Annual Report: Academic Year 2007-08  
**Davis Division: Academic Senate**

**Undergraduate Council**

<table>
<thead>
<tr>
<th>Total Meetings: <strong>12</strong></th>
<th>Meeting frequency: <strong>Meetings are scheduled once or twice a month during each quarter.</strong></th>
<th>Average hours of committee work each week: <strong>Chair can expect to put in 4-5 hours/week; committee members no more than 1 per week.</strong></th>
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<tr>
<td>Total Proposals Reviewed: <strong>40</strong></td>
<td>Total projects deferred from the previous year: <strong>None.</strong></td>
<td>Total projects deferred/continued to the coming academic year: <strong>2</strong> (Special Review and D-1 Athletics Report)</td>
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**Listing of bylaw changes proposed:** None.

**Listing of committee policies established or revised:** None.

**Issues considered by the committee:**

1. Proposed Policy: Involuntary Psychiatric Hold Withdrawal
2. UC Davis Athletics D-1 Baseline Report
3. UC Davis Wrestling Team – Lost Scholarships
5. COC Proposal to Amend UGC Bylaw Language
6. Special Review: CLAS
7. CA&ES Program Reviews
8. EAP Proposal to Establish a New Leave Policy
9. Proposed Revisions to UC On-Campus Credit Card Marketing Policy
10. Design Program Laptop Requirement Proposal
11. Information Technology Guidance Committee Report: Creating a UC Cyberinfrastructure
12. CERJ Ruling: Defining “Passing Quality” with Respect to the Assignment of Incompletes
13. College of Engineering Proposal to Rename Electrical Engineering/Materials Science Major to Electronic Materials Engineering
14. CCGA/UCEP/ITTP: Dialectic Paper on Remote Online Instruction
15. GE Proposal Writing Changes
16. GE Proposal Diversity Requirement Changes
17. CA&ES Proposal to Rename Animal Science and Management Major to
| 18. | GE Proposal Comments (LAWR, ASUCD, CA&ES Executive Committee, History, Economics, Statistics, CBS, Geology, and Art) |
| 19. | Construction Engineering and Management Minor |
| 20. | WASC – Campus Planning and Improved Coordination |
| 22. | UC Undergraduate Mission Statement |
| 23. | Amendment to SR750 and APM 410: Role of Graduate Students in Instruction |
| 24. | Education Abroad Center (EAC) Name Change Proposal |
| 25. | BOARS Proposal: Proposal to Reform UC’s Freshman Eligibility Policy |
| 26. | School of Nursing Proposal |
| 27. | WASC Information: UC Berkeley final report and UC Davis WASC website |
| 28. | PPM 280-20: Voluntary Student Fees and Voluntary Campus-Based Student Fees |
| 29. | PPM 280-15: Campus Student Fees & Elections and Compulsory Campus-Based Student Fees and Referendum Elections |
| 30. | Proposed Repeal of SR458 |
| 31. | Bodega Marine Lab 10 year ORU Review |
| 32. | Middle East/South Asian Studies Major Proposal |
| 33. | UC Transfer Preparatory Paths |
| 34. | Academic Council C-ID Request for Faculty Discipline Groups: Course Identification Project |
| 35. | Reconstitution of New Major: Environmental Science and Management |
| 36. | CA&ES Major Name Change Request: Agricultural Management and Rangeland Resources to Ecological Management and Restoration |
| 37. | CA&ES Major Name Change Request: Crop Science and Management to Plant Sciences |
| 38. | Proposal to Amend SR636: Writing Class Size Cap and Elimination of Certain Names of Tests |
| 39. | UCEP Reports |
| 40. | Proposed State Legislation Regarding Students Placed on Psychiatric Hold |

Recommended procedural or policy changes for the coming year: N/A

**Committee’s narrative:**
The Chair of the Undergraduate Council attends the Provost/Senate Chairs meetings, and the Senate Executive Council meetings. Keith Williams served as the Chair of the University of California Educational Policy committee during the 2007-2008 academic year and attended UGC meetings when available to update the committee on systemwide issues pertaining to undergraduate education on UC campuses. The UCEP representatives during the 2007-2008 academic year were Linda Egan and Alessa Johns. They rotated and regularly attended the
University of California Educational Policy meetings in Oakland. Matthew Bishop served as the representative from the Undergraduate Council on the Campus Council for Information Technology (CCFIT).

