NOTICE OF MEETING LOCATION

REPRESENTATIVE ASSEMBLY
OF THE DAVIS DIVISION OF THE ACADEMIC SENATE

To: Representative Assembly Members of the Davis Division of the Academic Senate

From: Davis Division of the Academic Senate Office

Re: Notice of Meeting Location

The June 7, 2018 Representative Assembly meeting will be held in the International Center, Multi-Purpose Room. Directions to the building can be found at the following website:

http://campusmap.ucdavis.edu/?b=259. The room is located on the first floor of the International Center.

The meeting is scheduled to begin at 2:10pm.
MEETING CALL
REGULAR MEETING OF THE REPRESENTATIVE ASSEMBLY OF THE
DAVIS DIVISION OF THE ACADEMIC SENATE

Thursday, June 7, 2018
2:10 p.m. – 4:00 p.m.
Location: UCD International Center, Multi-Purpose Room

Page No.

1. Approval of the March 1, 2018 Meeting Summary
2. Announcements by the President – None
3. Announcements by the Vice Presidents – None
4. Announcements by the Chancellor – None
5. Announcements by the Deans, Directors or other Executive Officers – None
6. Special Orders
   a. Remarks by the Academic Senate Chair – Rachael Goodhue
7. Unfinished Business
8. Reports of standing committees
   a. Committee on Elections, Rules and Jurisdiction
      i. Proposed Revision to Davis Division Regulation A552: Minimum Progress
      ii. Proposed Revision to Davis Division Regulation 537: Undergraduate Course Outline Requirement
      iii. Proposed Revision to Davis Division Regulation 550: Academic Dishonesty
      iv. Proposed Revision to Davis Division Regulation A546: Satisfactory or Unsatisfactory Grading
      v. Proposed Revision to Davis Division Regulation 521: University of California Entry Level Writing Requirement
      vi. Proposed Revision to Davis Division Regulation A540: Grading
      vii. Proposed Revision to Davis Division Bylaw 121D: Committee on Preparatory Education
9. Petitions of Students
10. University and Faculty Welfare
11. New Business
12. Informational Item
   a. *2018-2019 Academic Senate Standing Committee Appointments
   b. Revised General Education Literacy Interpretations
   c. *College of Agricultural and Environmental Sciences Bylaws and Regulations update

Richard Tucker, Secretary Representative Assembly of the Davis Division of the Academic Senate

*Consent Calendar. Items will be removed from the Consent Calendar on the request of any member of the Representative Assembly.

All voting members of the Academic Senate (and others on the ruling of the Chair) shall have the privilege of attendance and the privilege of the floor at meetings of the Representative Assembly, but only members of the Representative Assembly may make or second motions or vote.
MEETING CALL
REGULAR MEETING OF THE REPRESENTATIVE ASSEMBLY
OF THE DAVIS DIVISION OF THE ACADEMIC SENATE

Thursday, March 1, 2018
2:10 p.m. – 4:00 p.m.
Location: International Center, Multi-purpose Room

1. Approval of the October 24, 2017 Meeting Summary
2. Announcements by the President - None
3. Announcements by the Vice Presidents - None
4. Announcements by the Chancellor
   a. State of the Campus Address - Chancellor Gary May
      • View the presentation here.
5. Announcements by the Deans, Directors or other Executive Officers - None
6. Special Orders
   a. Remarks by the Divisional Chair – Prof. Rachael Goodhue
      • The Systemwide Senate approved revisions to the Area D requirement and established a working group on retiree health.
      • The Committee on Committees will begin reviewing candidates for 2018-19 Davis Division service.
7. Unfinished Business
8. Reports of Standing Committees
   a. Public Service (To be honored during the Spring quarter)
      i. Confirmation of the 2017-2018 Distinguished Scholarship Public Service Award Recipient
         • Unanimously approved
   b. Distinguished Teaching Award (To be honored during the Spring quarter)
      i. Confirmation of the 2017-2017 Distinguished Teaching Award Recipients
         • Unanimously approved
   c. Faculty Distinguished Research Award (To be honored during the Spring quarter)
      i. Confirmation of the 2017-2018 Faculty Distinguished Research Award Recipient
         • Unanimously approved
   d. Committee on Elections, Rules and Jurisdiction – Hans-Georg Mueller
      i. Proposed Revision to Davis Division Regulation 507: Masters of Business Administration
         • Unanimously approved
      ii. Proposed Revision to Davis Division Regulation 538(J): Examinations
         • Unanimously approved

