGET
REPORT ON FINANCIAL STATUS OF UCR SCHOOL OF MEDICINE

The Senate Committee on Planning and Budget (CPB) met with the Dean Olds of the UCR Medical School in order to better understand the motivation, mission, financial health and accreditation prospects for the UCR medical school. Dean Olds informed CPB that there is a serious deficit of approximately 3,000 doctors in the Inland Empire especially in the area of “primary care” (pediatrics, internal medicine, etc.). Most of the doctors educated at other medical schools in the UC system gravitate to the more affluent coastal areas in CA. The mission of the proposed UCR medical school is to educate well trained primary care doctors, with hopes that they remain as physicians serving the Inland Empire. Admission to the medical school will attempt to select students who will fulfill the above two criteria, as is being implemented in the present UCR-UCLA program.

The Liaison Committee on Medical Education (LCME), the national accrediting authority for programs granting MD degrees, requires that UCR show sustained funding of at least $10M per year for 10 years, to accommodate 50 students per year, before granting approval. Dean Olds feels confident that this can be accomplished by June, 2012. The Development Office presently has significant gifts and pledges for the medical school. The Dean has also contracted with local area hospitals and health centers for training support. Dean Olds provided the committee with specific amounts for the various sources but requested confidentiality till the completion of the accreditation process in the summer. These sources will be publicly announced later this summer. CPB commends these efforts by Dean Olds and Chancellor White and requests that CPB be informed of any future budgetary developments.
The Student Services Organization under VC Sandoval is an amalgamation of 37 units extending from Undergraduate Admissions, Enrollment Management, Financial Aid, Housing, Dining, Health Center, Child Development Center to the Women Resources Center. It has the largest expenditure on campus with a total budget of $138M. The list of units is given in Table I below. The current structure was implemented when the VC for Administration was eliminated and many parts of it folded into VC Sandoval’s Student Services Organization.

The complete budget along with a breakout of the expenditures in the different units is given in Table II below. VC Sandoval informed the committee that as of July 1, 2011, the Student Services budget consisted of $23M Fees (primarily Student Service Fee, Student Center Fee and Rec Center Fee) and $100M from auxiliaries (primarily Housing Services $64M, Dining Services $26M, Bookstore $7M). Only $7.7M of the total budget is from State General Funds. The Auxiliary budget and the Fee based units are self-sustaining and funded by students. Additional funds of $.88M from the Legislature are designated for Academic Prep outreach programs (19924; SAPP). VC Sandoval also indicated that part of the student service fees goes to fund the Office of the Vice Provost for Undergraduate Education and Intercollegiate Athletics.

Below are some special concerns of the committee that were discussed with VC Sandoval:

**Admissions & Enrollment:** The number of applications for Fall 2012 is up by 14%. VC Sandoval indicated that up until 3 years ago, UCR admitted 97-98% of eligible applicants. In the last few years, as applications have exceeded available slots (selective admissions), the Academic Senate, working together with Admissions, has implemented an Academic Index Score that is used to rank students. He explained that the last over-enrollment was due to an unprecedented increase in yield rate, which increased from 21% to 27%. This year, enrollment is being capped at around 5100 (flat) and the admission numbers are about 3750 for freshmen and 1400 for transfers. Regarding international students, VC Sandoval indicated that a future target is for approximately 8-10% to be international students. This is consistent with models being
developed by other UCs. To ensure that the quality of foreign students is not undermined, UCR has hired an outside company to assist with the selection process.

**Bookstore:** VC Sandoval indicated that they are presently looking into alternative ways of managing the bookstore. He said that with the new Funding Stream model and the additional administrative cost recovery taxation (~2-3%) that is being imposed on sales and service units, the finances for the bookstore do not look healthy.

**Campus Food Services:** The Arroyo Vista Café at the Alumni center was closed due to a $2 million deficit. A consulting firm involved in the study of the deficit concluded that the current Arroyo Vista Café model was not sustainable. Plans are in place to expand the Barn area to include a dining facility for faculty and alumni. Currently, almost all of campus dining services are provided in house by UCR, with Panda Express being the only food outlet on campus that is completely outsourced and independently managed. The VC’s office is currently in negotiations with Subway to offer their services to the campus via a franchise contract. Similar plans are in place to bring a Chick-fil-a franchise to campus. The franchises will provide employment to students along with regular unionized employees.

**Organizational Structure:** VC Sandoval indicated that most/all departments that are under his very diverse portfolio are appropriately placed as they primarily serve student needs. In his opinion, there was no incompatibility with having admissions, academic outreach, health center, housing, and dining under one management unit. The only unit that he would consider moving is the Center for Child Development, which offers services to students, faculty and staff.

**Recommendations:**
(1) As student services is a business unit with largely business functions, CPB recommends that undergraduate admissions and study abroad programs be located in an academic unit such as Undergraduate Education to build synergy, academic focus, academic planning, precise enrollment management, targeted recruitment and improved quality. The change would also provide better and more timely academic oversight of admissions.
(2) As in the previous report, CPB recommends independent management of food services as it diverts from the core management skills and competencies of the university.
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<thead>
<tr>
<th>Number</th>
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<tr>
<td>1.</td>
<td>African Student Programs</td>
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<td>3.</td>
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<td>26.</td>
<td>Student Affairs Communications</td>
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## Table II

### Student Services Budget

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*Note: Grand totals do not include pending $754,669 reduction in 19900

*Housing and Dining Budgets include recharge income.
The members of CPB thank VP Brint for meeting and providing them with information on the Office of Undergraduate Education (UE). VP Brint explained that the mission of the UE is to support cross-departmental UG educational activities across the whole campus, including the Academic Resource Center, Supplemental Instruction, Learning Communities, Summer Session, Honors Program, support for UG research and UG Research Journal publication, UC Washington Program, Summer Abroad Program and assistance with WASC accreditation. VP Brint explained that all UCs have an equivalent office with UCSC, UCD, UCI and UCSB being the closest in function. UCSC’s office includes admissions and UCSB is within the college of Letters and Sciences.

The UE office has 28.0 FTE ($2.26M), of which 15.75 ($1.15M) FTE in the Learning Center are supported by student registration fees and the remainder 12.25 ($1.11) FTE are supported by state general funds. The total budget of the unit in 2011-12 is $6.15M with an increase of $449K from last year. The new student success and first year programs are funded by temporary commitments from the Chancellor. VP Brint feels that the Honors program (cost $475K) is central to improving UG student quality.

The Academic Resource Center (ARC) with 20 staff FTE and 150-200 peer educators, provided supplemental instruction to 16K student visitors in 10-11 AY at an average of 4 visits per student. ARC funding is from student services fees, educational opportunity program funds and state general funds. Many of the programs target STEM fields. A writing program is also being piloted. CPB supports continued evaluation of these programs to improve the effectiveness of the center.

Summer session was transferred to UE in 2008-9. It enrolled 7436 students with a staff of 5 FTE. It is projected to expand by being offered more efficiently to non-UCR and high school students. UE also hosts a number of programs related to UG research, such as sponsoring a UG research symposium, publishing an UG research Journal, and supporting research at $5K/student. Plans are to have a separate Office of Undergraduate Research.
The University writing program (budget $328K) helps under prepared students improve their writing skills and has proven its benefit by graduating students who take English 5 at the same rate as those who begin in English 1. Programs are being expanded to accommodate international students. UE also assists in reporting learning outcome assessments from departments to WASC.

The University Honors program has a mission to attract and retain high achieving UGs. It was overhauled two years ago and currently runs “Ignition Seminars” for freshmen (small classes of 15 students offered by 12 faculty). The program has 5 FTE and an endowed professor and director. VP Brint is concerned about the constrained budget for such a vital campus program.

In response to questions on the location of the Admissions office, VP Brint felt that UG admissions functionally belongs in an academic unit such as UE, rather than a business unit such as the Office of Student Services (present location). Locating admissions in UE would provide synergy to recruiting better quality students, more focused meeting of enrollment targets and the efficient recruiting of international students. UE believes that while International Education is very important, efficiencies could be gained by restructuring. Thus, the Education Abroad Program could be moved to UE from Student Services. This would also provide efficiencies through consolidation with the summer study aboard program offered by UE and bring focus to the recruitment of international students.

Recommendations: CPB recommends,


2. That UG Admissions and Education Abroad programs be moved to an academic unit such as UE from a largely business unit such as the Office of Student Services to build synergy, academic focus, academic planning, precise enrollment management, targeted recruitment and improved quality. The change would also provide better and more timely academic oversight of admissions.
Committee on Planning and Budget (2011-12)

Umar Mohideen, Physics (Chair)
Bir Bhanu, Electrical Engineering
Jan Blacher, GSOE
Michelle Bloom, Comparative Literature
Subir Ghosh, Statistics
Barry Mishra, SoBA
David Pion Berlin, Political Science
Roger Ransom, History
Patricia Springer, Botany and Plant Sciences
To be received and placed on file:

The Committee on Committees reports the following appointments made since the last report of May 29, 2012:

Appointed Professor Christine Chiarello, Department of Psychology, to serve on the Committee on Academic Personnel.

Appointed Professor Amit Roy Chowdhury, Department of Electrical Engineering, and Professor Rebecca Kugel, Department of History, to serve on the Committee on Research.

Appointed Professor Larry Wright, to serve on the Committee on Distinguished Teaching.

Appointed Mark Wrathall, Department of Philosophy, to serve on the Committee on Physical Resource Planning.

Appointed Professor Jonathan Ritter, Department of Music and Professor P. Kirk Visscher, Department of Entomology, to serve on the Committee on Planning and Budget.

Appointed Professor Suk-Won Kim, School of Business Administration, to serve on the University Extension Committee.

Appointed Bronwyn Leebaw, Political Science, to serve as the Vice-Chair of the Riverside Division Academic Senate.

