UNIVERSITY OF CALIFORNIA  
SAN DIEGO DIVISION OF THE ACADEMIC SENATE  
REPRESENTATIVE ASSEMBLY  
[see pages 3 and 4 for Representative Assembly membership list]  

NOTICE OF MEETING  
**Tuesday, May 19, 2020, 3:30 to 5:30 p.m.**  
Email Ashley Welch at awelch@ucsd.edu to obtain the Zoom link.  

ORDER OF BUSINESS  

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<td>(a) Chair Maripat Corr</td>
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<td>(b) Executive Vice Chancellor Elizabeth Simmons</td>
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<td>(a) Consent Calendar</td>
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<td>(a) Graduate Council, Lynn Russell, Chair; and On Amir, Professor,</td>
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<td>Rady School of Management</td>
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<td>• Proposal to Amend Divisional Regulation 702, Requirements for the</td>
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<td>Master of Business Administration (MBA) Degree, Rady School of</td>
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<td>(b) Graduate Council, Lynn Russell, Chair; and Edward Vul, Associate</td>
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<td>Professor, Department of Psychology</td>
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<td>• Proposal to Establish a Master of Computational Social Science,</td>
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<td>(c) Graduate Council, Lynn Russell, Chair; and Robert Bitmead,</td>
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<td>Professor, Department of Mechanical and Aerospace Engineering</td>
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<td>• Proposal to Transfer the Master of Advanced Studies in Architecture-</td>
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<td>Based Enterprise Systems Engineering major (CS82) to the Department</td>
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<td>of Mechanical &amp; Aerospace Engineering</td>
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<td>(d) Educational Policy Committee, Geoffrey Cook, Chair; and</td>
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<td>Karen Gocsik, Director, Analytical Writing Program</td>
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<td>• Proposal to Offer Courses Used to Fulfill the Entry Level Writing</td>
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<td>Requirement for Baccalaureate Credit, and to Amend Regulation 600,</td>
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<td>Campuswide Graduation Requirements and</td>
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[Any member of the Academic Senate may attend and make motions at meetings of the Representative Assembly; however, only members of the Representative Assembly may second motions and vote.]
Regulation 505, Repetition of Courses

(e) Senate Council, Steven Constable, Vice Chair
   • Proposal to Amend Bylaw 166, Ex Officio Members

(f) Senate Council, Steven Constable, Vice Chair
   • Proposal to Amend Bylaw 82, Representative Assembly

(g) Committee on Senate Awards, David Brink, Chair
   • Proposal to Amend Senate Bylaw 241, Senate Awards

(h) Committee on Senate Awards, David Brink, Chair
   • 2019-2020 Distinguished Teaching Awards

(11) Reports of Faculties

(a) Seventh College Faculty, Kate Antonovics, Provost
   • Proposal to Establish a New Bylaw, Appendix 5.12, Bylaws of the Faculty of Seventh College

(b) Seventh College Faculty, Kate Antonovics, Provost
   • Proposal to Establish a New Regulation 635, Academic Requirements of Seventh College

(c) Marshall College Faculty, Leslie Carver, Provost
   • Proposal to Amend Regulation 615, Academic Requirements of Marshall College

(12) Petitions of Students [none]

(13) Unfinished Business [none]

(14) New Business
SAN DIEGO DIVISIONAL REPRESENTATIVE ASSEMBLY MEETING ZOOM ATTENDANCE INSTRUCTIONS

A  Logging into the Meeting

1  Senate Members who are not Representative Assembly Members & Invited Guests

RSVP prior to the start of the meeting to obtain the meeting link: email Ashley Welch at awelch@ucsd.edu.

2  Representative Assembly Members

Representative Assembly members are not required to RSVP for the meeting. The Senate Office will distribute a meeting link to all members via email. Contact Alain Montgomery at almontgomery@ucsd.edu if you are an Assembly Representative and you did not receive the meeting link.

B  Meeting Participation

When you join the meeting, you will be placed in a waiting room until the meeting host admits you into the meeting. Please log in 15 minutes early (at 3:15) to ensure that you are admitted to the meeting before it starts (at 3:30).

Your audio will be disabled by default when you enter the meeting; please refrain from turning on your microphone unless called upon by the Chair.

During the meeting, the Chair will call for questions and comments at the appropriate intervals, as usual, and you may raise your electronic hand in Zoom to request to speak. However, it is anticipated that discussion will be limited due to the Zoom format of the meeting. Thus, participants are strongly encouraged to review the meeting materials in advance of the meeting and send questions to academicsenateoffice@ucsd.edu with the agenda topic number or proposal title in the subject line of the email, by noon on Monday, May 18th. Your questions will be shared with the presenters so that they may address them in their presentations, and thus help to mitigate the challenge presented by a large Zoom meeting.

Following discussion of items that require a vote, a poll will pop-up on your screen to vote. As with in-person meetings, only Representative Assembly members may vote. Primary Representatives and Alternate Representatives should coordinate their attendance and voting for this meeting. Both may attend; however, Alternate Representatives may only vote in the absence of the Primary Representative. Please coordinate who will attend and cast votes, in advance of the meeting.

C  Important Zoom Meeting Note

Please use your actual first and last name with your Zoom account; the Senate Office must be able to establish your identity in order to admit you into a Representative Assembly meeting. Instructions on how to manage your Zoom profile can be found here: https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your-Profile.
## REPRESENTATIVE ASSEMBLY MEMBERSHIP - 2019/2020

### Reference File

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MINUTES

Chair Corr called the meeting to order. A quorum was present (see attached attendance sheet), along with other Academic Senate members and guests. Chair Corr welcomed everyone to the fourth Representative Assembly meeting of the academic year. Chair Corr reviewed the Academic Senate Bylaws governing membership, privileges of the floor and voting.

MINUTES OF THE MEETING ON FEBRUARY 18, 2020
There were no objections and the minutes of the February 18, 2020 meeting were approved as submitted.

ANNOUNCEMENTS BY THE CHAIR OF THE DIVISION
Chair Corr acknowledged the efforts that faculty have made to promote student success as the campus community navigates the challenges posed by the COVID-19 pandemic. Chair Corr thanked faculty for adapting to remote instruction and for their service.

ANNOUNCEMENTS BY CHANCELLOR PRADEEP KHOSLA
Chancellor Khosla thanked Chair Corr and greeted the Assembly.

Financial Impact of COVID-19
Chancellor Khosla provided an overview of the financial impact of the COVID-19 pandemic on UC San Diego. The Chancellor reported that total financial losses could range anywhere from $500 million to $700 million. The Chancellor pointed to losses stemming from a roll back in state funding to 2019 levels, losses in auxiliary services, the postponement of tuition increases, the loss of revenue anticipated from a potential decrease in out-of-state student enrollment, the sharp reduction in clinical services and the downturn of market investments. As a result of the financial impact, the Chancellor reported that there will likely be a four percent cut across all campus budgets, a hiring freeze, and a halt on all capital projects that have not yet broken ground.

A member asked whether or not it is possible to advocate for greater public investment. The Chancellor reported that strong advocacy efforts for more public investment were made over the last seven years and that it has only been in that last two to three years that there have been small increases in the state budget for public investment ranging from three to four percent. The Chancellor stated that because the COVID-19 crises will invariably divert state budget reserves now is not the time to advocate for more public resources.

A member asked whether or not there is a projection in the financial assessment for a drop of in-state student enrollment. The Chancellor stated that currently it is not anticipated that there will be a decrease in UC San Diego’s in-state student enrollment.

A member asked whether or not there has been a final determination as to whether the campus will be open to students in the fall of 2020 or if it is expected that classes will be conducted remotely. The Chancellor deferred to Executive Vice Chancellor Elizabeth Simmons. The EVC stated that due to the fact that incoming international graduate students and international undergraduate students may experience delays in obtaining visas, that online courses will be offered to this subset of the student population. With respect to the rest of the student body, the EVC stated that many factors are being
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weighed to determine whether or not it will be safe for in person instruction for any part of the fall quarter.

A member asked whether or not there is any way to utilize unused capacity in housing and dining for students stuck on campus during the summer. The Chancellor reported that all students who remain on campus during the summer will have a private room and that there is not a lot of underutilized capacity at this time.

A member asked whether or not it was possible to cut the graduate student admission fee. The EVC stated that application fees are controlled by the Office of the President.

A member asked whether or not graduate students might be able to receive financial resources from departments. The Chancellor reported that a senate Administration Task Force was established to evaluate how financial aid allocations could be changed to provide more incentives and greater compensation to graduate students.

A member asked whether or not it was possible to partially open the campus to graduate students in the fall. The Chancellor stated that if the campus were to open in any capacity that the needs of graduate students would be prioritized.

A member asked whether or not there will be faculty furloughs. The Chancellor stated that it is too early to know whether there will be a need to furlough faculty and that the goal is to avoid furloughs.

A member asked whether or not the UC San Diego School of Medicine faculty who receive non-state funds will be handled differently with respect to furloughs and reductions. The Chancellor reiterated that the topic of furloughs is still very hypothetical and non-specific.

A member asked whether or not there will be increased student enrollment in the summer and whether additional courses will be offered in the summer. The EVC reported that summer session will accept proposals for additional courses and that open enrollment for summer was higher than last year in terms of the number of registered students and the total number of courses being offered. The EVC stated that newly admitted students are encouraged to enroll in summer session.

At the close of questions, Chair Corr invited Professor Chip Schooley, Department of Medicine and Interim Faculty Director, Global Education and Senior Director, International Initiatives to address the Assembly.

PRESENTATION BY PROFESSOR CHIP SCHOOLEY, DEPARTMENT OF MEDICINE AND INTERIM FACULTY DIRECTOR, GLOBAL EDUCATION AND SENIOR DIRECTOR, INTERNATIONAL INITIATIVES

Professor Schooley provided an overview of the COVID-19 pandemic from a global and local perspective. Professor Schooley reported that globally there are currently 2.5 million reported cases and there have been approximately 70,000 deaths. Approximately, one third of the total number of reported cases have occurred in the United States as have one quarter of the deaths. Professor Schooley reported that in California there are currently 33,000 cases and there have been 1,200 deaths. Professor Schooley noted that the rate of growth of reported cases decreased from five percent per day largely due to social distancing measures. Professor Schooley shared that the County of San Diego Department of Health reported 2,300 reported cases and 72 deaths. Professor Schooley shared that UC San Diego Health reported treating up to 28 patients and noted that the hospital has a comparatively high discharge rate and a low mortality rate.
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**SPECIAL ORDERS**

**Consent Calendar**  
2019-2020 Senate Elections

Vice Chair Steven Constable presented the Senate Council nominations to run for election to serve on the Committee on Committees. Senate Council nominated the following candidates for three-year terms, effective September 1, 2020 through August 31, 2023.

- **Health Sciences Department:** David Salmon (Professor IR, Neuroscience) and Rebekah (Becke) White (Associate Professor, Surgery)
- **SIO:** Eric Allen (Professor, SIO) and Ronald Burton (Professor, SIO)
- **Social Science Department:** Gail Heyman (Professor, Psychology) and Robert Kluender (Professor, Linguistics)
- **At-large Member:** Senate Council nominated the following candidates to fill the last two years of the three-year term, September 1, 2020 to August 31, 2022: Guillermo Algaze (Professor, Anthropology) and Farhat Beg (Professor, Mechanical & Aerospace Engineering)

The nominations were approved.

The following Senate members were nominated by the Committee on Committees and announced at the meeting.

- **Vice Chair (Chair Designate) of the Division** for a two-year term, effective September 1, 2020 through August 31, 2022. The incumbent serves as Vice Chair the first year and as Chair the second year: Tara Javidi (Professor, Electrical & Computer Engineering) and Andrew Kehler (Professor, Linguistics)
- **Divisional Representative to the systemwide Assembly of the Academic Senate.** There are two vacancies. The term is two years, effective September 1, 2020 through August 31, 2022: David Borgo (Professor, Music), Michael Burkart (Professor, Chemistry & Biochemistry), Mariana Cherner (Professor IR, Psychiatry) and Juan Lasheras (Professor, Mechanical & Aerospace Engineering & Bioengineering)

**REPORTS OF SPECIAL COMMITTEES** [None]

**REPORTS OF STANDING COMMITTEES**

Graduate Council, Lynn Russell, Chair and Pedro Cabrales, Professor, Department of Bioengineering – Proposal to Establish a Master of Engineering in Bioengineering with a Specialization in Medical Device Engineering, Department of Bioengineering.

The Department of Bioengineering proposed to establish a Master of Engineering in Bioengineering with a specialization in Medical Device Engineering (MDE). Professor Cabrales explained that the life science industry in California continues to grow due to the academic and the industrial efforts to develop ground breaking therapies to treat serious illnesses. The California life science sector has an impressive and far reaching economic impact, as there are approximately 3,500 life science companies in California. Approximately 1,000 of these companies produce medical devices and employ up to 90,000 individuals. Professor Cabrales shared that medical devices are designed based on engineering principles inherent to bioengineering. As such, there is a growing need in the local MDE industry to train graduate students to develop and innovate in the field of medical device. Also, there has been an increase in requests from students for specialized training in MDE. In response, the Department of Bioengineering determined that there is collective expertise to provide a unique and competitive specialization in MDE. Professor Cabrales shared that the objective of the program is to provide complete education in MDE which includes the basic human anatomy and physiology required for the design and implementation of medical device. The specialization in MDE is a 36-unit program which is expected to be completed in one year for
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full-time students. The specialization includes courses in areas such as medical devices, medical device component design, and regulatory affairs.

Graduate Council member Lynn Russell made a formal motion for the approval of the Proposal to Establish a Master of Engineering in Bioengineering with a Specialization in Medical Device Engineering, Department of Bioengineering. Because the motion was made on behalf of a Senate Committee, no second motion was required. Senate Chair Corr opened the floor to questions and discussion.

A member asked whether or not certain core courses offered by the program have been beta tested. Professor Cabrales explained that the course sequence is already implemented and a component of the existing Masters in Engineering Degree program. A member asked how the program is different from the previously offered Master of Advanced Study Degree in Medical Device Engineering. Professor Adam Engler, Vice Chair, Department of Bioengineering explained that the program includes two business courses that were not previously offered.

At the close of the discussion, Chair Corr called for a vote on the Proposal to Establish a Master of Engineering in Bioengineering with a Specialization in Medical Device Engineering, Department of Bioengineering. The Proposal to Establish a Master of Engineering in Bioengineering with a Specialization in Medical Device Engineering, Department of Bioengineering was approved by a majority vote.

Graduate Council, Lynn Russell, Chair, and Lucila Ohno-Machado, Professor Department of Medicine – Proposal to Establish a Master of Science in Health Informatics, Department of Medicine.

The Department of Medicine proposed to establish a Master of Science in Health Informatics. Professor Ohno-Machado explained that with the government incentivized adoption of health information technology, there is a recognized need to improve provider experience with electronic health records and a desire to capitalize on the electronic infrastructure. The proposed program will be governed by the Division of Biomedical Informatics within the Department of Medicine and have a strong collaboration with the Skaggs School of Pharmacy and Pharmaceutical Sciences. The program targets students pursuing a health related doctoral, master’s or bachelor’s degree. The program is a self-supporting graduate professional degree program that can be completed in one or two years with 48-units and students will have a choice of either writing a thesis or taking a comprehensive exam. The anticipated first class will be fall of 2021. Professor Ohno-Machado shared that there will be no additional costs for faculty but that there will be a small increase in the need for teaching assistants. The program will use existing facilities and there will be no impact on existing state supported programs. Also, no changes in Senate regulations are required and 10% of tuition from the program will be used for need based scholarships.

Graduate Council member Lynn Russell made a formal motion for the approval of the Proposal to Establish a Master of Science in Health Informatics, Department of Medicine. Because the motion was made on behalf of a Senate Committee, no second motion was required. Senate Chair Corr opened the floor to questions and discussion.

There being none, Chair Corr called for a vote on the Proposal to Establish a Master of Science in Health Informatics, Department of Medicine. The Proposal to Establish a Master of Science in Health Informatics, Department of Medicine was approved by a majority vote.

