

REGULAR MEETING OF THE RIVERSIDE DIVISION

TUESDAY, FEBRUARY 24, 2015
GENOMICS AUDITORIUM, ROOM 1102A
2:10 p.m.

ORDER OF BUSINESS	PAGE
1 Minutes	
Regular Meeting of December 2, 2014.....	3
<u>Action Requested: Approval of the Minutes</u>	
2 Announcements by the President	
President Janet Napolitano is unable to attend	
3 Announcements by the Chancellor at Riverside	
Chancellor Kim A. Wilcox will address the Division	
4 Announcements by Vice Chancellors	
A. Provost & Executive Vice Chancellor Paul D'Anieri will address the Division	
B. Vice Chancellor for Planning & Budget Maria Anguiano will address the Division	
C. Associate Vice Chancellor for Diversity Yolanda Moses will address the Division	
5 Announcements by the Deans or other Executive Officers	
None	
6 Announcements by the Chair	
7 Special Orders	
A. Consent Calendar*	
i) Approval of Curricula Changes	
a) BCOE – Computer Engineering Major.....	10
b) BCOE – Electrical Engineering Major.....	13
c) CHASS – Creative Writing Major	15
d) CHASS – Creative Writing Minor	18
e) CHASS – Dance Major	21
f) CHASS – Dance Minor.....	24
g) CHASS – Global Studies Major.....	26
h) CHASS – History Major	30
i) CHASS – Liberal Studies Major.....	32

* 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 At the request of any member of the Division, any such item must be withdrawn and considered in its regular order on the agenda [bylaw 4.1.2].

	<u>Action Requested: Approval of the Consent Calendar</u>	
B.	Degree reports, received and placed on file [†]	38
C.	Regular Reports of Standing Committees and Faculties, received and placed on file [†]	
	i) Committee on Courses - <i>Course approvals</i>	39
	ii) Committee on Courses - <i>Instructor approvals</i>	45
	iii) Committee on University Extension - <i>Course/Instructor approvals</i> .	46
8	Report of the Representative to the Assembly	
	A. Assembly Meeting, December 10, 2014	48
9	Report of Special Committees	
	None	
10	Reports of Standing Committees and Faculties	
	A. Executive Council – Endorsement of the naming of the Neal A. and Rochelle A. Campbell Presidential Chair for Innovation in Science Education in the College of Natural and Agricultural Sciences.	52
	B. Executive Council – Endorsement of the naming of the Wilbur W. Mayhew Endowed Chair in Geo-Ecology	61
	<u>Action Requested: Individual approval of each motion</u>	
11	Petitions of Students	
	None	
12	Unfinished Business	
	None	
13	University and Faculty Welfare	
	None	
14	New Business	
	None	

February 18, 2015

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

[†] 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.

**MINUTES OF THE REGULAR MEETING
OF THE RIVERSIDE DIVISION**

MEETING

The Riverside Division of the Academic Senate met on Tuesday, December 2, 2014 at 2:10 p.m. in the Genomics Auditorium Room 1102A. Chair J. Wudka presided. The meeting was attended by 73 members of the Riverside Division of the Academic Senate.

MINUTES

The Minutes of the Regular Meeting of May 27, 2014 were approved as presented.

ANNOUNCEMENTS BY THE PRESIDENT

There were no announcements by the President

ANNOUNCEMENTS BY THE CHANCELLOR AT RIVERSIDE

Chancellor Kim A. Wilcox addressed the Division and presented a power point presentation detailing the President's Tuition Sustainability Plan. The Chancellor reminded the Division of President Napolitano's goal of creating a predictable tuition model as part of a long term stability plan. The Chancellor shared that tuition spikes of as much as 40 percent over the last 30 years were in response to state budget reductions and that the spikes in tuition make planning difficult for the UC System as well as for students and families. The Chancellor then clarified that the President has not announced a plan to raise tuition 5% per year for 5 years, but rather announced her commitment to not raise tuition more than 5 percent in any one year for the next 5 years. The amount of the annual tuition increase would be reduced in proportion to an increase in state funding. He noted that, between 1990-91 and 2014-15, State funding increased only 31 percent, while inflation grew 80 percent and enrollment grew over 50 percent.

The Chancellor summarized the benefits for raising tuition as presented by President Napolitano. One benefit of raising tuition is the commitment that UC is able to maintain financial aid programs. Another benefit is more money would be spent to increase undergraduate enrollment by 5,000. Increased funding should also increase course availability and reduce time to degree. The Chancellor is supportive of receiving more funding from the state because it would allow UCR to provide transparency to students about the predictability of tuition and reduce tuition over the long term.

The Chancellor discussed the UC average net tuition by family income over the past 4 years as reported by the Public Policy Institute of California. Students whose family's income is \$75,000 or less will continue, under the President's plan, to pay no tuition. Students with a family income of \$75,000-\$110,000 will continue to pay reduced tuition, and students whose family income is more than \$110,000 will pay full tuition. Currently, under this plan, 55 percent of undergraduates who are California residents pay no tuition.

The Chancellor concluded his announcements and accepted questions from the floor. With there being no questions asked, the Chancellor informed the Division that a complete set of slides from the presentation will be made available on the Senate website.

ANNOUNCEMENTS BY THE VICE CHANCELLORS

The Chancellor introduced Provost & Executive Vice Chancellor (PEVC) Paul D'Anieri and invited him to address the Division. PEVC D'Anieri discussed several initiatives that UCR is working on, including the budget redesign, campus space utilization study, faculty hiring, and the proposed College reorganization.

PEVC D'Anieri reminded the Division of the goal to hire 300 Faculty by 2020, and shared that several new faculty have already been hired as part of the initiative. It was announced that before the holiday break requests for proposals for cluster hiring will be distributed.

There was considerable discussion about the proposed College reorganization and how a realignment corresponds with the budget redesign and space study. The goal of both is to examine our resources and establish protocols so that they are used in the most efficient way possible. The PEVC mentioned that the driving force for a college reorganization is to bring the allocative decision making process closer to the level of the faculty and staff. The Division was reminded of the meeting with CNAS Faculty to discuss the college reorganization scheduled to begin after the Division Meeting, and advised that a discussion with CHASS is scheduled for December 9 at 3:30pm.

During the Q&A period a member asked for an explanation of cluster hiring. PEVC D'Anieri explained that a "cluster hire" is used to describe hiring multiple faculty at the same time for a given area of study. A benefit of cluster hiring is that hiring several faculty at once rather than a single hire may entice more applicants who are interested in working with a group to apply. The PEVC was asked to discuss the administrative structure that he foresees in the proposed College of Arts and Sciences, to which he responded that the structure would likely include a Dean and Associate, Divisional, or contact deans for particular areas. PEVC D'Anieri shared that a benefit of this model is that some of his current responsibilities can be delegated to the Dean and as a result the Associate, Divisional, or contact deans will have direct access to the Dean who will be making the decisions. Currently the associate and divisional deans do not have much access to the PEVC, who makes many of the decisions.

Chair Wudka called upon Vice Chancellor (VC) for Planning & Budget, Maria Anguiano, to address the Division. VC Anguiano took the opportunity to discuss the budget redesign, space utilization study and the master plan.

VC Anguiano discussed the UCR 2020 Strategic Plan for the Budget Redesign. The goal of the plan is for UCR to aspire to be a model of higher education in the 21st century with transparent resource allocation and a budget process that incentivizes academic excellence, access, diversity, and engagement, while maximizing resource creation and value.

VC Anguiano discussed that the space utilization study is focused on the next 5 years. The methodology used for the study consists of focus groups, questionnaires, pilot studies, facility

data, academic plans, research expenditures, growth enrollment for faculty/staff, review of class schedule, review of classroom and lab use, interviews, and walk-throughs of facilities. The goal of the study is to determine how the current space at UCR is being utilized and if more space is needed. The final report from the study is projected to be finalized by February 2015.

VC Anguiano discussed the new Master Plan study launching on December 5, 2014. The goals of the study are to recruit 300 new ladder rank faculty by 2020, increase enrollment to 25,000 students by 2020 and possibly to 30,000 by 2025, renewed focus on east campus growth, grow UCR's visual identity, aim for carbon-neutral operations by 2025, and comply with new regulations for storm water runoff.

VC Anguiano concluded her announcements and accepted questions from the floor. The first question was about the projection of total faculty in 2020 and PEVC D'Anieri responded that the goal for new faculty is projected to be a net increase bringing us to about 1,000 faculty. In order to meet the goal, we will likely need to conduct about 450 successful recruitments.

A member asked if building maintenance, which has been neglected in the past several years, will be part of the space plan and asked if the administration is working on a system to reinstate reasonable levels of maintenance. VC Anguiano responded that the space utilization study is separate from a deferred maintenance plan. She additionally shared that historically the UC System has not included deferred maintenance in the system's operational plan, however UCR is working to build a deferred maintenance plan into our budget redesign.

A member asked VC Anguiano to explain the meaning of "campus visual identity". VC Anguiano responded that the term means making the campus accessible and ensuring that buildings are aligned with an integrated capital plan.

Chair Wudka called upon the Vice Chancellor (VC) for Business and Administrative Services, Ron Coley, to address the Division. VC Coley discussed workforce planning, staff development and compensation.

VC Coley shared that UCR has a significant problem with how compensation resources are allocated, in particular merit, equity and reclassification resources for staff. VC Coley shared several key factors for the retention of employees such as compensation, work/life balance, and organizational stability. VC Coley discussed the current state of staff compensation at UCR and shared that there was a lack of consistent salary increases in 3 of the last 7 years as a result of the 50 year old classification structure, lack of differentiation in performance evaluations, and the value of internal equity versus external market focus. VC Coley explained that approximately \$1.2 million of UCR's non-represented salary budget was spent on re-classes and equities for 204 staff (1.4% of total), which does not include the administrative work and money it took to process the actions. VC Coley concluded that the current process of reclassification and merits for staff is inefficient and labor intensive and shared the administration's goal to create a set of workforce management policies and processes that will help UCR meet staffing requirements and be responsive to current and future non-represented staffing needs.

ANNOUNCEMENTS BY THE DEANS OR OTHER EXECUTIVE OFFICERS

There were no announcements by the Deans.

Chair Wudka called upon the Vice Provost for Undergraduate Education (VPUE), Steven Brint, to address the Division.

VPUE Brint discussed the need for academically enriched internships to assist undergraduate students interested in job related opportunities. The Office of Undergraduate Education has set aside a total of \$6,000 to be awarded to 6 departments for the development of 12-15 internship programs. A request for proposals will be issued by email with the deadline of January 7, 2015.

VPUE Brint announced a request for online courses and shared that there is more than \$90,000 remaining in the budget to develop online courses with enrollment of 300 or more students. Proposals for this initiative are due by January 3, 2015.

VPUE Brint discussed the research portal that will be launched on February 4, 2015 that will allow faculty to identify undergraduate students to assist with research projects. Faculty will be able to describe the research position on the portal for undergraduate students to apply to.

VPUE Brint discussed the Graduation Rate Task Force and the UC Completions Conference and shared that UCR is making good progress on the implementation of the recommendations from the Graduation Rate Task Force. He thanked PEVC D'Anieri and the faculty for making more seats in courses available to students. UCR now has sufficient seats for students to take 15 units a term, which historically had not always been possible. In recognition of what UCR is doing with respect to student success, the UC System is hosting the Completions Conference at UCR on January 8 and 9, 2015. Over 100 people will attend the conference to discuss what UC can do as a system to help students make timely progress to their degrees.

VPUE Brint discussed assessment with the Division and noted that UCR is required by WASC to assess student learning outcomes in all programs offered and that there are new requirements for competencies in the following 5 areas of general education: information literacy, quantitative reasoning, analytical and critical thinking, oral communication, and written expression. VPUE Brint shared that the Office of Undergraduate Education is working with the Academic Senate to assemble an assessment advisory committee. Questions were then accepted from the floor. A member asked when UCR can expect the next WASC accreditation review. VPUE Brint responded that UCR is up for re-accreditation at the beginning of 2016, however an interim report is due that needs to show some progress on the oral communication skills of students.

Chair Wudka called upon the Secretary Parliamentarian, Piotr Gorecki to provide the report on election results. Professor Gorecki informed the Division that the report of the recent elections for the Division, Colleges, and Schools is found on page 10 of the meeting agenda. The results from the recent call for nominations can be found on page 11 of the meeting agenda.

One valid nomination was received for the position of member of the BCOE Executive Committee from the department of Computer Science and Engineering for Professor Iulian Neamtiu to serve a three-year term beginning November 7, 2014.

One valid nomination was received for the position of member of the CNAS Executive Committee from the department of Environmental Sciences for Professor David Crowley to complete a one-year unexpired term to begin on August 11, 2014.

One valid nomination was received for the position of chair of the SPP Executive Committee for Professor Kurt Schwabe to serve a three-year term beginning on November 13, 2014.

Four valid nominations were received for the position of member of the SPP Executive Committee for Professors Juliann Allison, Ken Baerenklau, David Biggs and Ariel Dinar to serve a three-year term beginning on November 13, 2014.

The Senate Chair instructed the Secretary-Parliamentarian to cast a single ballot for the nominees. The nominee's elections were confirmed.

The Secretary Parliamentarian informed the Division that the College of Humanities, Arts and Social Sciences held a faculty meeting (on October 15, 2014 and November 19, 2014), at which time they confirmed the following appointments:

- Professor Jennifer Doyle was appointed representative to the CHASS Executive Committee elected from among the English Department for a one-year term of office effective October 15, 2014
- Professor Sherine Hafez was appointed representative to the CHASS Executive Committee elected from among the Gender and Sexuality Studies for a one-year term of office effective November 19, 2014

The Secretary Parliamentarian informed the Division that the School of Medicine held a faculty meeting on July 18, 2014, at which time they confirmed the following appointments:

- Professors Devin Binder, Paul Lyons, Greer Sullivan and Scott Allen were appointed representatives to the SOM Executive Committee elected from among the Clinical Sciences and Biomedical Sciences for a two-year term of office effective July 18, 2014.

ANNOUNCEMENTS BY THE CHAIR

Chair Wudka advised the Division that APM 210 which pertains to criteria for appointment and promotion is currently under review. The Senate Chair encouraged faculty to review the proposed changes posted on the Academic Senate Website.

Chair Wudka advised the Division that a Total Remuneration Study was conducted by the office of the President. The Riverside Committee on Planning and Budget is currently working with the office of the President to obtain a campus specific version of the study. After this study is received, the Senate will initiate a discussion with the administration about the issue of salary compensation. The Senate Chair shared that the Senate is also working with the administration to review policy at UCR that pertains to off scale salaries. Senate Chair Wudka will update the Division as to the progress of this issue.

Chair Wudka informed the Division that the presentation of the School of Medicine Bylaws approved at the May 27, 2014 Division meeting was incorrect and a summary version is available in the agenda. Senate Chair Wudka clarified that the Bylaws approved at the May Division Meeting did not change and the error was strictly editorial.

Chair Wudka informed the Division that the School of Business Administration's curriculum changes to the Administrative Studies Program were approved at the May 27, 2014 Division Meeting without consultation with the CHASS Executive Committee and have since been withdrawn. The changes were removed from the General Catalog and SOBA has been advised of the process required to resubmit the proposal.

SPECIAL ORDERS

The Consent Calendar was unanimously approved.

The annual reports of standing committees, annual reports of the faculties, degree reports and regular reports of standing committees and faculties were received and placed on file. Chair Wudka informed the Division that reports from every standing committee are included to document committee business conducted between May and August 2014. Going forward, annual reports for all standing committees will be presented at the fall division meeting.

REPORT OF THE REPRESENTATIVE TO THE ASSEMBLY

The assembly meeting on May 21, 2014 was cancelled.

REPORTS OF SPECIAL COMMITTEES

There were no reports of Special Committees

REPORTS OF STANDING COMMITTEES AND FACULTIES

Professor John Levin introduced and moved for adoption the proposed changes to Bylaws E4.1.1, E4.2 and E4.4 found on page 178 of the full agenda. The motion was approved unanimously.

Professor Rami Zwick introduced and moved for adoption the proposed changes to SoBA 4.2 and SoBA 4.2.1 found on page 180 of the full agenda. The motion was approved unanimously.

Professor Ken Baerenklau introduced and moved for adoption the proposal to establish R' courses at UCR, found on page 181 of the full agenda. Chair Wudka moved to amend the proposal to remove Bracken Dailey's name from the document and replace it with the title of registrar. The motion to amend the proposal was approved unanimously. Chair Wudka moved for adoption of the proposal to establish R'courses at UCR. This motion was adopted unanimously.

PETITIONS OF STUDENTS

There were no petitions from the students.

UNFINISHED BUSINESS

There was no new business.

UNIVERSITY AND FACULTY WELFARE

Chair Wudka called upon the Campus Store Manager, Stacy Weidner, to address the Division.

Campus Store Manager Stacy Weidner informed the Division that the Campus Store is now operated by Barnes and Noble and presented a video on the Faculty Enlight Resource.

Campus Store Manager Weidner also gave an update from the Fall Quarter and shared that 43% of faculty have utilized the Faculty Enlight Platform. In addition, over 6,200 textbooks were

rented, which combined with the purchase of used and digital books provided a savings of \$174,657 to students.

Campus Store Manager Weidner accepted questions and feedback from the floor. A member requested that the volume of the background music of the video for the Faculty Enlight program be reduced. Another member asked if the name of the Campus Store could be changed back to UCR Bookstore. Campus Store Manager Weidner thanked the Division for their comments and feedback.

NEW BUSINESS

There was no new business.

There being no further business, the meeting was adjourned at 3:41 p.m.