The Undergraduate Council dealt with a number of issues of great importance to the campus during the 2007-2008 academic year. One of the most important issues was revision of the General Education Requirements on campus, in accordance with recommendations of the General Education Task Force convened by Dan Simmons in 2005. Please see below for a summary of the approved General Education Revision proposal.

Report of the Task Force on General Education
The Report of the GE Task Force was unanimously approved by the Undergraduate Council. This task force was charged with thoroughly examining and restructuring the UC Davis General Education (GE) program. The Task Force developed a specific proposal for a new GE program for the campus. This proposal was discussed with the GE committee and the Undergraduate Council. It was formally proposed to the Undergraduate Council in June 2007. The proposal was voted on and approved by the Representative Assembly of the Davis Division, Academic Senate at the June 2008 meeting. While developing the proposal, the Task Force facilitated campus-wide input and acceptance through appropriate outreach and ensured administrative commitment of the resources needed to implement the proposal. The task force used the following principles and objectives while developing the proposal:

GE objectives within the mission of UC Davis as a public university:

- Educate students to become thoughtful, civically engaged participants of society.
- Equip students to consider matters requiring a critical understanding of science, history, social relations, and global forces, among other things.
- Communicate ideas effectively through written, spoken and visual means.
- Understand that ideas have consequences and that we all have the responsibility to consider those consequences.
- Develop a cosmopolitan rather than a parochial view of the world.

General Education Web Site
During the 2007-2008 academic year, the UGC analyst worked extensively with the Academic Senate programmer to design and implement a web site devoted to General Education. This web site was designed in conjunction with the proposal to revise the General Education requirement on the UC Davis campus. This was a large project that involved meeting with several committees, individual faculty members, and members of the administration. The UGC analyst worked with the programmer on designing the web site so the information would be easily accessible. An open forum and feedback/comment feature was also added to the GE web site so individual faculty, staff, and students could submit
comments and feedback on the GE proposal. The web site went through several revisions, but overall faculty appreciated the web site because all the information on the general education revision was contained in one place. I think the creation of the web site really assisted with educating faculty on the GE proposal and revision and eventually led to the proposal being approved by the Representative Assembly in June 2008 for implementation in Fall 2010. All information pertaining to the General Education revision can be found at: http://ge.ucdavis.edu.

Final General Education Proposal – approved by the Davis Division Representative Assembly June 2008:

Revised General Education Requirement
June 2008

The General Education (GE) requirement reflects the faculty’s image of “the well-educated person.” All students have the opportunity to develop expertise in depth in their majors, minors, or a combination of these. The GE requirement adds to that depth a breadth of knowledge and experiences represented by coursework outside of the area of the student’s major. The GE requirement also trains the student in four core “literacies” that the faculty considers crucial for success in one’s profession but also crucial to thoughtful, engaged participation in the community, nation, and world.

The GE requirement has two components: Topical Breadth, and Core Literacies.

The GE requirement is defined in terms of units, not courses. The units of every course at UCD (with very few exceptions) are assigned to one of the three Topical Breadth Areas or are certified as interdisciplinary. Unless otherwise restricted, every course unit that a student takes, including courses for major and minor requirements, will be counted toward the required minimum number of units in each Topical Breadth Area. In the case of a course that has been certified as interdisciplinary, a student may count the units of the course in only one of the areas in which it has been certified.

With the exception of units used to satisfy the English Composition element (1a) of the four Core Literacies (see below), units approved for a Core Literacy will be accepted toward satisfaction of the appropriate Topical Breadth component. However, units may be counted toward satisfaction of only one Core Literacy.

Students may take courses P/NP to fulfill their GE requirements, up to the limits set by college and campus regulations. Students may not present Advanced Placement or International Baccalaureate credit in satisfaction of GE requirements.