REPORTS OF FACULTIES[None]

PETITIONS OF STUDENTS[None]
Representative Assembly
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UNFINISHED BUSINESS [None]

NEW BUSINESS [None]

Chair Corr called for any new business, there being none, the meeting was adjourned at 5:05 p.m.
Recorded by Alain L. Montgomery, Senate Analyst
### REPRESENTATIVE ASSEMBLY MEMBERSHIP - 2019/2020

#### April 21, 2020 Meeting Attendance

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<td>X  CORR, MARY P</td>
<td>CHAIR, SAN DIEGO DIVISION</td>
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<td>CHAIR, RESEARCH</td>
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<tr>
<td>☐  OEGEMA, KAREN F</td>
<td>CHAIR, PLANNING &amp; BUDGET</td>
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<td>☐  PEZZOLI, KEITH</td>
<td>CHAIR, CAMPUS &amp; COMMUNITY ENVIRONMENT</td>
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<td>☐  POMEROY, ROBERT S</td>
<td>CHAIR, ADMISSIONS</td>
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<td>☐  TRIGILIO, MICHAEL J</td>
<td>CHAIR, DIVERSITY &amp; EQUITY</td>
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<td>X  RUSSELL, LYNN MONICA</td>
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<td>☐  VARNER, JUDITH A</td>
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<td>☐  KRONICK, AMY BRIDGES</td>
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<td>☐  YADEGARI, SHAHROKH D</td>
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</table>
## Elected Members & Alternates

### San Diego Division

- **Coulson, Seana**
  - Primary Representative
- **Javidi, Tara**
  - Primary Representative
- **Mel, Stephanie**
  - Primary Representative

### Marshall College

- **Booker, Angela N**
  - Primary Representative
- **Hunefeldt, Christine**
  - Primary Representative
- **Cohen, Jonathan David**
  - Alternate Representative
- **Taub, Michael J**
  - Alternate Representative

### Muir College

- **Blanco, John D**
  - Primary Representative
- **Zilberg, Elana J**
  - Primary Representative
- **Plant, Rebecca Jo**
  - Alternate Representative
- **Todd, Michael D**
  - Alternate Representative

### Revelle College

- **Clancy, Liam P**
  - Primary Representative
- **Kleinfeld, David**
  - Primary Representative
- **Barrett, Kim Elaine**
  - Alternate Representative
- **Nellis, Gareth HB**
  - Alternate Representative

### Roosevelt College

- **Goldman, Harvey Stern**
  - Primary Representative
- **Rangamani, Padmini**
  - Primary Representative
- **Kayali, Hasan**
  - Alternate Representative
- **Snoeren, Alex C**
  - Alternate Representative

### Sixth College

- **Alvarado, Christine J**
  - Primary Representative
- **Castro, Robert J**
  - Primary Representative
- **Dubnov, Shlomo**
  - Alternate Representative

### Warren College

- **Schroeder, Julian I**
  - Primary Representative
- **Yang, Jerry**
  - Primary Representative

### Emeritus Faculty

- **Powell, Henry C**
  - Primary Representative
- **Appelbaum, Mark I**
  - Alternate Representative

### Anesthesiology

- **Patel, Hemal**
  - Primary Representative
- **Shubayev, Veronica I**
  - Alternate Representative
ANTHROPOLOGY
☐ PEDERSEN, DAVID E
  Primary Representative
☐ VARMA, SAIBA
  Alternate Representative

BIOENGINEERING
☐ ZHONG, SHENG
  Primary Representative
☐ MALI, PRASHANT GULAB RAM
  Alternate Representative

BIOLOGICAL SCIENCES
☐ CHAO, LIN
  Primary Representative
☐ BRIGGS, STEVEN PAUL
  Alternate Representative
☐ GOLDEN, JAMES WILLIAM
  Primary Representative
☐ FORBES, DOUGLASS JANE
  Alternate Representative

CELLULAR & MOLECULAR MEDICINE
☐ GHOSH, PRADIPTA
  Primary Representative
☐ CORBETT, KEVIN DANIEL
  Alternate Representative

CHEMISTRY & BIOCHEMISTRY
☐ FIGUEROA, JOSHUA S
  Primary Representative
☐ TOOR, NAVTEJ SINGH
  Alternate Representative
☐ THIEMENS, MARK H
  Primary Representative

COGNITIVE SCIENCE
☐ YU, ANGELA J
  Primary Representative

COMMUNICATIONS
☐ ALAC, MORANA
  Primary Representative

CSE
☐ DEUTSCH, ALIN BERNARD
  Primary Representative
☐ MOOKHERJEA, SHAYAN
  Alternate Representative
☐ VIJANU, VICTOR DAN
  Primary Representative
☐ SWORDER, DAVID D
  Alternate Representative

DERMATOLOGY
☐ HANGAER, MATTHEW JOHN
  Primary Representative
☐ TAUR, YUAN
  Alternate Representative

ECE
☐ GALTON, IAN ANDREW
  Primary Representative
☐ SEN, GEORGE L
  Alternate Representative
☐ SWORDELL, DAVID D
  Primary Representative
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<td>X Hertz, Debrah</td>
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<td>Obstetrics, Gynecology, &amp; Reproductive Sciences</td>
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<td>WELSBIE, DEREK STUART</td>
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SOCIOLOGY
× MEDVETZ, THOMAS MATTHEW
  Primary Representative
× RONA-TAS, AKOS
  Primary Representative
☐ LEWIS, KEVIN M
  Alternate Representative
× THORPE, CHARLES ROBERT
  Alternate Representative

SSPPS
× SIEGEL, DIONICIO R
  Primary Representative
× MOMPÉR, JEREMIAH D
  Alternate Representative

STRUCTURAL ENGINEERING
× UANG, CHIA-MING
  Primary Representative
☐ CHEN, JIUN-SHYAN
  Alternate Representative

SURGERY
☐ ONAITIS, MARK WILLIAM
  Primary Representative
☐ HORGAN, SANTIAGO
  Alternate Representative
× WHITE, REBEKAH RUTH
  Primary Representative
☐ MEKEEL, KRISTIN LEIGH
  Alternate Representative

THEATRE & DANCE
☐ BARRICELLI, MARC ALEXANDER
  Primary Representative
☐ GEIGER, ERIC A
  Alternate Representative
☐ STALLING, VANESSA
  Primary Representative
☐ POWELL, LORA
  Alternate Representative

URBAN STUDIES & PLANNING
× MARTIN, ISAAC WILLIAM
  Primary Representative

UROLOGY
☐ DERWEESH, ITHAAR H
  Primary Representative

VISUAL ARTS
× ROSE, JORDAN M
  Primary Representative
☐ BRYSON, WILLIAM N
  Alternate Representative
× WARDWELL, MARIANA Razo
  Primary Representative
☐ STALBAUM, BRETT O
  Alternate Representative
ADVISORS

RESEARCH ADVISOR - GC
× GARUDADRI, HARINATH
  Primary Advisor
☐ GUPTA, AMARNATH
  Alternate Advisor

RESEARCH ADVISOR - HS
☐ KING, CHARLES
  Primary Advisor
☐ LI, SHENG
  Alternate Advisor

RESEARCH ADVISOR - SIO
× HAASE, JENNIFER
  Primary Advisor
☐ JOHNSTON, T.M. SHAUN
  Alternate Advisor

GRADUATE STUDENT ADVISOR
☐ GRUBB, TOM
  Primary Advisor

UNDERGRADUATE STUDENT ADVISOR
☐ MANLUTAC, ANNIKA
  Primary Advisor
☐ PARTHASARATHY, ADARSH
  Primary Advisor
COVID and UC San Diego

• Major impact across all sectors
• Will change how we operate across all sectors
• Primary questions
  • Are we past the peak?  
    • Qualified yes
  • How do we plan to come back?
  • What can we do to monitor and mitigate risks?
Specialization in Medical Device Engineering (MDE) for the Master in Engineering (M.Eng.) in Bioengineering

M.Eng. MDE

- MDE is essential to sustain the Medical Device Industry
- Medical devices are based on engineering principles inherent to Bioengineering
- Mastering medical devices requires graduate education
- The complexity of MDE includes human factors (anatomy and physiology), and medical device design, functionality, reliability, safety, regulation, and interaction with environment.
- The MDE specialization satisfies an in-depth training need in the biotechnology/medical device-rich San Diego region.
Specialization in MDE for the M.Eng.
M.Eng. MDE

Requirements and differences:

<table>
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<tr>
<th>M.Eng.</th>
<th>M.Eng. w/ Specialization in MDE</th>
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<tr>
<td>Core Courses (36 units total required)</td>
<td>Core Courses (36 units total required)</td>
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<tr>
<td>Engineering Physics / Life Sciences / Tissue Engineering / Imaging</td>
<td><strong>Medical Device Design / Medical Device Entrepreneurship / Medical Device Component Design</strong></td>
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<tr>
<td>3 Technical Elective</td>
<td>2 Technical Elective</td>
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**Goal:** The general M.Eng. degree prepare individuals in careers in the biological and medical engineering industries

**Goal:** Prepare individuals to advance health care medical device technologies continue to improve medical outcomes.

*New courses developed for the M.Eng. w/ Specialization in MDE*
Master of Science in Health Informatics

A Self-Supporting Professional Graduate Degree Program

Lucila Ohno-Machado, MD, PhD, MBA
MS Health Informatics Program Highlights

• Self-Supporting Graduate Professional Degree Program
• One or two-year program
• 48 units with choice of thesis or comprehensive exam
• Anticipate first class in Fall 2021
• Steady-state of 30 candidates per year with 3-year ramp-up
Projected Need

Target student population
MD/DO, PharmD, DVM, BSN, other health-related doctoral, master’s or bachelor’s degree
Domestic and international students

Demand for MS in Health Informatics
Many job opportunities for qualified candidates
Government-incentivized adoption of health information technology
Recognized need to improve provider experience with EHRs
Desire to capitalize on electronic infrastructure for quality and efficiency gains
Program Governance

• Governed by the Division of Biomedical Informatics within the Department of Medicine

• Strong collaboration with the Skaggs School of Pharmacy and Pharmaceutical Sciences

Committees

Executive Committee
Admissions and Advancement Committee

Curriculum Committee
Community Relations and Recruitment Committee
## Faculty

<table>
<thead>
<tr>
<th>DBMI Members</th>
<th>SSPPS Faculty</th>
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<tbody>
<tr>
<td>Clay, Brian, MD Clinical Professor, Medicine CMIO</td>
<td>Abagyan, Ruben, Ph.D.</td>
</tr>
<tr>
<td>El-Kareh, Robert, MD, MS, MPH Associate Professor, Medicine (Co-Director)</td>
<td>Longhurst, Christopher, MD, MS CIO, Associate CMO, Quality, Medicine</td>
</tr>
<tr>
<td>Sitapati, Amy, MD, Professor, Medicine, CMIO for Population Health</td>
<td>Ohno-Machado, Lucila, MD, PhD Professor, Medicine (Governing Council Chair)</td>
</tr>
<tr>
<td>Killeen, James, MD Clinical Professor, Emergency Medicine</td>
<td>Hogarth, Michael, MD Clinical Professor, Medicine</td>
</tr>
<tr>
<td>Kuo, Tsung-Ting, PhD Assistant Professor, Medicine</td>
<td>Nemati, Shamim, PhD Assistant Professor, Medicine</td>
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<tr>
<td>DBMI Staff: Day, Michele, Ph.D., (Co-Director)</td>
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## Core Coursework

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<td>MED264 Principles of Biomedical Informatics</td>
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<tr>
<td>MED267 Modeling Clinical Data &amp; Knowledge for Computation</td>
<td>4</td>
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<tr>
<td>Data Science/Analytics</td>
<td>4</td>
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<td>SPPS219 Pharmacogenomics</td>
<td>2</td>
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<tr>
<td>Scripting and Databases</td>
<td>4</td>
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<td>Change Management/Organizational Change</td>
<td>4</td>
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<tr>
<td>MED265 Informatics in Clinical Environments</td>
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<td>MED268 Statistics Concepts for Biomedical Research</td>
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<tr>
<td>SOMI226 Ethics in Scientific Research</td>
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Additional Information

- Resource requirements
  - No additional costs for faculty
  - Small increase in need for teaching assistants
  - Will use existing facilities
- Return-to-aid 10% of the program tuition for need-based scholarships
- No impact on existing state-supported programs
- No changes in Senate Regulations required
Thank you

Lucila Ohno-Machado, MD, PhD, MBA
lohnomachado@health.ucsd.edu
REPORT OF THE GRADUATE COUNCIL

At its November 12, 2019 meeting, the Graduate Council approved a proposal from the Rady School of Management to amend Divisional Senate Regulation 702, Requirements for the Master of Business Administration (MBA) Degree, Section B, to update the requirements for the degree’s program of study. The MBA degree is requires 92 units consisting of a 48 unit core curriculum and 44 units of electives. The School is requesting to update Section B to align the Regulation’s requirements with the program of study approved by the Graduate Council.

The Committee on Rules and Jurisdiction has reviewed the proposed changes and finds them consonant with the Code of the Academic Senate. The Graduate Council is supportive of this proposal and recommends that the Representative Assembly endorse the proposal.

The Bylaw has been amended to incorporate the suggestions made by the Committee on Rules and Jurisdiction.

Lynn Russell, Chair
Graduate Council

The complete proposal submitted by the Rady School of Management is available for review:

https://senate.ucsd.edu/media/413607/2019-11-12-rady-proposed-changes-to-sd-702-mba.pdf

***********************************************************************

702. REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION (M.B.A.) DEGREE

A. Admission

The candidate shall have:

1. Fulfilled the normal requirements for admission to the Graduate Division of the University of California, San Diego, as specified by the Graduate Council and the Dean of Graduate Studies, except that
   a. the Graduate Management Admission Test (GMAT) may be substituted for the Graduate Record Examination (GRE);
   b. the GMAT may be waived in specified approved instances, and
2. Met additional requirements that may be specified by the Rady School of Management.

B. Program of Study

The candidate shall complete at least 480-quarter units constituting the core curriculum and at least 52-44 remaining quarter units of electives, of which no more than 12-quarter units may be taken outside the Rady School of Management. Only courses in which the candidate is assigned grades of A, B, C, or S, may be counted in satisfaction of the requirements for the M.B.A. degree. All students must will complete a capstone project in the final year of the during their program.

C. Residency

The candidate must register for at least six academic quarters.
April 27, 2020

Maripat Corr, Chair  
San Diego Divisional Academic Senate

SUBJECT: Proposed Amendments to San Diego Divisional Regulation 702, Requirements for the Master of Business Administration (MBA) Degree

Dear Maripat,

The Committee on Rules and Jurisdiction reviewed the proposal to amend San Diego Senate Regulation 702, Requirements for the Master of Business Administration (MBA) Degree and found the proposed amendments consonant with the Code of the Academic Senate.

Outside of the issue of consonance, the Committee noted that the number 44 has been omitted indicating the number of elective units to be taken along with the 48 units constituting the core curriculum. The Committee recommends that 702(B) read:

Program of Study
The candidate shall complete at least 48 quarter units constituting the core curriculum and 44 remaining quarter units of electives, of which no more than 12 quarter units may be taken outside the Rady School of Management . . . .

Sincerely,

[Signature]

Professor Andrew Dickson, Chair  
Committee on Rules and Jurisdiction

cc: O. Amir  
S. Constable  
L. Hullings  
L. Ordóñez  
L. Russell  
R. Rodriguez
REPORT OF THE GRADUATE COUNCIL

At its April 13, 2020 meeting, the Graduate Council approved a proposal for a new self-supporting graduate professional degree program of study leading to a Master of Science in Computational Social Science, an interdisciplinary degree program offered by faculty in the Division of Social Sciences. The degree program requires 55 units of coursework, including 43 units of core courses, and completion of a comprehensive examination.

The Council is supportive of this academic endeavor and recommends that the Representative Assembly approve the proposal.

Lynn Russell, Chair
Graduate Council

The complete proposal is available for review: https://senate.ucsd.edu/media/428554/proposed-ms-in-computational-social-science-approved-by-gc.pdf

Executive Summary

The Division of Social Sciences respectfully proposes a new Master of Science (M.S.) degree in Computational Social Science (CSS) at UC San Diego (UCSD) as a Self-Supporting Graduate Professional Degree Program (SSGPDP). If approved, the proposed program will be one of a suite of Computational Social Science programs at UC San Diego, including a minor and a to-be-proposed interdisciplinary doctoral program (IDP) that existing Ph.D. students in the Social Sciences could opt to additionally join. Together, these interdisciplinary programs will reinforce each other, will bring together scholars and educators across the Division of Social Sciences, and will establish UCSD as a center for the emerging Computational Social Science field.