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9. Petitions of Students
10. University and Faculty Welfare
11. New Business
12. Informational Item
   a. *Revisions to Bylaws: College of Letters and Science 12
   b. *Annual Report of the Committee on Undergraduate Scholarships and Prizes 39

Richard Tucker, Secretary
Representative Assembly of the
Davis Division of the Academic Senate

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PROPOSED REVISION OF DAVIS DIVISION REGULATION A552:

Expected and Minimum Progress

Submitted and endorsed by Undergraduate Council.

Endorsed by the Executive Council.

Rationale: The current version of Davis Division Regulation A552, Expected and Minimum Progress, adopted in 2005, includes aspects that are confusing to students, faculty, and advisors. To address these concerns and to make the regulation more consistent with other policies, we propose the following changes:

1. Set the definition of minimum progress as an average of 12 units per quarter rather than 13, which aligns with both federal and NCAA guidelines.

2. Do away with the distinction between MPA (minimum progress average) and DPA (degree progress average), and have just one metric, equivalent to the current DPA, calculated at the end of every quarter for every student, including first-year students.

3. Place a student on academic probation when their DPA falls below 12, and designate a student as subject to disqualification if their DPA remains below 12 after two consecutive quarters on academic probation, which is consistent with the policies for disqualification based on GPA outlined in Senate Regulation 900A.

4. Clarify the ways in which approved courses passed during summer and/or at other institutions count toward minimum progress.

5. Replace the terms “quantitative reasons” and “qualitative reasons” with “on the basis of inadequate progress” and “on the basis of GPA,” respectively, since both criteria include a quantitative component.

In addition, we propose that the Office of the University Registrar (OUR), rather than the colleges, should be responsible for providing annual reports to Undergraduate Council on accommodations to the minimum progress requirement based on documented disabilities, since colleges already forward all approved petitions for such accommodations to the OUR.

Proposed Revision: Davis Division Regulation A552 shall be amended as follows. Deletions are indicated by strikeout; additions are in bold type.

EXPECTED AND MINIMUM PROGRESS

A552. Expected and Minimum Progress
(A) Expected Progress Defined. A full-time regular undergraduate student (see Davis Division Regulation C561 for definition of a part-time student) shall be considered to make expected progress with an average of 15 units passed per quarter. (Am. 05/04/05)

(B) Minimum Progress Defined. A full-time, regular undergraduate student (see Davis Division Regulation C561 for definition of a part-time student) shall be required to maintain an average of at least 13 \(\frac{1}{2}\) units passed per quarter over all quarters of enrollment. Minimum progress shall be defined as an average of 13 \(\frac{1}{2}\) units passed per quarter calculated at the end of every spring quarter for the preceding three quarters (Fall, Winter, Spring) comprising an academic year. The average shall be calculated based on the number of quarters in which the student was enrolled full-time during that period. (En. 6/7/83; Am. 11/30/83; Am 6/8/99; Eff. 9/1/2000; Am 05/04/05)

(1) Units Passed.

(a) For the purposes of calculating minimum progress, remedial non-credit courses shall be evaluated according to the “Carnegie Unit” rule and counted as units passed, subject to prior approval of such courses for this purpose by the Davis Division Committee on Courses of Instruction. The unit values associated with such courses shall not be applied toward the satisfaction of any baccalaureate degree requirement. (Am. 2/9/77; Am. 05/04/05)

(b) If a student receives a grade of D (D+, D or D-) in a course and repeats the course, the course shall be counted as units passed each time the course is passed up to a maximum of 16 units. (Am. 05/04/05)

(c) Units passed at another accredited school and transferred to UCD, or passed during a summer session at UCD or at another accredited school and transferred to UCD shall be counted as units passed during the first full-time quarter of enrollment at UCD immediately following completion of the units the summer session. (Am.05/04/05)

(d) Units passed by examination in accordance with policies established by the Davis Division Committee on Courses of Instruction (see SR 620 and DDR 528) shall be counted as units passed during the term in which the examination was taken. (Am. 05/04/05)

(e) Units graded as IP (in progress) shall be counted as units passed. (Am. 05/04/05)

(f) Units graded I are not counted as units passed. When the grade I is replaced by a passing grade, the units shall be counted toward minimum progress for the quarter in which the I grade was awarded. (Am. 6/7/83; En. 11/30/83; Am. 05/04/05)
For a student who receives approval for concurrent enrollment at another college or university (approval process specified in Davis Division Regulation A553), the units transferred to the student’s UCD record will be counted toward their minimum progress requirement.