ATTEST:

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

Leondra Jacobs
Recording Secretary

**EXECUTIVE COMMITTEE
BOURNS COLLEGE OF ENGINEERING**

**REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 24, 2015**

To be adopted:

Proposed Changes to Computer Engineering Undergraduate Requirements

PRESENT:

Computer Engineering
Undergraduate Program
Major Requirements

1. Lower-division requirements (72 units)

- a. ENGR 001G
- b. CS 010 or CS 10V, CS 012 or CS 12V or CS 013, CS 014, CS 061
- c. CS 011/MATH 011
- d. EE 001A, EE 01LA, EE 001B, EE 020
- e. MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 046
- f. PHYS 040A, PHYS 040B, PHYS 040C
- g. ~~One course of 4 or more units in an engineering discipline outside the field of computer science to be selected in consultation with a faculty advisor. Either a lower division or an upper division course may be used to satisfy this requirement.~~

2. Upper-division requirements (73 units minimum)

- a. CS 100, CS 141, CS 153, CS 161, CS 161L
- b. CS 120A/EE 120A, CS 120B/EE 120B; one course from CS 122A or EE 128
- c. CS 111
- d. CS 168
- e. ENGR 180W
- f. EE 100A
- g. EE 114 or STAT 155

PROPOSED:

Computer Engineering
Undergraduate Program
Major Requirements

1) Lower-division requirements (72 units)

- a. ENGR 001G
- b. CS 010 or CS 10V, CS 012 or CS 12V or CS 013, CS 014, CS 061
- c. CS 011/MATH 011
- d. EE 001A, EE 01LA, EE 001B, EE 020
- e. MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 046
- f. PHYS 040A, PHYS 040B, PHYS 040C
- g. CHEM 001A or ME 010

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. CS 168
- e. ENGR 180W
- f. EE 100A
- g. EE 114 or STAT 155

- h. ~~Five courses (at least 20 units)~~
as technical electives from the
following set of 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 169, CS 170, CS
171, CS 172, CS 177, CS 179
(E-Z), CS 180, CS 181, CS
183, CS 193

EE 100B, EE 105, EE 110A,
EE 110B, 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, EE 175C,
ENGR 160

The technical electives
selected from h) must include
either CS 179 (E-Z) or EE
175A and EE 175B and EE
175C. 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.

- h. Six courses (at least 24 units)
as technical electives from the
following set of 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 169, CS 170, CS
171, CS 172, CS 177, CS 179
(E-Z), CS 180, CS 181, CS
183, CS 193

EE 100B, EE 105, EE 110A,
EE 110B, EE 115, EE 123, 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,
EE 175C, ENGR 160

The technical electives
selected from h) must include
either CS 179 (E-Z) or EE
175A and EE 175B and EE
175C. 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.

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

JUSTIFICATION:

We wish to replace the loosely worded major requirement 1.g) with CHEM 001A or ME 010. ME 10 is the only lower-division course in BCOE that is serious (i.e., not a service course) without extra prerequisites that would place an undue burden on the students. CHEM 1A is a prerequisite for most other lower-division BCOE courses that could otherwise work, such as BIOENG 10 or CEE courses. The current wording is open-ended, because of the "outside the field of computer science" clause. A literal reading of this means either breadth in engineering (which basically limits students to ME 10, due to prerequisites) OR an extra technical elective from the EE department (presumably upper-division), which is not the same thing as a breadth requirement). The change therefore has a few purposes:

1. To ensure that this is a breadth requirement, not a technical elective.
2. To remove the faculty advisor from the process.
3. To eliminate any language that opens up the possibility for students to satisfy the requirement with BCOE service courses (including courses that may be developed in the future).
4. To give student a lower-division breadth option other than ME 10 that does not depend on extra prerequisites.

In addition, we wish to increase the number of technical electives from five courses (minimum of 20 units) to six courses (minimum of 24 units). This will offset (in terms of unit count) the removal of the signal processing course from two years ago and increase the upper-division requirements to a total of 77 units minimum.

EE 123 (Power Electronics) is appropriate to add to the set of technical electives for the CEN undergraduate program. These days, there is a lot of interest in Smart Grid, which is a perfectly reasonable CEN topic.

APPROVALS:

Approved by the Computer Engineering Faculty:
Approved by the BCOE Executive Committee:
Approved by the Committee on Educational Policy:

December 17, 2014
January 8, 2015
February 13, 2015

**EXECUTIVE COMMITTEE
BOURNS COLLEGE OF ENGINEERING**

**REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 24, 2015**

To be adopted:

Proposed Change to Electrical Engineering Undergraduate Requirements

PRESENT:

Major Requirements

1. Lower-division requirements (73 units)
 - a. One course in the biological sciences chosen from an approved list
 - b. CHEM 001A, CHEM 01LA
 - c. CS 010, CS 013, CS 061
 - d. EE 001A, EE 01LA, EE 001B, EE 010, EE 020
 - e. MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
 - f. PHYS 040A, PHYS 040B, PHYS 040C
2. Upper-division requirements (82 units)
 - a. EE 100A, EE 100B, EE 105, EE 110A, EE 110B, EE 114, EE 115, EE 116, EE 132, EE 141, EE 175A, EE 175B, EE 175C
 - b. CS 120A/EE 120A, CS 120B/EE 120B
 - c. ENGR 180W
 - d. Twenty (20) units of technical electives (chosen with the approval of a faculty advisor) from CS 122A, CS 130, CS 161, CS 168/EE 168; EE 117, EE 123, EE 128, EE 133, EE 134, EE 135, EE 136, EE 137,

PROPOSED:

Major Requirements

1. Lower-division requirements (73 units)
 - a. One course in the biological sciences chosen from an approved list
 - b. CHEM 001A, CHEM 01LA
 - c. CS 010, CS 013, CS 061
 - d. EE 001A, EE 01LA, EE 001B, EE 010, EE 020
 - e. MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
 - f. PHYS 040A, PHYS 040B, PHYS 040C
2. Upper-division requirements (82 units)
 - a. EE 100A, EE 100B, EE 105, EE 110A, EE 110B, EE 114, EE 115, EE 116, EE 132, EE 141, EE 175A, EE 175B, EE 175C
 - b. CS 120A/EE 120A, CS 120B/EE 120B
 - c. ENGR 180W
 - d. Twenty (20) units of technical electives (chosen with the approval of a faculty advisor) from CS 122A, CS 130, CS 161, CS 168/EE 168; EE 117, EE 123, EE 128, EE 133, EE 134, EE 135, EE 136, EE 137,

EE 138, EE 139, EE 140, EE
144, EE 146, EE 150, EE 151,
EE 152, EE 153, EE 160, EE
162, EE 165, ENGR 160

EE 138, EE 139, EE 140, EE
144, EE 145/ME 145, EE 146,
EE 150, EE 151, EE 152, EE
153, EE 155, EE 160, EE 162,
EE 165, ENGR 160

Justification:

EE 145 is a cross-listing of ME 145 and it covers an important subject in the Control and Robotics focus area in the EE program. EE 155 is one of the three core courses in the newly created Power Systems focus area in the EE program.

Approvals:

Approved by the faculty of the Department of Electrical and
Computer Engineering:

April 9, 2014

Approved by the Executive Committee of the Bourns College of
Engineering:

November 18, 2014

Approved by the Committee on Educational Policy:

February 13, 2015

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES**

**REPORT TO RIVERSIDE DIVISION
FEBRUARY 24, 2015**

To be adopted:

Proposed Change in the Major for Creative Writing

PRESENT:

Major Requirements

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

Prerequisite courses: CRWT 056 or equivalent, and ENGL 001A or equivalent.

1. Lower-division requirements (20 units; five courses)
Two Creative Writing survey courses from ~~CRWT 046A, CRWT 046B, or CRWT 046C~~

and
Two Creative Writing introductory courses from CRWT 057A, CRWT 057B, or CRWT 057C

and
One literature survey course from CRWT 012/CPLT 012, CRWT 040, CRWT 041, CRWT 042, CRWT 043, CRWT 044, CRWT 045, CRWT 076, ENGL 014, ENGL 015, ENGL 017, CRWT 097H

2. Upper-division requirements (60 units)

- a. Three workshop courses in primary genre:
Creative Nonfiction CRWT 130, CRWT 132, CRWT 134

or
Poetry CRWT 150, CRWT 160, CRWT 170

or
Fiction CRWT 152, CRWT 162, CRWT 172

- b. One workshop in second genre: CRWT 130,

PROPOSED:

Major Requirements

(No Change)

1. Lower-division requirements (20 units; five courses)
Two Creative Writing survey courses from CRWT 046S, CRWT047S, CRWT048S, CRWT 046, CRWT 047 or CRWT 048

(No Change)

(No Change)

(No Change)

(No Change)

CRWT 132, CRWT 134, CRWT 150,
CRWT 152, CRWT 160, CRWT 162*,
CRWT 164A/THEA 164A, CRWT
164B/THEA 164B, CRWT 164C/THEA
164C, CRWT 166A/MCS 166A/THEA
166A, CRWT 166B/MCS 166B/THEA
166B, CRWT 166C/MCS 166C/THEA
166C series, CRWT 170*, CRWT 172*

*These workshops may be repeated;
however, only 4 units total can be applied to
the major.

- c. One workshop in third genre: CRWT 130,
CRWT 132, CRWT 134, CRWT 150,
CRWT 152, CRWT 160, CRWT 162*,
CRWT 164A/THEA 164A, CRWT
164B/THEA 164B, CRWT 164C/THEA
164C, CRWT 166A/MCS 166A/THEA
166A, CRWT 166B/MCS 166B/THEA
166B, CRWT 166C/MCS 166C/THEA
166C series, CRWT 170*, CRWT 172*

(No Change)

*These workshops may be repeated;
however, only 4 units total can be applied to
the major.

- d. Three upper-division courses in Creative
Writing: CRWT 136, CRWT 143, CRWT
146 (~~E-Z~~), CRWT 151, CRWT 155, CRWT
165, CRWT 171, CRWT 173, CRWT 174,
CRWT 175, CRWT 176 (~~E-Z~~), CRWT 180,
CRWT 182, CRWT 185 (~~E-Z~~), CRWT 187/
CPLT 187, CRWT 191 (may be taken
twice but used only once for major credit),
CRWT 198I (may be taken only once, for
4 units)

- d. Three upper-division courses in Creative
Writing: CRWT 136, CRWT 143, CRWT
146, CRWT 151, CRWT 155, CRWT
165, CRWT 171, CRWT 173, CRWT 174,
CRWT 175, CRWT 176, CRWT 180,
CRWT 182, CRWT 185, CRWT 187/
CPLT 187, CRWT 191 (may be taken
twice but used only once for major credit),
CRWT 198I (may be taken only once, for
4 units)

- e. One upper-division course in Art, Art
History, Music, Dance, or Theatre (must be
a 4-unit course)

(No Change)

- f. Four (4) units of CRWT 195 or CRWT
195H (Senior Honors Thesis) or any upper
division course with term paper

(No Change)

- g. Four upper-division courses of
concentration in another discipline or set of
disciplines approved by advisor

(No Change)

Justifications:

CRWT046A = The Dean and the department gave approval for a discussion section for CRWT 046A (to have the TA's support in a discussion section for each course). A new course will have to be developed that has the activities; Lecture 3 hours per week and Discussion 1 hour per week because the CRWT department wants to keep the original courses open that have the "Lecture 3 per week and Reading (Extra) 3 hours per week" (CRWT 046). A new course CRWT 046S was developed so we can keep both courses open in case TA's are not an approved activity from term to term (we will have the option to offer either CRWT 046 or 046S depending upon TA availability). CRWT 046S is the new course where a discussion will be available. CRWT 046A is being renumbered to CRWT 046, keeping the same activities and hours ("Lecture 3 per week and Reading (Extra) 3 hours per week").

CRWT046A has been renumbered as CRWT046S or CRWT046.

CRWT046B = The Dean and the department gave approval for a discussion section for CRWT 046B (to have the TA's support in a discussion section for each course). A new course will have to be developed that has the activities; Lecture 3 hours per week and Discussion 1 hour per week because the CRWT department wants to keep the original courses open that have the "Lecture 3 per week and Reading (Extra) 3 hours per week" (CRWT 047). A new course CRWT 047S was developed so we can keep both courses open in case TA's are not an approved activity from term to term (we will have the option to offer either CRWT 047 or 047S depending upon TA availability). CRWT 047S is the new course where a discussion will be available. CRWT 046B is being renumbered to CRWT 047, keeping the same activities and hours ("Lecture 3 per week and Reading (Extra) 3 hours per week")

CRWT046B has been renumbered CRWT047S or CRWT047.

CRWT046C = The Dean and the department gave approval for a discussion section for CRWT 046C (to have the TA's support in a discussion section for each course). A new course will have to be developed that has the activities; Lecture 3 hours per week and Discussion 1 hour per week because the CRWT department wants to keep the original courses open that have the "Lecture 3 per week and Reading (Extra) 3 hours per week" (CRWT 048). A new course CRWT 048S was developed so we can keep both courses open in case TA's are not an approved activity from term to term (we will have the option to offer either CRWT 048 or 048S depending upon TA availability). CRWT 048S is the new course where a discussion will be available. CRWT 046C is being renumbered to CRWT 046, keeping the same activities and hours ("Lecture 3 per week and Reading (Extra) 3 hours per week").

CRWT 046C has been renumbered CRWT048S and CRWT048.

CRWT146 (E-Z) and CRWT176 (E-Z) and CRWT185 (E-Z): These courses have been renumbered in order to give Instructors more flexibility while teaching these courses. CRWT146 (E-Z) renumbered to CRWT146 - Special Topics in Fiction: (subtitle needed--Professor teaching the course must provide subtitle). CRWT176 (E-Z) renumbered to CRWT176 - Topics in Craft of Writing: (subtitle needed—Professor teaching the course must provide subtitle). CRWT185 (E-Z) renumbered to CRWT185 – Special Topics in Non-Fiction: (subtitle needed—Professor teaching the course must provide subtitle).

Approvals:

Approved by the Faculty of the Department of Creative Writing:
Approved by the Executive Committee of the College of
Humanities, Arts and Social Sciences:
Approved by the Committee on Educational Policy:

October 10, 2013

December 22, 2014

January 15, 2015

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES**

**REPORT TO RIVERSIDE DIVISION
FEBRUARY 24, 2015**

To be adopted:

Proposed Change in the Minor for Creative Writing

PRESENT:

Minor Requirements

- 1) Lower-division requirements (~~9~~ units)
 - a) One introductory writing workshop: CRWT 056
 - b) One introductory reading course: CRWT 040, CRWT 043, ~~CRWT 046A, CRWT 046B, or CRWT 046C.~~
 - c) One introductory workshop course: CRWT 057, CRWT 057B, CRWT 057C.
- 2) Upper-division requirements (20 units)
 - a) Four (4) units from
 1. CRWT 176 (~~E-Z~~)
 2. Any upper-division course in English, Comparative Literature and Foreign Languages, or Theatre (except ENGL 101, ENGL 103; FREN 100, FREN 101A, FREN 101B, FREN 101C; GER 101, GER 103A, GER 103B; RUSN 103; SPN 101A, SPN 101B, SPN 101C, SPN 105, SPN 106A, SPN 106B)
 - b) Sixteen (16) units in one of the following emphases:

Nonfiction Emphasis
(1) CRWT 130, CRWT 132, CRWT 134
(2) Four (4) units from CRWT 150, CRWT 152, CRWT 164A/THEA 164A, CRWT 165, CRWT 166A/MCS 166A/THEA 166A, CRWT 171, CRWT 187/CPLT 187

Poetry Emphasis
(1) CRWT 150, CRWT 160, CRWT 170
(2) Four (4) units from CRWT 130, CRWT 152, CRWT 164A/THEA

PROPOSED:

Minor Requirements

- 1) Lower-division requirements (12 units)
 - a) (No Change)
 - b) One introductory reading course: CRWT 040, CRWT 043, CRWT 046S, CRWT 047S, CRWT 048S, CRWT 046, CRWT 047, or CRWT 048.
 - c) One introductory workshop course: CRWT 057, CRWT 057B, CRWT 057C.
- 2) Upper-division requirements (20 units)
 - a) Four (4) units from
 1. CRWT 176 (or)
 2. (No Change)
 - b) (No Change)

Nonfiction Emphasis

- (1) (No Change)
- (2) (No Change)

Poetry Emphasis

- (1) (No Change)
- (2) (No Change)

164A, CRWT 165, CRWT 166A/MCS
166A/THEA 166A, CRWT 171,
CRWT 187/CPLT 187

Fiction Emphasis

- (1) CRWT 152, CRWT 162, CRWT 172
- (2) Four (4) units from CRWT 130,
CRWT 150, CRWT 164A/THEA
164A, CRWT 165, CRWT 166A/MCS
166A/THEA 166A, CRWT 187/CPLT
187

Drama Emphasis

- (1) CRWT 164A/THEA 164A, CRWT
164B/THEA 164B, CRWT
164C/THEA 164C
- (2) Four (4) units from CRWT 130,
CRWT 150, CRWT 152, CRWT 165,
CRWT 166A/MCS 166A/THEA
166A, CRWT 166B/MCS 166B/THEA
166B, CRWT 166C/MCS 166C/THEA
166C, CRWT 187/CPLT 187, THEA
121

Fiction Emphasis

- (1) (No Change)
- (2) (No Change)

Drama Emphasis

- (1) (No Change)
- (2) (No Change)

Justifications:

CRWT046A = The Dean and the department gave approval for a discussion section for CRWT 046A (to have the TA's support in a discussion section for each course). A new course will have to be developed that has the activities; Lecture 3 hours per week and Discussion 1 hour per week because the CRWT department wants to keep the original courses open that have the "Lecture 3 per week and Reading (Extra) 3 hours per week" (CRWT 046). A new course CRWT 046S was developed so we can keep both courses open in case TA's are not an approved activity from term to term (we will have the option to offer either CRWT 046 or 046S depending upon TA availability). CRWT 046S is the new course where a discussion will be available. CRWT 046A is being renumbered to CRWT 046, keeping the same activities and hours ("Lecture 3 per week and Reading (Extra) 3 hours per week").

CRWT046A has been renumbered as CRWT046S or CRWT046.