The presently proposed Master of Science in Computational Social Science will be a valuable addition to graduate education at UC San Diego. The CSS M.S. program will fill a pedagogical gap between undergraduate training in Social Sciences and the technical and analytical skills necessary to leverage modern computational modeling methods and large naturalistic datasets to uncover how people think, decide, and act in groups, markets, and states. These skills are highly sought by both industry and Ph.D. programs, but are undersupplied by undergraduate social science programs. Consequently, there is considerable demand not only from our own social science graduates, but also those from other institutions in California, the United States, and worldwide. The proposed degree pools computational research expertise across the Division of Social Sciences to offer students quantitative, computational, and data analytical skills and the insight to apply them appropriately and innovatively to social science questions. The proposed M.S. in CSS will prepare students for careers in academic research, NGO and governmental agency work, business, advertising, and marketing, and other careers across the knowledge economy that require integrating social science domain expertise with large datasets in computational systems.

The CSS M.S. program is designed to provide highly-sought technical skills to social science graduates without such training. The course offerings will capitalize on the existing strengths of Social Sciences units while adding necessary foundational coursework under the CSS course code. To this end, students will complete 14 courses (55 units total) beginning with an intensive 8-week, 16-unit summer sequence
which will serve both as a computational/mathematical bootcamp and an introduction to causal inference from complex, naturalistic data and overviews of the methods and domains of Computational Social Science. The curriculum further includes a two course, 10-unit sequence in research design, statistics, visualization and advanced statistical methods, a 4-unit course in machine learning, a three-quarter research seminar, three electives drawn broadly from courses across the Division of Social Science in areas including cognitive models, images, time series analysis, causal inference, geographic information systems (GIS), networks, and textual analysis, and a three-quarter capstone that involves an internship or a mentored project supervised by an affiliated faculty member, either of which culminates in a final work (paper and presentation).

We anticipate accepting our first cohort of 10 students for the 2021-2022 academic year. The degree will likely be appealing to UC San Diego undergraduates who have successfully completed the recently launched interdisciplinary undergraduate minor in Computational Social Science, and those with majors in the Division of Social Sciences and from other divisions. We also expect to accept students from outside the UC San Diego community who seek to further their knowledge and skills training in this area.

With enthusiastic support from the Division of Social Sciences, the administrative home Department of Psychology, the participating departments of Anthropology, Cognitive Science, Communication, Economics, Education Studies, Linguistics, Political Science, Sociology, Urban Studies & Planning, the Affiliated Faculty, CSS Steering Committee, industry partners, and Dean’s Office staff have worked diligently to design a program that will contribute to the strategic goals of UC San Diego as a student-centered, research-focused, service-oriented public university, embracing and capitalizing on our collaborative and interdisciplinary research culture, and preparing students to solve problems, lead, and innovate in our increasingly digital, data-driven world. We look forward to inaugurating the CSS M.S. in this spirit.
REPORT OF THE GRADUATE COUNCIL

At its April 13, 2020 meeting, the Graduate Council supported a proposal to transfer the MAS in Architecture-Based Enterprise Systems Engineering from the Department of Computer Science and Engineering to the Department of Mechanical and Aerospace Engineering. In accordance with Appendix IV of the Manual of the San Diego Division of the Academic Senate, the proposal was reviewed by a Senate ad hoc committee assigned to review the discontinuation or transfer of undergraduate and graduate degree programs. The ad hoc committee’s findings are below.

Lynn Russell, Chair
Graduate Council

The complete proposal submitted is available for review:
https://senate.ucsd.edu/media/429216/2020-04-13-mas-aese-proposed-program-transfer.pdf

 requirements for affected parties: The Graduate Council sent a formal notification of the proposed transfer to affected parties in March 2020.
February 19, 2020

PROFESSOR MARIPAT CORR, Chair
Academic Senate, San Diego Division

SUBJECT: Review of Analytical Writing Program’s Proposal to Offer Courses Used to Fulfill the Entry Level Writing Requirement for Baccalaureate Credit

The Educational Policy Committee (EPC) reviewed the Analytical Writing Program’s “Proposed Plan to offer ELWR-fulfilling courses for Baccalaureate Credit” at its November 19, 2019 and January 21, 2020 meetings. The Committee endorsed the proposal, finding that the Analytical Writing Program (AWP) provided a compelling rationale to explain why the AWP courses approved to satisfy the UC-wide Entry Level Writing Requirement (ELWR) should be offered for baccalaureate credit. UC San Diego is alone among the UCs in not offering these courses for baccalaureate credit, the proposed change supports student progress toward degree completion, and AWP is offering rigorous courses in writing instruction, which merit granting degree credit.

The Committee’s review focused on the necessary changes to San Diego Senate Regulations resulting from designating ELWR courses as credit bearing.

1. EPC supports the amendment proposed by AWP to amend Section K of San Diego Senate Regulation 600, Campuswide Graduation Requirements, to remove the statement that baccalaureate credit may not be awarded for courses used to satisfy ELWR and make clear that students who earn a C- or below have not satisfied ELWR. ELWR is a systemwide requirement and the provisions in SD 600(K) that students must earn a C or better in a course approved to satisfy ELWR and may repeat the course if they do not are based on the requirements set forth in Systemwide Senate Regulation 636 (SR 636).

2. EPC supports the proposed changes to San Diego Senate Regulation 505. Repetition of Courses, Sections A and D, to exempt courses used to fulfill ELWR from the general repeat requirements because of the constraints mandated by SR 636. EPC added one additional modification to clarify that provost approval is also not required to repeat courses used as prerequisites to courses approved to satisfy ELWR.

3. Regarding how courses completed by students to satisfy ELWR are factored into grade-point calculations, EPC agrees with AWP’s recommendation to exempt the courses from the general rule for repeating coursework specified in SD 505(F). However, the Committee proposes modifications to Section F to clarify how courses used to satisfy ELWR, and their prerequisites, factor into grade-point calculations. The proposed language is intended to address two issues: 1. Per the Senate-approved policies for how students satisfy ELWR, students placed into the AWP 4A-B sequence are allowed more than three attempts to complete ELWR and therefore should not be capped at 8 units of grade replacement; and 2. Students who are required to complete AWP 4A-4B should be allowed to replace the grade earned in AWP 4B with the grade earned in AWP 3 because the courses are deemed equivalent and students are not allowed to repeat AWP 4B based on the Senate-approved design of the AWP curriculum. If a student earns an NP grade in 4A and is required to retake the course before proceeding to 4B that should also not count towards the 16 units of allowable repeats for the purposes of grade-point calculations.

Modified Revision to Section F (with track changes based on the current Regulation):

1. The first 16 units of courses, excluding courses approved to satisfy the Entry Level Writing Requirement or their prerequisites, that are have been repeated by an undergraduate student and for which the student has received a grade of D, F, or NP shall not be used in grade-point calculations. In the case that a course is repeated by a student who has admitted to or been found guilty of academic dishonesty, in which case the units for both the course and the repeated course shall be counted in grade-point calculations.
2. Courses that are approved to satisfy the Entry Level Writing Requirement (see Regulation 600(K)) and their prerequisites that are repeated by an undergraduate student in which they receive a grade of C-, D or NP shall not be used in grade-point calculations. In the case that a student has admitted to or been found guilty of academic dishonesty for one of these courses, the units for that course shall also be counted in grade-point calculations. If a student completes more than one of the courses approved to satisfy the Entry Level Writing Requirement, only the course in which the student earned a grade of C or above shall be used in grade-point calculations.

As the Educational Policy Committee, Committee on Preparatory Education, and Undergraduate Council all support AWP’s proposal and corresponding Regulation changes (with the proposed modifications from EPC) to SD 505, we now submit the proposal to the Committee on Rules and Jurisdiction (CRJ) for review of the proposed changes to San Diego Senate Regulations (provided in Attachment 1). We hope that CRJ will find these amendments consonant with the Code of the Academic Senate and ready for Representative Assembly review and approval.

Sincerely,

Geoffrey Cook, Chair
Educational Policy Committee

Attachment
(1) Proposed Amendments to San Diego Senate Regulation 600(K) and San Diego Senate Regulation 505
(2) Analytical Writing Program’s “Proposed Plan to offer ELWR-fulfilling courses for Baccalaureate Credit”

cc: A. Burr
    C. Campbell
    S. Constable
    J. Gagnon
    A. Montgomery
    R. Rodriguez
    L. Vong
    A. Welch
January 29, 2020

PROFESSOR MARIPAT CORR, Chair
Academic Senate, San Diego Division

SUBJECT: Proposal to Offer Entry-Level Writing Requirement Courses for Baccalaureate Credit

Dear Chair Corr,

At its November 8, 2019 meeting, the Undergraduate Council (UGC) reviewed the Division of Arts and Humanities (DAH) proposal to offer Analytical Writing Program (AWP) courses that satisfy the Entry-Level Writing Requirement (ELWR) for baccalaureate credit. The Council endorsed:

1. The proposed amendment to San Diego Senate Regulation 600(K) to allow students to receive baccalaureate credit for courses taken to fulfill the Entry-Level Writing Requirement. The courses designed by AWP are rigorous at the level of baccalaureate instruction, which merits credit being granted upon completion of the course with a grade of C or better. The amendments to 600(K) also puts UC San Diego in alignment with all other UC campuses, allowing credit for courses that satisfy ELWR.

2. The proposed amendments to the rules for repetition of courses in San Diego Senate Regulation 505, which are impacted by offering courses used to satisfy ELWR for baccalaureate credit. Since Systemwide Senate Regulation 636 mandates that only a grade of C or better may be used to satisfy ELWR and students must be allowed to repeat the course if they do not satisfy the requirement on their first attempt, the Council supports the DAH’s proposal to exclude grades of C-, D, or F from grade-point calculations.

Sincerely,

Anthony Burr, Chair
Undergraduate Council

Attachment
(1) Division of Arts and Humanities Proposal

cc:
G. Cook
S. Constable
J. Gagnon
R. Rodriguez
J. Teranes
January 10, 2020

CHAIR MARIPAT CORR
Academic Senate, San Diego Division

SUBJECT: Proposal for Credit for ELWR-fulfilling Courses

The Committee on Preparatory Education (COPE) reviewed the Analytical Writing Program proposal for credit for ELWR-fulfilling courses at the November 13, 2019 committee meeting. The Committee endorses the proposed revision to San Diego Senate Regulation 600(K) to allow the Analytical Writing Program to offer courses used to fulfill the Entry Level Writing Requirement for baccalaureate credit. If approved, the Committee recommends that all students be permitted to enroll in the newly created AWP 3 and AWP 4A-4B courses if they desire, regardless of placement exam results. This would allow all students to have the same opportunity to enroll in courses that fulfill baccalaureate credit.

At the January 9, 2020 meeting, the Committee discussed the proposed changes to the rules for repeating courses in San Diego Regulation 505, including the three options offered in the proposal for how repeated ELWR courses count in the GPA calculation. The Committee endorses option one presented for SD 505(F) with the changes to regulation language recommended by the Educational Policy Committee. The recommended changes remove language specifying course numbers (AWP 3 and AWP 4A-4B) and replaces such language with the general term “courses.” The Committee recommends option one assuming that it is possible for a passing AWP 3 grade to replace a non-passing course grade for AWP 4B.

Sincerely,

Jeff Gagnon, Chair
Committee on Preparatory Education

cc: C. Campbell
    S. Constable
    L. Hullings
    R. Rodriguez
MANUAL OF THE SAN DIEGO DIVISION
OF THE ACADEMIC SENATE

REGULATION

600. Campuswide Graduation Requirements [En 6/13/78; Am 5/26/15; Am 4/12/16; Am 6/6/17; Am 6/5/18]

(A) Every candidate for a Bachelor's degree must have completed a major. [En 11/27/90]

(1) A major shall require the equivalent of 12 or more upper division courses (48 or more units).

(2) Requirements for majors shall be determined by departments and programs, subject to the approval of the Undergraduate Council. [Am 3/1/11]

(3) Double Majors

With the approval of both departments or programs and of the college provost, a student in good standing may declare a double major. [Am 2/27/96]

(a) A student with a double major must fulfill the separate requirements of each major, and the equivalent of at least ten upper-division courses (40 units) must be unique to each major. Courses taken in fulfillment of lower-division requirements may overlap to any degree. [Am 2/27/96]

(b) The two majors may not be within the School of Engineering, nor, except with the approval of the Undergraduate Council, within a single department. [En 2/27/96; Am 3/1/11, Am 5/24/05, En 10/1/17]

(c) A student with a double major may graduate only upon completion of all requirements for both majors. Both majors will be noted on the student's transcript and diploma. If the two majors lead to different degrees (B.A. and B.S.), that fact will be noted on the transcript, and the two degree designations will appear on one diploma. [Am 2/26/91; Am 2/27/96; Am 6/5/18]

(d) A student who has declared a double major may graduate in one major upon the completion of all requirements for that major. [Am 4/25/95; Am 2/27/96; Am 6/5/18]

(e) A student with a double major who has reached the quarter limits of paragraph C and needs additional time to complete all requirements for both majors will be required to submit a completion plan and have it approved by their college prior to enrolling for additional quarters to continue work towards the degree. [En 6/5/18]

(4) An undergraduate student must have declared a major or pre-major upon completion of 90 units.

(B) Other requirements for graduation shall be determined by the colleges in conformity with Universitywide regulations and subject to approval by the San Diego Division of the Academic Senate.

(1) Each college must set a minimum requirement for a bachelor's degree equivalent to at least 180 units, including not less than 60 at the upper division level. The minimum number of units required by a college must be the same for the degrees of Bachelor of Arts and Bachelor of Science. Except as may be otherwise provided in the Regulations of the Academic Senate or of the San Diego Division, no college may set a standard higher than passing for the satisfaction of any requirement for graduation. [Am 5/23/95]

(3) The value of a course in units ("quarter units" or "quarter credits") shall be reckoned at the rate of one unit for three hours' work per week per quarter on the part of the student, or the equivalent [SR 760]. [Am 5/22/90; Am 11/27/90]

(C) Quarter Limit and Enrollment Beyond the Quarter Limit [En 11/27/90; Am 6/5/18]

(1) An undergraduate student who enrolls at UC San Diego as a freshman in Fall 2019 or thereafter will be allowed to enroll for 12 quarters to complete all requirements for a degree; if a student reaches this quarter limit and needs additional time to complete those requirements, they will be required to submit a completion plan and have it approved by their college prior to enrolling for additional quarters to continue work towards the degree. [Am 3/1/1; 6/5/18]

(2) An undergraduate student who enrolls at UC San Diego as a transfer student in Fall 2019 or thereafter will be allowed to enroll for six quarters to complete all requirements for a degree; if a student reaches this quarter limit and needs additional time to complete those requirements, they
will be required to submit a completion plan and have it approved by their college prior to enrolling for additional quarters to continue work towards the degree.[Am 6/5/18]

(3) Summer sessions as well as quarters during which students are approved for part-time status or have withdrawn from all courses will not count toward the allowable number of quarters.[En 6/5/18]

(D) Special kinds of study -- e.g., laboratories, reading programs, studio work -- may be required in addition to the basic course work in given curricula.

(E) Minors [En 5/28/91; Am 5/28/96 (changes effective for students entering after January 1, 1998); Am 4/12/16]

A minor is not required for graduation. A student in good standing may declare an optional minor. [Am 5/28/96]

(1) A minor shall consist of at least 28 units, of which at least 20 units must be upper division. For sound academic reasons and with the approval of the Undergraduate Council a minor may be established with fewer than 20 upper-division units. [Am 5/28/96; Am 3/1/11]

(2) Requirements for minors shall be determined by departments and programs, subject to the approval of the Undergraduate Council. [Am 3/1/11]

(3) A student may apply the equivalent of two upper-division courses (a maximum of eight units) to fulfill the requirements for a minor that have also been used to satisfy the requirements of a major. [Am 5/26/92; Am 4/12/16]

(4) Double Minors

(a) With the approval of both departments or programs and of the college provost, a student in good standing may declare a double minor.

(b) A student with a double minor must fulfill the separate requirements of each minor, with no overlap of upper-division courses. Courses taken in fulfillment of lower-division requirements may overlap to any degree.

(F) [SR 638] American History & Institutions Requirement [Am 1/26/71; Am 1/21/86, Rt by Assembly 5/6/86]

Knowledge of American history and of the principles of American institutions under the federal and state constitutions is required of all candidates for the degree of A.B., B.Arch., or B.S. This requirement may be met in any one of the following ways:

(1) One high school unit in American history, or one-half high school unit in civics or American government, with a grade of C or better. [Am 10/23/90]

(2) By completing, with a grade of C- or better or a grade of P, any one-quarter UCSD course of instruction accepted as satisfactory by the Undergraduate Council. Courses suitable for fulfilling the requirement will be designated by the Undergraduate Council. The list of suitable courses will be indicated in the UCSD Catalog, or other official academic publications of the colleges. [EC 5/29/73; Am 10/23/90; Am 3/1/11]

(3) By presenting proof of having received a grade of 3 or higher on the Advanced Placement Test in American History administered by the Educational Testing Service of Princeton, New Jersey.