Appointed David Lo, Biomedical Sciences Alan McHughen, Botany and Plant Sciences and Juliet McMullin, Anthropology to serve member of the interim Executive Committee for the School of Public Policy.

Appointed Professor Li Fan, Department of Biochemistry, and Professor Georg Michels, Department of History to the Student Fee Advisory Committee.

Provided a slate of 8 names for the search committee for the Vice Chancellor for Finance and Business Operations.

Provided a slate of 12 names for the search committee for the Associate Vice Provost for Faculty Equity and Diversity.

Provided a slate of 12 names for the search committee for the Dean of the School of Public Policy.

Provided a slate of 10 names for the search committee for the Dean of University Extension.

Provided a slate of 10 names for the search committee for the Vice Provost for Administrative Resolution.
To be received and placed on file:

The Committee on Courses has approved the following courses.

**Undergraduate Course**

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<td>BIEN 138</td>
<td>Fundamental Principles of Wound Repair</td>
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<td>CHN 046 W</td>
<td>Responses to Political Repression in Modern Chinese Literature and Film</td>
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<td>ENGL 142 O</td>
<td>Cultural Studies</td>
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<td>HISA 119 S</td>
<td>Modern U.S. Consumer Culture</td>
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<td>HISA 167</td>
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<td>LING 162</td>
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<td>CHANGE</td>
<td>AHS 120</td>
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<td>ART 140</td>
<td>Intermediate Analog Photography</td>
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<td>AST 046</td>
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<td>BPSC 150</td>
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<td>CPLT 111</td>
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<td>CPLT 142 (E-Z)</td>
<td>Women's Writing in Modern Asia and Asian America</td>
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<td>CS 049 M</td>
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<td>EE 010</td>
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<td>GER 111</td>
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CHANGE  HISA 119   Modern U.S. Consumer Culture (4)
HISE 145   World War I (4)
HISE 146   The Second World War (4)
ITAL 125 (E-Z)    Studies in Italian Literature (4)
LATN 101 (E-Z)    Advanced Latin Reading and Grammar (4)
MCS 173 (E-Z)    International Cinemas (4)
MCS 178   Berlin Metropolis in Literature, Film, Music, and Art (4)
ME 110    Mechanics of Materials (4)
POSC 111    Democracy and the Social Contract (4)
POSC 115    Utopia and Dystopia (4)
POSC 126    The Politics of International Trade, Finance, and Development (4)
SOC 003    Theoretical Perspectives in Sociology (4)
THEA 157    Introduction to Film Editing (5)
THEA 191 (E-Z)    Seminar in Theatre (4)
WMST 142 (E-Z)    Women's Writing in Modern Asia and Asian America (4)

Professional Course
NEW    BIEN 401    Fundamentals of Proposal Preparation and Ethical Standards in Bioengineering (4)
       BIEN 402    Effective Writing for Bioengineering Research Publications (4)

Graduate Course
NEW    BIEN 236    Nanomaterials for Regenerative Medicine (4)
       CS 210    Scientific Computing (4)
       EDUC 258 (E-Z)    Higher Education (4)
       EDUC 258 R    Higher Education (4) Qualitative Data Analysis in Education
       ENGR 200    Engineering in the Global Environment (3)
       ENGR 201    Technology Innovation and Strategy for Engineers (4)
       ENGR 202    Introduction to Systems Engineering (4)
       ENGR 203    Principles of Engineering Management (4)
       MGT 292    Concurrent Studies in Management (1-4)
       MSE 236    Nanomaterials for Regenerative Medicine (4)
       POSC 214    Political Economy of International Trade (4)
       STAT 255 J    Seminar on Topics in Applied Statistics (4) Longitudinal Data Analysis
DELETE  BIOL 208    Host-Parasite Relationships (3)
       ENTM 208    Host-Parasite Relationships (3)
       ENTM 231    Insect Pathology (4)
       ENTM 232    Molecular Biology of Insects (4)
       ENTM 243    Advanced Insect Physiology, Biochemistry, and Molecular Biology (3)
CHANGE  BMSC 222 (E-Z)    Special Topics in Biomedical Sciences (2)
       CHEM 229 X    Advanced Topics in Analytical Chemistry (3) Electrochemistry at Ultramicroelectrodes
       CHEM 229V
       EEOB 212    Ecological Systems in Space and Time (4)
       EEOB 217    Advanced Population and Community Ecology (4)
       ENTM 212    Ecological Systems in Space and Time (4)
       GEO 212    Ecological Systems in Space and Time (4)
       POSC 264    Seminar in International Political Economy (4)
To be received and placed on file:

The Committee on Courses has completely revised the "General Rules and Policies Governing Courses of Instruction" which follow [page numbering and breaks removed for agenda]:

ACADEMIC SENATE

COMMITTEE ON COURSES UNIVERSITY OF CALIFORNIA - RIVERSIDE
GENERAL RULES AND POLICIES GOVERNING COURSES OF INSTRUCTION
(Revised August 2012)

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

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

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

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

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

All Honors Courses
3. UHP Executive Committee approves**
   **If applicable, BMSC, BSAD/BUS and EDUC courses to
   route to the appropriate Executive Committee prior to
   routing to the Registrar’s Office
4. Registrar’s Office reviews
5. College Executive Committee(s) approve, if applicable
6. Committee on Courses approves

For Graduate Courses
1. Department/Committee/Program Faculty approve
2. Department/Committee/Program Chair approves*
   *BMSC, EDUC, and MGT courses to route to the
   appropriate Dean prior to routing to the Registrar’s Office
3. Registrar’s Office reviews
4. Dean of the College (or Division) for review
5. Graduate Council approves
6. Committee on Courses approves

For Professional Courses
1. Department/Committee/Program Faculty approve
2. Department/Committee/Program Chair approves
   **If applicable, BMSC, EDUC, and MGT courses to
   route to the appropriate Executive Committee prior to
   routing to the Registrar’s Office
3. Registrar’s Office reviews
4. College (or Division) Executive Committee approves
5. Graduate Council approves
6. Committee on Courses approves

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

Submission deadlines for proposals for courses numbered 001-299 are posted
at http://senate.ucr.edu/Committees/courses/default.htm under the link “Course Submission Deadline Schedule.”
Submission deadlines for courses numbered 300-499 may be obtained from the Course Specialist (X2-2459).
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      lecture, seminar, discussion, workshop, colloquium,
      or consultation 7
      studio 8
      laboratory, practicum, field work, screening, internship,
      clinic, thesis, tutorial, and similar assigned problems 8
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In submitting a course proposal form, the following items must be given consideration:

I. **Classification and Number of Courses:**

   A. **Classification:** Classification of courses is contained in Senate Regulations (SR) 739, 740, and 742.\(^1\)

      SR 740 classifies courses as--

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

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

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

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

      5. **Other professional courses** are numbered 400-499.

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

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

   **UNDERGRADUATE COURSES**
   
   1 - 99 Lower Division Courses
   100 - 199 Upper Division Courses

   **Titles and Numbers for Special Undergraduate Courses**
   
   90 Special Studies (1-5)
   190 Special Studies (1-5)
   191 Seminar in
   192 Junior Seminar (1-4)
   192H Junior Honors Seminar (1-4)
   193 Senior Seminar (1-4)
   193H Senior Honors Seminar (1-4)
   194 Independent Reading (1-2, with a maximum of 4 units)
   195 or 195H Senior Thesis (4-4-4 or less, maximum 12)
   196 or 196H Senior Research Paper (1-4, not repeatable)
   197 Research for Undergraduates (1-4)
   198G Internship, Group (1-12, repeatable to 16)
   198H Junior Honors Research (1-4)
   198I Internship, Individual (1-12, repeatable to 16)
   199 Senior Research (1-4)
   199H Senior Honors Research (1-5)
1 Universitywide Manual of the Academic Senate.
2 Riverside uses a slight variation from SR 740 in those courses assigned numbers 190-199.
3 500-699 courses are not in common use in Riverside.

GRADUATE COURSES
200-299

Titles and Numbers for Special Graduate Courses
287 Interdisciplinary Seminar
290 Directed Studies (1-6)
291 Individual Study in Coordinated Areas
292 Concurrent Studies in [Department/Program] (1-4, repeatable for credit; concurrent enrollment by graduate student in undergraduate course, with credit for additional graduate level participation)
297 Directed Research (1-6)
298G Internship, Group (1-12, repeatable to 16)
298I Internship, Individual (1-12, repeatable to 16)
299 Research for the Thesis or Dissertation (1-

12) PROFESSIONAL COURSES

4

300 - 399 Professional Courses for Teachers
301 "Teaching of __________ at the College Level" or "Directed Studies in the Teaching of __________" (To be graded S/NC. Units must accurately reflect hours of training.)
302 "Apprentice Teaching" or "Teaching Practicum", variable (1-4) units. Open to all appropriate Academic Student Employees (ASE's) with units assigned to reflect teaching activity during the applicable quarter. To be graded S/NC.
398G Internship, Group (1-12, repeatable to 16)
398I Internship, Individual (1-12, repeatable to 16)

400 - 499 Other Professional Courses

B. Numbering:

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

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

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

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

3. **H:** The letter "H" immediately following a course number usually designates an honors course.
4. **L:** The letter "L" immediately following a course number in the sciences usually designates a laboratory course.

5. **S:** The letter "S" is used to designate a “special course” which means there is a parallel course that has additional workload and credit as well as an additional activity as the non-S course. An “S” course will also affect the other’s course credit statement. However, not all courses with an “S” suffix are special courses; E-Z courses may have “S” segments.