CRWT046B = The Dean and the department gave approval for a discussion section for CRWT 046B (to have the TA's support in a discussion section for each course). A new course will have to be developed that has the activities; Lecture 3 hours per week and Discussion 1 hour per week because the CRWT department wants to keep the original courses open that have the "Lecture 3 per week and Reading (Extra) 3 hours per week" (CRWT 047). A new course CRWT 047S was developed so we can keep both courses open in case TA's are not an approved activity from term to term (we will have the option to offer either CRWT 047 or 047S depending upon TA availability). CRWT 047S is the new course where a discussion will be available. CRWT 046B is being renumbered to CRWT 047, keeping the same activities and hours ("Lecture 3 per week and Reading (Extra) 3 hours per week")

CRWT 046B has been renumbered CRWT047S or CRWT047.

CRWT046C = The Dean and the department gave approval for a discussion section for CRWT 046C (to have the TA's support in a discussion section for each course). A new course will have to be developed

that has the activities; Lecture 3 hours per week and Discussion 1 hour per week because the CRWT department wants to keep the original courses open that have the "Lecture 3 per week and Reading (Extra) 3 hours per week" (CRWT 048). A new course CRWT 048S was developed so we can keep both courses open in case TA's are not an approved activity from term to term (we will have the option to offer either CRWT 048 or 048S depending upon TA availability). CRWT 048S is the new course where a discussion will be available. CRWT 046C is being renumbered to CRWT 046, keeping the same activities and hours ("Lecture 3 per week and Reading (Extra) 3 hours per week").

CRWT046C has been renumbered CRWT048S or CRWT048.

CRWT146 (E-Z) and CRWT176 (E-Z) and CRWT185 (E-Z): These courses have been renumbered in order to give Instructors more flexibility while teaching these courses. CRWT146 (E-Z) renumbered to CRWT146 - Special Topics in Fiction: (subtitle needed--Professor teaching the course must provide subtitle). CRWT176 (E-Z) renumbered to CRWT176 - Topics in Craft of Writing: (subtitle needed—Professor teaching the course must provide subtitle). CRWT185 (E-Z) renumbered to CRWT185 – Special Topics in Non-Fiction: (subtitle needed—Professor teaching the course must provide subtitle).

Approvals:

Approved by the Faculty of the Department of Creative Writing:	October 10, 2012
Approved by the Executive Committee of the College of Humanities, Arts and Social Sciences:	December 22, 2014
Approved by the Committee on Educational Policy:	January 15, 2015

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES**

**REPORT TO RIVERSIDE DIVISION
FEBRUARY 24, 2015**

To be adopted:

Proposed Change in the Dance Major

PRESENT:

1. Lower-division requirements (8 units): DNCE 014, DNCE 019
2. Choreographies (12 units): DNCE 114A, DNCE 114B, DNCE 114C
3. Histories/Cultures (8 units), 2 courses from: DNCE 131/WMST 127, DNCE 132, DNCE 133, DNCE 134, DNCE 135
4. Performance/Productions (10 units): DNCE 167, DNCE 180G, and one quarter of DNCE 180J
5. Movement Practice (up to 24 units)

Dance majors must enroll in at least one movement practice course per quarter, and must pursue a concentration in two different dance genres of at least 6 units each. Up to 24 units may be counted towards the major from:

- a) DNCE 067A, DNCE 067B, DNCE 067C (Modern Technique)
- b) DNCE 071A, DNCE 071B (Ballet)
~~DNCE 073A/LNST 073A, DNCE 073B/LNST 073B (Dance of Mexico)~~
~~DNCE 075A, DNCE 075B (World Dance Forms)~~
- DNCE 081A, DNCE 081B, DNCE 081C (Dance Cultures, Culture in Dance)

PROPOSED:

1. (No Change)
2. (No Change)
3. (No Change)
4. (No Change)
5. Movement Practice (up to 24 units)

Dance majors must enroll in at least one movement practice course per quarter, and must pursue a concentration in two different dance genres of at least 6 units each. Up to 24 units may be counted towards the major from:

- a) DNCE 066A, DNCE 066B (West African Dance)
- b) DNCE 067A, DNCE 067B, DNCE 067C (Modern Technique)
- c) DNCE 069A, DNCE 069B (18th Century Dance)
- d) DNCE 070A, DNCE 070B (Hip Hop Dance)
- e) DNCE 071A, DNCE 071B (Ballet)
- f) DNCE 073A, DNCE 073B (Jazz Dance)
- g) DNCE 074A, DNCE 074B (Yoga for Dancers)
- h) DNCE 075A, DNCE 075B (Dance Techniques and Practices)
- i) DNCE 081A, DNCE 081B, DNCE 081C (Dance Cultures, Culture in Dance)

- | | |
|---|-----------------------|
| <p>6. Electives (12 units) 12 units of additional coursework as follows:</p> <ul style="list-style-type: none"> a) At least 8 units must be drawn from the following upper division courses: DNCE 131/WMST 127, DNCE 132, DNCE 133, DNCE 134, DNCE 135, DNCE 155 (E-Z), DNCE 161/MCS 162, DNCE 162/MCS 162, DNCE 171 (E-Z), DNCE 172 (E-Z), DNCE 173 (E-Z), DNCE 180R b) No more than 4 units may be drawn from the following movement practice and dance practicum courses: DNCE 067A, DNCE 067B, DNCE 067C, DNCE 071A, DNCE 071B, DNCE 073A/LNST 073A, DNCE 073B/LNST 073B, DNCE 075A, DNCE 075B, DNCE 081A, DNCE 081B, DNCE 081C, DNCE 168, DNCE 180J, DNCE 180K | <p>6. (No Change)</p> |
|---|-----------------------|

Justifications:

Theses “new” courses have all already been offered in our curriculum, under the title “DNCE 75: World Dance Forms,” and we expect them to be continue to be offered. The catalog description for DNCE 75 currently is “Traditional ethnic dances...Focus is on a specific cultural region each quarter.” The other named dance practices in our curriculum are DNCE 67: Modern Dance Technique and DNCE 71: Ballet Technique. (A few years ago, we also added DNCE 68: Somatic Techniques and Experiential Anatomy to our curriculum.) We are now requesting these additions/revisions to our curriculum so that the catalog listings for our program name (and acknowledge) *all* the dance forms we regularly teach under their specific names, rather than only naming ballet and modern dance (and now somatics) specifically, and lumping everything else as “ethnic” forms all under the umbrella of “World Dance.” This change reflects and supports current thinking in the field of Dance Studies, correcting outdated approaches that presented dance through a lens of “the west and the rest” to instead recognize a multiplicity of dance practices, named by their own specific names, as all part of the world.

As these name the courses we teach regularly, and we are sometimes able to offer other dance practices when guest instructors are available, we would also like to keep the “umbrella” course of DNCE 75 on the curriculum, renamed as DNCE 75: Dance Techniques and Practices.

We ask that these courses be repeatable because our intention is to encourage depth of knowledge and continuity of practice in multiple dance forms for our dance majors, minors, and for other UCR students interested in serious study of dance. Dance movement is not something one masters and then stops doing, but rather, a practice that deepens over time through regular, continued engagement. We are actively interested in teaching students that these dance forms are embedded with a depth of knowledge, and not something that can be fully mastered in one quarter. For example, a student would not take 10 weeks of a ballet class and then be done with ballet, but rather continue the practice regularly during their time at UCR, working at a deeper level and increasing their skill each quarter, even within the same class level. These practice classes are similar: while one could learn a bit about the dance forms in ten weeks, they require years of regular physical practice to be fully comprehended. We intend to offer two levels of these classes as often as possible, with the expectation that a student may need a year or two of practice at the 1st level before advancing to the 2nd level, and may continue to study the dance form at the 2nd level

throughout their time as a UCR student. While ideally we might offer 4 or 5 levels of a dance practice, we do not have the capacity to accommodate student demand for more than 2 levels for these classes.

Approvals:

Approved by the Faculty of the Department of Dance:

September 25, 2013

Approved by the Executive Committee of the College of Humanities,
Arts and Social Sciences:

November 19, 2014

Approved by the Committee on Educational Policy:

December 19, 2014

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES**

**REPORT TO RIVERSIDE DIVISION
FEBRUARY 24, 2015**

To be adopted:

Proposed Change in the Dance Minor

PRESENT:

1. Lower-division preparation (14 units)
 - a) DNCE 014, DNCE 019
 - b) Six (6) units from movement practice courses: DNCE 067A, DNCE 067B, DNCE 067C, DNCE 071A, DNCE 071B, ~~DNCE 072A, DNCE 072B, DNCE 072C, DNCE 073A/LNST 073A, DNCE 073B/LNST 073B,~~ DNCE 075A, DNCE 075B, DNCE 081A, DNCE 081B, DNCE 081C
2. Upper-division requirements (16 units): 4 courses from DNCE 114A, DNCE 114B, DNCE 114C, DNCE 131/WMST 127, DNCE 132, DNCE 133, DNCE 134, DNCE 135, DNCE 155 (E-Z)/MUS 155 (E-Z), DNCE 161/MCS 161, DNCE 162/MCS 162, DNCE 171 (E-Z), DNCE 172 (E-Z), DNCE 173 (E-Z), DNCE 180 (E-Z)

PROPOSED:

1. (No Change)
 - a. (No Change)
 - b. Six (6) units from movement practice courses: DNCE 066A, DNCE 066B, DNCE 067A, DNCE 067B, DNCE 067C, DNCE 069A, DNCE 069B, DNCE 070A, DNCE 070B, DNCE 071A, DNCE 071B, DNCE 073A, DNCE 073B, DNCE 074A, DNCE 074B, DNCE 075A, DNCE 075B, DNCE 081A, DNCE 081B, DNCE 081C
2. (No Change)

Justifications:

Theses “new” courses have all already been offered in our curriculum, under the title “DNCE 75: World Dance Forms,” and we expect them to be continue to be offered. The catalog description for DNCE 75 currently is “Traditional ethnic dances...Focus is on a specific cultural region each quarter.” The other named dance practices in our curriculum are DNCE 67: Modern Dance Technique and DNCE 71: Ballet Technique. (A few years ago, we also added DNCE 68: Somatic Techniques and Experiential Anatomy to our curriculum.) We are now requesting these additions/revisions to our curriculum so that the catalog listings for our program name (and acknowledge) *all* the dance forms we regularly teach under their specific names, rather than only naming ballet and modern dance (and now somatics) specifically, and lumping everything else as “ethnic” forms all under the umbrella of “World Dance.” This change reflects and supports current thinking in the field of Dance Studies, correcting outdated approaches that presented dance through a lens of “the west and the rest” to instead recognize a multiplicity of dance practices, named by their own specific names, as all part of the world.

As these name the courses we teach regularly, and we are sometimes able to offer other dance practices when guest instructors are available, we would also like to keep the “umbrella” course of DNCE 75 on the curriculum, renamed as DNCE 75: Dance Techniques and Practices.

We ask that these courses be repeatable because our intention is to encourage depth of knowledge and continuity of practice in multiple dance forms for our dance majors, minors, and for other UCR students interested in serious study of dance. Dance movement is not something one masters and then stops doing, but rather, a practice that deepens over time through regular, continued engagement. We are actively interested in teaching students that these dance forms are embedded with a depth of knowledge, and not something that can be fully mastered in one quarter. For example, a student would not take 10 weeks of a ballet class and then be done with ballet, but rather continue the practice regularly during their time at UCR, working at a deeper level and increasing their skill each quarter, even within the same class level. These practice classes are similar: while one could learn a bit about the dance forms in ten weeks, they require years of regular physical practice to be fully comprehended. We intend to offer two levels of these classes as often as possible, with the expectation that a student may need a year or two of practice at the 1st level before advancing to the 2nd level, and may continue to study the dance form at the 2nd level throughout their time as a UCR student. While ideally we might offer 4 or 5 levels of a dance practice, we do not have the capacity to accommodate student demand for more than 2 levels for these classes.

Approvals:

Approved by the Faculty of the Department of Dance:

September, 25, 2013

Approved by the Executive Committee of the College of Humanities,
Arts and Social Sciences:

November 19, 2014

Approved by the Committee on Educational Policy:

December 19, 2014

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, & SOCIAL SCIENCES**

**REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 24, 2014**

To be adopted:

Proposed Changes to Global Studies Major

PRESENT:

Major Requirements

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

Students will not be admitted into the major until they have completed either GBST 001 or GBST 002 with a “C-“ grade or better.

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

a) GBST 001, GBST 002

[no change]

b) Two introductory courses (courses numbered 001–099) in each of two different disciplines.

[no change]

c) Proficiency in a foreign language at the sixth-quarter level

[no change]

d) HIST 020W

d) Two courses in world history chosen from HIST 010 or HIST 010W, HIST 015, HIST 020, or HIST 020W

2. Upper-division requirements (45 units)

[no change]

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

[no change]

ANTH 108, ANTH 109/WMST 109, ANTH 119, ANTH 126/AST 123/DNCE 123/MUS 123, ANTH 128/AST 128/DNCE 128/MUS 128/THEA 176, ANTH 136, ANTH 140G, ANTH 140I, ANTH 140P, ANTH 163, ANTH 164/LNST 164/

[no change]

WMST 164, ANTH 168/ETST 148/LNST 168, ANTH 170/BPSC 170, ANTH 176/AST 127/DNCE 127/ETST 172/MUS 127	
AHS 115/LNST 115, ANTH 143/WMST 185	[no change]
AST 123/ANTH 126/DNCE 123/MUS 123, AST 127/ANTH 176/DNCE 127/ETST 172/MUS 127, THEA 176/ANTH 128/AST 128/DNCE 128/MUS 128, BPSC 170/ANTH 170, BUS 114, BUS 138, BUS 154B, BUS 178/ECON 178, BUS 185	[no change]
CPLT 112/CLA 112/RLST 117, CPLT 121, CPLT 125, CPLT 141, CPLT 160 (E-Z), CRWT 143	[no change]
DNCE 123/ANTH 126/AST 123/MUS 123, DNCE 127/ANTH 176/AST 127/ETST 172/MUS 127, DNCE 128/ANTH 128/AST 128/MUS 128/THEA 176, DNCE 173 (E-Z)/MCS 153 (E-Z)	[no change]
ECON 124, ECON 170 (E-Z), ECON 182, ECON 183, ECON 185/LNST 185, ECON 187/LNST 187	[no change]
ENGL 121 (E-Z)	[no change]
ETST 100, ETST 104, ETST 109G, ETST 118/MUS 129, ETST 148/ANTH 168/LNST 168, ETST 166, ETST 175/WMST 175	[no change]
MCS 125 (E-Z)/LNST 125 (E-Z)/SPN 125 (E-Z), MCS 139/SOC 139, MCS 145 (E-Z)/ENGL 145 (E-Z), MCS 171/SPN 171, MCS 174 (E-Z)/CPLT 174 (E-Z)	[no change]
GBST 090, GBST 191, GBST 195A, GBST 195B, GBST 195C, GBST 198-I	[no change]
SPN 102A, SPN 122B, SPN 145, SPN 179/LNST 109/MCS 179/WMST 179, SPN 188	[no change]
HIST 151	[no change]
LNST 105/MCS 185/SPN 185, LNST 164/ANTH 164/WMST 164, LNST 168/ANTH 168/ETST 148, LNST 185/ECON 185, LNST 187/ECON 187	[no change]
MUS 122, MUS 123/ANTH 126/AST 123/DNCE 123, MUS 125, MUS 126/ANTH 177/WMST 126, MUS 127/ANTH 176/AST 127/DNCE 127/ETST	[no change]

172, MUS 129/ETST 118

POSC 107, POSC 110, POSC 120, [no change]
POSC 124, POSC 126, POSC 128, POSC
133, POSC 150, POSC 160, POSC 267,
POSC 268

PSYC 148 [no change]

PBPL 191 [no change]

RLST 175, RLST 246 [no change]

SOC 122, SOC 123, SOC 161, SOC 181, [no change]
SOC 184

THEA 161, THEA 176/ANTH 128/AST 128/ [no change]
DNCE 128/MUS 128

URST 178/AHS 178, URST 182/SOC 182 [no change]

WMST 108/PHIL 108, WMST 109/ANTH 109, [no change]
WMST 126/ANTH 177/MUS 126, WMST
162/RLST 162, WMST 164/ANTH 164/LNST
164, WMST 175/ETST 175, WMST 179/LNST
109/MCS 179/SPN 179

3. Capstone requirement (~~5 units~~)

3. Capstone requirement (4 units)

Students are required to complete their [no change]
major with a capstone experience. The capstone
must examine at least one global issue.
Most students will satisfy this requirement by
taking the Senior Thesis Seminar (GBST 193).
Students may also conduct an individual project
with the approval of the chair of Global Studies.

JUSTIFICATION:

1d. (Two courses in world history chosen from HIST 010, 010W, 015, 020, or 020W)

The last change to the program was done in error.

Students must take two courses in world history for the major, but with the addition of the Writing Across the Curriculum (WAC) courses in history, students should now be able to take any of the above listed courses to satisfy the world history requirement within the major as well as their English 1C requirement.

3. (Capstone requirement (4 units))

The senior capstone course (GBST 193) is a 4 unit class, not a 5 unit class.

APPROVALS:

Approved by the faculty Committee of Global Studies:

February 17, 2014

Approved by the Executive Committee of the College of
Humanities, Arts, and Social Sciences:

November 19, 2014

Approved by the Committee on Educational Policy:

February 10, 2015

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES**

**REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 24, 2015**

To be adopted:

Proposed Changes to B.A. in History

PRESENT:

History Major

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

PROPOSED:

1. Lower-division requirements (12 units)

a) one world history course

b) HIST 99W (with at least a grade of “C”)

c) one elective History course

b) HIST 19WV or HIST 99W (with a grade of “C”)

2. Upper-division requirements (40 units)

(No change)

a) Twenty-eight (28) units of upper-division history courses, with at least three courses in one area of concentration from the following fields:

Ancient and Medieval

Europe

United States

Latin America

Asia, Africa, and the Middle East

b) Twelve (12) units of HIST 197, Research for Undergraduates, with at least one course in the student’s area of concentration.