(4) By presenting proof of having satisfied the present requirement as administered at another collegiate institution within the state.

(5) By presenting proof of successful completion of a one-quarter or one-semester course, with a grade of C or better, in either American history or American government at a junior college within the state.

(6) By presenting proof of successful completion of a one-quarter or one-semester course, with a grade of C or better, in either American history or American government at a recognized institution of higher education, junior college included, in another state. [Am 2/25/69]

(7) An alien attending the University on an F-1 or J-1 student visa may, by showing proof of his or her temporary residence in the United States, petition for exemption from this requirement through the office of the student's college provost.

(G) Requirement in Diversity, Equity, and Inclusion [En 3/1/11; Am 4/12/16]

A knowledge of diversity, equity, and inclusion is required of all candidates for a Bachelor’s degree who begin their studies at UC San Diego in lower-division standing in Fall 2011 or thereafter, or in upper-division standing in Fall 2013 or thereafter.
(1) This requirement shall be satisfied by passing, with a grade not lower than C- or P, a one-quarter, four-unit course expressly approved by the Undergraduate Council for that purpose. A list of approved courses will be provided in the UC San Diego General Catalog. [Am 4/12/16]

(2) This requirement may be satisfied by presenting proof of having passed a one-quarter, four-unit transfer course, or its equivalent, at a recognized institution of higher education, community colleges included, that has been articulated to one of the courses approved by the Undergraduate Council for the purpose of meeting the Diversity, Equity, and Inclusion requirement. [Am 4/12/16]

(H) Residence
Except as provided in SR 614, the minimum residence at the University of California required for a degree is three terms. Each summer session in which a student completes a course of at least two units may be used in satisfaction of half a term’s residence. [Am 12/2/08]

Except as otherwise provided in this section and SR 614, 35 of the final 45 units completed by each candidate for the Bachelor’s degree must be earned in residence in the college or school of the University of California in which the degree is to be taken. A student who completes the graduation requirements while in the Education Abroad Program, the UC Washington, D.C. program, or the UC Center in Sacramento Program may satisfy the requirement with the final 45 units preceding the student’s entrance into any of these programs. [Am 5/23/01; Am 12/2/08]

Faculties may permit a student who is enrolled in the Education Abroad Program, the UC Washington, D.C. program, or the UC Center in Sacramento Program to satisfy the residence requirement by earning at least 35 of the final 90 units, including the final 12 units, in residence in the college or school of the University in which the degree is to be taken. [En 4/1/75; Am 12/2/08]

(I) Part-Time Study [En 11/24/92]

(1) Degree programs in the University may be open to part-time students whenever there are good educational reasons for so doing. No majors or other degree programs will be offered only for part-time students, except as specifically authorized by the Academic Senate.

(2) A part-time undergraduate student is one who is approved to enroll for ten units or fewer, or an equivalent number of courses per quarter.

(3) The same admissions standards that apply to full-time students will apply to part-time students. Approval for individual students to enroll on a part-time basis will be given for reasons of occupation, family responsibilities, health, or for one quarter only graduating senior status. Approval to enroll as a part-time undergraduate student shall be given by the appropriate provost.

(4) Residence in any regular term is validated for a part-time student on the San Diego campus by a program of one or more courses. Part-time undergraduate students shall not be required to meet minimum progress requirements.

{(I) Subject A Requirement [Variance En 5/27/75, Rt by Academic Council 7/14/76; Rp 11/27/84 because variance rescinded by amendment of SR 636] [See SR 636]}

(J) Standards for Award of Honors at Graduation [En 5/23/78, Rt by Assembly 3/28/79; Am 6/6/17]

(1) There shall be a campuswide requirement for the award of college honors at graduation. No more than fourteen percent of the graduating seniors on campus shall be eligible for college honors. Normally, no more than the top two percent shall be eligible for summa cum laude and no more than the next four percent for magna cum laude, although minor variations from year to year shall be permitted. The remaining eight percent are eligible for cum laude. The ranking of students for eligibility for college honors shall be based upon the grade point average. In addition, to be eligible for honors, a student must receive letter grades for at least 72 quarter units of course work at the University of California. Each college may award honors at graduation only to those who are eligible to receive college honors. [Am 6/6/17]

(2) Each department or program may award honors to a student at graduation in accordance with the following criteria:

(a) The student must have completed a special course of study within the department or program. The requirements for this special course of study shall be approved by the divisional Undergraduate Council and published in the Catalog. The requirements must include 8-12 units of supervised research or other creative activity leading to the
preparation of a paper or other appropriate project. Public presentation of the project, through performance, participation in the undergraduate research conference, or other appropriate means, shall explicitly be encouraged. [Am 4/23/96; Am 3/1/11]

(b) The department or program shall establish formal procedures and criteria for application and admission to the program, which shall normally include a GPA of 3.5 in the major as a prerequisite. Students with a GPA lower than 3.5 may be admitted by exception if they show promise of success in research or creative activity. [En 4/23/96]

(c) Each student whose project earns the equivalent of a grade of B or better and who has maintained a GPA of at least 3.25 in the major shall be entitled to the designation “with distinction” on the diploma after the departmental or program name. Subject to the approval of the Undergraduate Council, each department or program shall establish criteria for the award of the designations “with high distinction” and “with highest distinction”. [Am 4/23/96; Am 3/1/11]

(K) University of California Entry Level Writing Requirement (formerly called the Subject A Requirement) [Variance En 5/27/75; Rp 11/27/84; SR 636 governed campus practice from 1984 to 1996; En 6/10/97 (also see 600H above); Am 5/26/15]

(1) University of California Entry Level Writing Requirement is a reading and writing proficiency requirement. Each student must be able to understand and to respond adequately to written material typical of reading assignments in freshman courses. This ability must be demonstrated in student writing that communicates effectively to University faculty. [SR 636(A) Am 5/23/96; [Am 5/26/15]]

(2) Satisfaction of the University of California Entry Level Writing Requirement is a prerequisite for every university level undergraduate course in English composition, including all courses approved as meeting the writing requirements of the undergraduate colleges at UCSD. [Am 5/26/15]

(3) Prior to his or her first quarter of study at UCSD, each student may satisfy the University of California Entry Level Writing Requirement by any of the means approved by the Universitywide Committee on Preparatory Education and authorized under Universitywide Senate Regulation 636. [Am 5/26/15]

(4) A student who has not satisfied the University of California Entry Level Writing Requirement prior to his or her first quarter of study at UCSD must satisfy the requirement by completing with a grade of "C" or better a course approved for this purpose by the divisional Committee on Preparatory Education. A student who receives a final grade of “C-” or below has not satisfied the University of California Entry Level Writing Requirement and may repeat the course in accordance with Paragraph 6. No baccalaureate credit will be awarded for completion of the course specified in this paragraph. Workload credit towards satisfaction of the Minimum Progress Requirement (SDR 516) will, however, be awarded. [Am 5/26/15]

(5) A student who has not satisfied the University of California Entry Level Writing Requirement must register for the course specified in Paragraph 4 during each quarter of residence at UCSD until the University of California Entry Level Writing Requirement is satisfied. [Am 5/26/15]

(6) In accordance with Universitywide Senate Regulation 636, a student who has not satisfied the University of California Entry Level Writing Requirement after three quarters of enrollment at any campus of the University of California will not be eligible to enroll for a fourth quarter. Exceptions to this regulation may be considered in accordance with Divisional Bylaw 200, but only within policies established by the Divisional Educational Policy Committee and the Divisional Committee on Preparatory Education. [Am 3/1/11, Am 5/26/15]
Repetition of Courses

Repetition for credit of courses not so authorized by the appropriate Committee on Courses is allowed subject to the following limitations:

(A) A student may not repeat a course for which a grade of A+, A, A-, B+, B, B-, C+, C, C-, I, P, or S is recorded on his or her transcript, with the exception that a student who receives a grade of C- in a course that is approved to satisfy the Entry Level Writing Requirement may repeat the course as provided in Regulation 600(K). [Am 11/24/81, Rt by Assembly 5/26/82; Am 5/24/83, Rt by Assembly 5/9/84]

(B) Courses in which a grade of D or F has been awarded may not be repeated on a P/NP or S/U basis. [Am 5/29/79]

(C) Undergraduate students may repeat a course in which a grade of NP has been awarded for a P/NP or letter grade, if applicable. Graduate students may repeat a course in which a grade of U has been awarded on an S/U basis only. [Am 11/24/81, Rt by Assembly 5/26/82]

(D) Repetition of a course for which a student's transcript bears two or more entries with grades among D, F, NP, or U requires the approval of the appropriate provost or dean, with the exception that a student who receives a grade of D, F, or NP in a course that is approved to satisfy the Entry Level Writing Requirement or its prerequisite may repeat the course in accordance with Regulation 600(K) without approval of the appropriate provost. [Am 5/29/79; Am 11/24/81, Rt by Assembly 5/26/82]

(E) All grades received by a student shall be recorded on the student's transcript unless changed in accordance with Regulation 500(H). A student may receive degree credit for a course only once, unless the course has been approved for repetition. [En 11/24/81, Rt by Assembly 5/26/82; Am 4/25/95]

(F)

1. The first 16 units of courses approved to satisfy the Entry Level Writing Requirement or their prerequisites, that are repeated by an undergraduate student and for which the student has received a grade of D, F, or NP shall not be used in grade-point calculations. In the case that a student has admitted to or been found guilty of academic dishonesty, the units for both the initial course and the repeated course shall be counted in grade-point calculations.

2. Courses that are approved to satisfy the Entry Level Writing Requirement (see Regulation 600(K)) and their prerequisites that are repeated by an undergraduate student in which they receive a grade of C-, D, F, or NP shall not be used in grade-point calculations. In the case that a student has admitted to or been found guilty of academic dishonesty for one of these courses, the units for that course shall also be counted in grade-point calculations. If a student completes more than one of the courses approved to satisfy the Entry Level Writing Requirement, only the course in which the student earned a grade of C or above shall be used in grade-point calculations.
October 8, 2019

Dr. Maripat Corr, San Diego Division Chair
UC San Diego Academic Senate

Dear Chair Corr:

Jointly with Dr. Karen Gocsik, Director of the Analytical Writing Program, we submit the enclosed proposal to offer ELWR-fulfilling Courses for Baccalaureate Credit. The proposal has support from the college Deans of Advising and the college writing program directors as it could better serve the interests of our undergraduate students who are required to take the course to meet UC entry-level writing requirements.

The Analytical Writing Program redesigned these ELWR-fulfilling courses at the Senate’s request in 2016. The new curriculum is rigorous and not remedial, and focuses on critical reading, analytical writing and argumentative writing. Changing these courses to count for baccalaureate credit would be more in line with other UC campuses who already offer ELWR courses for credit.

Thank you for your consideration. If you have any questions, please contact me or Director Karen Gocsik at kgocsik@ucsd.edu.

Best regards,

Cristina Della Coletta
Dean of Arts & Humanities

cc: Senate Vice Chair Constable
    Dean Moore
    Director Gocsik
    Assistant Dean Palazzolo
Proposed Plan to offer ELWR-fulfilling Courses for Baccalaureate Credit
Submitted by the Analytical Writing Program

The Analytical Writing Program is proposing that UC San Diego offer ELWR-fulfilling courses for baccalaureate credit, as all other UC campuses do. Below is our rationale for the change and proposed implementation plan. We would like to implement this change beginning in Fall 2020. Students entering in Fall 2020 would take ELWR-fulfilling courses for credit. In Spring 2019, AWP consulted with COPE during the development of the proposal, and there was support among committee members. The college Deans of Advising and the college writing program directors also support this change.

Rationale for the Change
Currently, UC San Diego students who do not meet the Entry Level Writing Requirement prior to matriculation are required to enroll in either AWP 1 or AWP 2A-2B. AWP 1 is a single-quarter course; AWP 2A-2B is a two-quarter “stretch” course. The two courses share the same curriculum; the stretch course is designed to give students more time to practice academic English and the skills they will need to succeed in college writing. Students are placed in AWP 1 or AWP 2A based on their performance on the UC Analytical Writing Placement Exam. The Analytical Writing Program currently offers these courses for workload credit only, per UC San Diego Senate Regulation 600 (K)(4): “No baccalaureate credit will be awarded for completion of the course specified in this paragraph [i.e., courses designed to fulfill the Entry Level Writing Requirement, or ELWR]. Workload credit towards satisfaction of the Minimum Progress Requirement SDR 516 will, however, be awarded.”

This senate regulation does not recognize the kind of work that students are doing in AWP courses—work that is rigorous and not remedial. Per Senate Regulation 761 B, the University of California defines remedial work in English as “work primarily focused on topics in spelling, punctuation, and usage, and in the basic structures of sentences, paragraphs, and short essays.” When the Basic Writing program returned to UC San Diego in 2016, the courses were entirely redesigned so that class instruction now focuses on rigorous practice and feedback in critical reading, analytical thinking, and argumentative writing. While AWP instructors do address sentence and paragraph development in the context of student writing, these skills do not in any sense constitute the primary focus of the course. In sum, AWP courses are not remedial, per the university’s definition. They should therefore be awarded baccalaureate credit, as is the practice at all other UC campuses.

This proposal benefits students in a variety of ways. First, offering AWP courses for baccalaureate credit should improve time-to-degree. Some students—in particular, students who begin with no credits from AP, IB, or community college courses—take 12 units each quarter in addition to AWP in order not to fall behind in terms of their time to degree. A four-course load at the start of their university careers, when these students are adjusting to the rigors of the university, could undermine their ability to succeed academically. Moreover, many students who do not pass AWP in the first round are not prioritizing the course, due to the fact that it does not count towards their GPA. Offering the course for baccalaureate credit may motivate these students to work harder, potentially improving both AWP pass rates and students’ time to degree. Finally, according to the Deans of Academic Advising, entering students are experiencing difficulty finding 12 units of baccalaureate credit to take in their first term at the university. Offering AWP courses for baccalaureate credit will ease this burden.
Implementation Plan
To implement our plan to offer baccalaureate credit for ELWR-fulfilling courses, AWP proposes the creation of AWP 3 (to replace AWP 1) and AWP 4A-4B (to replace AWP 2A-2B). Students will be placed in AWP 3 or AWP 4A based on their performance on the UC Analytical Writing Placement Exam (in the same way they are currently placed in AWP 1 or 2A). AWP 3 and AWP 4A-4B would be credit-bearing ELWR-fulfilling courses. To fulfill ELWR, students will be required to take AWP 3 and 4B for a letter grade. AWP 4A will be offered pass/no pass only.

Students who entered before Fall 2020 and have not fulfilled ELWR before Fall 2020 will take AWP 3 in Fall 2020. They will be allowed to take AWP 3 for their remaining quarters of eligibility. We will offer extra sections of AWP 1 in the summer for continuing students who want to fulfill ELWR before the course is credit-bearing. Our sense is that some students might choose this, while others might welcome getting credit for the course. One exception: Students enrolled in AWP 2A in Spring 2020 will take AWP 2B in Fall 2020.

These courses would be implemented as follows:

- Students will satisfy ELWR for AWP 3 when they complete the course with a C or better. Students who receive a grade of C- or lower in AWP 3 will have the opportunity to repeat the course twice, per UC policy.
- Students will receive baccalaureate credit for both AWP 4A and 4B. AWP 4B will be used to satisfy ELWR, and AWP 4A is the prerequisite for 4B. AWP 4A will be offered pass/no pass only. Students will fulfill ELWR with AWP 4B when they receive a final grade of C or better. (Students are currently given an IP grade for AWP 2A; the grade for 2B is then retroactively applied to 2A; we propose changing the grade for 4A to pass/no pass and keeping the grade for 4B a letter grade).
- Students who receive a grade of C- or lower in AWP 4B will have the opportunity to take up to three terms of AWP 3, per University of California and UC San Diego policy. The course approval for the new courses will be completed with the Maximum Enrollment set to 1 and the total units set to 4. This aligns with the intention that while student may attempt the course up to 3 times, they can only pass it one time, even if passing is set to C instead of D.
- AWP 3 will be coded as equivalent to AWP 4B for repeat purposes. For students who get a C-/D/F in 4B, their AWP 3 grade would override the 4B grade. There is precedent for individual exceptions being made by petition to EPC (for example, when a student retakes a course at another UC campus after failing equivalent course here). We suggest that these courses be coded as equivalent for all students automatically, such that the petition process is not necessary.
UC San Diego Senate Regulation Changes
To implement this change beginning in Fall 2020, several senate regulation changes are required. If this proposal is approved, we will work with the senate on these revisions and on updating the catalog.