6. **W, X, Y, Z:** The letter W, X, Y, or Z following a course number usually designates a Writing Across the Curriculum (WAC) course which satisfies, or partially satisfies, the ENGL 001C requirement.
   a. Letter W indicates a standard WAC course
   b. Letter X indicates either a lower or upper division course that is both a WAC and Honors course.
   c. Letter Y indicates a standard WAC course for half (1/2) credit.
   d. Letter Z indicates either lower or upper division courses that are both half WAC and Honors.

7. **V:** The letter V following a course number usually designates a course offered Online. These courses must state that at least 2/3 or 67% of the grade must be secure.

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

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

II. **Preparation of Course Proposals.**

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

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

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

   2. **Units:** SR 760 states: "The value of a course in units shall be reckoned at the rate of one unit for three hours’ work per week per term on the part of the student, or the equivalent."

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

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

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

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

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

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

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

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

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

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

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

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

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

4. **Prerequisites:** Prerequisites for courses are established by the department, committee, or program, and require the approval of the Committee on Courses. Prerequisites for upper-division and graduate courses should ordinarily meet the requirements of SR 740. The Committee interprets SR 740 to mean that the minimum prerequisite(s) for courses numbered 100-199 (inclusive) is/are "upper-division standing or consent of instructor" and/or successful completion of one or more introductory course(s) in the discipline. The minimum prerequisite for courses numbered 200 and above is possession of a bachelor's degree or other evidence of academic maturity.6
Prerequisites less restrictive than these will be permitted only for extraordinary reasons and will require strong justification. Normally, prerequisites should be limited to the courses necessary for students to comprehend the material presented in the proposed course. More extensive prerequisites must be justified.

A specific prior Grade Point Average may not be listed as a prerequisite for a course, with the exception of honors courses. (A minimum grade, typically C-, in one or a very few specific prerequisite courses may be listed among the prerequisites for a course.) Redundancy in lists of prerequisite courses should be avoided. For example, lower-division courses that are already subsumed under upper-division requirements should not be included in the list.

6 Note: Academic maturity is presently attested to for undergraduates by a GPA in excess of 3.0, consent of the instructor, and evidence of successful completion of upper-division work in the same discipline.

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

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

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 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.

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

6. Grading and Repeatability: Indicate the grading basis for the course. If the course has special grading or is repeatable, include this information in the appropriate section(s).
Grading: Since Senate regulation 1.2.2 offers students broad latitude to take courses not counting toward their major requirements on a S/NC basis, an undergraduate course may not be restricted as “Letter Grade Only” unless it is an honors course or enrollment is restricted to majors only.

The default grading types for undergraduate courses are:

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

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

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

**Repeatability:** Normally, undergraduate courses, except for independent study, internship, courses, and the like, are not repeatable for credit. If a department wishes to propose that a course be repeatable as topics change, there must be strong justification demonstrating that a given content will not be repeated frequently, and explaining how the course will be monitored to prevent students from receiving credit for duplication of work.

The repeatability of a course within a single quarter will only rarely be granted. Such a request will need especially strong justification, as will requests to permit students to repeat a course several times.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Allow 5 working days for receipt of search reports.

Reviewing the reports: The Program Search report lists programs, majors, and minors in which the proposed course appears. Review these programs to determine if they will be affected by your course proposal. Course numbers, titles, prerequisites, credit statements, etc. may be affected. Use the information from this report to help you answer questions in CRAMS. If requesting an enrollment restriction to majors and/or minors, use the program search to determine which extradepartmental major/minor programs may be affected, and consult with the affected departments, reporting on this in the justification in your request.
G. Requests for Exception to Due Dates for Course Proposals: The deadlines for proposing new courses and for proposing changes to approved courses with reference to a future effective date (the academic term when the new course can first be offered, or when changes will take effect) are firm, and exceptions are approved infrequently. However, it sometimes becomes necessary for a department/program to request a brief exception to the deadline for reasons that could not have been anticipated. When this occurs, the department should complete the Request for Extension of Course Proposal Submission Deadline Form, which is available on the Committee’s web site [http://senate.ucr.edu/committee/8/request_for_extension_of_course_request_submission_deadline_form.html](http://senate.ucr.edu/committee/8/request_for_extension_of_course_request_submission_deadline_form.html). If the request is approved, a copy of the approved form, and of any other relevant correspondence, must be pasted into the Faculty Correspondence field on CRAMS before the late course proposal is submitted. Appendix 3 contains a sample copy of the Request for Extension form.

**GENERAL POLICIES**

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

I. Level and Emphasis of Courses:

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

II. Scope and Organization of Courses:

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

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

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

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

III. Course Duplication or Overlap:

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

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

IV. Guidelines for Cross-Listing of Courses:
The use of and need for CROSS-LISTING of courses varies widely from program to program.

A. Policy Statement:

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

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

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

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

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

B. Guidelines for Approval of Cross-Listed Courses:

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

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

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

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

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

6. If two or more departments/programs deem the content of a course appropriate for inclusion in their respective curricula, the course will be considered for cross-listing. If more than three departments propose cross-listing of a single course, the Committee requests strong justification.
7. When deleting multiple cross-listed A,B,C series, all deletions shall have the “Last Effective” term date of the first affected course to avoid any possible confusion in catalog printing.

V. E-Z Courses

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

E-Z Umbrella Course with Segment Subtitles Listed in Its Description

This format is recommended when the majority of the segments are frequently offered, segments have a similar design, and segment descriptions are not needed to provide guidance to students as they select courses. [See example.]

Example:

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

E-Z Umbrella Course without Segment Subtitles Listed

This format is recommended when the majority of the segments are infrequently offered.

Example:

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

E-Z Umbrella Course with Segment Subtitles Listed Separately

This format is recommended when the majority of the segments are frequently offered and segment descriptions are needed to provide guidance to students as they select courses.

Example:

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

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

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

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

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

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

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

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

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

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

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

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

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


a. Academic units may choose to establish a segment whose subtitle is not listed in the description of its umbrella course. The complete description of such a segment may or may not be listed in the General Catalog at the unit’s option. However, if the description of one segment of an umbrella is listed in the General Catalog, the descriptions of all other segments of that umbrella must also be listed. “One-time only” segments will be considered as "not for catalog listing."
b. Academic units may establish segments of this type by submitting a course proposal for the E-Z umbrella number with the segment letter (i.e., HIST 111E). These course proposals must follow the same routing as for any permanent course. The "Catalog Description" would be the segment description and a course outline must be included in the course proposal.

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

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

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

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

D. Segment Lettering and Titles.

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

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

A. Special Studies Courses (90 and 190).

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

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

B. Directed Studies Courses (290).

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

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

VII. Internships:

The internship experience has become an increasingly important component in the academic training of our students. Internships differ from Special Studies (90 and 190) by the involvement of a non-departmental sponsor (generally off campus) in addition to the faculty member/student relationship.
Riverside Division Regulation R1.9 adopted in December 1976 states: “A maximum of 16 units of credit may be obtained through internship courses, with a maximum of 12 units of internship scheduled in a single quarter. Internship course credit is given for academic work related to the experience of the internship, not for the work experience alone.”

Guidelines: The following internship guidelines were also adopted:

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

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

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

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

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

VIII. X-100 and X-200 Courses in University Extension:

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

IX. Summer Session Courses:

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

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

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

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

XII. **“One-Time Only” Courses**

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

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

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

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

Undergraduate and graduate course proposals which contain experiments using recombinant DNA technology must have the experiments approved and certified by the UCR Institutional Biosafety Committee (IBC). The Committee on Courses will not approve such course proposals if the use of recombinant DNA has not been certified.

It is the instructor's responsibility to complete and forward the “Biological Use Authorization (BUA)” form to the Compliance Officer of the IBC, Office of Research. A copy of the approved registration form should be attached to the course proposal form when it is submitted to the Committee on Courses. If the course changes and the use of DNA is substantially changed, the instructor should submit a written notification to the Compliance Officer of the IBC, Office of Research. A copy of the approved notification should be attached to the change in course proposal form when it is submitted.

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

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

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

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

The request should contain:

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

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

XVI. APPENDICES
**APPENDIX 1A**

**MINIMUM HOURS PER WEEK PER UNIT**

SR 760 states: "The value of a course in units shall be reckoned at the rate of one unit for three hours' work per week per term on the part of the student, or the equivalent."

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

One unit for each hour per week of lecture, seminar, discussion, workshop, colloquium, or consultation.

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

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

---

### EXAMPLE 1

<table>
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### EXAMPLE 2

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<tr>
<th>Activity</th>
<th>Units</th>
<th>Total Required Hours</th>
<th>Group Hours*</th>
<th>Individual Hours</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>3 hours per unit or 3 x units</td>
<td>contact with instructor or TA</td>
<td>no contact with instructor or TA</td>
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<tr>
<td>Seminar</td>
<td>3</td>
<td>9</td>
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### EXAMPLE 3

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<tr>
<td></td>
<td></td>
<td>3 hours per unit or 3 x units</td>
<td>contact with instructor or TA</td>
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<td>4</td>
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*Usually a class or a consultation.
APPENDIX 1B

June 6, 1997

TO: DEPARTMENT/PROGRAM CHAIRS
FR: COMMITTEE ON COURSES
RE: UNIT DISTRIBUTION AND COURSE APPROVAL FORMS

PLEASE DISTRIBUTE TO ALL FACULTY

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

Lecture, Seminar, Consultation, and Discussion

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

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

Laboratory

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

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

One credit is given for 3 hours per week of outside research, extra reading, etc. These categories indicate that reading materials or research efforts exceed the reading required to support lectures (2 hrs./1 hr. lecture). The use of these educational activities must be clearly justified to the Committee on Courses.
Typical 4-unit course outlines include:

(a) 3 hr. lecture (including approximately 6 hours of reading) and 3 hr. laboratory per week = 4 units

(b) 3 hr. lecture (including approximately 6 hours of reading) and 3 hr. extra reading per week = 4 units

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

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

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

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

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

THE BASIC INFORMATION IS SUMMARIZED BELOW:

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

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

*** APPROXIMATELY TWO HOURS OF OUTSIDE READING OR OTHER WORK IS EXPECTED FOR EACH HOUR THE CLASS MEETS PER WEEK.
EXAMPLE: A CLASS THAT MEETS 2 HOURS PER WEEK FOR LECTURE AND ONE HOUR OF DISCUSSION REQUIRES 6 HOURS OF OUTSIDE WORK PER WEEK.