(C) Failure to Make Minimum Progress. (Renum. 6/8/87)

(1) In accordance with the provisions of Davis Division Regulation A552(B), at the end of every Spring quarter it shall be determined if each student enrolled full-time for that quarter during the preceding academic year has met the minimum progress requirement of an average of 13 1/2 units passed per quarter. For this determination, a “degree progress average” shall be calculated for each student. The degree progress average is defined as the quotient of the number of units passed during full-time quarters from the initial quarter of matriculation at UCD divided by the number of full-time quarters completed at UCD. A student whose average number of units passed is less than 13 but greater than or equal to 12 shall be placed on “academic probation for quantitative reasons.” A student whose average number of units passed is less than 12 shall be “subject to academic disqualification for quantitative reasons.” An undergraduate student is in scholastic good standing if not on academic probation or subject to disqualification for either qualitative reasons as defined in Senate Regulation 900(A) or quantitative (minimum progress) reasons as defined herein. (Am. 05/04/05)

(2) For every student who is “subject to academic disqualification for quantitative reasons,” a “degree progress average” shall be calculated at the close of the next full-time quarter of enrollment at UCD. The degree progress average is defined as the quotient of the number of units passed during full-time quarters from the initial quarter of matriculation at UCD divided by the number of full-time quarters completed at UCD. (Am. 05/04/05) A student whose degree progress average is less than 12 shall be placed on “academic probation on the basis of inadequate progress” for the following quarter. An undergraduate student is in scholastic good standing if not on academic probation or subject to disqualification either on the basis of GPA, as defined in Senate Regulation 900(A), or on the basis of inadequate progress, as defined herein.

(3) A student whose degree progress average is less than 13 units shall be “subject to academic disqualification for quantitative reasons.” A student whose degree progress average is 13 or more units shall not be “subject to academic disqualification for quantitative reasons.” (Am. 05/04/05) A student who has
been on academic probation on the basis of inadequate progress for two consecutive quarters, and whose degree progress average remains below 12 at the end of the second quarter of probation, shall be “subject to disqualification on the basis of inadequate progress.”

(4) Student Notification:

A student “subject to disqualification for quantitative reasons” on the basis of inadequate progress for two consecutive, full-time quarters shall be disqualified from the university. That action shall be taken by the College faculty (or its authorized agent) and is subject to such conditions as the faculty may impose. Exceptions to disqualification on the basis of inadequate progress for quantitative reasons may be granted by the college faculty (or its authorized agent) in appropriate circumstances under policies adopted by the college faculty. (Am. 05/04/05)

(5) An undergraduate student in scholastic good standing on the basis of GPA for qualitative reasons as defined in Senate Regulation 900(A) but who is subject to academic probation or disqualification for quantitative (progress) reasons on the basis of inadequate progress as defined herein, may continue to opt to take courses on a Pass or Not Passed basis (See Davis Division Regulation A545(A)). (Am. 05/04/05)

(6) Colleges shall report the numbers of students subject to disqualification for quantitative reasons on the basis of inadequate progress and the number of exceptions and reasons for those exceptions to the Undergraduate Council on an annual basis in the fall quarter. (Am. 05/04/05)

(7) A notation on a full-time student’s transcript that he or she either has not made minimum progress or is on probation or subject to disqualification on the basis of inadequate progress for failure to make minimum progress shall be removed when the student has satisfied all other requirements for graduation. (Am. 05/04/05)

Except when a student has been disqualified from the university, all notations regarding failure to comply with the minimum progress requirement shall be redacted when copies of a student’s transcript are prepared for outside persons or agencies, such as professional or graduate schools. (Am. 05/04/05)