SR 600, Section K (no credit can be assigned for a course that fulfills ELWR): This regulation would need to be revised. Here is a suggestion for revised language (also see attachment):
Remove: No baccalaureate credit will be awarded for completion of the course specified in this paragraph. Workload credit towards satisfaction of the Minimum Progress Requirement (SR 516) will, however, be awarded.
Replace with: A student who receives a final grade of “C-“ or below has not satisfied the University of California Entry Level Writing Requirement and may repeat the course in accordance with Paragraph 6.

SR 505, Section A (on repeat of course): These courses would need to be exempt from the rule about repeating courses where student received C- because Systemwide Senate Regulation 636 and San Diego Senate Regulation 600(K) allow students to have three chances to satisfy ELWR.

SR 505, Section D (on repeating courses 3 times): These courses would need to be exempt from the rule about repeating courses three times because Systemwide Senate Regulation 636 and San Diego Senate Regulation 600(K) allow students to have three chances to satisfy ELWR.

SR 505, Section F (on 16 units of repeats): This regulation would need to be revised. We recommend leaving the first 16 units of repeat alone for regular courses and exempt ELWR, and also make a second repeat exemption for first 8 units of ELWR. Here is a suggestion for revised language (also see attachment):
Revise in this way: The first 16 units of courses (excluding courses approved to satisfy the Entry Level Writing Requirement) that are have been repeated by an undergraduate student and for which the student has after receiving received a grade of D, F, or NP shall not be used in grade-point calculations. In the case that a unless the course is repeated by a student who has admitted to or been found guilty of academic dishonesty, in which case the units for both the units for the initial course and the repeated course shall be counted in grade-point calculations. Add this: The first 8 units of courses approved to satisfy the Entry Level Writing Requirement (see Regulation 600(K)) that are repeated by an undergraduate student after receiving a grade of C- or below shall not be used in grade-point calculations. In the case that a course is repeated by a student who has admitted to or been found guilty of academic dishonesty, both the units for the initial course and the repeated course shall be counted in grade-point calculations.
While we prefer this option, the attachment includes two other possible options for revising this regulation.

System and Communication Issues
AWP is working with the colleges and Registrar’s office to work out the enrollment management and transcript issues to ensure a smooth implementation and determine the best path forward. If approved, we will work with them on updating the program website, communications sent to students, etc. While these changes do not require Senate approval, we are including them so reviewers know we have a plan in place to move forward if our proposal is approved.
**Enrollment Management Issues**

The primary enrollment issue that must be addressed is that UCSD does not allow students to enroll in a course when a student has a C- and does not allow enrollment when a student has two Ds or Fs.

Possible solutions: Allow AWP program coordinator to use EASy system to manage batch enrollment pre-authorizations. The college deans have indicated that they prefer this solution. To make it work, a new pre-authorization code “RP” needs to be added to the batch tool; we are working with Stephen Hamilton on this.

**GPA/Transcript Issues**

We are working with the Registrar’s office and the colleges to determine how to notate the transcript when a C- is repeated, as well as how to adjust the repeat codes when a C- is repeated.

Possible solutions: The registrar would need to either create new repeat codes or use **. The ** notation indicates that “credit was manually adjusted.” The AWP staff, Registrar’s office, and the college deans think the latter solution is preferable. Assistant Registrar Chris Glover confirmed that this solution will be easier to implement than creating new repeat codes. If AWP decided to use ** as the repeat code, the Registrar’s staff would need to manually adjust the credit. Chris indicated that this adjustment is feasible and preferable given the limited number of students who will need to have their transcripts manually adjusted.

**Student Data to Support the Rationale**

In the 2017-2018 academic year, 1,061 out of 1,283 students passed the AWP course(s) on their first attempt. Of these students, 767 received a B- or better on their first attempt. The vast majority of AWP students will benefit from the proposed change.

However, some students do not pass the course(s) on their first attempt and so must repeat the course, sometimes more than once. The number of students who began the course in Fall 2017 or Winter 2018 and had to repeat the course once or more follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>No Pass</th>
<th>Pass</th>
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<tr>
<td>FA17</td>
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<td>119</td>
<td>71</td>
<td>33</td>
<td>26</td>
</tr>
<tr>
<td>WI18</td>
<td>No Pass</td>
<td>33</td>
<td>26</td>
<td>3</td>
<td>7</td>
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<tr>
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<td>7</td>
<td>26</td>
<td>21</td>
</tr>
<tr>
<td>FA18</td>
<td>No Pass</td>
<td>1</td>
<td>12</td>
<td>2</td>
<td>7</td>
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<td>No Pass</td>
<td>4</td>
<td>12</td>
<td>21</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>No Pass</th>
<th>Pass</th>
<th>No Pass</th>
<th>Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>AWP 1</td>
<td>No Pass</td>
<td>119</td>
<td>71</td>
<td>33</td>
<td>26</td>
</tr>
<tr>
<td>AWP 2B</td>
<td>No Pass</td>
<td>32</td>
<td>19</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>AWP 2B (deferred)</td>
<td>No Pass</td>
<td>54</td>
<td>12</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Pass</td>
<td>336</td>
<td>21</td>
<td>21</td>
<td>7</td>
</tr>
</tbody>
</table>
In Fall of 2017, 1,283 students were placed in AWP. Among those who were enrolled in three consecutive quarters, 139 students repeated AWP 1 once (BLUE in the chart) and 38 repeated AWP 1 twice (RED in the chart). Passing for ELWR-fulfilling courses is a letter grade of C or better. Here are the specific paths these students followed:

**AWP 1:** In FA17, 119 students did not pass AWP 1 and needed to take the course a second time. In WI18, 33 of those students did not pass AWP 1, and needed to take the course a third time. In SP18, 3 of those students did not pass AWP 1 and were disqualified.

**AWP 2B:** In WI18, 32 students did not pass AWP 2B and needed to take AWP 1. In SP18, 8 of those students did not pass AWP 1 and needed to take the course a second time. In FA18, 1 of those students did not pass AWP 1 and needed to take the course a third time. In SP19, 54 deferred students did not pass AWP 2B and needed to take AWP 1. In FA18, 12 of those students did not pass AWP 1 and needed to take the course a second time. In WI19, 4 of those students did not pass AWP 1 and needed to take the course a third time.
June 5, 2019

Dear Chair Della Coletta,

This letter is my response to the two proposals from the Analytic Writing Program (AWP).

I enthusiastically support the proposal to offer English Language Writing Requirement (ELWR)-fulfilling courses for Baccalaureate Credit. The new curriculum is cutting-edge, rigorous, and based on solid research. AWP courses are pre-college writing courses, but that does not mean that they are easy or remedial. Students who completed AWP courses are better prepared for college writing programs and receive higher grades than in the former version of the program. They also understand the concepts of argument and produce interesting and sophisticated papers. This is hard intellectual work that should be rewarded.

One additional benefit is that this change would bring us in line with the other campuses. Given the level of rigor and work required of the AWP courses, I fully support the change to offer AWP students Baccalaureate Credit.

I am also in support of the proposal to widen the scope of the AWP by offering division-wide and upper-division courses. Students at any level would benefit from additional writing instruction and practice. Completing either a college-writing program or AWP course does not inoculate students from continued practice with writing. Research shows students do better with sustained writing, feedback, and scaffolding. The proposal states that students will engage in these activities. In my opinion, this is an added benefit for many students, including English Language Learners.

Regards,

Carrie Wastal
Director, Muir College Writing Program
May 31, 2019

Dean Cristina Della Coletta
Dean, Division of Arts & Humanities

Dear Dean Della Coletta,

I am writing in support of the Analytical Writing Program’s proposal to offer its courses for baccalaureate credit. Currently, these courses carry workload credit only: they do not count towards the 180 units required for graduation and their grades are not figured into students’ grade point averages.

Director Karen Gocsik presents several arguments for this proposal; I find them compelling. Director Gocsik’s arguments include:

- The reason for workload credit only comes from the assumption that the courses are remedial. Since the reorganization of the Analytical Writing Program, the courses are clearly not remedial.

- Other UC campus offer baccalaureate credit for courses that satisfy the Entry Level Writing Requirement.

- Offering baccalaureate credit may positively impact time to degree (as the units count towards the 180 requirement).

- Allowing the courses to impact students’ grade point averages may lead to more active engagement in the material.

As you know, there are a number of emerging discussions surrounding the status of the Entry Level Writing Requirement and placement mechanisms. This is may be part of a larger discussion regarding the status of remedial education. Our campus (and your division, in particular) has invested considerable resources in creating an Analytical Writing Program that
both meets the Entry Level Writing Requirement and provides high-level, substantive writing instruction. Normalizing these courses with baccalaureate credit would help recognize that it is possible to provide a pathway to writing success for all students without the need for remedial education.

Sincerely,

John C. Moore
Professor, Department of Linguistics
Dean of Undergraduate Education
Accreditation Liaison Officer
December 3, 2018

Karen Gocsik
Director, Analytical Writing Program

Dear Karen,

Thank you for the opportunity to respond to your proposed revision to San Diego Senate Regulation 600 (K)(4). The Council of Deans of Advising has been acutely aware of the changes to the Analytical Writing Program over the last two years and has witnessed the positive effect those changes have had on our students. We strongly support the proposal to allow baccalaureate credit for AWP courses for the following reasons:

- It will remove the confusion students currently have about “workload” credit versus “academic” credit. This is true particularly for students who receive financial aid and must maintain a minimum of 12 units each term. Students often don’t understand that workload credit actually applies toward financial aid; as a result, they elect to take more units than necessary.
- It will support student success, particularly for students who matriculate with little or no academic credit (from Advanced Placement or International Baccalaureate exams or community college course work). Such students typically enroll in three classes (12 units) plus the prescribed AWP class. If students earned baccalaureate credit for their AWP classes, they could take just two additional classes. We believe doing so would result in initial academic success and a more positive adjustment to the university.
- It will ease the burden first-term students face in enrolling in at least 12 units that apply towards graduation, particularly as the university continues to grow.
- It will ultimately improve students’ time-to-degree goals as the units will be calculated into their cumulative total units toward graduation.
- It will provide more consistency with other UC campuses that are increasingly moving toward credit-bearing courses for these courses.
- It will likely help our students who are Intercollegiate Athletes and/or recipients of Veteran Benefits or Financial Aid who are required to demonstrate progress toward specific degree requirements. Currently, the AWP units have to be distinctively identified since they earn only “workload” credit.
- It will not prevent students from taking elective courses later in their academic career; in fact, we believe successfully completing AWP courses for credit will actually encourage students to seek out additional Arts and Humanities courses. As of Fall Quarter, 2019, students will be held to the Quarter Limit (four year) policy instead of the Maximum Unit policy – thus allowing them to complete as many courses as they wish during their tenure as undergraduates.
We believe that a change in the Analytical Writing Program to offer credit-bearing courses will benefit students, may help students with progress to degree, and will emphasize the strong academic nature of the course work and its connection to our campus academic mission. Overall, this proposal reinforces the needs and experience of our undergraduate students.

Sincerely,

Doug Easterly
Christine Fraser
Clare Harrington
Jake Lacy
Shannon O’Brien
Sarah Spear-Barrett
From: Ivan Evans, Provost of Eleanor Roosevelt College
To: Dean Cristina Della Coletta, Dean of Arts and Humanities
Subject: ELWR-fulfilling Courses for Baccalaureate Credit
Date: June 25, 2019

The Council of Provosts has reviewed the “Proposed Plan to offer ELWR-fulfilling Courses for Baccalaureate Credit” and is happy to endorse the proposal from the Analytical Writing Program. UC San Diego students who do not meet the Entry Level Writing Requirement prior to matriculation would benefit substantially from the proposed changes.

The proposal establishes a strong case for the claim that existing AWP courses are not remedial, given the university’s definition, and should therefore be made credit-bearing. The change would have positive implications for time to degree and, by motivating affected students to work harder in credit-bearing courses, could potentially boost pass rates. The implementation plan proposes the creation of AWP 3 (to replace AWP 1) and AWP 4A-4B (to replace AWP 2A-2B) and identifies a clear mechanism for placing students in AWP 3 or AWP 4A.

In light of these beneficial changes, the Council of Provosts is pleased to endorse the proposal from AWP.
June 4, 2019
(revised 11/5/19)

Dr. Cristina Della Coletta
Dean of Arts and Humanities

Dear Dean Della Coletta,

The Analytical Writing Program (AWP) has recently proposed a change to its course credit offerings to students. Per UC San Diego Senate Regulation 600 (K)(4), students may only earn workload credit for completing AWP 1 and AWP 2A-2B. However, AWP has proposed that its ELWR-fulfilling courses be offered to students for baccalaureate credit. If accepted, this change would take place beginning in Fall 2020. As campus writing program directors, we are writing to endorse this change and express our unanimous support for this proposal.

The single most important reason to support this proposal is that these courses do not currently satisfy the University of California’s definition of “remedial” coursework. The UC system defines remedial work in English as “work primarily focused on topics in spelling, punctuation, and usage, and in the basic structures of sentences, paragraphs, and short essays.” A review of new course syllabi, course materials, and major writing projects makes clear that the course is offering a rigorous, university-level workload for its students. Nothing about the program resembles the definition provided above. Rather, students are expected to complete a significant amount of reading and writing to earn passing grades. This workload is consistent with the rigorous approaches taken up in our various college writing programs, where students earn baccalaureate credit for passing our courses. Because AWP’s courses are far more rigorous than what is expected in a remedial grammar course, we believe it makes sense that students should earn credit for taking them.

We also support this proposal because we believe that UC San Diego should remain consistent with the practices of other AWP programs across the UC system. UC San Diego is currently the only campus that offers AWP courses for workload credit. On every other campus, students earn baccalaureate credit for completing the level of work required to pass these classes. We see no reason why UC San Diego should be out of step with the other campuses when the students in our AWP courses are doing the same work as their counterparts across the state.

We would also like to highlight the strong academic performance of AWP students in our respective writing programs. AWP has recently begun collecting evidence of students’ academic performances after they complete their requirements in the program. Analysis of data suggests that AWP students are passing our courses at a rate that is consistent with that of their peers (those that did not take AWP and were able to enroll directly into the college writing programs). Additional data indicates that students enrolled in the AWP 2A-2B stretch course are passing our classes and avoiding failing grades at a rate that is higher than that of their peers. We believe this evidence sufficiently demonstrates the rigor of the AWP courses and further justifies the proposal to assign baccalaureate credit to these courses.
In closing, we would also like to express that making this change would send a clear and consistent message to students that writing courses should be taken seriously by all students. When writing courses are offered for workload credit, students may draw the unintended conclusion that writing is not a serious or necessary academic endeavor worthy of their full attention and effort.

In closing, we support the Analytical Writing Program’s proposal and believe it will make a significant difference in the educational experiences of our students.