A. Topical Breadth Component .................................................. 52 units
   • Arts and Humanities ....................................................12-20
   • Science and Engineering ............................................. 12-20
   • Social Sciences .........................................................12-20
B. Core Literacies Component ...................................................... 35 units

1. Literacy with Words and Images ........................................ at least 20 units

The ability to form, organize, and communicate one’s ideas is at the center of the faculty’s notion of what it means to be an educated person. The objective of this core literacy is to help create graduates who can communicate their ideas effectively in written, oral, and visual forms. The requirement also seeks to enhance students’ critical judgment of oral, written, and visual messages created by others.

a. English Composition (8 units)
   (College of A&ES, College of L&S, College of Biological Sciences, College of Engineering)

b. Writing experience coursework in the student’s major or elsewhere (at least 6 units)
   Writing experience coursework provides students instruction on how to communicate ideas in the subject matter of a course. Students write in appropriate forms under the guidance of faculty and graduate students. The opportunity to improve writing after having received careful commentary is crucial to this requirement.

c. Oral skills coursework or additional writing experience coursework (at least 3 units)
   The skills involved in the effective communication of ideas through oral presentation build on and strengthen the critical thinking skills exercised through writing. As an alternative to developing oral communication skills, the student may take additional coursework certified as writing experience (see requirement b).

d. Visual literacy coursework (at least 3 units)
   The objective of this requirement is to provide graduates with the analytical skills they need to understand how still and moving images, art and architecture, illustrations accompanying
written text, graphs and charts, and other visual embodiments of ideas inform and persuade people. Coursework may stress the skills needed to communicate through visual means as well as the analytical skills needed to be a thoughtful consumer of visual messages.

NOTE: A student must have completed the Entry Level Writing Requirement (formerly known as the Subject A requirement) before receiving credit for coursework satisfying requirements a, b, and c.

2. Civic and Cultural Literacy . . . . . . . . at least 9 units
The objective of this core literacy is to prepare people for thoughtful, active participation in civic society. Such graduates think analytically about American institutions and social relations, understand the diversity of American cultures, and see the relationships between the national and local cultures and the world.

a. American Cultures, Governance, and History
(at least 6 units, of which at least 3 units must be in a course certified as focusing on issues of domestic diversity)
The objective is to create graduates who have an understanding and appreciation of the social and cultural diversity of the United States and of the relationships between these diverse cultures and larger patterns of national history and institutions. Such graduates are able to bring historical understanding and analytical skills to their participation in the civic spheres of society and are able to think analytically about the nature of citizenship, government, and social relations in the United States.

b. World Cultures (at least 3 units)
The objective is to create graduates with a global perspective, graduates who can live comfortably and productively in a world where communication technologies, economic relationships, and the flow of people across national borders increasingly challenge national identities and create transnational cultures.
Students can satisfy this requirement through coursework or through certified study abroad.

3. Quantitative Literacy . . . . . . . . . . . . . . . . . . . . . at least 3 units
   The objective is to create graduates who understand quantitative reasoning and who are capable of evaluating claims and knowledge generated through quantitative methods.

4. Scientific Literacy . . . . . . . . . . . . . . . . . . . . . . at least 3 units
   The objective is to create graduates who understand the fundamental ways scientists approach problems and generate new knowledge, and who understand how scientific findings relate to other disciplines and to public policy.
Final General Education Regulations – approved by the Davis Division Representative Assembly June 2008:

PROPOSED REVISION OF DAVIS DIVISION REGULATIONS 522-524:
General Education Requirement

Submitted by the Undergraduate Council.
Rationale: The General Education (GE) requirement is designed to deliver a broad education to all undergraduates. This is the only requirement imposed by UC Davis on all students earning bachelor’s degrees in 104 majors in four different colleges. The campus-wide scope of the UC Davis GE requirement is unique within the UC system; the GE Committee and GE Task Force affirmed that this approach be continued in order to preserve one of the core strengths of undergraduate education at UCD. The current GE requirement was approved in 1996. Over time, faculty realized that it needed to be strengthened in several respects and made more international in scope. In response to these needs, the revision: increases flexibility in implementation of the GE requirement for students in unit-heavy majors; increases the emphasis on building writing skills as a component of critical thinking; adds training in quantitative and scientific reasoning; and, emphasizes examination of social and cultural diversity in both domestic and international settings. Moreover, the external review team for UC Davis noted in its 2003 accreditation report that the current GE requirement, which can be fulfilled with as few as 18-24 units of coursework, falls far short of the minimum 67.5 quarter units recommended to balance breadth with depth in a university undergraduate education. UC Davis must respond to this criticism in an interim report and during the next review. Aside from its many other benefits, accreditation is essential for our students to receive federal financial aid.