*** OTHER WORK, SUCH AS LABORATORY WORK, FIELD WORK, OUTSIDE READING, INDEPENDENT STUDY, TERM PAPER, OR RESEARCH, IS USUALLY COUNTED AT THE RATE OF ONE CREDIT FOR THREE HOURS OF SUCH WORK.

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

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

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

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

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

Cc: Registrar/Assistant Registrar/Catalog Editor/Courses Coordinator
    Deans, Colleges/Schools/Graduate Division
    Chairs, Executive Committees
    Chairs, Committee on Educational Policy/Graduate Council
    Administrative Assistants & Graduate/Undergraduate Secretaries
### Undergraduate Courses (001-199)
The default grading type is **Letter Grade or petition for Satisfactory/No Credit (S/NC)**.

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

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

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

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

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

---

**GRADING TYPES (shaded below) and their STANDARD GRADING STATEMENTS (in italics below)**

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<th>Letter Grade or petition for Satisfactory/No Credit (S/NC)</th>
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<td></td>
<td>This is the default grading type for undergraduate courses, so no statement is needed.</td>
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<table>
<thead>
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<td>Students who submit a term paper receive a letter grade; other students receive a Satisfactory (S) or No Credit (NC) grade.</td>
</tr>
<tr>
<td></td>
<td>Students who present a seminar receive a letter grade; other students receive a Satisfactory (S) or No Credit (NC) grade.</td>
</tr>
<tr>
<td></td>
<td>Students who present a seminar or submit a term paper receive a letter grade; other students receive a Satisfactory (S) or No Credit (NC) grade.</td>
</tr>
<tr>
<td></td>
<td>May be taken Satisfactory (S) or No Credit (NC) by students advanced to candidacy for the Ph.D.</td>
</tr>
<tr>
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<td>Normally graded Satisfactory (S) or No Credit (NC), but students may petition the instructor for a letter grade on the basis of assigned extra work or examination</td>
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</thead>
<tbody>
<tr>
<td>Graded Satisfactory (S) or No Credit (NC).</td>
</tr>
</tbody>
</table>

| Other | This grading type is no longer used. |
APPENDIX 3  Request for Extension of Course Proposal Submission Deadline

Course Number:
Course Title:
Effective Quarter and Year:

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

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

List other courses affected by course proposal:

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

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

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

Chair of Department/Program: Date:
Submitted By: Date:

Reviewed by Courses Specialist: Date:
Comments:

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

Committee on Courses Chair: Date:

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

It is the Committee on Educational Policy’s interest to insure that courses with a significant remote learning (RL) component are reviewed fairly and consistently by the Senate; accordingly the Committee on Educational Policy (CEP) developed the guidelines below in collaboration with the Committee on Courses and Graduate Council. Either CEP or the Committee on Courses may modify or eliminate some of these guidelines as familiarity with remote learning (RL) courses develops and as best practices in the structure and delivery of RL courses are determined and generally adopted; it is to be expected that such modifications will be adopted after a consultation between these two committees in order to insure consistency. These guidelines are not offered as possible changes in the regulations or committee charges.

In considering RL courses the CEP has assumed that once the Senate through the Committee on Courses has approved a course, it has passed the necessary scrutiny to insure that the expected quality of instruction will be delivered. For the same reason, any instructor approved to give such a course is assumed to have the necessary expertise and should be given all the freedom to modify his/her methods of instruction. Based on this the CEP believes that RL courses should not be associated with a particular instructor, nor with particular choices of software or hardware. In addition, the Committee considers that the repeat policy should apply to courses with equivalent syllabi independently of their being traditional or RL.

This document does not deal with some thorny issues surrounding RL courses, such as revenue sharing and intellectual property. This is not done with the intention to minimize these important concerns, but because they lie well outside the scope of both the Committee on Courses and the CEP.

Guidelines for the approval of Remote Learning courses

Definition

A course shall be labeled remote-learning (RL) if face-to-face contact with an instructor represents less than 1/3 of the total hours of required work per week.¹

Though this will be the general definition of RL courses, both CEP and the Committee on Courses recognize that there may be cases where this will be inappropriate; the ultimate determination of whether a course is to be considered RL will be made by the Committee on Courses, and may be at variance with the above definition.

SR 760 associates one unit for 3 hours of work per week per term. It is understood, however, that a minimum of two hours of outside reading or other preparation is expected each week for each hour of lecture, seminar, consultation, or discussion. The general definition implies that a course with N units will be an RL course if it has fewer than N face-to-face contact hours/week. For example, a 4-unit course for which the total amount of face-to-face lecture plus discussion plus seminar plus workshop plus laboratory time is less than 4 hours/week, would be an RL course. It is presumed (and verified in the course proposal during the Committee on Courses review) that all additional required contacts between students and instructor(s) occur remotely. The guidelines below are intended, in part, to insure that this type of contacts will allow students to interact with the
instructors.

Catalog Description

All remote learning courses shall be distinguished by the suffix “@”. For courses having standard and RL offerings, both course descriptions should include the appropriate retake and no duplication of credit policies.

All RL catalog course entries should include

- A broad description of the blend of traditional and online activities for the course
- Whenever pertinent, a note indicating that some specialized hardware and/or software might be required, referring the students to the course syllabus for specific descriptions

Approval

All RL courses require separate approval by the Committee on Courses even if there is an approved traditional course with the same syllabus.

In considering approval of RL course proposals, the Committee on Courses shall be primarily focused on whether or not the RL course will provide quality of education at the

1 This definition parallels the one used at UC Berkeley.

Given the absence of generally-accepted best practices for remote instruction, the Committee on Courses may opt to initially approve a course only for a defined period of time, with a favorable review required before granting unrestricted approval. The Committee on Courses may require RL course proposals to provide details not required of traditional courses.

Any substantial modification in the delivery or evaluation methods in an RL course should require separate approval by the Committee on Courses even if the content matter is left unaltered.

When RL courses are proposed in degree programs that are subject to accreditation by external agencies (such as the ABET accreditation for Engineering programs), it is the responsibility of the department/program to insure that the external agency will accept the RL courses in the accreditation process.

Evaluation

In consultation with the college executive committees, the CEP and Committee on Courses will modify the course evaluation form to include items specific to RL courses. These committees will review and update this form every 5 years or earlier if needed.

No RL course is to be associated with a specific instructor. Nor will they be associated with particular software and hardware needed for their implementation; instructors should be free to replace one type of software/hardware with another form offering to offering as they see fit. Any substantial revision of
the evaluation method, however, will require a separate approval by the Committee on Courses

Suggested Guidelines to the Committee on Courses

The following provide a list of points that the Committee on Courses may want to consider when evaluating RL course proposals. Not all points are relevant in all cases and additional ones might be raised for specific instances.

All RL course proposals should

- Conform to the standard schedules of 10-week offerings during the academic year, or 10/5/3/ week for the Summer session; the Committee on Courses can consider alternative scenarios under exceptional circumstances on a case-by-case basis. Any proposal to allow students to take evaluations at different times during the term must also include workable plans to maintain the integrity of the evaluations (see also next bullet).
- Provide a clear description of the evaluation methods including the measures aimed at preventing student dishonesty (especially if online examinations are proposed). In addition, electronic assessment tools must be designed/chosen to insure sufficient variation in the evaluation instruments from offering-to-offering so that the availability of tests from previous offering does not compromise future evaluations.
- Guarantee student access to the instructor in charge of the course. Access to the instructor cannot be delegated to any sort of assistant. The course description should include the frequency, duration and manner of such contact hours. Similarly the number and manner of TA contact hours should be included in the course description.
- Make all reasonable accommodations to insure course access for students with disabilities.
- Rely on generally available hardware since requiring cutting-edge technology will disadvantage some students.
- Insure that all relevant material available to students residing at or near UCR is also available to all RL students; this includes library material available electronically.
- Insure that all software issues (availability, licensing, etc.) should be resolved prior to the beginning of the term.
- Specify all software and hardware requirements, and the manner in which course-specific items can be obtained. This information should be included in the syllabus.
- Describe the technical support available to students on and off campus. This should include the option of dial-in support and not be restricted to online support (so as not to disadvantage students whose computer is non functional). This information should be included in the syllabus.
- Insure that all TAs are trained in the software and hardware to be used in the course.
- Have a built-in mechanism for assessing learning outcomes. Assessment should measure the effectiveness of learning in a course, should be used to guide improvement in the course, and, when a comparable regular course is taught in parallel, may enable comparison of the relative effectiveness of the RL and the regular course.

In addition:

Courses with a laboratory component require special attention. If the laboratory requires physical components\(^2\), the simplest solution is to decouple the laboratory into a separate course that is taught on-site. Budget constraints, however, might force a choice between an on-line laboratory and no laboratory at all; such situations must be treated on a case- by-case basis weighing the advantages and problems of the proposal.
Teaching assistants should not be limited to RL courses but should also gain experience by serving in regular courses. A TA must alternate serving in an RL course with serving in two regular offerings except in cases where the TA requests to be assigned to RL courses more frequently.

\[\text{2 In contrast with laboratories whose very nature is computer-based}\]
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:

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<th>DEPARTMENT</th>
<th>LIMITS OF AUTHORIZATION</th>
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<td>Corrie Neighbors</td>
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To be received and placed on file:

In fall 2011, 53% of UCR’s entering freshmen satisfied the Entry-Level Writing Requirement before registering as full-time students. The 47% of new freshmen placed in Entry-Level Writing courses made good progress once they arrived at UCR.