Sincerely,

Jeff Gagnon  
Director, Warren Writing Program  
Earl Warren College  
University of California San Diego

Carrie Wastal  
Director, Muir College Writing Program  
John Muir College  
University of California San Diego

Phoebe Bronstein  
Director, Culture, Art, and Technology Programs  
Sixth College  
University of California San Diego

Amanda Solomon  
Director, Dimensions of Culture Program  
Thurgood Marshall College  
University of California San Diego

Matthew Herbst  
Director, Making of the Modern World Program  
Eleanor Roosevelt College  
University of California San Diego

Stephen Cox  
Distinguished Professor, Literature  
Director, Humanities Program  
Revelle College  
University of California San Diego
600. Campuswide Graduation Requirements [En 6/13/78; Am 5/26/15; Am 4/12/16]
(A) Every candidate for a Bachelor's degree must have completed a major. [En 11/27/90]
(1) A major shall require the equivalent of 12 or more upper division courses (48 or more units).
(2) Requirements for majors shall be determined by departments and programs, subject to the approval of the Undergraduate Council. [Am 3/1/11]
(3) Double Majors
With the approval of both departments or programs and of the college provost, a student in good standing may declare a double major. [Am 2/27/96]
(a) A student with a double major must fulfill the separate requirements of each major, and the equivalent of at least ten upper-division courses (40 units) must be unique to each major. Courses taken in fulfillment of lower-division requirements may overlap to any degree. [Am 2/27/96]
(b) The two majors may not be within the School of Engineering, nor, except with the approval of the Undergraduate Council, within a single department. [En 2/27/96; Am 3/1/11, Am 5/24/05, En 10/1/17]
(c) A student with a double major may graduate only upon completion of all requirements for both majors. Both majors will be noted on the student's transcript and diploma. If the two majors lead to different degrees (B.A. and B.S.), that fact will be noted on the transcript, and the two degree designations will appear on one diploma. [Am 2/26/91; Am 2/27/96]
(d) A student who has declared a double major may graduate in one major upon the completion of all requirements for that major. [Am 4/25/95; Am 2/27/96]
(e) A student with a double major who has reached the quarter limits of paragraph C and needs additional time to complete all requirements for both majors will be required to submit a completion plan and have it approved by their college prior to enrolling for additional quarters to continue work towards the degree.
(4) An undergraduate student must have declared a major or pre-major upon completion of 90 units.
(B) (1) Other requirements for graduation shall be determined by the colleges in conformity with Universitywide regulations and subject to approval by the San Diego Division of the Academic Senate.
(2) Each college must set a minimum requirement for a bachelor's degree equivalent to at least 180 units, including not less than 60 at the upper division level. The minimum number of units required by a college must be the same for the degrees of Bachelor of Arts and Bachelor of Science. Except as may be otherwise provided in the Regulations of the Academic Senate or of the San Diego Division, no college may set a standard higher than passing for the satisfaction of any requirement for graduation. [Am 5/23/95]
(3) The value of a course in units ("quarter units" or "quarter credits") shall be reckoned at the rate of one unit for three hours' work per week per quarter on the part of the student, or the equivalent [SR 760]. [Am 5/22/90; Am 11/27/90]
(C) Quarter Limit and Enrollment Beyond the Quarter Limit [En 11/27/90]
(1) An undergraduate student who enrolls at UC San Diego as a freshman in Fall 2019 or thereafter will be allowed to enroll for 12 quarters to complete all requirements for a degree; if a student reaches this quarter limit and needs additional time to complete those requirements, they will be required to submit a completion plan and have it approved by their college prior to enrolling for additional quarters to continue work towards the degree.
(2) An undergraduate student who enrolls at UC San Diego as a transfer student in Fall 2019 or thereafter will be allowed to enroll for six quarters to complete all requirements for a degree; if a student reaches this quarter limit and needs additional time to complete those requirements, they
(3) Summer sessions as well as quarters during which students are approved for part-time status or have withdrawn from all courses will not count toward the allowable number of quarters.

(D) Special kinds of study -- e.g., laboratories, reading programs, studio work -- may be required in addition to the basic course work in given curricula.

(E) Minors [En 5/28/91; Am 5/28/96 (changes effective for students entering after January 1, 1998); Am 4/12/16]

A minor is not required for graduation. A student in good standing may declare an optional minor. [Am 5/28/96]

(1) A minor shall consist of at least 28 units, of which at least 20 units must be upper division. For sound academic reasons and with the approval of the Undergraduate Council a minor may be established with fewer than 20 upper-division units. [Am 5/28/96; Am 3/1/11]

(2) Requirements for minors shall be determined by departments and programs, subject to the approval of the Undergraduate Council. [Am 3/1/11]

(3) A student may apply the equivalent of two upper-division courses (a maximum of eight units) to fulfill the requirements for a minor that have also been used to satisfy the requirements of a major. [Am 5/26/92; Am 4/12/16]

(4) Double Minors

(a) With the approval of both departments or programs and of the college provost, a student in good standing may declare a double minor.

(b) A student with a double minor must fulfill the separate requirements of each minor, with no overlap of upper-division courses. Courses taken in fulfillment of lower-division requirements may overlap to any degree.

(F) [SR 638] American History & Institutions Requirement [Am 1/26/71; Am 1/21/86, Rt by Assembly 5/6/86]

Knowledge of American history and of the principles of American institutions under the federal and state constitutions is required of all candidates for the degree of A.B., B.Arch., or B.S. This requirement may be met in any one of the following ways:

(1) One high school unit in American history, or one-half high school unit in American history and one-half high school unit in civics or American government, with a grade of C or better. [Am 10/23/90]

(2) By completing, with a grade of C- or better or a grade of P, any one-quarter UCSD course of instruction accepted as satisfactory by the Undergraduate Council. Courses suitable for fulfilling the requirement will be designated by the Undergraduate Council. The list of suitable courses will be indicated in the UCSD Catalog, or other official academic publications of the colleges. [EC 5/29/73; Am 10/23/90; Am 3/1/11]

(3) By presenting proof of having received a grade of 3 or higher on the Advanced Placement Test in American History administered by the Educational Testing Service of Princeton, New Jersey.

(4) By presenting proof of having satisfied the present requirement as administered at another collegiate institution within the state.

(5) By presenting proof of successful completion of a one-quarter or one-semester course, with a grade of C or better, in either American history or American government at a junior college within the state.

(6) By presenting proof of successful completion of a one-quarter or one-semester course, with a grade of C or better, in either American history or American government at a recognized institution of higher education, junior college included, in another state. [Am 2/25/69]

(7) An alien attending the University on an F-1 or J-1 student visa may, by showing proof of his or her temporary residence in the United States, petition for exemption from this requirement through the office of the student's college provost.

(G) Requirement in Diversity, Equity, and Inclusion [En 3/1/11; Am 4/12/16]

A knowledge of diversity, equity, and inclusion is required of all candidates for a Bachelor’s degree who begin their studies at UC San Diego in lower-division standing in Fall 2011 or thereafter, or in upper-division standing in Fall 2013 or thereafter.
(1) This requirement shall be satisfied by passing, with a grade not lower than C- or P, a one-quarter, four-unit course expressly approved by the Undergraduate Council for that purpose. A list of approved courses will be provided in the UC San Diego General Catalog. [Am 4/12/16]

(2) This requirement may be satisfied by presenting proof of having passed a one-quarter, four-unit transfer course, or its equivalent, at a recognized institution of higher education, community colleges included, that has been articulated to one of the courses approved by the Undergraduate Council for the purpose of meeting the Diversity, Equity, and Inclusion requirement. [Am 4/12/16]

(H) Residence

Except as provided in SR 614, the minimum residence at the University of California required for a degree is three terms. Each summer session in which a student completes a course of at least two units may be used in satisfaction of half a term's residence. [Am 12/2/08]

Except as otherwise provided in this section and SR 614, 35 of the final 45 units completed by each candidate for the Bachelor's degree must be earned in residence in the college or school of the University of California in which the degree is to be taken. A student who completes the graduation requirements while in the Education Abroad Program, the UC Washington, D.C. program, the UC Center in Sacramento Program, or the UC Natural Reserve System (NRS) California Ecology and Conservation Course may satisfy the requirement with the final 45 units preceding the student’s entrance into any of these programs. [Am 5/23/01; Am 12/2/08; Am 12/12/17]

Faculties may permit a student who is enrolled in the Education Abroad Program, the UC Washington, D.C. program, the UC Center in Sacramento Program, or the UC NRS California Ecology and Conservation Course to satisfy the residence requirement by earning at least 35 of the final 90 units, including the final 12 units, in residence in the college or school of the University in which the degree is to be taken. [En 4/1/75; Am 12/2/08; 12/12/17]

(I) Part-Time Study [En 11/24/92]

(1) Degree programs in the University may be open to part-time students whenever there are good educational reasons for so doing. No majors or other degree programs will be offered only for part-time students, except as specifically authorized by the Academic Senate.

(2) A part-time undergraduate student is one who is approved to enroll for ten units or fewer, or an equivalent number of courses per quarter.

(3) The same admissions standards that apply to full-time students will apply to part-time students. Approval for individual students to enroll on a part-time basis will be given for reasons of occupation, family responsibilities, health, or one quarter only graduating senior status. Approval to enroll as a part-time undergraduate student shall be given by the appropriate provost.

(4) Residence in any regular term is validated for a part-time student on the San Diego campus by a program of one or more courses. Part-time undergraduate students shall not be required to meet minimum progress requirements.

{(I) Subject A Requirement [Variance En 5/27/75, Rt by Academic Council 7/14/76; Rp 11/27/84 because variance rescinded by amendment of SR 636] [See SR 636]}

(J) Standards for Award of Honors at Graduation [En 5/23/78, Rt by Assembly 3/28/79]

(1) There shall be a campuswide requirement for the award of college honors at graduation. No more than fourteen percent of the graduating seniors on campus shall be eligible for college honors. Normally, no more than the top two percent shall be eligible for summa cum laude and no more than the next four percent for magna cum laude, although minor variations from year to year shall be permitted. The remaining eight percent are eligible for cum laude. The ranking of students for eligibility for college honors shall be based upon the grade point average. In addition, to be eligible for honors, a student must receive letter grades for at least 80 quarter units of course work at the University of California. Each college may award honors at graduation only to those who are eligible to receive college honors.

(2) Each department or program may award honors to a student at graduation in accordance with the following criteria:

(a) The student must have completed a special course of study within the department or program. The requirements for this special course of study shall be approved by the
divisional Undergraduate Council and published in the Catalog. The requirements must include 8-12 units of supervised research or other creative activity leading to the preparation of a paper or other appropriate project. Public presentation of the project, through performance, participation in the undergraduate research conference, or other appropriate means, shall explicitly be encouraged. [Am 4/23/96; Am 3/1/11]

(b) The department or program shall establish formal procedures and criteria for application and admission to the program, which shall normally include a GPA of 3.5 in the major as a prerequisite. Students with a GPA lower than 3.5 may be admitted by exception if they show promise of success in research or creative activity. [En 4/23/96]

(c) Each student whose project earns the equivalent of a grade of B or better and who has maintained a GPA of at least 3.25 in the major shall be entitled to the designation “with distinction” on the diploma after the departmental or program name. Subject to the approval of the Undergraduate Council, each department or program shall establish criteria for the award of the designations “with high distinction” and “with highest distinction”. [Am 4/23/96; Am 3/1/11]

(K) University of California Entry Level Writing Requirement (formerly called the Subject A Requirement) [Variance En 5/27/75; Rp 11/27/84; SR 636 governed campus practice from 1984 to 1996; En 6/10/97 (also see 600H above); Am 5/26/15]

(1) University of California Entry Level Writing Requirement is a reading and writing proficiency requirement. Each student must be able to understand and to respond adequately to written material typical of reading assignments in freshman courses. This ability must be demonstrated in student writing that communicates effectively to University faculty. [SR 636(A) Am 5/23/96; [Am 5/26/15]]

(2) Satisfaction of the University of California Entry Level Writing Requirement is a prerequisite for every university level undergraduate course in English composition, including all courses approved as meeting the writing requirements of the undergraduate colleges at UCSD. [Am 5/26/15]

(3) Prior to his or her first quarter of study at UCSD, each student may satisfy the University of California Entry Level Writing Requirement by any of the means approved by the Universitywide Committee on Preparatory Education and authorized under Universitywide Senate Regulation 636. [Am 5/26/15]

(4) A student who has not satisfied the University of California Entry Level Writing Requirement prior to his or her first quarter of study at UCSD must satisfy the requirement by completing with a grade of "C" or better a course approved for this purpose by the divisional Committee on Preparatory Education. A student who receives a final grade of "C-" or below has not satisfied the University of California Entry Level Writing Requirement and may repeat the course in accordance with Paragraph 6. No baccalaureate credit will be awarded for completion of the course specified in this paragraph. Workload credit towards satisfaction of the Minimum Progress Requirement (SDR 516) will, however, be awarded. [Am 5/26/15]

(5) A student who has not satisfied the University of California Entry Level Writing Requirement must register for the course in Paragraph 4 during each quarter of residence at UCSD until the University of California Entry Level Writing Requirement is satisfied. [Am 5/26/15]

(6) In accordance with Universitywide Senate Regulation 636, a student who has not satisfied the University of California Entry Level Writing Requirement after three quarters of enrollment at any campus of the University of California will not be eligible to enroll for a fourth quarter. Exceptions to this regulation may be considered in accordance with Divisional Bylaw 200, but only within policies established by the Divisional Educational Policy Committee and the Divisional Committee on Preparatory Education. [Am 3/1/11, Am 5/26/15]
505. Repetition of Courses

Repetition for credit of courses not so authorized by the appropriate Committee on Courses is allowed subject to the following limitations:

(A) A student may not repeat a course for which a grade of A+, A, A-, B+, B, B-, C+, C, C-, I, P, or S is recorded on his or her transcript, with the exception that a student who receives a grade of C- in a course that is approved to satisfy the Entry Level Writing Requirement may repeat the course as provided in Regulation 600(K). [Am 11/24/81, Rt by Assembly 5/26/82; Am 5/24/83, Rt by Assembly 5/9/84]

(B) Courses in which a grade of D or F has been awarded may not be repeated on a P/NP or S/U basis. [Am 5/29/79]

(C) Undergraduate students may repeat a course in which a grade of NP has been awarded for a P/NP or letter grade, if applicable. Graduate students may repeat a course in which a grade of U has been awarded on an S/U basis only. [Am 11/24/81, Rt by Assembly 5/26/82]

(D) Repetition of a course for which a student's transcript bears two or more entries with grades among D, F, NP, or U requires the approval of the appropriate provost or dean, with the exception that a student who receives a grade of D or F in a course that is approved to satisfy the Entry Level Writing Requirement may repeat the course in accordance with Regulation 600(K) without approval of the appropriate provost. [Am 5/29/79; Am 11/24/81, Rt by Assembly 5/26/82]

(E) All grades received by a student shall be recorded on the student's transcript unless changed in accordance with Regulation 500(H). A student may receive degree credit for a course only once, unless the course has been approved for repetition. [En 11/24/81, Rt by Assembly 5/26/82; Am 4/25/95]

(F) **Option 1 (PREFERRED):** (leave first 16 units of repeat alone for regular courses and exempt ELWR and make a second repeat exemption for first 8 units of ELWR)

1. The first 16 units of courses (excluding courses approved to satisfy the Entry Level Writing Requirement) that are repeated by an undergraduate student and for which the student has after receiving received a grade of D, F, or NP shall not be used in grade-point calculations. **In the case that a unless the course is repeated by a student who has admitted to or been found guilty of academic dishonesty, in which case the units for both the units for the initial course and the repeated course shall be counted in grade-point calculations.**

2. The first 8 units of courses approved to satisfy the Entry Level Writing Requirement (see Regulation 600(K)) that are repeated by an undergraduate student after receiving a grade of C- or below shall not be used in grade-point calculations. **In the case that a unless the course is repeated by a student who has admitted to or been found guilty of academic dishonesty, both the units for the initial course and the repeated course shall be counted in grade-point calculations.**

**Option 2:** (include ELWR coursework in first 16 units; this was done by UC Davis)

The first 16 units of courses that are repeated by an undergraduate student and for which the student has after receiving received a grade of D, F, or NP, or a C- in the case of a course that is approved to satisfy the Entry Level Writing Requirement (see Regulation 600(K)), shall not be used in grade-point calculations. **In the case that a unless the course is repeated by a student who has admitted to or been found guilty of academic dishonesty, in which case the units for both the units for the initial course and the repeated course shall be counted in grade-point calculations.** [Am 4/1/75; Am 5/29/79; Am 11/24/81, Rt by Assembly 5/26/82; Am 4/25/95; Am 11/25/03]

**Option 3:** (leave F as is – C- for ELWR will count in the GPA (no units counted against the 16), first 16 units of D's or F's from all coursework (ELWR or other coursework) will not)

The first 16 units of courses that are repeated by an undergraduate student and for which the student has after receiving received a grade of D, F, or NP shall not be used in grade-point calculations. **In the case that a unless the course is repeated by a student who has admitted to or been found guilty of academic dishonesty, in which case the units for both the units for the initial course and the repeated course shall be counted in grade-point calculations.**
April 27, 2020

Maripat Corr, Chair
San Diego Academic Senate

SUBJECT: Proposed Amendments to San Diego Divisional Regulations 600, Campuswide Graduation Requirements and 505, Repetition of Courses

Dear Maripat,

The Analytical Writing Program has proposed to offer entry level writing requirements for baccalaureate credit. The Committee on Rules and Jurisdiction reviewed the proposed amendments to San Diego Senate Regulation 600, Campuswide Graduation Requirements and San Diego Senate Regulation 505, Repetition of Courses resulting from the Analytical Writing Program’s proposal to offer courses used to satisfy the Entry Level Writing Requirement for baccalaureate credit. The Committee found the proposed amendments consonant with the Code of the Academic Senate.