Nearly 4 years of effort by the GE committee and the GE Task Force generated a revised GE requirement designed for the common good of all undergraduates. The revision is carefully balanced to meet the goals outlined below and to enable completion within 4 years. The first version was sent to all faculty in February 2007; the plan has been revised three times in response to feedback provided in many venues. Seats are available in appropriate courses. Setting Fall 2010 as the implementation date allows time to make the necessary changes in course designations and to educate faculty and staff advisors about the revised program.

Within the mission of UC Davis as a public university, the objectives of the GE requirement are to educate students to:

- become thoughtful, civically engaged participants of society;
- learn the information and thinking skills to consider matters requiring a critical understanding of science, history and governance, social relations, and global forces;
- communicate ideas effectively through written, spoken and visual means;
- understand that ideas have consequences and that we all have the responsibility to consider those consequences; and
- develop a cosmopolitan view of the world.

Incorporation of the College English requirements emphasizes the importance of learning to write well. Colleges retain the ability to specify how the 8 unit requirement is met. Students must take courses in all areas of three topical breadth and courses required by their majors may be used for GE credit. This eliminates the need to classify each major in a topical breadth area. In fact, many majors require an interdisciplinary spectrum of courses. The number of topical breadth GE courses is greatly increased because most undergraduate courses will be assigned to a topical breadth area.

The revised GE requirement integrates training in essential skills and core literacies into courses in topical breadth. Literacy with words and images, civic and cultural literacy, quantitative literacy, and scientific literacy are crucial for a sound education and success in one’s profession as well as for a thoughtful, engaged citizenship in the community, nation and world.

Writing strengthens a student’s ability to think clearly and communicate effectively. The proposed writing experience requirement defines pedagogically effective writing both in terms of the context of the writing and a framework for effective learning. Process is emphasized over the total amount of writing. Feedback and the opportunity to revise part of the writing are essential and are specified in the new requirement, formalizing the policy implemented in 2000 by the Committee on Courses of Instruction. Effective presentation of one’s own ideas is strengthened by the requirements for courses in oral literacy and visual literacy.

As well as learning about the history and governance of the United States, students need to think critically about issues arising in multicultural societies that are increasingly interconnected across national boundaries. The revision therefore incorporates socio-cultural diversity into Civic and Cultural Literacy. Issues of domestic diversity are considered as one part of the requirement in American Cultures, Governance and History. In addition, socio-cultural diversity is embedded in the World Cultures requirement. A course in quantitative reasoning and a course in scientific literacy are included because both are essential to understand and evaluate information and new knowledge at the heart of major public policy debates and decision-making.

Conversion to a unit-based requirement allows 1-2 unit courses such as Freshman Seminars to qualify for GE credit. These are ideal settings for intellectual discourse and developing written and oral literacy skills. This increases GE opportunities in small classes for all students. The change will also let the GE program work better for students whose majors have heavy unit loads. Allowing students to elect P/NP grading for GE courses encourages them to explore beyond their known academic strengths and acquire a truly general education without undue concern about the impact on GPA. Note that a P grade imposes a higher standard than earning a D- or above, which does accrue GE credit.
Additional detailed information about the revised GE requirement, the rationale underlying the proposed changes, and documents describing criteria for certification of individual courses can be found at http://ge.ucdavis.edu.

Proposed Revision: It is proposed that Davis Division Regulations 522 (Baccalaureate Degree Requirement in General Education), 523 (Substitution of Course Sequences and Clusters in the General Education Requirement), and 524 (Assignment of Majors to General Education Areas) be repealed (see below) and that the following new Regulations 522 and 523 be adopted, to be effective September 1, 2010.

**Regulation 522. Baccalaureate Degree Requirement in General Education.**

(A) Each candidate for a baccalaureate degree shall satisfy a General Education requirement comprising two components: Topical Breadth and Core Literacies.