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<th>2011 ELWR Students</th>
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81 students placed in English 4 and 5 did not satisfy the ELWR by the spring 2012 quarter. 57 of these students were academically dismissed or left the university due to impending dismissal. 14 students from the ELWR population withdrew voluntarily from the university; all of these students were facing dismissal. 3 ELWR students in good standing left the university after the fall quarter. 3 ELWR students were granted an additional quarter to satisfy the ELWR. Only 4 students were required to leave UCR solely for failure to satisfy the ELWR.

Of the 215 students placed in Basic Writing 3, there were 121 students who satisfied the ELWR during their first year of residence. Of the remaining 94 Basic Writing 3 students, 27 students were academically dismissed or left the university due to impending dismissal. 67 students are making progress in satisfying the ELWR.
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* Denotes first time approval for Instructor
**Denotes Instructor has previously been approved but has not yet taught; therefore, there are no evaluations
To be received and placed on file:

Reports of degrees awarded*

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P.S. 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 adopted:

PROPOSED CHANGE TO BUSINESS INFORMATICS MAJOR

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

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

PROPOSED:
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 013, CS 014, CS 061
   d) CS 011/MATH 011
   e) ECON 002, ECON 003
   f) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A

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

Students may petition for exceptions to the above degree requirements. Exceptions to Computer Science course requirements must be approved by the Computer Science and Engineering undergraduate advisor or chair, and exceptions to Business Administration course requirements must be approved by the Graduate School of Management dean. Exceptions to other requirements require the approval of both the Department of Computer Science and Engineering and the Graduate School of Management.

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

JUSTIFICATION:

CSE faculty approved online versions of CS 10 and CS 12 as acceptable alternatives/comparable to regularly offered CS 10 and CS 12. MATH 111 is now cross listed with CS 111.

APPROVALS:

Approved by the Computer Science and Engineering Department: 09/27/2012
Approved by the BCOE Executive Committee: October 22, 2012
Approved by the Committee on Educational Policy: 11/5/2012
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, CS 012 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; one course from CS 122A or EE 128
   c) CS 111
   d) EE 100A or CS 168, EE 110B
   e) ENGR 180W
   f) MATH 113
   g) EE 114 or STAT 155
   h) Five courses (at least 20 units) as technical electives from the following set of Computer Science and Engineering, and Electrical Engineering upper-division courses

   CS 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 172, CS 177, CS 179 (E-Z), CS 180, CS 181, CS 183, CS 193

   EE 100B, EE 105, EE 110A, EE 115, EE 128, EE 132, EE 133, EE 134, EE 135, EE 140, EE 141, EE 144, EE 146, EE 150, EE 151, EE 152, EE 175A, EE 175B

PROPOSED:
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; one course from CS 122A or EE 128
   c) CS 111
   d) EE 100A or CS 168, EE 110B
   e) ENGR 180W
   f) MATH 113
   g) EE 114 or STAT 155
   h) Five courses (at least 20 units) as technical electives from the following set of Computer Science and Engineering, and Electrical Engineering upper-division courses

   CS 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 172, CS 177, CS 179 (E-Z), CS 180, CS 181, CS 183, CS 193

   EE 100B, EE 105, EE 110A, EE 115, EE 128, EE 132, EE 133, EE 134, EE 135, EE 140, EE 141, EE 144, EE 146, EE 150, EE 151, EE 152, EE 175A, EE 175B
The technical electives selected from h) must include either CS 179 (E-Z) or both EE 175A and EE 175B. The selection of the remaining technical electives must be planned, in consultation with a faculty advisor, to include at least one coherent sequence of two classes from either Computer Science and Engineering or Electrical Engineering. The technical electives must be distinct from those used to satisfy the upper-division requirements specified in items a) and b) above.

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

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

**JUSTIFICATION:**
CS 171 was initially to be a technical elective along with CS 170 and 172 but was overlooked. This will also apply to the Computer Science program

CEN faculty approved online versions of CS 10 and CS 12 as acceptable alternatives/comparable to regularly offered CS 10 and CS 12 (as did the CSE faculty on 9/26/12).

**APPROVALS:**

Approved by the Computer Engineering faculty: 6/15/12 (addition of CS171) & 9/27/12 (addition of CS 10V & CS 12V)

Approved by the BCOE Executive Committee: October 22, 2012

Approved by the Committee on Educational Policy: 11/5/2012
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 169, CS 170, CS 177, CS 179 (E-Z) (4 units maximum), CS 180, CS 181, CS 183, CS 193 (4 units

PROPOSED:

Major Requirements
Computer Science Major
1. Lower-division requirements (56 units)
   a) ENGR 001-I
   b) CS 010 or CS 010V, CS 012 or CS 012V 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/MATH 111
   e) ENGR 180W
   f) MATH 113
   g) STAT 155
   h) Two courses from MATH 046, MATH 120, MATH 126, PHIL 124
   i) At least 24 units of technical electives to be chosen from an approved list of courses which currently includes CS 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 (E-Z) (4 units maximum), CS 180, CS 181, CS 183, CS 193 (4 units maximum), CS 194
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.

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:**

CS 171 and CS 172 were initially to be technical electives along with CS 170 but were overlooked. This will also apply to the Computer Engineering program.

CSE faculty approved online versions of CS 10 and CS 12 as acceptable alternatives/comparable to regularly offered CS 10 and CS 12.

MATH 111 is now cross-listed with CS 111.

**APPROVALS:**

Approved by the Computer Science and Engineering Department: 3/14/2012 (CS171/CS172) and 9/26/12
Approved by the BCOE Executive Committee: October 22, 2012
Approved by the Committee on Educational Policy: 11/5/2012
To be adopted:

Proposed Changes to Education Minor

PRESENT:

2. PROGRAM REQUIREMENTS
   a) The Education Minor consists of the satisfactory completion of 24 units in courses identified for the Education Minor Program. At least 18 units must be completed in upper division courses.
   b) All courses must be completed with a minimum grade of “C” and a minimum cumulative GPA of 2.0

3. COURSE OFFERINGS
   a) The following courses will comprise the menu of electives for the Education Minor: EDUC 100B, EDUC 114, EDUC 116, EDUC 120, EDUC 129, EDUC 130, EDUC 131, EDUC 139, EDUC 172, EDUC 174, EDUC 177A, EDUC 177B.
   b) Additional courses may be added to this list by proposals of academic units, or by petitions of students to take a suitable alternative course. Student petitions require the approval of the program advisor in the Education Minor. Students may not petition to take more than 8 units of courses outside of the identified courses for the Education Minor.

PROPOSED:

2. PROGRAM REQUIREMENTS
   a) [no change]
   b) Candidates must maintain a minimum cumulative GPA of 2.0

3. COURSE OFFERINGS
   a) The following courses will comprise the menu of electives for the Education Minor: EDUC 001, EDUC 002, EDUC 020, EDUC 030, EDUC 040, EDUC 044, EDUC 100A, EDUC 100B, EDUC 109, EDUC 110, EDUC 112, EDUC 114, EDUC 116, EDUC 118, EDUC 120, EDUC 129, EDUC 130, EDUC 131, EDUC 139, EDUC 172, EDUC 173, EDUC 174, EDUC 177A, EDUC 177B, ETST 146.
   b) [no change]
4. PROGRAM ADMISSIONS AND ADMINISTRATION
   a) Students apply to the Education Minor by submitting a UC Riverside “Request to Declare/Drop a Minor” form.
   b) Once approved by the Education Minor Committee, the application goes to the student’s college for approval. Both approvals are required for admission.
   c) The minimum qualifications are:
      (1) Present good academic standing with a minimum GPA of 2.0
      (2) Application filed no later than four quarters before expected graduation

JUSTIFICATION:

The proposed Education Minor amendment broadens the menu of electives which students may elect towards their minor. This new menu provides more opportunity for students to enroll in courses toward their minor and to experience different fields of study in Education. The new list consists of five new courses created specifically for the Education minor. The addition of lower and upper division courses provides opportunity to explore research being done in educational policy, curriculum and teaching strategies, special education, psychology, and literacy and language. To better serve our students, we propose the removal of the minimum grade “C” restriction and instead ask students to maintain a minimum cumulative GPA of 2.0; this will be more in line within the guidelines of the University.

APPROVALS:

Approved by the faculty of the Department on October 24, 2012
Approved by the Executive Committee of the College on October 23, 2012
Approved by the Committee on Educational Policy: November 5, 2012
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
NOVEMBER 27, 2012

To be adopted:

Proposed Changes in Media and Cultural Studies Minor

PRESENT:

Minor

A minimum of 24 units (one lower-division course and five upper-division courses) are required. No course can be used to satisfy more than one requirement.

1. Lower-division requirements (1 course [at least 4 units]) chosen from the following:
   - ENGL 033, MCS 004/ART 004, MCS 015, MCS 020, MCS 021/CPLT 021

2. Upper-division requirements (a minimum of 5 courses [at least 20 units])
   a) One course from each of the following three groups:
      1. Film, Photography, and Media History:
         - AHS 176, AHS 182, HIST 191X, MCS 110 (E-Z), MCS 114/CPLT 134/GER
         - JPN 134/GER 134/JPN 134, MCS 137/AHS 136, MCS 138/AHS 137,
         - MUS 145I/ENGL 145E, MCS 145I/
         - ENGL 145I, MCS 170/CPLT 135/GER
         - MCS 173 (E-Z)/CPLT 173 (E-Z), MCS 174 (E-Z)/CPLT 174 (E-Z), MUS
         - MCS 186/AHS 186

PROPOSED:

Minor

A minimum of 24 units (one lower-division course and five upper-division courses) are required.