Sincerely,

Professor Andrew Dickson, Chair
Committee on Rules and Jurisdiction

cc: A. Burr
    S. Constable
    G. Cook
    J. Gagnon
    L. Hullings
    R. Rodriguez
    L. Vong
    A. Welch
REPORT OF SENATE COUNCIL

On December 16, 2019, Senate Council voted to approve a proposed revision to Senate Bylaw 166, Ex Officio Members.

The Committee on Rules and Jurisdiction found the proposed revision consonant with the Code of the Academic Senate. Senate Council recommends that the Division approve the proposed revision to Senate Bylaw 166.

The proposed revision addresses committee composition, clarifies and ensures consistency in ex officio member voting, and defines guests of Senate committees.

Steven Constable
Vice Chair, Senate Council

166 Ex Officio Members Committee Composition and Guests
(A) The composition of a Senate committee is specified in the bylaw pertaining to that committee.

(B) Only members of the Academic Senate may serve as *ex officio* members of committees of the San Diego Division of the Academic Senate. [En 10/26/93] Unless specifically granted in the Senate bylaw pertaining to a Senate committee, *ex officio* members serve without the privilege of voting.

(C) The chair of a Senate committee may caucus or meet with only the voting members of the committee present.

(D) Individuals who are not members, consultants, or representatives, as defined by these bylaws, or Senate staff assigned to support the committee, are guests at Senate committee meetings and may attend committee meetings only by invitation of the committee chair, unless the bylaw provision pertaining to that committee indicates otherwise.
April 27, 2019

MARIPAT CORR, Chair
Academic Senate, San Diego Division

SUBJECT: Proposed Amendments to San Diego Divisional Bylaw 166, Ex Officio Members

Dear Maripat,

According to *Robert's Rules of Order* the term *ex officio* denotes only how one becomes a member of a body. Unless specifically stated in regulations or bylaws, the rights of an *ex officio* member are exactly the same as other members.

Thus, the proposed changes are indeed consonant with the Code of the Academic Senate, which itself is guided by these Rules in its meetings (Bylaw 75.C).

Nevertheless, I do wonder if these particular rule changes are needed. The bylaws establishing the various Divisional Standing Committees (Bylaws 170 to 265) seem to have been fairly scrupulous in this regard (especially, when one takes Bylaw 166 into account). In many instances, individuals with particular offices at UC San Diego, who are not members of the Academic Senate, are named as *consultants* to the particular committee. In others, even individuals who are members of the Academic Senate, are also named ex officio as *consultants*. It is usually expressly specified in each case that consultants cannot vote in the particular committee. Representatives of groups from outside the Senate are also typically explicitly excluded from voting (as would also be implicit from the current Bylaw 166).

A quick examination of the UC San Diego Divisional Bylaws allows identification of the following committees with one or more ex officio members who are members of the Academic Senate, and thus – would under current Bylaws – be permitted to vote:

- Admissions - a college Provost
- Academic Information Technology - the University Librarian
- International Education - Campus Faculty Directors of Programs Abroad Office
- Educational Policy - the chairs of the Undergraduate Council and Graduate Council
- Faculty Welfare - Any Divisional representative to the Faculty Welfare Task Force on the future of the UC Health Care Plans, or its equivalent
- Graduate Council - Dean of Graduate Studies
- Library - the University Librarian at San Diego
- Research - the Divisional Representative to the University Committee on Research Policy (UCORP) and the Vice Chancellor for Research
- Senate Council - this is completely made up of ex officio members
- Senate Administration Council - this too is completely made up of ex officio members
I feel confident that even if all the rest are seen as appropriately covered by the proposed new language, that it is an oversight to implicitly include the Senate Council and the Senate Administration Council in any blanket ban on voting by ex officio members.

It would, I feel be more elegant to rewrite the various committee bylaws so as to remove (as desired) those ex officio committee members for whom it is desired (a) that they cannot vote, and (b) that meetings can be held without them. If they are still desired as participants they could be noted as consultants, with perhaps, explicit text such as that proposed in (C) of the revision of Bylaw 166, that indicates that committee meetings can be held with only voting members present (at the discretion of the committee chair).

It would then not be necessary to explicitly note that for the Representative Assembly a variety of holders of ex officio positions are indeed permitted to vote (the same I would assume be so for Academic Council and for the Senate Administration Council).

The other case that might be implicit in the proposed changes would be when Special Committees are formed on an ad hoc basis (Bylaw 125). If the charter for such committees is also written carefully any perceived problem could be averted.

Sincerely,

Andrew Dickson, Chair
San Diego Divisional Committee on Rules & Jurisdiction

cc: S. Constable
    R. Rodriguez
REPORT OF SENATE COUNCIL

On March 16, 2020 Senate Council voted to approve a proposed revision to Senate Bylaw 82, Representative Assembly.

The Committee on Rules and Jurisdiction found the proposed revision consonant with the Code of the Academic Senate. Senate Council recommends that the Division approve the proposed revision to Senate Bylaw 82.

The proposed revision is intended to address ex officio voting at Representative Assembly meetings and update three administrative details: (1) Representative Assembly does not meet monthly (and has not since the 1980s), (2) the meeting minutes are approved and published at the following meeting, and (3) balloting is now electronic.

The Bylaw has been amended to incorporate the suggestions made by the Committee on Rules and Jurisdiction.

Steven Constable
Vice Chair, Senate Council

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82 REPRESENTATIVE ASSEMBLY [En 2/27/90, Rt 3/14/90]

A) Membership

1) Ex Officio Membership

The ex officio voting members are the Chair and Vice Chair of the Division, who shall serve in the same capacity as officers of the Representative Assembly; all other members of the Senate Council (see Bylaw 242); the Chancellor; and the Vice Chancellors for Academic Affairs, Health Sciences, Marine Science, and Research. When, in accordance with Bylaw 25(B)(9), a former Chair of the Division serves as a member of the Program Review Committee, that individual shall be a member of the Representative Assembly. A member of the Representative Assembly may not serve concurrently in more than one ex officio capacity, nor as an ex officio member and an elected member. [Am 10/23/90, Am 5/28/91, Am 4/25/95, Am 6/10/97]

2) Elected Members

a) Any Divisional Representatives to the Assembly of the Academic Senate who are not already ex officio members of the Representative Assembly shall serve as at-large representatives to the Representative Assembly. Each college shall elect two
representatives to the Representative Assembly. Each department, graduate or professional school without academic departments, and academic unit approved by Representative Assembly to offer degrees and to function as the primary department for Senate faculty, shall elect two representatives to the Representative Assembly, up to a total of 3 representatives, for each 35 Senate members or a part thereof, based on primary department appointments. With 35 or fewer voting Senate members, the department shall elect one representative from among its voting Senate members. Each department with 36 or more voting Senate members shall elect two representatives from among its voting Senate members. Each graduate or professional school without academic departments shall have one representative for each 25 voting Senate members, or major fraction thereof. All Senate members in a department shall have the opportunity to nominate and to vote for departmental representatives. All elected representatives shall be elected by secret mail or electronic ballot. All elections shall be held in time to announce the results by the end of the Spring Quarter. [Am 6/10/97]

There shall be a representative of the emeritus faculty who shall be selected by the Emeriti Association. [En 10/23/90]

b) The elected representatives shall serve two-year, staggered terms. After the initial election, the length of individual members' terms shall be determined by lot in such a way that representatives of departments, colleges, and professional schools with two or more representatives shall serve staggered terms. No member of the Representative Assembly is eligible for immediate reelection.

c) Whenever a vacancy exists in the membership of the Representative Assembly, it shall so report to the appropriate authority of the constituency in which the vacancy exists, who shall take appropriate action to fill said vacancy for the remainder of the unexpired term. If, and only if, a person so elected fills the vacancy for a period of not more than one year, the provision of Bylaw 82(A)(2)(b) with regard to immediate reelection shall not apply, and that individual shall be eligible for immediate reelection at the end of the term.

d) Each elected member shall have an elected alternate whose term coincides with the term of the member. In the absence or disability of the member, the alternate shall have voting rights at meetings of the Representative Assembly.

3) Advisors

The advisors, who shall not have the right to vote, shall be the two undergraduate students, the two graduate students, and the three members of the research staff specified in Bylaw 65(B)(1). [Am 4/25/95]

B) Duties

1) The Representative Assembly is empowered to act in all matters for the San Diego Division. At its discretion, the Representative Assembly may refer such matters to a meeting of the Division, or to a mail ballot of the Division, for consideration.

2) It shall hear appeals of Division members from actions of other committees as set forth in Bylaw 155(A).
3) It shall nominate two candidates for each vacancy of the Committee on Committees to be filled by election. The Senate Council shall provide a slate of nominations for consideration by the Representative Assembly. Representative Assembly members may make additional nominations from the floor. [See BL 242] [Am 5/23/95]

4) It shall report to the Division any information, recommendations, or other matters that it determines to be of importance or concern to the Division. Such matters shall include actions and recommendations of committees or faculties of the Division, if the Representative Assembly decides that the Division should examine these actions and recommendations. [Am 5/27/03]

C) Meetings

1) Regular meetings of the Representative Assembly are held monthly a minimum of once each academic quarter during the academic year in accordance with a schedule announced early in the Fall by the Chair. Regular meetings may be canceled by the Chair for lack of business.

2) Special Meetings. The Chair, or in the absence of the Chair the Vice Chair, must call a special meeting of the Representative Assembly at the request of a majority of the voting members present at a Representative Assembly meeting, at the request of any committee of the Division, or at the written request of any twenty-five members of the Division. A special meeting must be scheduled within two weeks of the receipt of the request. [Am 11/24/98]

3) Emergency Meetings. An emergency meeting of the Representative Assembly may be called by the Chancellor at San Diego or the Chair, or in the absence of the Chair the Vice Chair. The call to the meeting shall be distributed to every member of the Division at least two days of instruction before the meeting. Legislation cannot be enacted nor modified at an emergency meeting. [Am 05/27/03]

D) Agenda Compilation [En 4/25/95]
The Senate Council [see Bylaw 242] shall compile an agenda for each meeting of the Representative Assembly. The agenda must include any items of business submitted in writing to the Senate Council by the Chair, by the Vice Chair, by the Divisional Representatives, by any standing or special committee or any Faculty of the Division, or in writing by any ten members of the Division.

E) Quorum
A quorum of the Representative Assembly consists of at least 40% of the current membership.

F) Conduct of Meeting
The order of business at a regular meeting of the Representative Assembly shall be as follows:

1) Minutes

2) Announcements by the President of the University
The order of business at a regular meeting may be suspended by a two-thirds vote of the Representative Assembly members present. During items (2) through (5) and (7), only incidental main motions are in order.

G) Calls and Minutes
At least five days of instruction before a regular or special meeting of the Representative Assembly, a call to the meeting, the agenda, and all pertinent documents shall be published on the Senate’s website and all Divisional Senate members notified. distributed, together with information about how to obtain a full printed or electronic copy, to all members of the Division, the President and Vice President of the Academic Senate, the Executive Offices of the other Divisions, the Secretary/Parliamentarian of the Senate, and each member of the University Committee on Rules and Jurisdiction. [Am 6/10/97] [Am 5/27/03]

Within 30 days of instruction after every meeting of the Representative Assembly, the actions approved are published on the Senate’s website. Minutes are approved at the next Representative Assembly meeting. the Vice Chair shall distribute to all members of the Division, the President and Vice President of the Academic Senate, Executive Offices of the other Divisions, the Secretary/Parliamentarian of the Senate, and each member of the University Committee on Rules and Jurisdiction information about how to obtain a full printed or electronic copy of the minutes. [Am 6/10/97][Am 5/27/03]

H) Privilege of the Floor
1) Any member of the Academic Senate who is not a member of the Representative Assembly may attend its meetings and have the privilege of the floor, including the right to make motions, but may not second motions nor vote.

2) Attendance at meetings of the Representative Assembly and privilege of the floor, for other than Academic Senate members, is governed by Bylaw 65.

I) Recorded Ballot at Representative Assembly Meeting
Any motion before a Representative Assembly meeting shall, when the question is called, be submitted to a recorded ballot of the members present at the meeting, provided either that the presiding officer so orders or that at least fifteen percent (15%) of the members present so request. [En 1/26/93]

J) Mail or Electronic Ballot Referral

1) Action taken at a meeting of the Representative Assembly shall be submitted to a mail or electronic ballot of the full Division at the request of one-third of the members present and voting. [En1/26/93]

2) At the request of 35 members of the Division, submitted in writing to the Vice Chair of the Division within ten calendar days after the distribution of the minutes of a Representative Assembly meeting, any action of the Representative Assembly shall be submitted to mail or electronic ballot. The results of any such referendum are conclusive, and the matter may not be reconsidered for a period of 50 days of instruction [Am 11/24/98, Am5/27/03]
April 27, 2020

Maripat Corr, Chair
San Diego Divisional Academic Senate

SUBJECT: Proposed Amendments to San Diego Divisional Bylaw 82, Representative Assembly

Dear Maripat,

The Committee on Rules and Jurisdiction reviewed the proposal to amend San Diego Divisional Bylaw 82, Representative Assembly and found the proposed amendments consonant with the Code of the Academic Senate.

However, outside of the issue of consonance, we propose minor modifications to the following sections:

- 82.B.2.a Contains a spurious use of the italic font. The Committee suggests cleaning up this section so that the italic font is used only when necessary for emphasis.

- 82.A.2.a & 82.J Here, the Committee’s preference would be to replace the removed word “mail” with the words “mail or electronic” if mail is still to be an option, or simply “electronic” if that is the intended meaning. This would ensure a clear link with Systemwide Senate Bylaw 95.D which states: “Throughout these Bylaws the term "mail ballot" shall denote either a mail or electronic ballot.”

Other approaches to balloting may not necessarily be consonant with the code. However, I note that there was disagreement within CRJ as to whether the use of the word ballot alone was desirably or undesirably vague.

Sincerely,

[Signature]

Professor Andrew Dickson, Chair
Committee on Rules and Jurisdiction

cc: S. Constable
R. Rodriguez
REPORT OF COMMITTEE ON SENATE AWARDS

On February 5, 2020, Committee on Senate Awards voted to approve a proposed revision to Senate Bylaw 241, Senate Awards.

The Committee on Rules and Jurisdiction found the proposed revision consonant with the Code of the Academic Senate. Senate Council recommends that the Division approve the proposed revision to Senate Bylaw 241.

The Committee on Senate Awards proposes changing the name of the Faculty Research Lecturer Award to the Distinguished Research Award. The new name improves on the old name in three ways. First, the new name parallels that of the other Senate awards, the Distinguished Teaching Award. Second, the new name makes clear that it is an award for distinguished research, as the old name did not. Third, the old name was cumbersome and not especially mnemonic; the new name is easier to remember, because it is shorter, more descriptive, and parallels the other awards.

The Bylaw has been amended to incorporate the suggestions made by the Committee on Rules and Jurisdiction.

David Brink
Chair, Committee on Senate Awards

Bylaw 241

A) This committee shall consist of seven ordinary members of the Division. It shall also have one undergraduate student representative and one graduate student representative, who shall not have the right to vote except as noted below. The membership shall typically include past award recipients of the Distinguished Teaching and Faculty Research Lecturer awards.

B) The Committee shall have the following duties:

1) Faculty Research Lecturer Distinguished Research Awards

   a) It shall solicit nominations annually for members of the faculty or staff at San Diego whose research has made a significant contribution to the advancement of knowledge and present recommendations for recipients to the Representative Assembly, which shall accept or reject each recommendation.
i) It shall recommend up to two members, one in the Arts/Humanities/Social Sciences and one in the Sciences/Engineering, who shall present a public lecture on a topic of his or her choice.

ii) The recommendations shall be made to the Representative Assembly or the Division no later than its final meeting in the spring term, and the lectures shall be presented during the following academic year.

2) Distinguished Teaching Awards

a) It shall solicit nominations annually for distinguished teaching awards, and present recommendations for recipients to the Representative Assembly, which shall accept or reject each recommendation.

i) It shall recommend up to five Academic Senate members, three non-Senate faculty members, and three graduate students.

ii) For the award to Senate Members, the committee shall recommend up to four members of the Faculties of the undergraduate Colleges, no more than one from each of the following disciplinary areas: arts or humanities; engineering; natural sciences; and social sciences. The committee may recommend one additional member from among the faculties of the graduate and professional schools.

iii) The undergraduate and graduate student representatives shall have the right to vote on nominees for distinguished teaching awards.

b) It shall consider general policies that will enlarge the possibilities for distinguished teaching and consider ways to improve the quality of instruction, including methods of evaluation.