Students must take at least one course in three fields outside the area of concentration.

(No change)

Students who choose United States as their area of concentration are strongly advised to take HIST 017A, HIST 017B as preparation for upper-division courses in American history.

(No change)

Lower-division courses taken elsewhere may be counted toward the lower-division requirement, and advance placement units earned in high school may count toward its fulfillment as well. Please consult with the academic advisors for further details.

(No change)

Each History major is urged to consult with the academic advisors for quarterly advising and to

(No change)

meet with the Undergraduate Advisor at least one time each year. Appointments can be made through the academic advisors.

JUSTIFICATION:

The History department has added HIST 19WV to the catalog, an on-line equivalent to HIST 99W.

APPROVALS:

Effective: Fall 2015

Approved by the faculty of the Department of History:

November 24, 2014

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences:

January 7, 2015

Approved by the Committee on Educational Policy:

February 9, 2015

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES**

**REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 24, 2015**

To be adopted:

Proposed Changes to the Liberal Studies Major

PRESENT:

University Requirements
See Undergraduate Studies Section

College Requirements
See College of Humanities, Arts, and Social
Sciences, Colleges and Programs Section

Major Requirements

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

1. Lower-division requirements (~~20~~ courses [at least ~~80~~ units]). Courses can be used to fulfill college breadth requirements.
 - a) Science and Mathematics (~~6~~ courses [at least ~~24~~ units]): ~~BIOL 002, BIOL 003, GEO 002, one course in physics, one course in chemistry, and one of MATH 004, MATH 005, MATH 008A, or MATH 015.~~
 - b) Humanities and Fine Arts (~~7~~ courses [at least ~~28~~ units]): ~~CPLT 017A, DNCE 005, RLST 012/ETST 012, one of ART 001, ART 002, or ART 005, one of MUS 006/ ANTH 006 or MUS 014/ETST 014/URST 014, one of ENGL 014 or ENGL 020B, and one of CRWT 056, THEA 010, or THEA 070~~
 - c) History and Social Science (~~8~~ courses [at least ~~32~~ units]): ~~ANTH 001, HIST 010, HIST 015, HIST 017A, LING 020, POSC 010, SOC 001, WMST 001~~
2. Upper-division requirements: ~~8~~ courses (at least ~~32~~ units).
 - a) ~~One course in American Literature from:~~

PROPOSED:

[no change]

[no change]

1. Lower-division requirements (12 courses [at least 48 units]). Courses can be used to fulfill college breadth requirements.
 - a) Science and Mathematics (4 courses [at least 16 units]) from: BIOL, CHEM, CS, GEO, MATH, or PHYS.
 - b) Humanities and Fine Arts (4 courses [at least 16 units]) from: ART, AHS, CPLT, CRWT, DNCE, ENGL, LING, MUS, PHIL, or THEA.
 - b) History and Social Science (4 courses [at least 16 units]) from: ANTH, ECON, ETST, GBST, GSST, MCS, POSC, PSYC, RLST, or SOC.
2. Upper-division requirements: 10 courses (at least 40 units).
 - a) One writing course from: ENGL 103 or

ENGL 130, ENGL 131, ENGL 132, ENGL 133, ENGL 134, ENGL 136T, ENGL 137T, ENGL 138A, ENGL 138B, ENGL 138T

CRWT 130.

b) One course in Ethnicity or Gender from: ETST 100, ETST 101A, ETST 102, ETST 111, ETST 121, ETST 131, WMST 100, WMST 101, WMST 108/PHIL 108, WMST 126/ANTH 177/ MUS 126, WMST 132/ HISA 132, WMST 149/ANTH 149, WMST 161

b) One course in American/European Literature or Arts, not to include language study, from: ART, AHS, CLA, CPAC, CPLT, DNCE, ENGL, EUR, FREN, GER, ITAL, LATN, LNST, MUS, MCS, PHIL, PORT, RUSN, SPN, or THEA.

c) One course in United States History or United States Government from: HISA 110A, HISA 110B, HISA 110C, HISA 113, HISA 114, HISA 115, HISA 116, HISA 117A, HISA 117B, HISA 120A, HISA 120B, HISA 135/ETST 112, POSC 100, POSC 101, POSC 113

c) One course in Nonwestern Literature or Arts or Gender Studies, not to include language study, from: AHS, ART, ARLC, AST, CHN, CPLT, DNCE, ETST, GSST, JPN, KOR, MCS, MUS, PHIL, SEAS, THEA, or VNM.

d) One course in Communication Studies from: ANTH 113, ANTH 120, ANTH 123, ANTH 131, ANTH 165, ANTH 177/MUS 126/WMST 126, ART 131/MCS 131, ART 135/MCS 135, ART 139, ART 140, ART 145, ART 150/MCS 150, ART 155, ART 167, ART 168, ART 169 (E-Z), AHS 182, AHS 186/MCS 186, CRWT 130, CRWT 165, CRWT 174, CRWT 176 (E-Z), AHS 182, AHS 186/MCS 186, CRWT 130, CRWT 165, CRWT 174, CRWT 176 (E-Z), ECON 111, ECON 116, ECON 117/PHIL 119, ECON 119, ECON 123/HISA 123, ENGL 103, ENGL 144 (E-Z)/MCS 144 (E-Z), ENGL 145 (E-Z)/MCS 145 (E-Z), ENGL 146 (E-Z)/MCS 146 (E-Z), MCS 110 (E-Z), MCS 114/CPLT 134/GER 134/JPN 134, MCS 121 (E-Z)/CPLT 171 (E-Z), MCS 125 (E-Z)/LNST 125 (E-Z)/SPN 125 (E-Z), MCS 131/ART 131, MCS 133/SOC 138, MCS 136/ART 136, MCS 137/AHS 136, MCS 150/ART 150, MCS 172, MCS 173 (E-Z)/CPLT 173 (E-Z) MUS 126/ ANTH 177/WMST 126, MUS 140/HISA 139, PHIL 108/WMST 108, PHIL 111, PHIL 112, PHIL 116, POSC 146, PSYC 134, PSYC 150, SOC 120, SOC 121, SOC 122, SOC 133, SOC 134, SOC 139/MCS 139, SOC 140, SOC 141, SOC 143/URST 143, SOC 156, SOC 157, SOC 173, SOC 174, SOC 175, THEA 110A, THEA 110B,

d) One course in U.S. History or Government/ Politics, Economics, or Society from: ANTH, ECON, POSC, or SOC.

~~WMST 103/ANTH 145, WMST 108/PHIL 108, WMST 109/ANTH 109, WMST 149/ANTH 149, WMST 150/ANTH 158.~~

e) ~~One course with a Global Perspective from: ANTH 104, ANTH 105/BUS 158, ANTH 107, ANTH 112, ANTH 118, ANTH 122, ANTH 127, ANTH 130/DNCE 130, ANTH 132, ANTH 135, ANTH 140 (E-Z), ANTH 158, ANTH 159, ANTH 160, ANTH 161/LNST 161, ANTH 162, ANTH 163, AHS 102/ANTH 102, AHS 113, AHS 115/LNST 115, AHS 182, ECON 124, ECON 143A/ENSC 143A, ECON 143B/ENSC 143B, ECON 146/URST 146, ECON 153/BUS 153, ECON 156, EDUC 114, LNST 164/ANTH 164/WMST 164, LNST 168/ANTH 168/ETST 148, LNST 185/ECON 185, LNST 187/ECON 187, PHIL 180/WMST 108, PHIL 110, PHIL 117, PHIL 119/ECON 117, PHIL 152, PHIL 163, PHIL 167, POSC 110, POSC 117, PHIL 119/ECON 117, PHIL 152, PHIL 163, PHIL 167, POSC 110, POSC 111, POSC 116, POSC 116S, POSC 124, POSC 125, POSC 126, POSC 127, POSC 129, POSC 150, POSC 152, POSC 153, POSC 154, POSC 155, POSC 157, POSC 158/LNST 148, POSC 159, POSC 160, POSC 162/LNST 142, POSC 169, POSC 182, PSYC 140, RLST 111, RLST 116, RLST 118, RLST 124 (E-Z), RLST 138/LNST 138, RLST 139, RLST 150, RLST 151, RLST 160/WMST 160, RLST 170, RLST 174, RLST 175, SOC 123, SOC 133, SOC 134, SOC 135, SOC 137, SOC 139/MCS 139, SOC 150, SOC 151, SOC 156, SOC 157, SOC 161, SOC 181, SOC 182/URST 182, SOC 184, WMST 109/ANTH 109, WMST 126/ANTH 177/MUS 126, WMST 140/ANTH 147, WMST 141/PHIL 168, WMST 149/ANTH 149, WMST 105/ANTH 148, WMST 155/ECON 155, WMST 156, WMST 160/RLST 160, WMST 161, WMST 164/ANTH 164/LNST 164, WMST 175/ETST 175, WRLT 170/ETST 170.~~

f) ~~Three additional courses from the areas above.~~

e) One course in Communications or Technology from: ANTH, AHS, ART, CPLT, CS, ECON, ENGL, ETST, GSST, MCS, PHIL, SOC, or THEA.

f) One course with a Global Perspective from: AHS, ANTH, ECON, ETST, GBST, GSST, LNST, PHIL, POSC, RLST, or SOC

g) Three Additional upper-division courses offered in the College of Arts and Social Sciences OR for *pre-teaching credential students*, three from the following: EDUC 109/S, EDUC 110/S, EDUC 116/S, EDUC 172/S, EDUC 174/S, EDUC 175/S.

h) Liberal Studies Capstone Course: LBST 191 or LBST 190

3. ~~Education Component: 5 courses (at least 18 units): EDUC 001, EDUC 002, EDUC 044, EDUC 100A, EDUC 109, EDUC 110, EDUC 173~~

3. E-exit Portfolio: Students will compile at least three pieces of written work from upper-division courses, one of which must specifically address research methodology, broadly understood and evidence of applied research or work experience – e.g., a fourth paper, journal/report from an internship or experiential learning exercise, or, for *pre-teaching credential students*, a record of classroom experience.

Justification:

1. Major Requirements

- a) Lower Division: Major was initially designed for students seeking to become teachers, and a very specific set of lower division courses was included to insure preparation for credential programs and passing the CBEST. Today, most Liberal Studies Majors do not pursue a teaching credential. In addition, all undergraduates who are interested in a teaching credential are encouraged to complete the Education Minor. The overall number of lower division courses has been reduced to increase the flexibility necessary for students to specialize in one or another area of the liberal arts by taking additional upper division courses.
 - 1) Science and Mathematics courses reduced in number and greater room for choice supported.
 - 2) Humanities and Fine Arts courses reduced in number and greater room for choice supported.
 - 3) History and Social Science courses reduced in number and greater room for choice supported.
- b) Upper Division: Given that Liberal Arts majors are divided between those who desire a broadly bases liberal arts degree and those who intend to pursue a teaching credential, revisions create a two track – general liberal arts and pre-teaching credential – distinguished by students' selection of elective courses. The overall number of upper division courses has been increased to increase the flexibility necessary for students to specialize in one or another area of the liberal arts.
 - 1) Members of the Liberal Studies Steering Committee from CHASS and the School of Education agreed strongly that any student graduating with a liberal arts degree must take writing course work beyond the freshman composition series. The English and Creative Writing departments are willing to offer additional sections of appropriate courses to facilitate the addition of this requirement.
 - 2) “American Literature” has been modified to the more inclusive

“American/European” Literature or Arts with the intention to capture “Western” culture. Specific courses have been replaced by a set of majors that routinely offer courses that would fulfill the requirement to facilitate students’ desire to specialize and complete their degrees in a timely fashion.

- 3) “Ethnicity or Gender” requirement has been replaced by the more inclusive “Nonwestern” Literature or Arts or Gender Studies with the intention to expose students to nonwestern culture, broadly understood. Specific courses have been replaced by a set of majors that routinely offer courses that would fulfill the requirement to facilitate students’ desire to specialize and complete their degrees in a timely fashion.
- 4) “U.S. History or Government” has been changed to “U.S. History, Government/Politics, Economics or Sociology” to provide students with the option of studying U.S. history and government or its broader economic and social foundations. Specific courses have been replaced by a set of majors that routinely offer courses that would fulfill the requirement to facilitate students’ desire to specialize and complete their degrees in a timely fashion.
- 5) “Communications Studies” has been replaced by “Communications and Technology,” which better reflects the nature of actual communications studies and accommodates the possibility that pre-teaching credential track students will want to take more computing oriented coursework in preparation for the electronic bases for teaching and record keeping in public schools today. Again, specific courses have been replaced by a set of majors that routinely offer courses that would fulfill the requirement to facilitate students’ desire to specialize and complete their degrees in a timely fashion.
- 6) Specific courses needed to complete the “Global Perspectives” requirement have been replaced by a set of majors that routinely offer courses that would fulfill the requirement to facilitate students’ desire to specialize and complete their degrees in a timely fashion.
- 7) Instead of requiring all Liberal Studies Students to take Education courses that would prepare them for a teaching credential program after graduating, only Pre-credential students will take a subset of courses in the School of Education. Other students will select electives from among the offerings in CHASS.
- 8) We have added a Liberal Studies Capstone Course intended to transition students from coursework to the working world. A Capstone Course will include instruction in completing and submitting the e-exit Portfolio, and the presentation of print/display board versions of the portfolio. The Director may approve the following alternatives to the Capstone Course (LBST 191): completion of an honors thesis consistent with UHP requirements; individual paper or project via enrolling and completing LBST 190 (Special Studies). Course proposals for all of these new LBST offerings have been drafted for submission by the end of May 2014.

Note: LBST 190 and LBST 191 (Capstone) will be the first Liberal Studies courses to the program, and will facilitate student-led organization of their academic achievements in the interest of completing the required e-portfolio and preparing to move onto careers or graduate study. These courses and the completed e-portfolios will, furthermore, permit assessment of our majors' learning while at UCR.

- c) E-exit Portfolio. The Liberal Studies major currently offers no courses of its own and has never been able to pull student work for evaluation or required students to develop a portfolio for evaluation per the demands of its learning outcomes and assessment plan. In

combination with the Capstone Experience, development of the e-exit portfolio will provide a consistent means of reflecting on the overall outcome of their UCR education and translating that experience into the first steps toward professional success.

Approvals:

Approved by the faculty of the Department of Liberal Studies:

May 21, 2014

Approved by the Executive Committee of the College of
Humanities, Arts and Social Sciences:

January 7, 2015

Approved by the Committee on Educational Policy:

February 9, 2015

**THE GRADUATE DIVISION AND EXECUTIVE
COMMITTEES OF THE COLLEGES
REPORT TO THE DIVISION
FEBRUARY 24, 2015**

To be received and placed on file:

Reports of Degrees Awarded - Summer 2014

Bourns College of Engineering	
Bachelor of Science:	26
College of Humanities, Arts and Social Sciences	
Bachelor of Arts:	484
Bachelor of Science:	36
College of Natural and Agricultural Sciences	
Bachelor of Arts:	11
Bachelor of Science:	95
School of Business Administration	
Bachelor of Science:	107

Report of Degrees Awarded – Fall 2014

Graduate Division	
Master of Arts:	4
Master of Business Administration:	1
Master of Education:	4
Master of Finance:	4
Master of Fine Arts:	13
Master of Science:	47
Doctor of Philosophy:	90

The names of the candidates are filed in the official records of the Office of the Registrar.

P Keller, Acting Secretary-Parliamentarian
Riverside Division of the Academic Senate

**Committee on Courses
Report to the Riverside Division
February 24, 2015**

To be received and placed on file:

The Committee on Courses has approved the following courses.