(1) The Topical Breadth component shall be separated into three subject matter areas: Arts and Humanities; Science and Engineering; and Social Sciences.

(2) The Core Literacies component shall have four parts: Literacy with Words and Images; Civic and Cultural Literacy; Quantitative Literacy; and Scientific Literacy.

(B) The Topical Breadth component shall be satisfied by passing between 12 and 20 units of courses in each subject matter area, for a total of 52 units from all three areas.

(C) The Core Literacies component shall be satisfied by passing at least the specified number of units of coursework in the following four parts:

(1) Literacy with Words and Images shall be satisfied with:

- 8 units or the equivalent of English Composition coursework (as specified by the candidate’s college);
- 6 units of designated writing experience coursework in the candidate’s major or elsewhere;
- 3 units of additional designated coursework in either oral skills or writing experience; and
- 3 units of designated coursework in visual literacy.

(2) Civic and Cultural Literacy shall be satisfied with

- 6 units of designated coursework in American cultures, governance and history, of which at least 3 units must be in domestic diversity; and
• 3 units of designated coursework in world cultures.

(3) Quantitative Literacy shall be satisfied with 3 units of designated coursework in quantitative literacy.

(4) Scientific Literacy shall be satisfied with 3 units of designated coursework in scientific literacy.

(D) In satisfying the General Education requirement:

(1) Course units that satisfy requirements in the candidate’s major or majors may also be counted toward satisfaction of General Education requirements.

(2) While some courses may be certified in more than one of the three subject matter areas for Topical Breadth, no student may count a given course in more than one subject matter area.

(3) No course may be counted by a student toward the satisfaction of more than one of the four Core Literacies.

(4) With the exception of the 8 units of designated English Composition coursework, a course offered toward the satisfaction of the Core Literacies component may also be offered in satisfaction of the Topical Breadth component.

(5) No course passed prior to satisfaction of the Entry Level Writing Requirement shall be offered toward satisfaction of the General Education requirements for writing experience coursework.

(6) Candidates may not present Advanced Placement or International Baccalaureate credit in satisfaction of General Education requirements.

(7) Transfer students who have successfully completed the Intersegmental General Education Transfer Curriculum (IGETC) are exempt from all General Education requirements.

(8) Students transferring to UC Davis who have not completed the IGETC curriculum shall satisfy all General Education requirements as specified by this Regulation, but may offer previously completed coursework toward their satisfaction. The Committee on Courses of Instruction may delegate to the Deans of the undergraduate colleges the authority to determine the suitability of previously completed coursework for satisfying General Education requirements.

(9) Subject to the limits otherwise applicable, candidates may elect Passed/Not Passed grading for courses fulfilling General Education
requirements.

**Regulation 523. Criteria for General Education Certification.**

(A) Any undergraduate course carrying credit toward graduation is eligible for assignment to a Topical Breadth area if it takes a critical, analytical perspective on knowledge, considering how knowledge has been acquired, and the assumptions, theories, or paradigms that guide its interpretation. Where appropriate, a course may be assigned to more than one Topical Breadth area, and most courses are expected to be assigned to one or more areas.

(B) The criteria for the English Composition requirement shall be specified by the several undergraduate colleges, subject only to the condition that no fewer than 8 units or the equivalent shall be required.

(C) The Committee on General Education’s criteria governing certification of courses for the Core Literacies component of General Education shall be consonant with the following:

1. A course providing Writing Experience promotes the student’s ability to think clearly and communicate effectively about the course material through guided writing assignments completed in stages. Guidance may take the form of class discussions, peer feedback, individual or small group conferences, or written (including online) feedback. Students must be given feedback designed to promote improvement in writing in the course. Feedback may occur in the context of one or more successive, refined submissions of a single assignment, or over a series of multiple assignments. Students receive the current version of the handout on plagiarism from Student Judicial Affairs. Grading criteria are articulated in advance of the due date. The writing is evaluated for content, clarity, organization, and logic. A 1 unit course requires a minimum of 5 pages of writing; a course of 2 or more units requires a minimum of 10 pages, possibly in a series of staged tasks or shorter assignments. Approval may be sought for shorter assignments that total fewer than 5 or 10 pages when they are appropriate and clearly justified.