(D) Accommodations for Students with Documented Disabilities (Am. 4/14/2008)

(1) A student with a documented disability seeking an accommodation to the minimum progress requirement for a documented disability with respect to the minimum progress requirement shall provide his or her Dean’s office with a letter from the campus Student Disability Center (SDC) including a
recommendation for either a transfer to part-time status or a waiver of the minimum progress requirement for full-time students (for a specific period not to exceed one year). It is the student’s responsibility to request accommodations as soon as possible, and this notification must be made within a period of time which allows the university a reasonable opportunity to evaluate the request and offer necessary adjustments. The accommodation is subject to extension and modification, and it is the student’s responsibility to submit subsequent requests as the need arises. (Am. 4/14/2008)

(2) The faculty of a college (or its authorized agent) may authorize either a transfer to part-time status (as described in Davis Division Regulations C560-C562) or a waiver of the minimum progress requirement for specific quarters (not to extend to quarters beyond those recommended by the SDC) for a student for whom the SDC has determined that an accommodation is required. In either case the units earned and the quarters attended during the period of the accommodation shall not be used in determining whether a student has satisfied the minimum progress requirement. No accommodation shall alter the nature of the academic demands made of the student nor decrease the standards and types of academic performance. (Am. 4/14/2008)

(3) If the faculty (or its authorized agent) and the SDC cannot arrive at a mutually agreeable accommodation, the matter shall be resolved by a committee convened the Vice Chancellor - Student Affairs that includes a representative from the SDC and the authorized agent of the faculty of the college (or, in the absence of such agent, the chair of the faculty). (Am. 4/14/2008)

(4) Colleges shall report to the Undergraduate Council on an annual basis in the fall quarter the numbers, types, and duration of accommodations granted. (Am. 4/14/2008) The Office of the University Registrar shall report to the Undergraduate Council on an annual basis in the fall quarter the number of accommodations granted by each college, including the type and duration of each accommodation.
PROPOSED REVISION OF DAVIS DIVISION REGULATION 537:

Undergraduate Course Outline Requirement

Endorsed by the Undergraduate Council and the Executive Council.

Rationale: The revised regulation proposal will now more closely align with the revised Academic Code of Conduct and provide better clarity. The revisions are the result of the Academic Senate appointed Academic Integrity workgroup as a result of faculty concerns over academic dishonesty and proposed steps to be taken to alleviate incidents of academic dishonesty.

Proposed Revision: Davis Division Regulation 537 shall be amended as follows. Deletions are indicated by strikeout; additions are in bold type.

537. Undergraduate Course Outline Requirement

(A) By the end of the first week of instruction, the instructor will provide students with a course outline containing information regarding the anticipated: topical content of the course, amount and kind of work expected, and examination and grading procedures, and notice of the Code of Academic Conduct.

(B) By the end of the first week of instruction, the office hours of the instructor will be made available to the students. (En. 3/13/95 and effective 9/1/95)
PROPOSED REVISION OF DAVIS DIVISION REGULATION 550:

Academic Dishonesty

Endorsed by the Undergraduate Council.

Endorsed by the Executive Council.

**Rationale:** The revised regulation proposal will now more closely align with the revised Academic Code of Conduct and provide better clarity. The revisions are the result of the Academic Senate appointed Academic Integrity workgroup as a result of faculty concerns over academic dishonesty and proposed steps to be taken to alleviate incidents of academic dishonesty.

**Proposed Revision:** Davis Division Regulation 550 shall be amended as follows. Deletions are indicated by strikeout; additions are in **bold type**.

550. Academic Dishonesty Misconduct

(A) Examinations in any course on the Davis campus may be monitored only when deemed necessary by the instructor.

(A) The Code of Academic Conduct governs academic integrity at UC Davis. The Office of Student Support and Judicial Affairs (OSSJA) has authority and is responsible for adjudication and resolution of academic misconduct cases.

(B) A grade of "0" or "F" may be given for any examination or assignment submitted by a student to satisfy course requirements if cheating, plagiarism, or any form of academic dishonesty is admitted to have occurred, or is determined by proper adjudication to have occurred, in performance of the work. If the student admits or is determined after adjudication to have committed a violation of the Code of Academic Conduct which does not involve dishonesty, the faculty member may assign an appropriate grade penalty for the misconduct.