<u>Action:</u>	<u>Course:</u>	<u>Title:</u>	<u>Course Renumbered:</u>
<i>Undergraduate Courses:</i>			
RESTORE	PHYS 018	Energy and the Environment (4)	
NEW	AHS 107	Photography Since 1960 (4)	
NEW	AHS 114	History of Brazilian Art & Architecture (4)	
NEW	CHN 143	Divination and Prediction in China and Greece (4)	
NEW	CLA 143	Divination and Prediction in China and Greece (4)	
NEW	CPAC 143	Divination and Prediction in China and Greece (4)	
NEW	ENGL 178	Introduction to Science Fiction (4)	
NEW	ENTM 154 L	Forensic Entomology Laboratory (2)	
NEW	ENTM 180	Capstone Research Seminar in Entomology (2)	
NEW	ETST 163 (E-Z)	Special Topics in Gender, Sexuality, and Race (4)	
		Special Topics in Gender, Sexuality, and Race (4) Introduction to Queer Studies	
NEW	ETST 163 E		
NEW	GBST 140	Haiti: Past, Present and Future (4)	
NEW	GSST 001 S	Gender and Sexuality (5)	
NEW	GSST 020 S	Women, Feminism, and Society in a Global Perspective (5)	
NEW	GSST 112	History of Queer Cinema (4)	
NEW	GSST 172	Contemporary Italian Women Writers in Translation (4)	
NEW	HISA 136	Historical Perspectives on Mass Incarceration (4)	
NEW	HIST 179	Introduction to Modern Japanese History (4)	
NEW	LBST 190	Special Studies (1-5)	
NEW	LBST 191	Seminar in Liberal Studies (4)	
NEW	LGBS 112	History of Queer Cinema (4)	
NEW	MCS 106	Disability Culture and Media (4)	
NEW	MCS 112	History of Queer Cinema (4)	
NEW	MCS 129	Disney: Producing Race, Gender and Sexuality (4)	
NEW	RLST 110	Yoga: Ancient and Modern (4)	
NEW	RLST 139	Religion and Colonialism (4)	
NEW	RLST 143	Divination and Prediction in China and Greece (4)	
NEW	TFDP 111 C	Advanced Acting: Acting for the Camera (4)	
NEW	TFDP 158	Storytelling of Witness: Introduction to Documentary Theatre and Film (4)	
NEW	TFDP 159	Documentary Production (4)	
		From Hamlet to Babylon 5: Introduction to Design in Film, Television, and Theatre (4)	
DELETE	ART 028		
DELETE	CRWT 167 A	Plays in Production (4)	
DELETE	CRWT 167 B	Plays in Production (4)	
		Special Topics in African American Studies (4) The Political Economy of the African American Economy	
DELETE	ETST 109 F		
DELETE	ETST 121	Street Gangs in Comparative Perspective (4)	
DELETE	ETST 122	Family, Sex Roles, and the Chicano (4)	
DELETE	ETST 135	The Mass Incarceration of Japanese Americans (4)	
		Street Scholars: Struggles and Contributions of Self-Trained Black Historians and Stepladder Radicals (4)	
DELETE	ETST 149		
DELETE	GEO 005	Our Family of Planets (4)	
DELETE	GEO 153	Biodiversity through Time (4)	
		From Hamlet to Babylon 5: Introduction to Design in Film, Television, and Theatre (4)	
DELETE	THEA 038		
DELETE	THEA 165 A	Plays in Production (4)	
DELETE	THEA 165 B	Plays in Production (4)	
CHANGE	AHS 165	Women Artists in Renaissance Europe, 1400-1600 (4)	
CHANGE	AHS 176	Twentieth-Century Photography 1900-1960 (4)	
CHANGE	ANTH 106	Gender and Genocide (4)	
CHANGE	ANTH 109	Women, Politics, and Social Movements: Global Perspectives (4)	
CHANGE	ANTH 143	Gender, Race, and Medicine (4)	
CHANGE	ANTH 145	Sexualities and Culture (4)	
CHANGE	ANTH 147	Reproduction: Policies, Politics, and Practices (4)	
CHANGE	ANTH 148	Gender and the State (4)	
CHANGE	ANTH 149	Gender, Kinship, and Social Change (4)	
CHANGE	ANTH 177	Gender, Sexuality, and Music in Cross-Cultural Perspectives (4)	
CHANGE	ANTH 178	Gender and Archaeology (4)	
CHANGE	ANTH 188	Islam, Women, and the State (4)	
CHANGE	ANTH 189	Gender and Power in Muslim Societies (4)	
CHANGE	AST 165 (E-Z)	Themes in Vietnamese Literature (4)	

**Committee on Courses
Report to the Riverside Division
February 24, 2015**

To be received and placed on file:

The Committee on Courses has approved the following courses.

<u>Action:</u>	<u>Course:</u>	<u>Title:</u>	<u>Course Renumbered:</u>
CHANGE	BIOL 132	Plant Anatomy (4)	
CHANGE	BIOL 163	Evolutionary Ecology of Terrestrial Vertebrates (5)	
CHANGE	BPSC 132	Plant Anatomy (4)	
CHANGE	BUS 132	Foundations of Finance (4)	
CHANGE	CHFY 007	CHASS F1RST Learning Community Workshop (2)	
CHANGE	CHFY 020	Theory and Practice of Peer Instruction (4)	
CHANGE	CPLT 022 A	Introduction to World Literature by Women (4)	
CHANGE	CPLT 022 B	Introduction to World Literature by Women (4)	
CHANGE	CPLT 123	Transnational Feminist Film and Media (4)	
CHANGE	CPLT 142 (E-Z)	Women's Writing in Modern Asia and Asian America (4)	
CHANGE	CRWT 066	Screenwriting: How Movies Work (4)	
CHANGE	CRWT 164 A	Beginning Playwriting (4)	
CHANGE	CRWT 164 B	Intermediate Playwriting (4)	
CHANGE	CRWT 164 C	Advanced Playwriting (4)	
CHANGE	DNCE 131	Dance, Gender, Sexuality (4)	
CHANGE	DNCE 180 (E-Z)	Dance Practicum (4)	
CHANGE	ECON 155	Women's Labor and the Economy (4)	
CHANGE	ENSC 138	Soils of Natural Ecosystems and Landforms (4)	
CHANGE	ENTM 154	Forensic Entomology (3)	
CHANGE	ETST 101 A	Historical Development of Race and Power (4)	
CHANGE	ETST 101 B	Theories of Race and Power (4)	
CHANGE	ETST 113	Black Feminist Theory and Activism (4)	
CHANGE	ETST 140	Asian American Feminist Theory and Politics (4)	
CHANGE	ETST 141 A	Black Literature I (4)	
CHANGE	ETST 141 B	Black Literature II (4)	
CHANGE	ETST 158	American Indian Intellectual Traditions (4)	
CHANGE	ETST 171	Black Music (4)	
CHANGE	ETST 175	Gender, Ethnicity, and Borders (4)	
CHANGE	FREN 112	Mythology in French Literature, Film, and the Visual Arts (4)	
CHANGE	FREN 124 (E-Z)	Gender in French Studies (4)	
CHANGE	FREN 148 (E-Z)	French Literature of the City (4)	
CHANGE	FREN 150 (E-Z)	Francophone Studies (4)	
CHANGE	FREN 152	Food and French Literature (4)	
CHANGE	FREN 153	Children in French Cinema (4)	
CHANGE	FREN 155	The Bande Dessinée: From Comics to Graphic Novels in French (4)	
CHANGE	FREN 160	The Fashion of Modernity (4)	
CHANGE	GEO 011	Global Climate Change (4)	
CHANGE	GEO 116	Structural Geology (5)	
CHANGE	GEO 132	Groundwater Geology (4)	
CHANGE	GEO 136	Introduction to Molecular and Petroleum Geochemistry (4)	
CHANGE	GEO 137	Geochemistry of Natural Waters (4)	
CHANGE	GEO 138	Soils of Natural Ecosystems and Landforms (4)	
CHANGE	GEO 140	Global Geophysics (4)	
CHANGE	GEO 144	Earthquake Seismology (4)	
CHANGE	GSST 001	Gender and Sexuality (4)	WMST 001
CHANGE	GSST 001 H	Honors Gender and Sexuality (4)	WMST 001H
CHANGE	GSST 010	Women and Culture (5)	WMST 010
CHANGE	GSST 011	Media Imagery of Women and Class (4)	WMST 011
CHANGE	GSST 020	Women, Feminism, and Society in a Global Perspective (4)	WMST 020
CHANGE	GSST 020 H	Honors Women, Feminism, and Society in a Global Perspective (4)	WMST 020H
CHANGE	GSST 022 A	Introduction to World Literature by Women (4)	WMST 022A
CHANGE	GSST 022 B	Introduction to World Literature by Women (4)	WMST 022B
CHANGE	GSST 030	Violence against Women (4)	WMST 030
CHANGE	GSST 030 H	Violence Against Women (4)	WMST 030H
CHANGE	GSST 031 H	Latina Women in Literature and Culture (4)	WMST 031H
CHANGE	GSST 040	Women, AIDS, and the Global Economy (4)	WMST 040
CHANGE	GSST 100	Gender Theory (4)	WMST 100
CHANGE	GSST 101	Women, Work, and Capitalism (4)	WMST 101
CHANGE	GSST 103	Sexualities and Culture (4)	WMST 103
CHANGE	GSST 104	Witches, Magic, and Religion (4)	WMST 104
		Women, Race, and Violence: Intersectionalist and Transnational Perspectives (4)	
CHANGE	GSST 105		WMST 105
CHANGE	GSST 106	Feminist Bioethics (4)	WMST 106

**Committee on Courses
Report to the Riverside Division
February 24, 2015**

To be received and placed on file:

The Committee on Courses has approved the following courses.

<u>Action:</u>	<u>Course:</u>	<u>Title:</u>	<u>Course Renumbered:</u>
		Feminisms, Race, and Antiracisms: Critical Theories and Intersectional Perspectives (4)	WMST 107
CHANGE	GSST 107		WMST 107
CHANGE	GSST 109	Women, Politics, and Social Movements: Global Perspectives (4)	WMST 109
CHANGE	GSST 122	Gender in Southeast Asian Diasporic Literature and Film (5)	WMST 122
CHANGE	GSST 123	Transnational Feminist Film and Media (4)	WMST 123
CHANGE	GSST 124	Asian American Women: Writing the Self in Literature and Film (4)	WMST 124
CHANGE	GSST 125	Gender and Genocide (4)	WMST 125
CHANGE	GSST 126	Gender, Sexuality, and Music in Cross-Cultural Perspectives (4)	WMST 126
CHANGE	GSST 127	Dance, Gender, Sexuality (4)	WMST 127
CHANGE	GSST 128	Critical Approaches to Heterosexuality (4)	WMST 128
CHANGE	GSST 131	Sustainability, Gender and Development in the Global South (4)	WMST 131
CHANGE	GSST 132	U.S. Women, Gender, and Sexuality: 1620-1850 (4)	WMST 132
CHANGE	GSST 133	Women, Gender, and Sexuality in U.S. History: 1850-Present (4)	WMST 133
CHANGE	GSST 134	Queer Identities and Movements in the United States (4)	WMST 134
CHANGE	GSST 135	Love, Desire, and Lesbian Sexuality (4)	WMST 135
CHANGE	GSST 136	Women and Grassroots Organizing in the United States (4)	WMST 136
CHANGE	GSST 137	Critical Queer Politics (4)	WMST 137
CHANGE	GSST 138	Gender and the Sex Trade (4)	WMST 138
CHANGE	GSST 139	Coming Out and Sexual Identity (4)	WMST 139
CHANGE	GSST 140	Reproduction: Policies, Politics, and Practices (4)	WMST 140
CHANGE	GSST 142 (E-Z)	Women's Writing in Modern Asia and Asian America (4)	WMST 142 (E-Z)
CHANGE	GSST 146	History of Native American Women (4)	WMST 146
CHANGE	GSST 149	Gender, Kinship, and Social Change (4)	WMST 149
CHANGE	GSST 150	Gender and the State (4)	WMST 150
CHANGE	GSST 151	Islam, Women, and the State (4)	WMST 151
CHANGE	GSST 152	Theory of Gender Inequality (4)	WMST 152
CHANGE	GSST 155	Women's Labor and the Economy (4)	WMST 155
CHANGE	GSST 156	Women and Citizenship (4)	WMST 156
CHANGE	GSST 160	Religion, Gender and Sexuality (4)	WMST 160
CHANGE	GSST 161	Gender and Science (4)	WMST 161
CHANGE	GSST 162	Women's Issues in Modern Muslim Thought (4)	WMST 162
CHANGE	GSST 163	The Women of Early Christianity (4)	WMST 163
CHANGE	GSST 165 (E-Z)	Themes in Vietnamese Literature (4)	WMST 165 (E-Z)
CHANGE	GSST 166	Chicana/o Cultural Studies and Gender Politics (4)	WMST 166
CHANGE	GSST 167	Women and Gender in Postcolonial Africa (4)	WMST 167
CHANGE	GSST 168	Gender and Power in Muslim Societies (4)	WMST 168
CHANGE	GSST 170	Women Artists in Renaissance Europe, 1400-1600 (4)	WMST 170
CHANGE	GSST 175	Gender, Ethnicity, and Borders (4)	WMST 175
CHANGE	GSST 176	Gender, Human Rights, and Transnationalism (4)	WMST 176
CHANGE	GSST 178	Gender and Archaeology (4)	WMST 178
CHANGE	GSST 179	Gender, Media, and Latin America (5)	WMST 179
CHANGE	GSST 181	Feminisms and Environmentalisms (4)	WMST 181
CHANGE	GSST 183	Feminist Politics of Food (4)	WMST 183
CHANGE	GSST 185	Gender, Race, and Medicine (4)	WMST 185
CHANGE	GSST 186	Gender, Power, and Shifting Identities (4)	WMST 186
CHANGE	GSST 187	Women, Gender, and Technology (4)	WMST 187
CHANGE	GSST 188	Gender and Performance (4)	WMST 188
CHANGE	GSST 189	Gender, Technology, and the Body (4)	WMST 189
CHANGE	GSST 190	Special Studies (1-4)	WMST 190
CHANGE	GSST 191 A	Seminar in Women's Studies: Feminist Epistemologies (4)	WMST 191A
CHANGE	GSST 191 B	Seminar in Women's Studies: Feminist Research Methods (4)	WMST 191B
CHANGE	GSST 195	Senior Thesis (4)	WMST 195
CHANGE	GSST 198 G	Group Internship in Gender & Sexuality Studies (1-12)	WMST 198G
CHANGE	HISA 132	U.S. Women, Gender, and Sexuality: 1620-1850 (4)	
CHANGE	HISA 133	Women, Gender, and Sexuality in U.S. History: 1850-Present (4)	
CHANGE	HISA 134	Black Feminist Theory and Activism (4)	
CHANGE	HISA 146	History of Native American Women (4)	
CHANGE	HISE 133	Women Artists in Renaissance Europe, 1400-1600 (4)	
CHANGE	ITAL 162	Contemporary Italian Women Writers in Translation (4)	
CHANGE	LGBS 128	Critical Approaches to Heterosexuality (4)	
CHANGE	LGBS 134	Queer Identities and Movements in the United States (4)	
CHANGE	LGBS 135	Love, Desire, and Lesbian Sexuality (4)	
CHANGE	LGBS 137	Critical Queer Politics (4)	

**Committee on Courses
Report to the Riverside Division
February 24, 2015**

To be received and placed on file:

The Committee on Courses has approved the following courses.

<u>Action:</u>	<u>Course:</u>	<u>Title:</u>	<u>Course Renumbered:</u>
CHANGE	LGBS 139	Coming Out and Sexual Identity (4)	
CHANGE	LGBS 152	Theory of Gender Inequality (4)	
CHANGE	LNST 109	Gender, Media, and Latin America (5)	
CHANGE	MCS 066	Screenwriting: How Movies Work (4)	
CHANGE	MCS 123	Asian American Women: Writing the Self in Literature and Film (4)	
CHANGE	MCS 127	Chicana/o Cultural Studies and Gender Politics (4)	
CHANGE	MCS 142	Gender in Southeast Asian Diasporic Literature and Film (5)	
CHANGE	MCS 171	Reel to Real: Latin American Film and Social Change (4)	
CHANGE	MCS 179	Gender, Media, and Latin America (5)	
CHANGE	ME 003	How Things Work: The Principles Behind Technology (4)	
CHANGE	ME 004	Energy and the Environment (4)	
CHANGE	ME 009	Engineering Graphics and Design (4)	
CHANGE	ME 176	Sustainable Product Design (4)	
CHANGE	MUS 126	Gender, Sexuality, and Music in Cross-Cultural Perspectives (4)	
CHANGE	PHIL 171	Feminist Bioethics (4)	
CHANGE	PHYS 002 A	General Physics (4)	
CHANGE	PHYS 002 B	General Physics (4)	
CHANGE	PHYS 002 C	General Physics (4)	
CHANGE	PHYS 02L A	General Physics Laboratory (1)	
CHANGE	PHYS 02L B	General Physics Laboratory (1)	
CHANGE	PHYS 02L C	General Physics Laboratory (1)	
CHANGE	PSYC 149	The Science of Well-Being (4)	
CHANGE	RLST 160	Religion, Gender and Sexuality (4)	
CHANGE	RLST 162	Women's Issues in Modern Muslim Thought (4)	
CHANGE	RLST 163	The Women of Early Christianity (4)	
CHANGE	SEAS 165 (E-Z)	Themes in Vietnamese Literature (4)	
CHANGE	SEAS 172	Gender in Southeast Asian Diasporic Literature and Film (5)	
CHANGE	SEAS 175	Asian American Women: Writing the Self in Literature and Film (4)	
CHANGE	SOC 140	The Sociology of Women (4)	
CHANGE	SOC 146	Gender in Global Perspective (4)	
CHANGE	SPN 171	Reel to Real: Latin American Film and Social Change (4)	
CHANGE	SPN 179	Gender, Media, and Latin America (5)	
CHANGE	STAT 147	Introduction to Statistical Computing (4)	
CHANGE	TFDP 010	Introduction to Acting (4)	THEA 010
CHANGE	TFDP 050	Public Speaking (4)	THEA 050
CHANGE	TFDP 066	Screenwriting: How Movies Work (4)	THEA 066
CHANGE	TFDP 067	Introduction to Playwriting and Screenwriting (4)	THEA 067
CHANGE	TFDP 099	Introduction to the Theatre Department (1)	THEA 099
CHANGE	TFDP 100	Play Analysis (4)	THEA 100
CHANGE	TFDP 101	Introduction to Design (4)	THEA 101
CHANGE	TFDP 102	Production Techniques for Theatre, Film, and Television (4)	THEA 102
CHANGE	TFDP 109	Acting: The Process (4)	THEA 109
CHANGE	TFDP 110 A	Acting: Fundamentals (4)	THEA 110A
CHANGE	TFDP 110 B	Acting: Techniques (4)	THEA 110B
CHANGE	TFDP 111 A	Advanced Acting: Shakespeare and the Power of Language (4)	THEA 111A
CHANGE	TFDP 111 B	Advanced Acting: Acting with Facts and Playing with the Truth (4)	THEA 111B
CHANGE	TFDP 112 (E-Z)	Voice for Actors (4)	THEA 112 (E-Z)
CHANGE	TFDP 112 E	Voice for Actors (4) Dramatic Interpretation	THEA 112E
CHANGE	TFDP 112 F	Voice for Actors (4) Voice and Diction	THEA 112F
CHANGE	TFDP 113 (E-Z)	Movement for Actors and Performers (4)	THEA 113 (E-Z)
CHANGE	TFDP 114	Acting for Writers (4)	THEA 114
CHANGE	TFDP 115	Hip Hop Theatre (4)	THEA 115
CHANGE	TFDP 120 A	Literature and History of the Theatre: The Classical Period through the Italian Renaissance (4)	THEA 120A
CHANGE	TFDP 120 B	Literature and History of the Theatre: The Elizabethan Period through the Nineteenth Century (4)	THEA 120B
CHANGE	TFDP 120 C	Literature and History of the Modern and Contemporary Theatre (4)	THEA 120C
CHANGE	TFDP 121	World of the Play (4)	THEA 121
CHANGE	TFDP 122	Theatre for Social Change (4)	THEA 122
CHANGE	TFDP 124 A	American Theatre, 1900-1945 (4)	THEA 124A
CHANGE	TFDP 124 B	American Theatre, 1945-Present (4)	THEA 124B
CHANGE	TFDP 125 (E-Z)	History of the Theatre (4)	THEA 125 (E-Z)
CHANGE	TFDP 126 A	History of Dress (4)	THEA 126A

**Committee on Courses
Report to the Riverside Division
February 24, 2015**

To be received and placed on file:

The Committee on Courses has approved the following courses.