2. A course in Oral Skills strengthens a student’s ability to understand and orally communicate ideas while using critical thinking.

3. A course in Visual Literacy improves a student’s ability to understand ideas presented visually and to communicate knowledge and ideas by visual means.

4. A course in American Cultures, Governance and History provides an understanding of the historical processes, institutional structures, and core analytic skills necessary to think critically about the nature of citizenship, government and social relations in the United States.

   (a) A course in Domestic Diversity provides an understanding of issues such as race, ethnicity, social class, gender, sexuality, and religion within
the United States, and develops the student’s ability to think critically about diverse socio-cultural perspectives.

(5) A course in World Cultures combines the historical and social context with the core analytic skills necessary to understand and adopt a critical perspective on society, politics and/or culture in one or more cultures outside the United States.

(6) A course in Quantitative Literacy develops a student’s ability to reason quantitatively and to evaluate quantitative arguments encountered in everyday life.

(7) A course in Scientific Literacy instructs students in the fundamental ways scientists use experimentation and analysis to approach problems and generate new knowledge, and presents the ways scientific findings relate to other disciplines and to public policy.

(D) In extraordinary circumstances, for example, for majors subject to external accreditation, the General Education Committee may certify that the fulfillment of the major requirements meets specified parts of the General Education requirement. The major requirements must include courses that fulfill the objectives of the relevant parts of the General Education requirement.

Existing General Education Regulations that would be repealed under this proposal:

§22. Baccalaureate Degree Requirement in General Education.

(A) Each candidate for a baccalaureate degree in the College of Agricultural and Environment Sciences, the College of Engineering, and the College of Letters and Science at UCD shall satisfy a General Education requirement:

(1) The three components of General Education shall be: Topical Breadth, Social-cultural Diversity, and Writing Experience.

(2) The topical breadth component shall be separated into three subject matter areas; science and engineering, social sciences, and arts and humanities.

(3) A candidate shall satisfy the topical breadth requirement in each subject matter area that does not include the candidate’s major.

(4) A minor or second major in a subject matter area that does not include the first major shall satisfy the General Education requirement in the area to which it is assigned.

(5) Multidisciplinary individual majors may satisfy the General Education topical breadth requirement in one or all subject matter areas, as determined in each case by the faculty of the undergraduate colleges.

(B) The General Education requirements shall be satisfied as follows:

(1) Each candidate shall satisfy this requirement by passing three approved General Education topical breadth courses in each subject matter area.
(specified in A.2) that does not include the major, three approved courses in writing experience, and one approved course in social-cultural diversity.

(2) A course offered toward satisfaction of the General Education requirement in one component (specified in A.1) may also earn credit toward satisfaction of requirements in either or both of the other components.

(3) Courses that satisfy requirements in the candidate's major may also earn credit toward satisfaction of the General Education requirements in the subject matter areas of social-cultural diversity and writing experience. Courses taken to complete major requirements may also earn credit toward satisfying the requirement in the area of topical breadth when they are classified in subject matter areas that do not include the major.

(C) Transfer students who have successfully completed the Transfer Core Curriculum (TCC) or the Intersegmental General Education Transfer Curriculum (IGETC) prior to entering UCD are exempt from all General Education requirements.

(D) Students transferring to UCD who have completed neither the TCC nor IGETC curriculum shall satisfy all General Education requirements, but may offer previously completed course work toward satisfaction. The Committee on Courses of Instruction may delegate to the Deans of the undergraduate colleges the authority to determine the suitability of previously completed course work for satisfying General Education requirements.

(E) The faculties of the undergraduate colleges shall determine the appropriate subject matter area classifications of their respective majors and minors.

(F) All courses offered in satisfaction of the General Education requirement shall be taken for a letter grade.

(G) No course passed prior to satisfaction of the University Subject A requirement shall be offered toward satisfaction of the General Education requirement in the writing experience component.

(H) A course in the topical breadth component is characterized by the following features:

1. It addresses broad subject matter areas that are important to a student's general knowledge.

2. It takes a critical-analytical perspective on knowledge, considering how knowledge has been acquired, and the assumptions, theories, or paradigms that guide its interpretation.