1. Lower-division requirements (1 course [at least 4 units]) chosen from the following:
   - MCS 001, MCS 005, MCS 010, MCS 015, MCS 020, MCS 021/CPLT 021

2. Upper-division requirements (a minimum of 5 upper-division MCS courses [at least 20 units])
   a) Any upper division MCS course or chosen from
      - AHS 115/LNST 115, AHS 134, AHS 166/WMST 169, AHS 181, AHS 182, AHS 188,
      - ANTH 102/AHS 102, ANTH 121, ANTH 137, ANTH 163, ANTH 180A, ANTH 180B, CPLT
      - 110, CPLT 143/FREN 143, CPLT 166/AST
      - 166/VNM 166, CPLT 180V, CPLT 181/FREN
      - 181, CRWT 151, CRWT 155, CRWT 174, DNCE 130, DNCE 131, DNCE 132, DNCE
      - 133, DNCE 134, DNCE 135, ENGL 102, ENGL
      - 121 (E-Z), ENGL 122 (E-Z)/LGBS 122 (E-Z), ENGL 142 (E-Z), ETST 153/LNST 153, ETST
      - 170/WRLT 170, ETST 175/WMST 175, EUR
      - 111C, EIR 112C, EUR 115F, EUR 116, EUR
      - 119 (E-Z), HIST 191X, LNST 168/ANTH
      - 168/ETST 148, MUS 126/ANTH 177/WMST
      - 126, MUS 128/ANTH 128/AST 128/DNCE
      - 128/THEA 176, MUS 140/HISA 139, MUS
      - 153/LGBS 153, PHIL 111, PHIL 169F, POSC
      - 146, SOC 154, SOC 168, SOC 169, SPN 102A, SPN
      - 102B, THEA 115, THEA 122, THEA 160, THEA
      - 191F, THEA 191W

No more than two media production courses (8 units) may be used towards the total of five


b) Two (2) additional courses chosen from 2. a(1),(2), and (3) above or from
JUSTIFICATION:

The Department of Media and Cultural Studies proposes to do away with the course category system in order to create continuity and a foundational body of knowledge for our minors. The three categories did not adequately represent the direction of the department, and were no longer necessary. The Department also added MCS 005 and MCS 010 within the lower division requirement options. Those two courses are added as gateway courses for students interested in our program.

The department decided to remove the tracks and course groupings for clarification. All courses that are currently used for the degree will continue to be used but the proposed classification simplifies what type of courses students may choose from. Instead of choosing one of the three tracks and then determining which course falls under five to eight different sub categories, we decided to group upper division requirements as production and non-production. All of our upper division courses have historical, theoretical and alternative media components and we no longer wanted to have those segments divide our course offerings. For clarity, since there was an elimination of the tracks, all courses in section 2 of the ‘Present’ side used the strikethrough function and all courses on the ‘Proposed’ side are underlined.

All courses have been reviewed and are currently active in the system.

APPROVALS:
Effective date: Winter 2012
Approved by the faculty of the Department of Media and Cultural Studies: 10/17/2011
Approved by the Executive Committee of the College of Humanities and Social Sciences: 1/25/12
Approved by the Committee on Educational Policy: 4/16/12
Proposed Changes to Undergraduate Chemistry Major

Present:
None

Proposed:

Change of Major Criteria:

General requirement:
1. Students must be in good academic standing with 2.0 cumulative GPA and 2.0 upper-division chemistry major GPA.
2. Grades for all chemistry core and required lower-division math and physics courses must be “C-” or better.
3. A grade of “C-” or better in each of the courses used to satisfy the 20-unit CNAS Natural Science and Mathematics breadth requirement.
4. AP credit is not accepted for lower-division chemistry courses.

Specific requirement:
If student has completed less than 45 units (first year students), then
• Completion of Chem 001A, Chem 001LA, Math 008B or Math 009A.

If student has completed between 45 and 90 units (second year students), then
• Completion of Math 008B or Math 009A, Math 009B, Math 009C.
• Completion of Chem 001ABC, Chem 001LABC and Phys 040A or Phys 002A & Phys 002LA (Phys 002A & 02LA can be used for B.A. program only)

If student has completed between 90 and 135 units (third year students), then
• Completion of all lower-division math requirements (Math 008B or Math 009A, 009B, 009C, Math 010A for B.A. program; and Math 008B or Math 009A, 009B, 009C, Math 010A, Math 010B, Math 046 for B.S. program).
• Completion of the following chemistry courses (Chem 001ABC, Chem 001LABC,
Chem 005, Chem 112ABC).

- Completion of all lower-division physics requirements (Phys 040ABC or Phys 002ABC & 02LABC) (Phys 002ABC & 02LABC can be used for B.A. program only)

If student has completed more than 135 units (fourth year students), then

- Completion of all lower-division math requirements (Math 008B or Math 009A, 009B, 009C, Math 010A for B.A. program; and Math 008B or Math 009A, 009B, 009C, Math 010A, Math 010B, Math 046 for B.S. program).
- Completion of all lower-division chemistry courses (Chem 001ABC, Chem 001LABC, Chem 005, Chem 112ABC).
- Completion of all lower-division physics requirements (Phys 040ABC or Phys 002ABC & 02LABC) (Phys 002ABC & 02LABC can be used for B.A. program only)
- Completion of upper-division chemistry courses (Chem 125 and Chem 150A)

**Justification:**

The change of major criteria were developed by the CNAS Advising Center and the Chemistry Department to provide new guidelines for students who plan to change to chemistry major. They were reviewed and approved by the faculty of the Chemistry Department in February 2012 and we propose to add the criteria to the catalog copy for the major.

**Approvals:**

Approved by the Department of Chemistry: 2/16/2012
Approved by the CNAS Executive Committee: 4/3/2012
Approved by the Committee on Educational Policy: 5/8/12
To be adopted:

Proposed Changes to Undergraduate Degree in Chemical Engineering

PRESENT:

Majors
The Department of Chemical and Environmental Engineering offers B.S. degrees in Chemical Engineering and in Environmental Engineering, and M.S. and Ph.D. degrees in Chemical and Environmental Engineering. For more details, see www.cee.ucr.edu.

Chemical Engineering focuses on transforming raw materials into useful everyday products. Chemical engineers turn the discoveries of chemists and physicists into commercial realities. They find work in a variety of fields including pharmaceuticals, materials, chemical, fuels, pollution control, medicine, and nuclear and electronic industries. At UCR, the B.S. degree in Chemical Engineering offers students three options: Biochemical Engineering, focusing on biochemical processes; Bioengineering, focusing on the biomedical industry; or Chemical Engineering, emphasizing traditional chemical engineering issues.

The program’s educational objectives are to produce graduates who demonstrate in their careers and professional pursuits the following:

- An ability to apply mathematics, engineering principles, computer skills, and natural sciences to chemical engineering practice
- Application of fundamental chemical engineering principles at an advanced level, and competence in synthesizing knowledge from multiple disciplines to develop and evaluate design solutions.
- Engagement in chemical engineering careers in diverse areas including bioengineering.

PROPOSED:

Majors
No Change

Chemical Engineering focuses on transforming raw materials into useful everyday products. Chemical engineers turn the discoveries of chemists and physicists into commercial realities. They find work in a variety of fields including pharmaceuticals, materials, chemical, fuels, pollution control, medicine, and nuclear and electronic industries. At UCR, the B.S. degree in Chemical Engineering offers students three options: Biochemical Engineering, focusing on biochemical processes; Nanotechnology, focusing on nanoscale processes; or Chemical Engineering, emphasizing traditional chemical engineering issues.

The program’s educational objectives are to produce graduates who attain high levels of technical expertise to enable their achievement in diverse chemical engineering practice and research, or in allied careers, prepare them for graduate level education, and enable them to be successful members of the professional community, for the benefit of our constituents.
nanotechnology, petrochemicals, alternative energy, and semiconductor manufacturing.

- Pursuit of graduate education and research in chemical engineering at major research universities.

- Exercise professional responsibility and sensitivity to a broad range of societal concerns, such as ethical, environmental, economic, regulatory, and global issues.

- Effective performance in a team environment, outstanding communication, and involvement in personal and professional growth activities.

The Chemical Engineering B.S. degree at UCR is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012; (410) 347-7700.

Environmental Engineering deals with design and construction of processes and equipment intended to lessen the impact of man’s activities on the environment. With the growing importance of environmental quality, the environmental engineer plays a pivotal role in modern industrial activity. Environmental engineers are involved in a wide range of activities including the design of alternative fueled vehicles, the development of renewable energy sources, the design of equipment for solid waste collection and disposal, municipal and industrial wastewater treatment, air pollution control systems, and hazardous waste management. At UCR, the B.S. degree in Environmental Engineering allows students to concentrate on air and/or water quality.

The program’s educational objectives are to produce graduates who demonstrate in their careers and professional pursuits the following:

- An ability to apply mathematics, engineering principles, computer skills, and natural sciences to environmental engineering practice

- Application of fundamental environmental engineering principles at an advanced level,
and competence in synthesizing knowledge from multiple disciplines to develop and evaluate design solutions.

- Engagement in environmental engineering careers in diverse areas including sustainability, air quality and pollution control, water quality engineering, bioremediation, and green engineering.

- Pursuit of graduate education and research in environmental engineering at major research universities

- Exercise professional responsibility and sensitivity to a broad range of societal concerns, such as ethical, environmental, economic, regulatory, and global issues

- Effective performance in a team environment, outstanding communication, and involvement in personal and professional growth activities.

The Environmental Engineering B.S. degree at UCR is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012; (410) 347-7700.

All undergraduates in the College of Engineering must see an advisor at least annually. Visit student.engr.ucr.edu for details.