Action:	Course:	Title:	Course Renumbered:
CHANGE	TFDP 126 B	History of Dress (4)	THEA 126B
CHANGE	TFDP 127	Theories of the Modern Theatre (4)	THEA 127
CHANGE	TFDP 128	Seminar on the Life and Work of Tomás Rivera (4)	THEA 128
CHANGE	TFDP 129	History of the Modern Theatre: Nineteenth Century - Present (4)	THEA 129
CHANGE	TFDP 131	Sound Design for Theatre, Film, and Television (4)	THEA 131
CHANGE	TFDP 132	Lighting Design for Theatre, Film, and Television (4)	THEA 132
CHANGE	TFDP 133	Scene Design for Theatre, Film, and Television (4)	THEA 133
CHANGE	TFDP 135	Costume Design for Theatre, Film, and Television (4)	THEA 135
CHANGE	TFDP 136	History of Theatre Design (4)	THEA 136
CHANGE	TFDP 138	Art Direction for Film and Television (4)	THEA 138
CHANGE	TFDP 142	Costume Construction (4)	THEA 142
CHANGE	TFDP 144	Makeup for Theatre, Film, and Television (4)	THEA 144
CHANGE	TFDP 145	Computer-Aided Design (CAD) for Theatre, Film, and Television (4)	THEA 145
CHANGE	TFDP 149	Stage Management (4)	THEA 149
CHANGE	TFDP 150 A	Directing (4)	THEA 150A
CHANGE	TFDP 150 B	Directing (4)	THEA 150B
CHANGE	TFDP 155	Introduction to Digital Film Production (5)	THEA 155
CHANGE	TFDP 156 A	Digital Film Production (5)	THEA 156A
CHANGE	TFDP 156 B	Digital Film Production (5)	THEA 156A
CHANGE	TFDP 157	Introduction to Film Editing (5)	THEA 157
CHANGE	TFDP 160	The Filmmaker's Life (4)	THEA 160
CHANGE	TFDP 161	African American Drama (4)	THEA 161
CHANGE	TFDP 162	Writing the Half-Hour Television comedy (4)	THEA 162
CHANGE	TFDP 163	Writing the Short Film (4)	THEA 163
CHANGE	TFDP 164 A	Beginning Playwriting (4)	THEA 164A
CHANGE	TFDP 164 B	Intermediate Playwriting (4)	THEA 164B
CHANGE	TFDP 164 C	Advanced Playwriting (4)	THEA 164C
CHANGE	TFDP 166 A	Screenwriting: Introduction (4)	THEA 166A
CHANGE	TFDP 166 B	Screenwriting: Outline to First Draft (4)	THEA 166B
CHANGE	TFDP 166 C	Screenwriting: Rewrites and Writing for Television (4)	THEA 166C
CHANGE	TFDP 167	Writing for Television: Creating the One-Hour Series Drama (4)	THEA 167
CHANGE	TFDP 168	Writing for the Family Audience (4)	THEA 168
CHANGE	TFDP 169	Rewriting the Script (4)	THEA 169
CHANGE	TFDP 170	Performance in Production (1-4)	THEA 170
CHANGE	TFDP 171	Technical Production (1-4)	THEA 171
CHANGE	TFDP 172	Design in Production (1-4)	THEA 172
CHANGE	TFDP 173	Management and Directing in Production (1-4)	THEA 173
CHANGE	TFDP 174	Writing/Dramaturgy in Production (1-4)	THEA 174
CHANGE	TFDP 175	Fabrication in Production (1-4)	THEA 175
CHANGE	TFDP 180 (E-Z)	Theatre Practicum (4)	THEA 180 (E-Z)
CHANGE	TFDP 190	Special Studies (1-5)	THEA 190
CHANGE	TFDP 195	Senior Thesis (1-4)	THEA 195
CHANGE	TFDP 198 I	Individual Internship in Theatre (1-12)	THEA 198I
CHANGE	TFDP 199	Senior Research (1-4)	THEA 199
CHANGE	VNM 165 (E-Z)	Themes in Vietnamese Literature (4)	

Professional Courses:

DELETE	EDUC 303 A	Level II Induction: Mild/Moderate Specialist (4)	
DELETE	EDUC 303 B	Level II Summative Evaluation: Mild/Moderate Specialist (2)	
DELETE	EDUC 304 A	Level II Induction: Moderate/Severe Specialist (4)	
DELETE	EDUC 304 B	Level II Summative Evaluation: Moderate/Severe Specialist (2)	
CHANGE	EDUC 336 C	Supervised Teaching in the Elementary School (9)	
CHANGE	EDUC 376 C	Supervised Teaching in the Secondary School (9)	
CHANGE	GSST 302	Teaching Practicum (2-4)	WMST 302

Graduate Courses:

NEW	DNCE 239	Introduction to Graduate Study of Dance (4)	
NEW	EDUC 234 B	Advanced Applications of Multilevel Modeling (4)	
NEW	EDUC 255 D	Advanced Child Behavior Therapy (4)	
		Race and K-12 Educational Inequality (4)	
NEW	EDUC 275		
NEW	ENGR 296 V	Professional Project Design (1-4)	

Committee on Courses
Report to the Riverside Division
February 24, 2015

To be received and placed on file:

The Committee on Courses has approved the following courses.

<u>Action:</u>	<u>Course:</u>	<u>Title:</u>	<u>Course Renumbered:</u>
NEW	ETST 243 G	Special Topics in Ethnic Studies (4) Racial and Racial-Colonial Genocide	
NEW	ME 210 V	Sustainable Product Design (4)	
NEW	ME 249 V	Fundamentals of Fluid Mechanics (4)	
NEW	ME 274 V	Plasma-aided Manufacturing and Materials Processing (4)	
NEW	PBPL 202	Policy Institutions and Processes (4)	
NEW	PBPL 204	Regional Policy-Making Across Administrative Jurisdictions (4)	
NEW	PBPL 206	State Governments as Laboratories of Change (4)	
NEW	PBPL 212	Qualitative Social Science Methods (4)	
NEW	PBPL 222	Ethics, Professionalism, and the Normative Bases of Public Policies (4)	
CHANGE	CPLT 293 (E-Z)	Research Topics in Comparative Literature & Foreign Languages (1-6)	CPLT 290 (E-Z)
CHANGE	CS 227	Probabilistic Models for Artificial Intelligence (4)	CS 272
CHANGE	EDUC 234 A	Multilevel Modeling (4)	EDUC 234
CHANGE	GSST 290	Directed Studies (1-6)	WMST 290
CHANGE	GSST 292	Concurrent Analytical Studies in Gender and Sexuality Studies (1-4)	WMST 292
CHANGE	ME 210	Sustainable Product Design (4)	
CHANGE	ME 240 A	Fundamentals of Fluid Mechanics (4)	
CHANGE	ME 274	Plasma-aided Manufacturing and Materials Processing (4)	
CHANGE	PLPA 200	Fungal Diseases of Plants (3)	

Extension Courses:

Instructor	EDUC X80.01	Principles and Practices of Teaching Young Children, Patricia Fernandez, M.A.
	EDUC X81	Role of Home School and Community in Early Childhood Education, Marta Olmedo, M.A.
	EDUC X86	Parent (Family) Involvement in Early Childhood Education, Sabrina Clayvon, M.S.
	EDUC X86.63	Education and Care of the Infant, Monica Hernandez, M.A.

**COMMITTEE ON COURSES
REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 24, 2015**

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:

<u>INSTRUCTOR</u>	<u>DEPARTMENT</u>	<u>LIMITS OF AUTHORIZATION</u>
L. Lasater	Theatre, Film, and Digital Production	THEA 191W W'15
E. Strzheletska	Computer Science	CS 111 W'15

**COMMITTEE ON UNIVERSITY EXTENSION
REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 24, 2015**

DEPT	COURSE	TITLE	INSTRUCTOR FIRST NAME	INSTRUCTOR LAST NAME	INSTRUCTOR DEGREE	TYPE OF APPROVAL	APPROVED
EDUC	X80.01	Principles and Practices of Teaching Young Children	Patricia	Fernandez	M. A.	I	01/14/15
EDUC	X81	Role of Home School and Community in Early Childhood Education	Marta	Olmedo	M. A.	i	01/14/15
EDUC	X86	Parent (Family) Involvement in Early Childhood Education	Sabrina	Clayvon	M.S.	I*	01/14/15
EDUC	X88.63	Education and Care of the Infant	Monica	Hernandez	M.A.	I*	01/14/15
EDUC	X309.01	Designated Subjects- Early Orientation to Teaching	Irene	Fujii	Ed. D	i*	01/26/15
EDUC	X309.02	Designated Subjects - Classroom/ Laboratory Management and Safety	Irene	Fujii	Ed.D.	I*	01/26/15
EDUC	X309.03	Designated Subjects - Curriculum and Instruction	Irene	Fujii	Ed. D.	I*	01/26/15
EDUC	X309.04	Designated Subjects - Assessing Student Learning	Irene	Fujii	Ed. D	I*	01/26/15
EDUC	X309.05	Designated Subjects- Teaching English Learners and Students with Special Needs	Irene	Fujii	Ed. D	I*	01/26/15
EDUC	X309.06	Designated Subjects: Foundations and Professional Legal/Ethical Responsibility	Irene	Fujii	Ed.D	I*	01/26/15
EDUC	X326.57A	TESOL Reading Methodologies	Carol	Wright	M.A.	I	01/26/15
EDUC	X326.61	TESOL Vocabulary Methodologies	Jenelle	Herman	M.A.	i*	01/26/15
EDUC	X326.62B	TESOL Listening Methodologies	Jenelle	Herman	M.A.	I*	01/26/15
EDUC	X328.32	Best Practices for Gifted English Learners	Martha	Gomez	M.A	I	01/26/15
EDUC	X328.32	Best Practices for Gifted English Learners	Esther	Askew	M.A.	i*	01/26/15
EDUC	X328.32	Best Practices for Gifted English Learners				C	01/26/15
EDUC	X329.01	Differentiation Using the Icons and High-Level Thinking Products	Erik	Mickelson	M.A.	I	01/26/15
EDUC	X330.26	Psychology of Human Learning	Natasha	Ferrell	Ph.D.	I	01/26/15
EDUC	X330.36	Internship in Educational Therapy	Marcy	Dann	M.A.	I	01/26/15
EDUC	X388.23	Development and Organization of Prevention Programs for School and Community	Laura	Parres	M.A.	I	01/26/15
LING	X402	Introduction to Linguistics: Structure of Language	Richard	Abend	M.A. / M.Ed.	I*	01/26/15
MGT	X404	Mastering Office Management	John	Epps	BA	I	01/26/15
EDUC	X408.19	Clear Credential Culmination Portfolio	Karen	Dodson	M.A.	i	01/26/15
EDUC	X410.67B	Introduction to Shakespeare	Skip	Nicholson	M.A.	I	01/26/15
MGT	X410.82	Purchasing and Supply Chain Management	Emsley	Lopez	B.A.	I	01/26/15
MGT	X410.86	Logistics and Supply Chain Management	Emsley	Lopez	B.A.	I	01/26/15
MGT	X410.9	Global Logistics	Emsley	Lopez	B. A.	I	01/26/15
AHS	X420	Public Art and Urban Design	Ken	Gutierrez	B.A.	I	01/26/15
URST	X420.12	Urban and Community Planning Practices	Ken	Gutierrez	B.A.	I	01/26/15
EDUC	X421.C	Lesson Planning for a Common Core Classroom	Gabrielle S.	Ladner-Mejia	M. Ed.	I	01/26/15
EDUC	X421.D	Questioning in a Common Core Classroom	Karen	Dodson	M.A.	I	01/26/15
MGT	X424.2	Creating Manuals and User Guides	Eric	Guignard	MPA	I	01/26/15
MGT	X424.3	Documenting Policies and Procedures	Eric	Guignard	MPA	I	01/26/15
EDUC	X426.9	CTEL Portfolio	Christine	Petzar	Ph.D	I	01/26/15
MGT	X427.02	Developing a Business Plan	Adam	Martin	M.S.	I	01/26/15
MGT	X427.64	Management of Estate Assets	Dennis	Sandoval	JD, LL.M	I	01/26/15
MGT	X427.64	Management of Estate Assets	Kenneth	Blickenstaff	JD	I	01/26/15
MGT	X427.66	Professional Fiduciary Business Practices	Kenneth	Blickenstaff	J.D.	I	01/26/15
LAW	X430.1	Alternate Dispute Resolution	Steven	Blake	JD	I*	01/26/15
ERT	X440.9	Map Projections	Franklin	Gossette	Ph. D.	I*	01/26/15
LAW	X444	Immigration and Naturalization Law and Procedure	Sina	Mohajer-Jasbi	JD	I*	01/26/15
LAW	X448	Business Law	Steven	Blake	JD	I*	01/26/15
PHYS	X452.1	Content and Methods for Teaching Advanced Placement Physics I				C	01/26/15

**COMMITTEE ON UNIVERSITY EXTENSION
REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 24, 2015**

DEPT	COURSE	TITLE	INSTRUCTOR FIRST NAME	INSTRUCTOR LAST NAME	INSTRUCTOR DEGREE	TYPE OF APPROVAL	APPROVED
PHYS	X452.2	Content and Methods for Teaching Advanced Placement Physics II				C	01/26/15
		Society for Human Resource Management- Certified Professional (SHRM-CP) Senior Certified					
MGT	X455.1	Professional (SHRM-SCP) Certification Training				C	01/26/15
MGT	X455.1	Society for Human Resource Management	Karen	Pence	D.M.	I	01/26/15
EDUC	X455.11	Early Childhood Special Education: Role of Family in Early Childhood Special Education	Ruth	Prystash	B.A.	i	01/26/15
EDUC	X455.11	Early Childhood Special Education: Role of Family in Early Childhood Special Education	Rebecca	Silva	Ph. D	I	01/26/15
		Early Childhood Special Education: Assessment and Intervention/Instructional Strategies: Birth					
EDUC	X455.12	through Pre Kindergarten	Ruth	Prystash	B. A.	I	01/26/15
		Early Childhood Special Education: Assessment and Intervention/Instructional Strategies: Birth					
EDUC	x455.12	through Pre Kindergarten	Rebecca	Silva	Ph.D.	I	01/26/15
ART	X461.51B	History of Architectural Interiors and Furniture II	Randall	Hatch	B.S.	I	01/26/15
MGT	X463.20	Sports Marketing and Promotions	Edward	Hart	B.S.	I	01/26/15
MGT	X463.22	Management and Leadership in Sports	Edward	Hart	B.S.	I	01/26/15
MGT	X469.02	Communicating Effectively	Grant	Doster	M.B.A.	I	01/26/15
MGT	X469.07	Building High Performance Teams	Clato	Smalling	MS	I	01/26/15
MGT	X473.1	Lean Six Sigma Green Belt	Chhanubhai	Mistry	MBA	I	01/26/15
MGT	X478.51	Successful Business Writing	Carolyn	Ortman	MBA	I	01/26/15
MGT	X485.21	Successful E-Commerce Solution	Stephen	Fritzenkotter	MA, MBA	I	01/26/15
MGT	X485.21	Successful E-Commerce Solution	Terri	Horton	MBA	I	01/26/15
MGT	X499.1	Internship: Understanding the American Workplace	Luis	Guzman	EML	I	01/26/15

* Denotes first time approval for Instructor

**Denotes Instructor has previously been approved but has not yet taught; therefore, there are no evaluations

January 23, 2015

To: Jose Wudka, Chair of the Riverside Division of the Academic Senate

From: Mary Gauvain, UCR Assembly Representative to the UC Academic Senate

RE: Report of the Meeting of the UC Academic Senate Assembly, December 10, 2014

Announcements. The meeting was convened by Mary Gilly, Chair of the Academic Senate, who made the following announcements:

1. Budget discussions between UCOP and the Governor and Governor's office are ongoing. If the Governor's budget for UC includes less than UC requests, UC may need to increase the number of non-resident students
2. There is concern about the lack of an enrollment management plan at the UC systemwide level.
3. The total remuneration study has been released and it reports that UC faculty benefits have dropped from being 18% above our comparative institutions to 1% above. Thus, UC faculty benefits, long touted as a counterweight for relatively lower salaries, no longer compensate for salary differences. The question was raised about how we should deal with the salary gap and, presently, two Senate committees, UCFW and UCAP, are addressing this issue. The committees' aims are (1) to develop principles to use in a plan to make up the salary gap and (2) to examine what to do with the 3% increase in faculty salaries in 2015-16. It was pointed out that given the magnitude of the salary gap (12%, on average), a one time fix will not even be possible with the 3% planned increase in 2015-16. The best option for this 3% increase is to use it as a COLA and distribute it evenly across the faculty. This option is likely to be proposed by the Senate. The EVCs will also have a say about how to allocate the planned 3% increase.