3. It requires readings from a range of sources.

4. The Committee on Courses of Instruction may certify for General Education credit a course that does not embody all these features if, in its judgment, the course has other qualities that make its inclusion in the program desirable.

(I) A course in the social-cultural diversity component is any course that deals with issues such as race, ethnicity, social class, gender, sexuality, or religion.

(J) A course in writing experience normally requires a minimum of five pages of writing in a block, which will be evaluated not only for content, but also for organization,
style, use of language, and logical coherence. The Committee on Courses of Instruction may, however, approve for General Education credit some other form of satisfying the writing requirement if, in its judgment, the alternative meets the goals of encouraging students to think critically and communicate effectively.

523. Substitution of Course Sequences and Clusters in the General Education Requirement.

(A) The Undergraduate Council's Committee on General Education may approve introductory sequences of courses that are not approved General Education courses as a substitute for any single introductory course in the same area of General Education. Necessary features of such sequences are:

(1) The sequence must extend over at least two quarters;

(2) The courses in the sequence must have explicit methodological and conceptual content; and

(3) The courses in the sequence must present material that is coherent and cumulative. Normally, the courses involved will bear the same number, and course A will be prerequisite for course B, and so on.

(4) The Undergraduate Council's Committee on General Education may authorize substituting clusters of two or three certified introductory General Education courses for the three General Education courses required in a given area, as specified in DDR 522, provided that:

(a) At least two courses demand the levels of student participation and expository writing that characterize non-introductory General Education Courses.

(b) The instructors in charge of the courses certify that there is substantial and explicit coherence of content and approach among the three courses, and that instructors will remain in active consultation to assure that coherence is maintained.

524. Assignment of Majors to General Education Areas

(A) The faculty of each college offering a baccalaureate degree shall assign each of its major programs to one or more of the three areas of General Education. The Undergraduate Council's Committee on General Education must approve the assignment of a major to more than one General education area. In each case in which the area of assignment may vary, depending on the particular courses selected by the student, the college shall indicate to which areas the majors may be assigned, and shall determine the particular area for each student in their major programs.

(B) A student's General Education requirement shall be based on his/her major at graduation. In a case in which a student is certified as meeting the requirements of majors assigned to two separate General Education areas, the student shall meet the General Education requirement in the third area and any additional requirement imposed by the college(s).
(C) The colleges shall provide, for dissemination and publication, list(s) showing the assignment of their majors to General Education areas (En. 6/7/83).

Other important UGC Business Items Reviewed During 2007-08:

Proposal to Reform the University of California’s Freshman Eligibility Policy
The Undergraduate Council was asked to evaluate a systemwide proposal, put forward by the Board of Admissions and Relations with Schools (BOARS), to reform the eligibility of freshman for review and admission to the University of California. In so doing, the Undergraduate Council had a thorough and enlightening discussion, a discussion that may have raised as many questions as may have been answered. The Undergraduate Council is concerned about the lowering of eligibility standards without a concomitant increase in the support for remedial education programs. At present, these programs are struggling to meet demand. Realizing that BOARS was not asked to evaluate the larger role of the University of California in the Master Plan, the Undergraduate Council nevertheless hoped for a more comprehensive plan; a plan to address the desire for increased student diversity without diminishing perceptions of academic quality.

A key element for implementing the proposal, the revision of Comprehensive Review, receives only a brief outline, with reference to vague concepts like “overall college readiness” and a desire to “discourage the rigid weighting of test scores”. The Undergraduate Council recognizes it is easy to be critical. But we are being asked to evaluate a key component of University admissions which, on the surface, appears to lower academic standards so as to increase the number of individuals eligible for Comprehensive Review. Following that, the proposal goes on to offer only a weak description of the implementation of that Comprehensive Review.

Again, BOARS and the Undergraduate Council agree on the importance of the larger issue: providing a high quality education in a publicly supported institution. But the present proposal, built upon a lowering of standards, does little to ignite much enthusiasm in the Undergraduate Council.