(B) UC Davis course examinations should be monitored, at the discretion of the instructor.

(C) Any contested accusation of cheating, plagiarism, or other violation of the Code of Academic Conduct in an examination or assignment submitted by a student to satisfy course requirements shall be adjudicated by a faculty-student committee appointed by the Chief Campus Officer in consultation with the Davis Division Committee on Committees.
(C) If an instructor has a reasonable suspicion of academic misconduct, whether admitted by the student or not, the instructor shall report the matter to the Office of Student Support and Judicial Affairs.

(D) Whether admitted or not, any case in which the instructor has substantial suspicions of student misconduct should be reported by the instructor to the Office of Student Support and Judicial Affairs. (Am. 3/13/95 and effective 9/1/95)

(D) A faculty/student panel, convened by OSSJA, shall conduct formal hearings for contested cases of academic misconduct and recommend findings to OSSJA, unless the right to a formal hearing has been withdrawn. The right to a formal hearing may be withdrawn because of a prior finding of misconduct. The panel will be selected from a faculty/student committee appointed by the Chief Campus Officer, in consultation with the Davis Division Committee on Committees nominating the faculty members.

(E) The instructor has authority to determine a grade penalty when academic misconduct is admitted or is determined by adjudication to have occurred; with a maximum grade penalty of “F” for the course.

(F) When a student is suspended for academic misconduct, the student’s academic transcript will carry the following notation during the period of suspension: “Disciplinary Suspension from UC Davis for Academic Misconduct.”

(G) When a student is dismissed for academic misconduct, the student’s academic transcript will carry the following notation: “Disciplinary Dismissal from the University of California for Academic Misconduct.”
PROPOSED REVISION OF DAVIS DIVISION REGULATION A546:

Satisfactory or Unsatisfactory Grading

Endorsed by the Graduate Council and the Executive Council.

Rationale: The Graduate Council (GC) met on April 19, 2018 and considered the changes to the SR A546 as presented by the Chair of the Education Policy Committee, Christopher Cappa. The regulation stipulates that only graduate students in good standing may be eligible to take letter grade courses on an S/U basis.

The registrar’s office asked for guidance in interpreting this policy, as the concern is with the specification that a graduate student be in “good standing”. Yet, as discussed by GC, there may be many reasons that a student might be considered “not in good standing” that are not reflective of ongoing or current academic problems. Instead they have to do with the current inability to remove the “not in good standing” designation from the transcripts due to limits set by current Graduate Council Policy (GC2005-01). One relatively common example is that a student may have accumulated an unsatisfactory grade in >8 research units (299), which cannot be repeated and therefore keep holding the student “not in good standing”.

GC is currently further reviewing GC2005-01 to resolve this issue, while also allowing programs to ensure that any student who is in academic difficulty may not benefit in any changes to the policy. In the meantime GC voted unanimously in support of the changes to SR A546, as they would help streamline the process by which students, deemed not to be (or no longer to be) in academic difficulties, be allowed to take classes on a S/U basis.

Proposed Revision: Davis Division Regulation A546 shall be amended as follows. Deletions are indicated by strikeout; additions are in bold type.

A546. Satisfactory or Unsatisfactory Grading

(A) Under such rules as the Graduate Council and the appropriate program may determine, a graduate student in good standing (or who receives approval from the Office of Graduate Studies) is authorized to undertake, in addition to courses graded on a Satisfactory or Unsatisfactory only basis, one course each term on an optional Satisfactory (S) or Unsatisfactory (U) basis. After a graduate student has been advanced to candidacy for the Ph.D. degree, the student may undertake an unlimited number of courses on a Satisfactory or Unsatisfactory basis.

(B) With the consent of the appropriate program and approval of the Graduate Council and of the Davis Division Committee on Courses of Instruction, the grades
assigned in specific graduate courses may be, for graduate students, Satisfactory or Unsatisfactory only and, for undergraduate students, Passed or Not Passed only.

(C) Students enrolled in individual research or individual study graduate courses (299 or 299D) shall be graded on a Satisfactory or Unsatisfactory only basis.