UCOP Consultation. Two representatives from UCOP, Debbie Obley, Associate VP for Budget Analysis and Planning, and Patrick Lenz, VP for Budget and Capital Resources, came to the meeting and discussed the following issues:

- All campuses are gearing up to increase non-resident student numbers. However, the models estimating additional costs associated with more non-resident students have not been fully developed. Also, more information is needed about some items, such as recruitment costs and campus infrastructure needs for these students.
- Two ideas about the budget have emerged since the Regent's meeting:
 1. The Governor has focused on reducing the cost of instruction, but he seems unaware of what students want in this regard, and his office has conducted no surveys on this issue. Students have constantly voiced an interest in more contact with faculty. On this point, the Senate would like to see an increase in instructional allocations in the Governor's budget. It was also pointed out that although the Governor's higher education plans are, overall, similar across UC and CSU, there are greater incentives for earlier time to degree for CSU than UC students.
 2. There is no plan in the Governor's budget to address the cost of the UC unfunded students.

- Questions from the Assembly:
 - Several pertained to non-California resident students, including: Can we deliver the type of education that non-resident students expect when paying full out-of-state tuition? What is the true cost of educating a non-resident student? Are resident and non-resident students comparable academically?
 - Answers – UCOP is working on these issues, as are the campuses. The current estimate is that UC spends approximately \$15,000 per student in core funds to educate California resident students.
 - The BOARS representative added that individual campuses determine their own non-resident student entry requirements. Across the system, on average, non-California resident students score at or above California resident students upon entry to the UC.
 - Question: What can the campuses do about unfunded students?
 - Answer - Without a good budget outcome, campuses will be asked to reduce their numbers of unfunded students.
- The final discussion was about the amendment to the California State Constitution proposed by State Senator Ricardo Lara to reduce the autonomy of UC (except in matters of academic freedom and programs). The amendment would pertain to compensation, enrollment, and pension. This effort is, in part, a response to recent UC requests to increase tuition and executive compensation. Prior efforts of this sort in the state have not gotten much traction; however, the current climate may be more receptive, which makes it unclear if such a measure will succeed in getting on a ballot and to the electorate.

Provost Consultation. Provost and EVP Aimee Dorr came to the meeting and discussed several items with the Assembly.

1. The Provost clarified the President's goals in the recent budget discussions. She said the President is trying to get more funding for UC in general and is not simply after a tuition increase. The President also hopes that all constituencies, including faculty, understand these efforts and are willing to join her in making a case for the importance of the UC to the state of California.
2. UCOP is seeking examples to pass onto the media of senior UC faculty who are accomplished in their research and also actively engaged with undergraduate students. Please send any relevant information to Ann Jones at UCOP.
3. UCOP is undergoing an organizational review process, including a review of the budget system.
4. The President is very interested in innovation and entrepreneurship at UC and she has hired Regis Kelly, a former VC at UCSF, as a senior advisor in this area. He will be working three-quarters time at UCOP, focusing on science and its benefits to society. He will work with the Chief Investment Officer at UCOP on coordinating financial issues with those pertaining to the societal benefit of scientific results. He will also be coordinating his work with similar efforts on the campuses.
5. There was a lengthy discussion of the UC-Mexico Initiative, including the Casa UC in Mexico City, a UC owned building that will be used by this Initiative. UCR has taken

the lead on this initiative, which is proceeding well. Faculty with interests in connecting with this program are invited to contact the UC-Mexico Initiative team.

6. Another Presidential Initiative is the Transfer Initiative, overseen by the Provost, which is trying to establish a more streamlined MOU with community colleges regarding transfer agreements, especially course credit. The Provost noted that CSU's transfer arrangement is much more effective than that at UC.

UCFW Report. Systemwide UCFW Chair Joel Dimsdale reported on two issues that his committee is tracking closely.

1. Health care

- a. *UC Care.* The UC Care situation is a concern. Premium costs are higher this year due to losses experienced from prior years. UC Care attracted older employees with more medical problems. UC should consider offering some other PPO options or else UC Care may not remain viable.
- b. *Open Enrollment.* Open enrollment went better this year than last year. UC provided clearer details this year about the UC Care plan, which may have affected enrollment. New features in the UC Care plan are subtle (e.g., some changes to pharmacy and emergency services). The main problem with UC Care continues to be access, especially at UCSB where there are problems with Tier 1 access.
- c. *Potential Conflict of Interest.* A long-term concern with UC Care is the potential conflict of interest. UC is on "all sides of table" (patients, providers, insurers) in this plan.
- d. *Mental Health Care.* In the coming year a health care task force will examine how the option for behavioral care is running. The main question is whether mental health care should be separated out or subsumed under major medical plans.
- e. *Medicare.* For retirees, UCFW was alarmed by a massive increase in premiums for Medicare enrollees (over 100%). This increase seems to be due to increasing use of expensive medication.

2. Total Remuneration

- a. UCFW has worked with the administration to shape the analysis of salary and benefits. A recurring study of total remuneration will be conducted every few years, with survey results (systemwide and by campus) posted on the Senate website. The analysis will focus on UC compensation relative to our comparison 8 universities. Presently, UC salaries lag behind the market by 12%, benefits lag by 7%, and pensions lag by 2%. Collectively, these figures average to a lag, in comparison with the target 8 universities, of 10%.
- b. The UC is trying to fix these problems, but 2 separate questions are at issue:
(1) How to allocate any increases? That is, do we allocate any increased money to rank and step, applied equally to faculty? Or, do we allocate funds through market or bonus off-scales to recognize market realities or compensation inequities?
(2) Who determines the payout, the Senate (faculty) or the administration?

There are different traditions across the campuses in answering both of these questions. At present, UCFW recommends:

- focusing on total remuneration rather than salary or benefits;
- proposing a compromise, with a 3% increase across the board to every faculty's salary (on salary and off-scale amounts), and postpone any differential payout plans;
- campuses should consider, on a case-by-case basis, if salary bumps are needed, perhaps in the context of a career review.

(Note. This item (Total Remuneration) will be discussed early next year by the administration and the Senate.)

Open Education Resources. Randolph Siverson (UCD), a UC representative to the California Open Education Resources (OER) Council reported on the cost of textbooks and efforts underway to address this issue. OER was formed by Senate Bills SB1052 and SB1053 and is charged with examining issues in postsecondary education that are of mutual concern to the three state systems. Regarding textbooks, Professor Siverson reported that the goal of OER is to increase adoption by faculty of open education resources that are free or very low in cost. OER conducted a faculty survey that explored deterrents to adoption of these resources. The main concerns raised were that faculty does not know what textbooks are available as open source and it is difficult to find out this information. The faculty also has concerns about the quality of open source textbooks. About 20% of faculty report they are likely to switch to more affordable books in the near future. The website <http://www.cool4ed.org/about.html> reports reviews of open source textbooks by discipline, and currently a number of online sources across the disciplines are under review. Professor Kathy Harris (SJSU) is chairing the review committee, which is charged with identifying and reviewing high quality resources. The identification process is underway. The next step is finding faculty willing to review these sources. UC also has a relationship with some publishers, such as Springer and Cambridge University Press, for providing free text downloads for students. Also faculty can work with some publishers, such as Cambridge, in authoring open source or low-cost textbooks, and Cambridge will peer review and copy edit the text.

Coordinating Committee on Graduate Affairs. Jutta Heckhausen (UCI), the Chair of CCGA, reported that the committee is examining procedures for reviewing and approving proposals for new degree titles on the campuses. At present, retitles need to be approved by CCGA and the Assembly, and these proposals can only go directly to the Academic Council if the Assembly is not meeting within 60 days. However, because the Assembly meets infrequently, CCGA requested that the Academic Council be allowed to approve retitles if the Assembly does not meet within 30 days. This motion was passed by the Assembly.

BOARS. Ralph Aldredge (UCD), Chair of BOARS, reported that the committee is in the process of reviewing the admission index regarding students in the referral pool.



December 12, 2014

To: Maria Anguiano
Vice Chancellor for Planning and Budget

From: Mariam Lam, Vice Chair
Riverside Division

A handwritten signature in blue ink, appearing to read "Mariam Lam", written over the printed name.

Re: Endowed Chair Proposals

At its December 8, 2014 meeting, the Executive Council of the Riverside Division considered several proposals to establish Endowed Chairs. During discussion, Executive Council commented that Endowed Chairs and Presidential Chairs should be viewed as opportunities to expand the diversity of the faculty on the Riverside campus. In addition, there was considerable concern that the *Policy for Establishment of Endowed Chairs* was not consistently followed and the documentation provided for Senate review was lacking. Specifically, we request each future proposal include a letter of support (recommendation) from the faculty of the affected department(s), a full background story of the donor and discussion of term limits and/or end dates.

Review of the Proposal to Establish the Neal A. and Rochelle A. Campbell Presidential Chair for Innovation in Science Education in the College of Natural and Agricultural Sciences: The Proposal was reviewed and supported by the Committees on Academic Personnel, Educational Policy and Planning and Budget. Executive Council endorses the recommendations of the Committees.

September 26, 2014

To: Jose Wudka, Chair, UCR Academic Senate

From: Maria Anguiano, Vice Chancellor for Planning & Budget

Subject: The Neil A. and Rochelle A. Campbell Presidential Chair for Innovation in Science Education; for review by the UCR Academic Senate

As Chair Designee of the UCR Committee on Naming Campus Properties, Programs, and Facilities, I am requesting the review and approval by the Academic Senate Executive Council and committees for The Neil A. and Rochelle A. Campbell Presidential Chair for Innovation in Science Education.

This chair has been recommended by the Dean, College of Natural and Agricultural Sciences, Marylynn V. Yates.

Please review the attached request, gift agreement and presidential letter. This proposed name needs approval by the Academic Senate before it is endorsed by the Campus Naming Committee.

We would appreciate a response with the Academic Senate Executive Council's recommendation as soon as possible, preferably within two weeks.

Thank you.





GIFT AGREEMENT BETWEEN
Rochelle A. Campbell, the UC Riverside Foundation
And the University of California, Riverside
To Establish the
Neil A. and Rochelle A. Campbell Presidential Chair for Innovation in Science Education
In the College of Natural and Agricultural Sciences

I. INTRODUCTION

Rochelle A. Campbell wishes to establish the *Neil A. and Rochelle A. Campbell Presidential Chair for Innovation in Science Education* in the College of Natural and Agricultural Sciences (CNAS) with an initial gift of \$500,000 on July 1, 2014 to the UC Riverside Foundation, a California non-profit corporation, with the conditions and purposes contained in this document. The donor's intent is to grow the endowment to the full Chair level over three years, with additional payments of \$500,000 each to be made on July 1, 2015 and July 1, 2016. Funds to establish this Chair endowment (gift funds) will be made through a donor-advised fund at Fidelity.

BACKGROUND

Rochelle A. Campbell, widow of Neil A. Campbell, has been a longtime supporter of science education both in the College of Natural and Agricultural Sciences (CNAS) and elsewhere. Her gifts have made possible the creation of the Neil A. Campbell Science Learning Laboratory in CNAS. Neil A. Campbell ('75 Ph.D., Biology) authored Biology, the most widely used English-language scientific textbook in the world. Dr. Campbell was a visiting scholar in UCR's Department of Biology and Plant Sciences and recipient of UCR's Distinguished Alumnus Award in 2001. He was a widely respected and inspirational teacher of undergraduate sciences.

II. ESTABLISHMENT OF FUND

This fund shall be established when:

- A. The agreement has been reviewed, signed and dated by the donor and an appropriate university official and the initial gift has been received.
- B. Subject to approval through the appropriate policy and procedures of the University of California, Riverside, and the Regents of the University of California, and pending receipt of funds equivalent to minimum requirement for endowed chairs, the Chair will be named the Neil A. and Rochelle A. Presidential Chair for Innovation in Science Education.

- C. Additions to the Fund can be made at any time.

III. PURPOSE AND USE OF ENDOWMENT

A. General Purpose

The expendable distribution from this endowment will provide support for an endowed chair for innovation in science education under the direction of the Dean of the College of Natural and Agricultural Sciences in accordance with established University policies and procedures.

The establishment of the Endowment will comply with current policies of the UC Regents and the University of California Riverside Foundation. If, in the judgment of the Chancellor of UC Riverside, the designated use of endowment payout is impractical or impossible, then the Chancellor may, in consultation with the Donor when possible, use endowment payout for such other purposes at the University of California, Riverside as s/he determines to be consistent with the Donor's interests and intentions.

IV. ADMINISTRATION OF FUND

- A. The chair endowment will be administered in accordance with the UCR Policies and Procedures on Endowed Chairs: Establishment, Administration and Appointment of Faculty.
- B. The Fund's expendable distribution will be determined periodically under the terms of the Endowment Expenditures Policy as established by the UC Riverside Foundation.
- C. Payout from the chair endowment will be transferred to The Regents, to be made available to the chair holder, in support of teaching, research, and service activities under the direction of the Dean of the College of Natural and Agricultural Sciences in accordance with University policy.
- D. Total return earned by the Fund in excess of the amount approved for distribution will be retained in the Fund principal to protect the Fund from the effects of inflation and to allow for growth. Any unexpended distribution from the previous year may be combined with that of the current year for spending purposes or added to the Fund principal.
- E. The principal of the Fund may be combined with other Funds for investment purposes. Fiduciary responsibility for governance and investment of this endowment is vested in the UC Riverside foundation Board of Trustees.
- F. As is customary with universities and other non-profit organizations across the country, a one-time gift fee is applied to each gift in order to provide essential support

to UCR's advancement program. I understand that the fee is currently 5%. In addition, administrative fees will be changed in accordance with UCR policy.

V. STEWARDSHIP

An endowed fund is testament to the value the Donor places on intellectual and scientific achievement. During her lifetime, Donor will receive periodic stewardship reports from the University on the Fund.

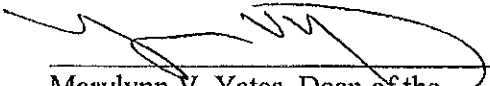
The Donor agrees that this fund and her name may be used in University communications.

ACCEPTANCES:



Rochelle A. Campbell

5/20/2014
Date



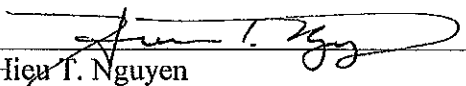
Marylynn V. Yates, Dean of the
College of Natural and Agricultural Sciences

5/22/14
Date



Dallas L. Rabenstein, Executive Vice Chancellor
and Provost, UC Riverside

5/28/14
Date



Hieu T. Nguyen
Associate Vice Chancellor of Development

6/3/14
Date

INITIAL REQUEST FOR APPROVAL TO NAME/ESTABLISH AN ENDOWED CHAIR

This form is to help review gifts for compliance with academic plans and priorities, and to facilitate campus review procedures for namings.

Upon completion of this request form, the Dean/Unit Head forwards it for signature to the Associate Vice Chancellor for Development and Vice Chancellor for University Advancement. The Request, with draft gift agreement and supporting documentation, is then submitted to the Executive Vice Chancellor and Provost and Vice Chancellor for Academic Planning & budget for campus review. If approved for recommendation, the EVC&P's office follows the appropriate procedure for Endowed Chairs.

I. Background Information

A. Submitted by:

Name: **Marylynn V. Yates**

Title, College/Unit: **Dean, College of Natural and Agricultural Sciences**

B. Type of Gift and Comments:

➤ Endowed Chair/Distinguished Professorship: **Endowed Chair**

➤ Location of FTE: **College of Natural and Agricultural Sciences**

C. Proposed name (if any, involving gift): **The Neil A. and Rochelle A. Campbell**

Presidential Chair for Innovation in Science Education

D. Honorific naming (no gift involved): _____

E. Proposed use(s): **To Advance the Mission of the College. Endowment payout will be used to provide the appointed chair holder a scholarly allowance to support research and teaching, as well as to support faculty salary and/or graduate fellowships in the chair holder's department.**

II. Academic Information: (please attach explanation)

A. Academic Justification: Explain how the proposed gift or endowment fits into the college/Unit's Academic Plan.

The College of Natural and Agricultural Sciences, in accordance with UCR policy, will establish the Neil A. and Rochelle A. Campbell Presidential Chair for Innovation in Science Education to further instruction and research in the College.

Undergraduate student success programs are an integral part of CNAS. We currently have two large grants to enable us to include more students in these programs than can be accommodated by current faculty. The creation of this chair will allow CNAS to have a recognized intellectual leader to increase faculty participation in these programs, and to facilitate the development of new programs to foster undergraduate student success.

B. Resources: Describe the resources that will be necessary to support the proposed Chair (e.g., FTE and other funding). Please refer to the College/Unit Academic Plan as appropriate. If the chair is not held by an existing faculty member, a new faculty FTE will be needed to enable the recruitment of a suitable chair holder. However, it is anticipated that a current faculty member will be appointed to the chair so there are no additional resources needed at this time.

III. Contribution Information:

- A. Total amount of private funds expected to be committed (or being discussed):

\$1,500,000 from a single donor.

Form of private contribution(s):

☐ Outright Gift (Date: _____)

☒ *Written Gift Agreement with Intent to Complete Funding by July 2016*

- B. Initial contribution payment expected **\$500,000** by (date) **July 2014**

- C. Source(s) of private contributions:

<u>Donor(s):</u>	<u>Amounts</u>
Fidelity Mutual Donor-Advised	\$1,500,000

Fund Directed by

Rochelle A. Campbell

- D. Will this gift/pledge be anonymous, without publicity? ☐ Yes ☒ No

IV. College/UCR/UC Commitment:

- A. Will any additional college, campus-wide or system-wide resources be sought/required (e.g., space, special facilities, equipment, etc.)? How will they be funded?

Yes, \$500,000 from the UC Presidential Matching Chairs Fund Initiative. The University of California will establish a matching fund of \$500,000 to be named the Neil A. and Rochelle A. Campbell Presidential Chair for Innovation in Science Education Matching Fund. Collectively, the funds shall be referred to as "Chair Funds".

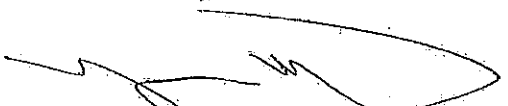
- B. If Endowed Chair or Professorship, is this a ☐ New FTE ☒ Existing FTE?