<table>
<thead>
<tr>
<th>University Requirements</th>
<th>No Change</th>
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</thead>
<tbody>
<tr>
<td>See Undergraduate Studies section.</td>
<td>No Change</td>
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<table>
<thead>
<tr>
<th>College Requirements</th>
<th>No Change</th>
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</thead>
<tbody>
<tr>
<td>See The Marlan and Rosemary Bourns College of Engineering, Colleges and Programs section.</td>
<td>No Change</td>
</tr>
</tbody>
</table>

The Chemical Engineering major and the Environmental Engineering major use the following major requirements to satisfy the college’s Natural Sciences and Mathematics breadth requirement.

1. BIOL 005A, BIOL 05LA
2. CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC

No Change
3. MATH 008B or MATH 009A

Major Requirements

Chemical Engineering
Students must choose either a Biochemical Engineering, Chemical Engineering, Bioengineering, or Nanotechnology option.

1. Lower-division requirements (62 units)
   a) BIOL 005A, BIOL 05LA
   b) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC
   c) CS 010
   d) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   e) PHYS 040A, PHYS 040B, PHYS 040C

2. Upper-division requirements (76 units)
   a) CEE 158
   b) CHEM 112A, CHEM 112B, CHEM 112C
   c) CHE 100, CHE 110A, CHE 110B, CHE 114, CHE 116, CHE 117, CHE 118, CHE 120, CHE 122, CHE 160B, CHE 160C, CHE 175A, CHE 175B
   d) CHE 130/ENVE 130, CHE 160A/ENVE 160A
   e) ENGR 118

3. Option requirements: choose one option
   a) Biochemical Engineering option (20 units)
      (1) BCH 110A
      (2) BIOL 121/MCBL 121
      (3) CEE 010
      (4) CHE 124, CHE 124L
      (5) Four (4) units of technical electives chosen from CEE 132, CEE 135, CHE 140, CHE 150, CHE 171, ENVE 121
   b) Chemical Engineering option (18 units)
      (1) CEE 010, CEE 125
      (2) Twelve (12) units of technical electives chosen from CEE 132, CEE 135, CHE 102, CHE 136, CHE 171, ENVE 120, ENVE 133, ENVE 134, ENVE 138
   c) Bioengineering option (24–26 units)
      (1) BCH 110A, BCH 110B
      (2) BIOL 005B, BIOL 005C
      (3) CEE 011
      (4) Six to eight (6–8) units of technical electives chosen from

3. No change
   a) No change
      (1) No change
      (2) No change
      (3) No change
      (4) No change
      (5) No change
   b) No change
      (1) No change
      (2) No change
   c) Nanotechnology option (21 units)
      (1) CEE 010
      (2) CHE 105
      (3) CHE 161
      (4) CEE 135
      (5) Eight (8) units of technical electives
BIEN 140A/CEE 140A, chosen from CHE 102, CHE 131, ENVE 133, ME 114, MSE 160, MSE 161
BIEN 140B/CEE 140B, BIOL 107A,
BIOL 107B, BIOL 115,
BIOL 121/MCBL 121, BIOL 128/
CBNS 128, CEE 147, CEE 159/
BIEN 159, CHE 124, CHE 140, CHE 150
d) Nanotechnology option (21 units)
(1) CEE 010
(2) CHE 105
(3) CHE 161
(4) CEE 135
(5) Eight (8) units of technical electives
chosen from CHE 102, CHE 131,
from CHE 102, CHE 131,
ENVE 133, ME 114, MSE 160,
MSE 161
Visit the Student Affairs Office in the College of Engineering or student.engr.ucr.edu for a sample program.

JUSTIFICATION:

1. Due to the formation of the Department of Bioengineering, offering a focus in Bioengineering by the Department of Chemical and Environmental Engineering would be redundant and is no longer necessary. The faculty of the Department of Chemical and Environmental Engineering have voted to remove the Bioengineering option as a result. The Nanotechnology option has previously been approved and will replace Bioengineering.

2. Program Educational Objectives (PEO) department and Board of Advisors reviewed PEOs and it was decided they must be updated to meet ABET PEO objectives.

3. Removal of the Bioengineering option from the list of options offered by the Chemical Engineering degree path.

4. Removal of the Bioengineering option requirements from the list of option requirements.

APPROVALS:

Approved by the faculty of the Department of Chemical and Environmental Engineering: 08/24/11
Approved by the Executive Committee of the Bourns College of Engineering: 04/25/12
Approved by the Committee on Educational Policy: 04/30/12
To be received and placed on file:

The Executive Committee of the College of Engineering met 9 times during the 2011-12 academic year.

1. Course proposals
   New Courses 7
   Course Changes 33
   Cross-listings 1
   Deletions 6

2. Programs
   The Executive Committee received:
   - Program change to the Computer Science BS/MS (approved – 11/18/11)
   - Combined Computer Engineering BS/Computer Science MS Program (approved – 11/18/11)
   - Changes to Computer Science Undergraduate Program (approved - 01/11/12)
   - Changes to College Breadth Requirements (approved – 04/25/12)
   - Changes to Undergraduate Chemical Engineering Program (approved – 04/25/12)
   - Combined Computer Engineering BS/MS Program (approved – 06/06/12)

3. Regulations and Bylaws
   - The Executive Committee had 1 new Bylaw, 4.1.1.6 added.

4. Student Petitions
   There were 0 student petitions presented to the Executive Committee in the 2011-12 academic year.

5. Scholarship Decisions
   Degrees awarded
   23 B.S. end of Fall 2011
   27 B.S. end of Winter 2012
   170 B.S. end of Spring 2012
   15 B.S. end of Summer 2012

   Honors at Graduation
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<th>Fall 2011</th>
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<th>Spring 2012</th>
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   Students on Probation and Subject to Dismissal
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<tr>
<td>Dismissal</td>
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   2011-12 Executive Committee:
   Jay Farrell, Chair
   Albert Wang
   Neal Young
   Ashok Mulchandani
   Valentine Vullev
   Cengiz Ozkan
   Masaru Rao
   Nathan Martin, Student Representative
   Reza Abbaschian, Dean, Ex officio
   Mark Matsumoto, Associate Dean, Ex officio
   Chinya Ravishankar, Associate Dean, Ex officio
To be received and placed on file:

The Executive Committee of the College of Humanities, Arts, and Social Sciences met 9 times during the 2011-12 academic year.

1. **Course Proposals**

<table>
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<tr>
<th></th>
<th>New courses</th>
<th>Courses changed</th>
<th>New E-Z segments</th>
<th>Courses deleted</th>
<th>Professional courses</th>
<th>Courses restored</th>
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<td>206</td>
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<td>52</td>
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</tbody>
</table>

2. **Majors**

The Faculty approved the following new majors: Middle East and Islamic Studies.

The Executive Committee approved changes in the following majors: English; History; History/Administrative Studies; History/Law & Society; Liberal Studies; Languages and Literatures/Chinese; Languages and Literatures/Comparative Ancient Civilizations; Languages and Literatures/Japanese; Languages and Literatures/Russian; Media and Cultural Studies; Neuroscience; Psychology (BA); Psychology (BS); and Religious Studies.

The Executive Committee approved a program major name change: NONE

The Executive Committee approved major-change criteria: Neuroscience and Psychology (BA).

3. **Minors**

The Faculty approved the following new minors: Southeast Asian Studies.

The Executive Committee approved changes in the following minors: Labor Studies; Media & Cultural Studies; Psychology; Lesbian, Gay, Bisexual, Intersexual, & Transgender Studies; and Religious Studies.

The Executive Committee approved a program minor name change: NONE

4. **Program Reviews**

The Faculty reviewed the following new graduate programs: Proposal for a Ph.D. in History of Art and a proposal for a Master’s Program in Ethnic Studies.

The Faculty approved the following new programs: NONE

5. **Regulations and Bylaws**

*College*

The committee approved the following new College regulation: NONE

The committee approved the following new College bylaw: NONE

The committee approved the following College regulation changes: NONE

The committee approved the following College bylaw changes: NONE

*Campus*

The committee approved the following Senate regulation change to the Appendix of the Regulations of the Riverside Division: Regulation 7 – CEP Policy/Procedure for Discontinuations, Mergers, Splits of Undergraduate Programs

The committee approved the following Senate regulation change to the Appendix of the Regulations of the Riverside Division: Regulation 6 – Academic Integrity for Students at the University of California, Riverside
The committee approved the following Senate bylaw change: NONE

6. **Student Petitions**
   NONE

7. **Scholarship Decisions**

   *Degrees Awarded*
   
   B.A. end of Summer Session 2011  441
   B.S. end of Summer Session 2011  8
   B.A. end of Fall Quarter 2011  283
   B.S. end of Fall Quarter 2011  14
   B.A. end of Winter Quarter 2012  276
   B.S. end of Winter Quarter 2012  11
   B.A. end of Spring Quarter 2012  1330
   B.S. end of Spring Quarter 2012  71

8. **Students/Academic Action**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Winter 2012</th>
<th>Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restored to good standing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject to dismissal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dismissed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reinstated/readmitted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Probation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. **Honors at Graduation**

<table>
<thead>
<tr>
<th></th>
<th>Cum Laude</th>
<th>Magna Cum Laude</th>
<th>Summa Cum Laude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Session 2011</td>
<td>19</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Fall Quarter 2011</td>
<td>16</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Winter Quarter 2012</td>
<td>18</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Spring Quarter 2012</td>
<td>140</td>
<td>56</td>
<td>28</td>
</tr>
</tbody>
</table>

Kevin Esterling, Chair (2011-12)

**2011-12 Executive Committee:**

Kevin Esterling, Chair
Benjamin Bishin, Political Science
Jonathan Eacott, History
Alessandro Fornazzari, Latin American Studies
Sherine Hafez, Women’s Studies
Steven Helfand, Economics
Jennifer Hughes, Religious Studies
Kelly Jeong, Asian Studies
Rebekah Richert, Psychology
Andrea Smith, Media & Cultural Studies

**Ex Officio:**

Peter Graham, Associate Dean *ex-officio*
Anil Deolalikar, Associate Dean *ex-officio*
Georgia Warnke, Associate Dean *ex-officio* (11Fall)
Katherine Kinney, Associate Dean *ex-officio* (12W and 12S)
Stephen Cullenberg, Dean *ex-officio*
The Executive Committee of the College of Natural and Agricultural Sciences met 9 times during the 2011-2012 academic year.