3) Donald F. Tuzin Award for Distinguished Service in the UCSD and Systemwide Academic Senate

a) It shall solicit nominations biennially for Academic Senate members who have shown exceptional leadership by serving the Senate in a distinguished manner that reflects a
deep commitment to shared governance and to the excellence of the University of California and present a recommendation to the Representative Assembly, which shall accept or reject the recommendation.

4) Academic Senate Service Award

a) It shall entertain nominations for a member of the UC San Diego administration who has not only provided extraordinary service to the campus, but has done so in a manner that honors and advances the tradition of shared governance and strengthens the partnership between the Academic Senate and the Administration, and present a recommendation to the Representative Assembly, which shall accept or reject the recommendation.
April 27, 2020

Maripat Corr, Chair  
San Diego Divisional Academic Senate

SUBJECT: Proposed Amendments to San Diego Divisional Bylaw 241, Senate Awards

Dear Maripat,

The Committee on Rules and Jurisdiction reviewed the proposal to amend San Diego Senate Bylaw 241, Senate Awards and found the proposed amendments consonant with the Code of the Academic Senate.

Members noted that once the name changes there will be no previous holders of the award to serve on the Committee. However, as the language says “shall typically include” rather than “must include” we do not see this as a meaningful problem.

Sincerely,

Professor Andrew Dickson, Chair  
Committee on Rules and Jurisdiction

cc: D. Brink  
S. Constable  
D. Salmon  
R. Rodriguez
January 31, 2020

Professor Maripat Corr
Chair, Academic Senate
University of California San Diego

Dear Chair Corr,

Seventh College respectfully submits for consideration the Bylaws of the Faculty of Seventh College. The Bylaws of the Faculty of Seventh College outline the College’s faculty governance and associated processes. The Bylaws were drafted by the Interim Provost and members of the Seventh College Executive Committee in Fall 2019, and were drawn from existing the Bylaws at the other 6 undergraduate colleges at UC San Diego. The Faculty Bylaws were unanimously approved and endorsed by the Seventh College Executive Committee on December 6, 2019.

Following the Executive Committee’s approval, the Faculty Bylaws were presented in an election to the larger Seventh College faculty body. Forty-four (44) of the eligible sixty-seven (67) Seventh College faculty members participated in the election. The results yielded the following:

- 44- Yes, I approve of the Bylaws of the Faculty of Seventh College
- 0- No, I do not approve of the Bylaws of the Faculty of Seventh College
- 0- Abstained

A copy of the proposed Bylaws of the Faculty of Seventh College is enclosed. We hope for favorable consideration from the Committee on Rules and Jurisdictions.

Best Wishes,

Kate Antonovics
Provost
Seventh College
The Bylaws have been amended to incorporate the suggestions made by the Committee on Rules and Jurisdiction

**BYLAWS OF THE FACULTY OF SEVENTH COLLEGE**

I) **MEMBERSHIP**
   All members of the San Diego Division of the Academic Senate of the University of California appointed to Seventh College are voting members of the Seventh College Faculty.

II) **FUNCTION**
   The faculty shall be concerned with the academic program of Seventh College and all aspects of the college that bear directly on that program.

III) **FACULTY MEETINGS**
   At least one Faculty meeting per year shall be called. Faculty meetings can be called by the Provost, the Executive Committee, or on the written request of ten members of the Seventh College Faculty.

IV) **QUORUM**
   The presence of 20 percent of the membership or a minimum of ten members of the faculty, whichever is the smaller, shall constitute a quorum.

V) **OFFICERS**

   **Chair**

   A member of the Faculty of Seventh College shall be elected by the Faculty to serve as Chair of the Faculty for a one-year term beginning September 1. Elections may be by mail or electronic ballot. Nominations for election as Chair of the Faculty shall be solicited from the Faculty in the Spring of each year. The Chair of the Faculty shall preside at all meetings of the Faculty and of the Executive Committee.

   **Secretary**

   The Chair shall request that the Provost appoint a person from the administrative staff of the College who is not a member of the Faculty to serve as Secretary of the Faculty and be responsible for recording and distributing minutes.

VI) **COMMITTEES**

   A) The Executive Committee of the Faculty of Seventh College shall consist of the Chair of the Faculty, the Provost, and five additional elected faculty representatives. Both the Provost and the Chair serve as ex officio members. In addition, two Seventh College students shall be appointed annually to serve one-year terms as non-voting members of the Executive Committee. The College Deans may also serve as non-voting ex officio members of the Executive Committee.

   B) The elected faculty representatives to the Executive Committee normally shall serve two-year terms, with elections staggered so that at least one member remains in office for another year. Nominations for faculty representatives shall be solicited from the Faculty in the Spring of
The Bylaws have been amended to incorporate the suggestions made by the Committee on Rules and Jurisdiction

each year, generally at the same time as nominations for the Chair of the Faculty. Whenever possible the faculty representatives shall be from different academic areas (e.g. humanities, social sciences, fine arts, physical sciences, etc.), and no two elected faculty representatives shall be from the same academic department. If any vacancy occurs through death, resignation or otherwise before the expiration of the two-year term, the faculty representative elected to fill the vacancy shall serve for the unexpired term. No elected faculty representative shall serve on the Executive Committee for more than 4 consecutive years.

C) The Executive Committee shall have authority to appoint ad hoc committees, as needed, to implement the functions set forth in Paragraph II.

VII) RULES OF ORDER
Robert's Rules of Order shall govern the transaction of business, except for modification of these Bylaws or the Academic Plan of Seventh College.

VIII) ACADEMIC PLAN
Changes in the Seventh College Academic Plan shall be approved for submission to the Academic Senate Undergraduate Council by a simple majority vote, at a faculty meeting or by anonymous mail or electronic ballot, as deemed appropriate by the Executive Committee of the Faculty, provided the faculty has been notified of the proposed change at least five days of instruction prior to the vote. Mail and or electronic ballots shall include arguments for and against any proposed changes.

IX) AMENDMENT OF BYLAWS
The procedure for amendment of these Bylaws shall be the same as for changes in the Academic Plan, except that a two-thirds majority is required.
April 27, 2020

Maripat Corr, Chair
San Diego Divisional Academic Senate

SUBJECT: Proposed New Regulation (Academic Requirements) and Bylaws of Seventh College

Dear Maripat,

The Committee on Rules and Jurisdiction reviewed the proposed Academic Requirements for Seventh College and found the proposed requirements consonant with the Code of the Academic Senate.

The Committee also reviewed the proposed Bylaws of the Faculty of Seventh College and found the proposed bylaws consonant with the code of the Academic Senate. However, outside of the issue of consonance, the members recommend clarifying the description for a quorum in Section IV. As written, the bylaw suggests that either of the possibilities listed is equally valid. It appears that the intent is for quorum to be 20% of the membership if there are more than 50 faculty in the college. Otherwise, ten members of the faculty shall constitute a quorum. If this is what is intended, we suggest rephrasing section to read as follows:

“The presence of 20 percent of the membership or ten members of the faculty, whichever is the greater, shall constitute a quorum.”

When reviewing this, it became apparent that the paragraph describing a quorum had been taken from the corresponding Bylaws for Sixth College, and is also identical to that for other colleges: Thurgood Marshall, Eleanor Roosevelt. It may be appropriate to reconsider these also.

Also, the Committee suggests making the following typographical modifications:

In section (VI)(C), we believe that the plural “functions” would be more appropriate such that the section would read as follows:

“The Executive Committee shall have authority to appoint ad hoc committees, as needed, to implement the functions set forth in Paragraph II.”

In section (VIII), we recommend the phrase “mail or electronic” rather than “mail and electronic” in the final sentence (as is used earlier in the section). Also, a comma after the words “simple majority vote” would make clear that the majority vote is either the majority of those present at a faculty meeting or of those participating in a mail or electronic ballot. Incorporating the suggested revisions, the section would read as follows:
“Changes in the Seventh College Academic Plan shall be approved for submission to the Academic Senate Undergraduate Council by a simple majority vote, at a faculty meeting or by anonymous mail or electronic ballot, as deemed appropriate by the Executive Committee of the Faculty, provided the faculty has been notified of the proposed change at least five days of instruction prior to the vote. Mail or electronic ballots shall include arguments for and against any proposed changes.”

Sincerely,

Professor Andrew Dickson, Chair
Committee on Rules and Jurisdiction

cc: K. Antonovics
    A. Burr
    S. Constable
    R. Rodriguez
    L. Vong
    L. Hullings
January 31, 2020

Professor Maripat Corr
Chair, Academic Senate
University of California San Diego

Dear Chair Corr,

Seventh College respectfully submits for consideration the Academic Senate Regulations for the Academic Requirements of Seventh College.

The proposed Academic Requirements of Seventh College define the College’s general education requirements and were developed from the Detailed Academic Plan for Seventh College. The Detailed Academic Plan was approved by the Representative Assembly in June 2019.

The Academic Requirements of Seventh College were developed from the Detailed Academic Plan by the Interim Provost and the Dean of Academic Advising for Seventh College in Fall 2019, and were unanimously approved and endorsed by the Seventh College Executive Committee on December 6, 2019. The Seventh College Executive Committee is comprised of five voting faculty members from various campus divisions whose primary purpose is to oversee the academic mission of the College. Following the Executive Committee’s approval, the Academic Requirements were presented in an election to the larger Seventh College faculty body. Thirty-eight (38) of the eligible sixty-seven (67) Seventh College faculty members participated in the election.

The results yielded the following:

37 - Yes, I approve of the Academic Requirements of Seventh College
1 - I do not approve of the Academic Requirements of Seventh College
0 - Abstained

A copy of the Academic Senate Regulations for the Academic Requirements of Seventh College is enclosed. We hope for favorable consideration from Undergraduate Council.

Best Wishes,

Kate Antonovics
Provost
Seventh College
ACADEMIC REQUIREMENTS OF SEVENTH COLLEGE

A) Degrees

Seventh College will recommend candidates for the degrees of Bachelor of Arts or Bachelor of Science, with designations of major.

B) General Education Requirements

1) Synthesis: A three-course sequence that includes two lower-division courses of intensive instruction in university-level writing and one upper-division project-based course.
2) Arts: Two courses selected from an approved list.
3) Humanities: Two courses selected from an approved list.
4) Natural Sciences and Engineering: Two courses selected from an approved list.
5) Quantitative Reasoning: Two courses selected from an approved list.
6) Social Sciences: Two courses selected from an approved list.
7) High-Impact: One course selected from a variety of approved experiential learning options.

C) Transfer Students

Students who have completed their lower-division General Education requirements at an accredited four-year institution and students who have completed a system-wide or campus-wide approved core curriculum in a California community college prior to entering UC San Diego must complete one upper-division project-based course and one high impact course. All other transfer students must complete the same General Education requirements as in (B).

D) Graduation Requirements

1) Satisfaction of American History and Institutions; Diversity, Equity, and Inclusion; and the Entry Level Writing Requirement (ELWR).
2) Fulfillment of all general education requirements.
3) Completion of a departmental or program major.
4) A minimum of 180 units.
5) A minimum of 60 upper-division units.
6) At least 35 of the final 45 units completed at UC San Diego as an enrolled Seventh College student.
7) A cumulative grade point average of 2.0 or higher.
April 27, 2020

Maripat Corr, Chair
San Diego Divisional Academic Senate

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“Changes in the Seventh College Academic Plan shall be approved for submission to the Academic Senate Undergraduate Council by a simple majority vote, at a faculty meeting or by anonymous mail or electronic ballot, as deemed appropriate by the Executive Committee of the Faculty, provided the faculty has been notified of the proposed change at least five days of instruction prior to the vote. Mail or electronic ballots shall include arguments for and against any proposed changes.”

Sincerely,

[Signature]

Professor Andrew Dickson, Chair
Committee on Rules and Jurisdiction

cc: K. Antonovics
A. Burr
S. Constable
R. Rodriguez
L. Vong
L. Hullings
The Faculty of Thurgood Marshall College recommends approval for the proposed changes to Regulation 615 – Academic Requirements of Thurgood Marshall College.

The rationale for the proposed revisions can be summarized as follows:

Regulation 615.A –

1. To clarify the name of the College’s writing program, Dimensions of Culture, as well as to differentiate it from the titles of the three required courses. In addition, to acknowledge that not all first year students can complete the three-course sequence within the first year due to having not cleared the Entry Level Writing Requirement and/or capacity to accommodate all eligible students in the incoming class.

2. To change the name of the GE category to help students understand – and to better reflect – the courses approved for use in that category.

3. To clarify the minimum 4.0 unit requirement for any course used toward the College’s general education requirements.

4. To clarify the minimum 4.0 unit requirement for any course used toward the College’s general education requirements.

5. To clarify the minimum 4.0 unit requirement for any course used toward the College’s general education requirements.

6. To clarify the minimum 4.0 unit requirement for any course used toward the College’s general education requirements. In addition, to add a comma.


1) **Dimensions of Culture**: Diversity, Justice and Imagination: A three-course sequence (16 units), the six-unit courses in Justice and Imagination offer intensive instruction in university-level expository writing. The sequence *must* be completed by the end of the first year in residence.

2) **Humanities and Cultural Studies**: Two courses (8 units) – to be chosen from an approved list of courses in domestic and global cultures. [Am 6/6/17]

3) **Natural Science**: Three courses (12 units) – one course each in in Biology, Chemistry, and Physics.

4) **Mathematics, Statistics and Logic**: Two courses (8 units) – to be fulfilled by option a, b or c below: [Am 6/6/17]

   a) Two courses in Mathematics/Advanced Statistics
   b) One course in Mathematics/Advanced Statistics and one course in either Introductory Statistics or Computer Programming and Logic
c) One course in Introductory Statistics and one course in Computer Programming and Logic

5) Fine Arts: One course (4 units) in Music, Theatre, or Visual Arts.

6) Disciplinary Breadth: Four courses (16 units) – to be chosen from disciplinary areas noncontiguous to the student’s major. Two of the courses must be upper-division; at least one course must include significant writing. The disciplinary areas include: Humanities/Fine Arts; Foreign Languages; Social Sciences; Natural Science, Mathematics and Engineering, and Interdepartmental/Interdisciplinary. Students may substitute fulfillment of the public service course option for one course in disciplinary breadth. [Am 4/29/03, 6/6/17]

B) Graduation Requirements

1) The minimum requirement for graduation shall be the satisfactory completion of forty-five (45) courses or the equivalent of one hundred eighty (180) total units, with a cumulative grade point average of 2.0 (C) or higher.

2) A minimum of sixty (60) units of the one hundred eighty (180) units must be upper-division courses. [Am 11/27/90, 4/29/03]

3) A minimum of nine (36 units) of the last eleven courses must be taken as a Marshall College student.

4) A departmental or interdisciplinary major must be completed.

5) The general education requirements shall be fulfilled.
March 18, 2020

PROFESSOR LESLIE CARVER, Provost
Thurgood Marshall College

SUBJECT: Proposed Amendments SD Senate Regulation 615

Dear Provost Carver,

At its March 13, 2020 meeting, the Undergraduate Council approved the proposal to amend San Diego Senate Regulation 615. Academic Requirements of Thurgood Marshall College. The Council will request that the proposed changes to SD 615 be reviewed by the Committee on Rules and Jurisdiction and placed on an upcoming Representative Assembly agenda for final approval.

If you have any questions, please contact Linda Vong, Senate Analyst, at Ikvong@ucsd.edu.

Sincerely,

Anthony Burr, Chair
Undergraduate Council

Attachments
(1) Proposed Amendments SD Senate Regulation 615

cc: S. Constable
    M. Corr
    J. Moore
    R. Rodriguez
    J. Teranes
April 27, 2020

Maripat Corr, Chair  
San Diego Academic Senate

SUBJECT: Proposed Amendments San Diego Senate Regulation 615 (Academic Requirements) of Thurgood Marshall College

Dear Maripat,

The Committee on Rules and Jurisdiction reviewed the proposal to amend San Diego Senate Regulation 615, Academic Requirements of Thurgood Marshall College and found the proposed amendments consonant with the Code of the Academic Senate.

Sincerely,

[Signature]

Professor Andrew Dickson, Chair  
Committee on Rules and Jurisdiction

cc: A. Burr  
S. Constable  
R. Rodriguez  
L. Vong