If new, please give reference to your Academic Plan.

V. College/Unit/Faculty/Academic Senate Consultation

This naming has been reviewed by and received approval from the Divisional Deans and Department Chairs/faculty of the College of Natural and Agricultural Sciences affected by the named chair.

Submitted by:



Marylynn V. Yates, Dean
College of Natural and Agricultural Sciences

7/21/14


Date



Hieu T. Nguyen
Associate Vice Chancellor, Development

7/21/14

Date



Peter A. Hayashida, Vice Chancellor, University Advancement

7/25/14

Date

UNIVERSITY OF CALIFORNIA

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SANTA BARBARA • SANTA CRUZ

1111 Franklin Street
Oakland, California 94607-5200
Phone: (510) 987-9074
Fax: (510) 987-9086
<http://www.ucop.edu>

July 11, 2014

IN STRICT CONFIDENCE

CHANCELLORS

Dear Colleagues:

I am pleased to inform you that I will announce publicly the Presidential Match for Endowed Chairs at the July Board of Regents' meeting.

As you may recall, this new effort allocates \$50 million from the Presidential Endowment Fund to be used as an incentive to attract donations for endowed chairs at every campus.

By leveraging these matching funds, we aim to establish 100 new endowed chairs across the ten-campus system over the next five years. The annual payout from these chairs will include the chair holder's scholarly allowance (the first \$25,000), with the excess used to support faculty salaries and graduate student fellowships. As a result, the chairs will help UC address some of our most critical funding needs.

Each President's match will be \$500,000. Campuses must raise at least \$500,000 per chair in donor funds to qualify for the match, but campuses may require a larger donor "matching gift," if they choose to do so. The first \$40 million (80 chairs) will be allocated equally to each campus. The remaining \$10 million (20 chairs) will be allocated for chairs in areas that I determine are of highest priority, as well as campus need and the ability to attract a match.

The chairs will be identified as follows: The "[Donor] Presidential Chair for [Subject]."

You can find additional details about how the program will work in the attached term sheet.

As you know, we are committed to doing all we can to develop new models of philanthropy that recognize and honor the interests of our donors while helping UC address its long-term funding needs.

I believe the Presidential Match for Endowed Chairs will help us achieve both of those goals, and I am very pleased to be announcing it next month.

Yours very truly,

Handwritten signature of Janet Napolitano in black ink.
Janet Napolitano
President

Attachment

cc: Members, President's Cabinet
Executive Vice Chancellors/Provosts
External Relations Vice Chancellors
Assistant Vice President O'Neill

TERM SHEET: PRESIDENTIAL MATCH FOR ENDOWED CHAIRS


The purpose is to create a matching fund for endowed chairs to support the UC faculty members and graduate students in the chair holder's discipline. The mechanism is expected to provide an incentive for donors to support endowed chairs at all 10 UC campuses.

TITLE	Presidential Match for Endowed Chairs
ALLOCATION	\$50 million from the Presidential Endowment Fund will be used as matching funds to support endowed chairs at every campus. At the start, this will redirect approximately \$2.5 million per year in endowment payout to the campuses to support faculty salaries and graduate fellowships.
FINANCIAL MECHANISM	<p>\$50 million from the Presidential Endowment Fund will be reallocated, pursuant to the President's authority, to a fund functioning as an endowment named the Presidential Matching Chairs Fund.</p> <p>\$40 million of dedicated funds will be committed to each campus (\$4 million per campus).</p> <p>\$10 million of pooled funds may be utilized by campuses once they have matched their allocation. Proposals for additional funds from the pool will be reviewed by the President and approved based on campus need and ability to attract a match.</p> <p>The President's match will each be \$500,000, creating 100 future chairs with this initial allotment.</p> <p>The "pooled fund" chairs will be in areas that the President has determined to be of highest priority. Campuses are encouraged to consult with Office of the President to ensure that proposed chairs fall within these parameters. Campuses must raise at least \$500,000 (per chair) in donor funds to qualify for match. Campuses can choose, at their discretion, to increase the amount of the endowed chair.</p> <p>As the endowed chairs are established, the appropriate matching amount will be transferred to the campus. If the donor has established a Regental chair fund, the Presidential match can be added to that fund. If a Campus Foundation fund is established by the donor, a separate Regental endowed fund will be established with the Presidential match. In this latter instance, payout from both funds would be used to support the endowed chair.</p> <p>Institutional Advancement will work with each campus to ensure that appropriate fund terms are incorporated into the campus' chair template.</p> <p>Campuses will have five years to complete their campaigns to create endowed chairs. Funds not matched within that timeframe will be returned to the Presidential Endowment Fund. Accrued interest in the Presidential Matching Chairs Fund at the end of the timeframe will also be returned to the Presidential Endowment Fund.</p>
OTHER CONSIDERATIONS	<p>The naming convention for these chairs shall be "The [Donor] Presidential Chair for [Subject]"</p> <p>A fixed amount (\$25K for example) shall be used to support the chair holder as a scholarly allowance.</p> <p>The balance of the payout shall support faculty salary and/or graduate fellowships in the chair holder's department.</p> <p>Gifts may be made to either The Regents or to a campus foundation. If made to a campus foundation, however, these funds would need to be separate from The Regents matching funds. The payout from both funds would be used to support the chair.</p> <p>These chairs shall be governed in accordance with APM 191</p>



January 29, 2015

To: Maria Anguiano
Vice Chancellor for Planning and Budget

From: Jose Wudka, Chair
Riverside Division 

Re: **Review of the Proposal to Establish the Wilbur W. Mayhew Endowed Chair in Geo-Ecology**

During its January 26 meeting Executive Council reviewed the proposal to create the W. Mayhew Endowed Chair in Geo-Ecology. A majority of Executive Council voted to approve the proposal (+14-2-4).

June 12, 2014

To: Jose Wudka, Chair, UCR Academic Senate

From: Maria Anguiano, Vice Chancellor for Planning & Budget

Subject: Wilbur W. Mayhew Endowed Chair in Geo-Ecology; for review by the UCR Academic Senate

As Chair Designee of the UCR Committee on Naming Campus Properties, Programs, and Facilities, I am requesting the review and approval by the Academic Senate Executive Council for the Wilbur W. Mayhew Endowed Chair in Geo-Ecology.

This chair has been recommended by Dean, College of Natural and Agricultural Sciences, Marylynn V. Yates.

Please review the attached requests, gift agreements and summarized details. This proposed name needs approval by the Academic Senate before it is endorsed by the Campus Naming Committee.

We would appreciate a response with the Academic Senate Executive Council's recommendation as soon as possible, preferably within two weeks.

Thank you.



Attachment 3 – Initial Request to Name/Establish an Endowed Chair

INITIAL REQUEST FOR APPROVAL TO NAME/ESTABLISH AN ENDOWED CHAIR

This form is to help review gifts for compliance with academic plans and priorities, and to facilitate campus review procedures for namings.

Upon completion of this request form, the Dean/Unit Head forwards it for signature to the Associate Vice Chancellor for Development and Vice Chancellor for University Advancement. The Request, with draft gift agreement and supporting documentation, is then submitted to the Executive Vice Chancellor and Provost and Vice Chancellor for Academic Planning & budget for campus review. If approved for recommendation, the EVC&P's office follows the appropriate procedure for Endowed Chairs.

I. Background Information**A. Submitted by:**

Name: **Marylynn V. Yates**

Title, College/Unit: Dean, **College of Natural and Agricultural Sciences**

B. Type of Gift and Comments:

➤ Endowed Chair/Distinguished Professorship: **Endowed Chair**

➤ Location of FTE: **College of Natural and Agricultural Sciences**

C. Proposed name (if any, involving gift): **Wilbur W. Mayhew Endowed Chair in Geo-Ecology****D. Honorific naming (no gift involved): _____****E. Proposed use(s): **To advance the mission of the college******II. Academic Information: (please attach explanation)****A. Academic Justification: Explain how the proposed gift or endowment fits into the college/Unit's Academic Plan.**

The College of Natural and Agricultural Sciences, in accordance with UCR policy, will establish the Wilbur W. Mayhew Chair in Geo-Ecology to further instruction and research in the multiple foci in the College of ecosystem and environmental sciences on a global scale. The chair position will be associated with the emerging Institute for Environmental Dynamics and Geo-Ecology that was presented to the Chancellor's Budget Advisory Committee in March, 2013.

The college has extraordinary achievements and long term goals in this field of study, along with numerous scholars/teachers widely respected for their professional accomplishments in the cross-disciplinary areas including but not limited to global change (Earth Sciences), Conservation Biology, modern climate change analysis and prediction, and water studies. Our agriculture strength and heritage brings a unique perspective and expertise to bear on this field of study.

B. Resources: Describe the resources that will be necessary to support the proposed Chair (e.g., FTE and other funding). Please refer to the College/Unit Academic Plan as appropriate.

No additional resources are needed. This is an existing FTE in the college. Distribution from the endowed fund will be available to the chair holder in support of his/her teaching, research, and service activities according to a budget recommended and approved annually by the dean. The chair endowment will be administered in accordance with the UCR Policy and Procedures on Endowed Chairs; Administration, and Appointment of Faculty. The total return earned by the endowment in excess of the amount approved annually for spending will be returned to the Fund's principal to help it grow. Unused distribution from a previous year may be combined with that of the current year for spending purposes or added to the Fund's principal.

III. Contribution Information:

- A. Total amount of private funds expected to be committed (or being discussed):
\$1,500,000 from a single donor couple.
 Form of private contribution(s):
☒ Outright Gift (Date: _____)
☐ Written Pledge (Expected Beginning Date: _____ Fulfillment Date: _____)
 B. Initial contribution/pledge payment expected **\$1,500,000** by (date) **12/31/2013**
 C. Source(s) of private contributions:

<u>Donor(s):</u> Anonymous	<u>Amounts</u>
	\$1,500,000

 D. Will this gift/pledge be anonymous, without publicity? ☒ Yes ☐ No

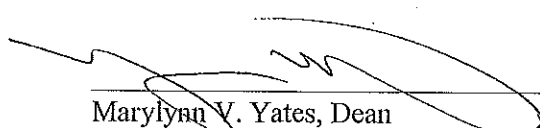
IV. College/UCR/UC Commitment:

- A. Will any **additional** college, campus-wide or system-wide resources be sought/required (e.g., space, special facilities, equipment, etc.)? How will they be funded? **No additional resources required.**
 B. If Endowed Chair or Professorship, is this a New FTE ☒ Existing FTE?
 If new, please give reference to your Academic Plan.

V. College/Unit/Faculty/Academic Senate Consultation

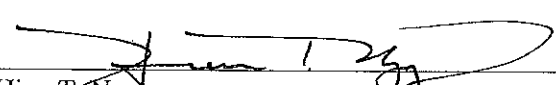
This naming has been reviewed by and received approval from the Associate Deans and Department Chairs/faculty of the College of Natural and Agricultural Sciences affected by the named chair.

Submitted by:


 Marylynn V. Yates, Dean
 College of Natural and Agricultural Sciences

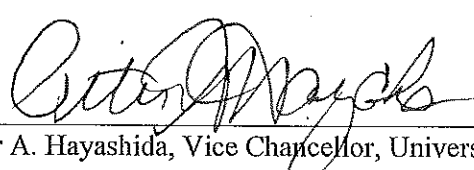
Date

4/25/14


 Hieu T. Nguyen
 Associate Vice Chancellor, Development

Date

4/25/2014


 Peter A. Hayashida, Vice Chancellor, University Advancement

Date

4/25/14



GIFT AGREEMENT BETWEEN

**[REDACTED] The UC Riverside Foundation
And the University of California, Riverside
To Establish the
Wilbur W. Mayhew Endowed Chair in Geo-Ecology
In the College of Natural and Agricultural Sciences**

I. INTRODUCTION

[REDACTED] have given the UC Riverside Foundation a California non-profit corporation, with the conditions and purposes contained in this document, \$1,500,000 ("Gift Funds") to establish the Wilbur W. Mayhew Endowed Chair Fund in Geo-Ecology ("Fund").

BACKGROUND

[REDACTED] share a lifelong dedication to preserving and celebrating the earth's natural resources. Over the years they have generously supported the Nature Conservancy California Program, the Sweeney Granite Mountains Desert Research Center, and the UCR Natural Reserve System. It was Wilbur Mayhew at UC Riverside, and his colleague Ken Norris at UCLA who, in the 1950's, were the driving forces behind creation of the Natural Reserve System, thus providing generations of scientists and students vast tracts of unspoiled natural resources for field studies. Now, with the world facing global environmental change and crises, the College of Natural and Agricultural Sciences is spearheading centers and institutes dedicated to cross-disciplinary studies in Geo-Ecology. [REDACTED] believe that honoring Wilbur Mayhew's pioneering work by naming a Chair for him will serve to attract and recruit world-class scientists in the broad area of geo-ecology.

II. ESTABLISHMENT OF FUND

This fund shall be established when:

- A. This agreement has been reviewed, signed and dated by the Donors and an appropriate university official and has been fully funded. A check in the amount of \$1,500,000 was delivered in person by the donors on December 2, 2013, to fund this endowment.
- B. Subject to approval through the appropriate policy and procedures of the University of California, Riverside, and the Regents of the University of California, and pending receipt of funds equivalent to minimum requirement for endowed chairs, the Chair will be named the Wilbur W. Mayhew Chair in Geo-Ecology.
- C. Additions to the Fund can be made at any time.

III. PURPOSE AND USE OF ENDOWMENT

A. General Purpose

The expendable distribution from this endowment will provide support for an endowed chair in Geo-Ecology under the direction of the Dean of the College of Natural and Agricultural Sciences in accordance with established University policies and procedures.

The establishment of the Endowment will comply with current policies of the UC Regents and the University of California Riverside Foundation. If, in the judgment of the Chancellor of UC Riverside, the designated use of endowment payout is impractical or impossible, then the Chancellor may, in consultation with the Donors when possible, use endowment payout for such other purposes at the University of California, Riverside as s/he determines to be consistent with the Donors' interests and intentions.

IV. ADMINISTRATION OF FUND

- A. The chair endowments will be administered in accordance with the UCR Policies and Procedures on Endowed Chairs: Establishment, Administration and Appointment of Faculty.
- B. The Fund's expendable distribution will be determined periodically under the terms of the Endowment Expenditures Policy as established by the UC Riverside Foundation
- C. Payout from the chair endowment will be transferred to The Regents, to be made available to the chair holder, in support of teaching and research, under the direction of the Dean of the College of Natural and Agricultural Sciences in accordance with University policy.
- D. Total return earned by the Fund in excess of the amount approved for distribution will be retained in the Fund principal to protect the Fund from the effects of inflation and to allow for growth. Any unexpended distribution from the previous year may be combined with that of the current year for spending purposes or added to the Fund principal.
- E. The principal of the Fund may be combined with other Funds for investment purposes. Fiduciary responsibility for governance and investment of this endowment is vested in the UC Riverside foundation Board of Trustees.
- F. As is customary with universities and other non-profit organizations across the country, a one-time gift fee is applied to each gift in order to provide essential support to UCR's advancement program. We understand that the fee is currently 5%. In addition, administrative fees will be changed in accordance with UCR policy.



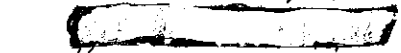

V. STEWARDSHIP

An endowed fund is testament to the value the Donors place on intellectual and scientific achievement. During their lifetime, Donors will receive periodic stewardship reports from the University on the Fund.

The Donors agree that this fund may be used in University communications.

No public identification or acknowledgment shall be made of the Donors' gift, which uses Donors' actual names, whether identification is in print or electronically. Donors' actual names shall be confidential and disclosed only to: the UCR Chancellor; the Vice Chancellor, University Advancement, the Associate Vice Chancellor of Development, and their successors, upon their assumption of office. Disclosure may be made to other UCR employees only to the extent needed for the proper administration of the Fund and then only under advice of the confidentiality of the Donors' actual names.

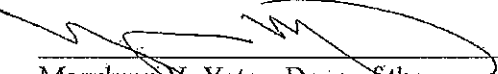
ACCEPTANCES:

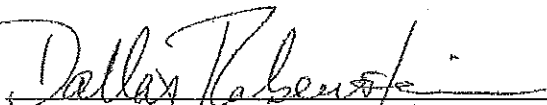
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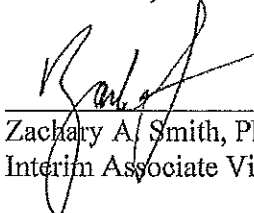
12/14/13
 Date


 Marylynn V. Yates, Dean of the
 College of Natural and Agricultural Sciences

12/18/13
 Date


 Dallas L. Rabenstein, Executive Vice Chancellor
 and Provost, UC Riverside

12/20/13
 Date


 Zachary A. Smith, Ph.D.
 Interim Associate Vice Chancellor of Development



College of Natural and Agricultural Sciences
UC Division of Agriculture and Natural Resources
Agricultural Experiment Station and Cooperative Extension
Office of the Dean – College Building North
Riverside, CA 92521-0127

April 23, 2014

Mr. Hieu T. Nguyen
Associate Vice Chancellor, Development
University of California, Riverside
1100 Hinderaker Hall
Riverside, CA 92521

Dear Mr. Nguyen,

I write to attest to the professional experience, character, and reputation of the anonymous donors who wish to make a gift to establish the "Wilbur W. Mayhew Endowed Chair in Geo-Ecology." The donors wish to remain anonymous.

I have worked with these donors directly in cultivating and soliciting this gift. I can attest that the donors' professional and academic experience is exemplary and the couple's character is reputable. I believe naming the chair in accordance with the donors' wishes fits with the University of California's, and UC Riverside's, standard for naming approval.

Should you have any questions, please feel free to contact my office at (951) 827-4799.

Sincerely,

A handwritten signature in black ink, appearing to read "Marylynn V. Yates". The signature is fluid and cursive, with a large loop at the end.

Marylynn V. Yates
Dean