1. **Course Proposals**

   - New Courses: 2
   - Course Revisions: 80
   - Course Deletions: 5
   - Course Restored: 0
   - New E-Z Segments: 0
   - Professional courses: 0
   - Cross-listings: 14

2. **Majors**

   - New departmental majors approved: NONE
   - New interdepartmental majors approved: NONE
   - Moratorium of majors approved: NONE
   - Changes to existing major requirements approved: Biochemistry, Environmental Sciences, Neuroscience, Plant Biology and Statistics

3. **Minors**

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

4. **Regulations and Bylaws**

   **College**

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

   **Campus**

   - The Committee approved the following divisional regulation changes: NONE
   - The Committee did not approve the following divisional regulation changes: NONE
   - The Committee did not approve the following divisional regulation change: NONE

5. **Other**

   - One Student petition was reviewed.
Biology was declared an impacted major. Chemistry, Geology, Neuroscience and Plant Biology created or updated the change of major criteria and continuation criteria.

6. Scholarship Decisions

A. Degrees Awarded

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Winter 2011</th>
<th>Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. degrees</td>
<td>10</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>B.S. degrees</td>
<td>82</td>
<td>37</td>
<td>109</td>
</tr>
<tr>
<td>B.A. degrees</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.S. degrees</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.A. degrees</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.S. degrees</td>
<td>109</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.A. degrees</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.S. degrees</td>
<td>425</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Honors: 71  High Honors: 22  Highest Honors: 15

B. Students on Probation and Subject to Dismissal

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Winter 2012</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probation &amp; Continued Probation</td>
<td>314</td>
<td>363</td>
<td>281</td>
</tr>
<tr>
<td>Subject to Dismissal</td>
<td>153</td>
<td>188</td>
<td>65</td>
</tr>
<tr>
<td>Cont'd Subject to Dismissal</td>
<td>63</td>
<td>40</td>
<td>156</td>
</tr>
<tr>
<td>Dismissed</td>
<td>32</td>
<td>11</td>
<td>37</td>
</tr>
</tbody>
</table>

2011-2012 Executive Committee Members:

David Parker, Chair
Stephen Spindler, Biochemistry
Derek Roff, Biology
Thomas Girke, Botany/Plant Sciences
Cynthia Larive, Chemistry
Gordon Love, Earth Sciences
John Trumble, Entomology
James Sickman, Environmental Sciences
Fred Wilhelm, Mathematics
Isgouhi Kaloshian, Nematology
Scott Currie, Cell Biology & Neuroscience
Gillian Wilson, Physics
Katherine Borkovich, Plant Pathology
Xinping Cui, Statistics
To be received and placed on file:

The Biomedical Sciences Executive Committee engaged in the following activities during the 2011-2012 academic year:

1) Drafted a final version of the UCR School of Medicine Bylaws.
2) Drafted a Diversity Statement for the UCR School of Medicine.

The Biomedical Sciences Executive Committee also reviewed and provided comments on the following:

1) Systemwide review of proposed revision of APM-670, Health Sciences Compensation Plan.
2) Systemwide review of proposed changes in APM-200, Appointment and Promotion, General.
3) Systemwide review of proposed new policy, APM 205, Appointment and Promotion, Recall of Academic Employees.
4) Proposal for Concurrent Approval of Honors Courses.
5) Proposed changes to the Academic Integrity Policy and Procedures.

Executive Committee members
Monica Carson
Christian Lytle
Iryna Ethell
David Johnson
Daniel Straus (Chair)
To be received and placed on file:

The Executive Committee of the Graduate School of Education met formally eight times during 2011-2012 AY.

Degrees and credentials awarded:

<table>
<thead>
<tr>
<th>Credential Name</th>
<th>Subject/Emphasis</th>
<th>Univ. Intern</th>
<th>Preliminary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ. Specialist</td>
<td>Mild/Moderate</td>
<td>1</td>
<td>5</td>
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<tr>
<td></td>
<td>Moderate/Severe</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Multiple Subject</td>
<td></td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>BCLAD Spanish</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Single Subject</td>
<td>Biological Science</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Foundational Math</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Foundational Science</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
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<td>7</td>
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<tr>
<td></td>
<td>GeoScience</td>
<td>0</td>
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<tr>
<td></td>
<td>Physics</td>
<td>0</td>
<td>1</td>
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<tr>
<td></td>
<td>Social Science</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>World Languages</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>

M.Ed 2010 General Education Teaching Emphasis  43
Non-degree Teaching Credential Program Completers  63

Subtotals  106

M.Ed Summer 2011 - Spring 2012  14
MA Summer 2011- Spring 2012  7
Ph.D. Summer 2011 - Spring 2012  13

Subtotals  34

Total  140
Major topics:  
**GSOE Issues**

- Two new Executive Committee members elected for 2012-2013 - Dr. Mike Vanderwood and Dr. Lee Swanson
- Dr. Jan Blacher named Distinguished Professor
- Dr. Rollanda O’Connor re-appointed as the Vernon Eady/ Irving Hendrick Endowed Chair in Learning Disabilities
- Dr. Robert Ream elected president of the Sociology of Education Association (SEA)
- Successful recruitment of Dr. Eddie Comeaux, Assistant Professor in Higher Education
- New CFAO-Assistant Dean Sally Tavison
- Retirement of Assistant Director of Teacher Education Paul Sutten and successful recruitment of new Assistant Director of Teacher Education Rick Morrison
- Approval of undergraduate minor in Education
- Successful submission of MEd in TESOL (Teaching of English to Speakers of Other Languages)
- Successful negotiation with UNEX for shared leadership of educational program development

Executive Committee Members Summer 2011-Spring 2012:

Melanie Sperling, Chair  
Jan Blacher  
Luciana Dar  
George Marcoulides  
John Wills  
Anne Jones, ex officio  
Douglas Mitchell, ex officio
The Executive Committee of the School of Business Administration met (physically) three times during the 2011-2012 academic year and conducted electronic meeting on numerous occasions.

1. Scholarship Decisions
   A. Degrees Awarded
      Master of Business Administration
      Summer Session 2011  0
      Fall Quarter 2011  4
      Winter Quarter 2012  1
      Spring Quarter 2012  63
      Total  68
      
      Bachelor of Science in Business Administration
      Summer Session 2011  138
      Fall Quarter 2011  55
      Winter Quarter 2012  81
      Spring Quarter 2012  366
      Total  640
      
   B. Students on Probation, 2011-2012
      Master of Business Administration
      Subject to dismissal  10
      Dismissed  2
      
      PhD in Management
      Subject to dismissal  1
      
      Bachelor of Science in Business Administration
      Subject to dismissal  14
      Dismissed  4

2. Courses and Curriculum
   A. Courses: Management
      i. New courses
         1. Management: 2
            a. MGT 285 Field Colloquium
            b. MGT 292 Concurrent Studies in Management
         2. Business Administration: 0
ii. Course revisions
   1. Management: 0
   2. Business Administration: 3
      a. BUS 010 Introduction to Business
      b. BUS 020 Financial Accounting and Reporting
      c. BUS 106 Introduction to Financial Management

iii. Course deletions
   1. Management: 0
   2. Business Administration: 0

2011-12 Executive Committee

Elected Members: 
   Rami Zwick, Chair (to 9/1/13)  
   Rick Smith (to 9/1/13)  
   Bajis Dodin (to 9/1/14)  
   Amnon Rapoport (to 9/1/13)  
   Barry Mishra (to 9/1/13)  
   Jorge Silva-Risso (to 9/1/13)

Ex Officio Member: Yunzeng Wang, Interim Dean

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Rami Zwick, for the Executive Committee
To be adopted:

Present:

8.20.1 The committee consists of at least seven members, one of whom serves as representative to the University Committee on Research Policy. It considers matters pertaining to research policy on the UC Riverside campus. (Am 5 Feb 87) (Am 25 May 2010)

8.20.2 In addition to this general charge, it also has the following specific duties: (Am 25 May 2010)

8.20.2.1 Advise the Academic Senate on general policies and budgetary needs concerning research activities that are supported by the funds at the disposal of this committee. (Am 25 May 2010)

8.20.2.2 Cooperate with the Office of Research to advise on the pre-selection of campus nominees or applicants for research contracts/grants from foundations and other granting agencies that restrict the number of proposals submitted from the campus. (Am 25 May 2010)

8.20.2.3 Review and evaluate faculty applications for support from intramural research funds, research travel funds, or other research funds for which the
committee may be made responsible, and to recommend allocation of these funds within the limits of University policy governing the grants. (Am 9 Oct 69) (Am 25 May 2010)

Justification: The Vice Chancellor for Research is added to the committee to facilitate communication and co-operation between the Senate and the Research Office. The number of voting members, split equally between two broad disciplinary groups, is increased from 7 to 10 to reflect current practice that recognizes the increased number of grant applications reviewed by the committee and the value of paired committee reviews (one from each group) that provide both a general and a more specialized perspective.

Effective: upon approval

Approved by the Committee on Research: 10/15/2012

The Committee on Rules and Jurisdiction finds the wording consistent with the code of the Academic Senate: 11/2/2012

Received by Executive Council: 11/26/2012