Proposal to Amend UGC Bylaw Language: Request from COC
The Undergraduate Council was asked to evaluate an amendment to Davis Division By-Law 121 in a search for consistency with Davis Division By-Law 80. The former concerns the appointment of subcommittees to the Undergraduate Council, legislation similar to the latter by-law that refers to the Graduate Council. The Undergraduate Council can certainly understand the thinking behind this request for amended legislation. Consistency is certainly a worthy goal. However,
after considerable discussion, the Undergraduate Council was not enthusiastic about the suggested change.

The principal cause for concern was placing the responsibility for building the subcommittees of the Undergraduate Council into the hands of one individual; that individual being the Chair of the Undergraduate Council. One can either interpret that as an onerous assignment for an individual that already has a variety of other responsibilities, or as providing too narrow a perspective on potential members of the subcommittees. Both points were raised in our discussion.

At the same time, the membership of the Undergraduate Council is mindful that this is also a considerable task for the members of the Committee on Committees. Accordingly, the Undergraduate Council looks forward to a continuing discussion of this topic, in concert with the Committee on Rules and Jurisdiction. Perhaps legislation can be crafted that has the chair of the Undergraduate Council work in concert with members of the Committee on Committees to share workload and to insure that a wide sampling of senate faculty are appointed as members of these important subcommittees.

**UC Davis D-1 Athletics Report (additional information currently pending from SARI)**

At the time our campus moved to Division I of the National Collegiate Athletic Association, the Academic Senate believed it was necessary to monitor the academic performance of our student athletes. As you know, Davis has a long tradition of emphasizing the “student” in the expression student athlete. Our wrestling team was recently listed among teams in California that have lost scholarships due to poor academic performance. Given this unfortunate event, the Undergraduate Council would like the final report to include a presentation of mean cumulative grade point average, average units completed per quarter and fraction of students subject to dismissal by team. The Council is aware that this may not be possible in all cases given issues of sample size for some of the smaller teams. As such, we rely on the good judgment of the SARI staff to evaluate the extent that such tables are meaningful and within the bounds of privacy issues. Our intent should be obvious; we would simply like to stay “ahead of the curve” where possible, to insure that the troubles in one program are not the first of several others.

**Design Program Laptop Proposal**

The Undergraduate Council was asked to address a request from the Design program in Humanities Arts and Cultural Studies (HArCS), a division of the College of Letters and Sciences, to consider requiring students of this major to purchase major-specific and major-appropriate laptop computers and software. Our catalog states: “every entering undergraduate is expected to own a computer that meets certain minimum performance standards”. However, these minimum standards are not sufficient for students in Design, hence the request from the program to consider a change in requirements for students of this major.
The request is not one taken lightly. As the Director of the Design program outlines, this program does not have sufficient funds to equip (both hardware and software) the laboratories necessary to adequately train undergraduates in Design. However, the Undergraduate Council did not agree with the request, finding that such a requirement would be an onerous financial burden to a majority of the students in the major. In addition, the Undergraduate Council was concerned with the enrollment of non-Design majors in Design classes; would these students also be required to purchase more expensive laptop computers and software? Moreover, the Undergraduate Council felt that this request, if approved, would lead to a series of other majors with similar proposals for shifting more educational to students.

Finally, the Undergraduate Council realizes that this issue will not “go away” with the denial of this request. The Design major is trying, as we all are, to manage a compromise between academic rigor and the increasing expense of providing what we believe is a University of California standard for a Bachelor’s degree. We hope in the short-term that the challenges confronting Design can be met by the steady progress of the marketplace in producing more powerful computers in concert with a declining price. However, the challenge facing other majors may not have the possibility of such a passive solution.

**Middle East/South Asian Studies Major Proposal**

The council voted unanimously to approve the establishment of this new major. However, the Undergraduate Council respectfully submits an additional suggestion to future members of the Undergraduate Instruction and Program Review Committee. Members of the Undergraduate Council were concerned that the present major lacks sufficient attention to history, and especially to the rich ancient history of this geopolitical region; we suffer from a scarcity of coursework and faculty in this subject at the University of California, Davis. The campus has plans to expand the hiring of faculty with such expertise, and we look for future Program Reviews of this major to evaluate integration of this material into the major. The Undergraduate Council suggests that when the Undergraduate Instruction and Program Review Committee undertakes the first major review of any newly established major, the review committee be informed of any relevant deliberations of other Senate committees.

Respectfully submitted,

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