(D) In courses being undertaken on a Satisfactory or Unsatisfactory basis, the grade of Satisfactory shall be awarded only for work which otherwise would receive a grade of B- or better and shall be awarded in undergraduate courses only for work which otherwise would receive a grade of C- or better. Units thus earned shall be counted in satisfaction of degree requirements but disregarded in determining a student’s grade point average. No credit shall be allowed for work graded Unsatisfactory.
PROPOSED REVISION OF DAVIS DIVISION REGULATION 521:

University of California Entry Level Writing Requirement

Submitted by the Preparatory Education Committee.

Endorsed by the Undergraduate Council and the Executive Council.

Rationale: Currently, Davis Division regulations specify that students who have not satisfied the Entry Level Writing Requirement (ELWR) at the time of enrollment at UC Davis have three specific options for satisfying the requirement. A plan to allow greater flexibility and more options, known as the multiple pathways ELWR plan, has been proposed by the L&S English Language and Literacy Committee. PEC was asked by senate leadership to consider senate bylaw and regulation changes that would allow the implementation and monitoring of the multiple pathways plan.

As part of the approval of the multiple pathways ELWR plan, PEC was asked by senate leadership to consider senate bylaw and regulation changes that would allow the implementation and monitoring of the multiple pathways.

The proposal would make one very significant change to the regulations - it would remove all reference to specific classes that satisfy ELWR. Instead, the list would be maintained by PEC.

Proposed Revision: Davis Division Regulation 521 shall be amended as follows. Deletions are indicated by strikeout; additions are in bold type.

521. University of California Entry Level Writing Requirement (En. 6/1/2006)

(A) The University of California Entry Level Writing Requirement is a reading and writing proficiency requirement governed by Academic Senate Regulation 636 and this Divisional Regulation. (En. 6/1/2006)

(B) Prior to enrollment at the University of California, each student may satisfy the University of California Entry Level Writing Requirement as specified by Academic Senate Regulation 636. (En. 6/1/2006)

(C) A student who has not satisfied the University of California Entry Level Writing Requirement prior to enrollment in the University of California, Davis must satisfy the requirement either (En. 6/1/2006)

(1) by passing the University of California Analytical Writing Placement Exam administered Systemwide or on the Davis campus, or (En. 6/1/2006)
(2) by passing Workload 57, offered by Sacramento City College, with a grade of C or better. (En. 6/1/2006) by passing, with a grade of at least C or above, one of the Entry Level Writing Requirement courses certified by the Committee on Preparatory Education (PEC) and Undergraduate Council (UGC). A student who receives a final grade of C- or below has not fulfilled the University of California Entry Level Writing Requirement and may repeat the course(s). The list of certified courses will be maintained by the Committee on Preparatory Education and publicized by the Director of Entry Level Writing.

(3) by passing UC Online Course Writing 39A with a grade of C or better. (En. 9/1/2016)

(D) The final examination for Workload 57 shall be the University of California Analytical Writing Placement Exam, which shall be evaluated by instructors from both UC Davis and Sacramento City College. (En. 6/1/2006) If a student is identified as an English language learner (ESL) on the University of California Analytic Writing Placement Exam, or through a placement exam on the Davis campus as determined by the Director for Entry Level Writing, the student will be placed into the ESL pathway for Entry Level Writing. The procedure for the ESL pathway will be maintained by the Committee on Preparatory Education and publicized by the Director of Entry Level Writing and the Director of ESL.

(E) In accordance with University of California Systemwide Academic Senate Regulation 636.D, a students placed into University Writing Program 21, 22, and/or 23, the ESL pathway will have three quarters plus one quarter for each required Linguistics ESL course to meet the requirement. Other students must satisfy the University of California Entry Level Writing Requirement as early as possible during the first year in residence at the University of California. A student who has not done so within the prescribed timeframe after three quarters of enrollment will not be eligible to enroll for additional fourth quarters unless the student has been granted an extension by the Committee on Preparatory Education. The Committee on Preparatory Education may delegate the authority to grant such extensions to that by that student’s college Dean, or adviser as authorized by the Dean. In the case of such delegation, the Dean shall submit an annual report to the Committee on Preparatory Education. Students placed into University Writing Program 21, 22, and/or 23, the ESL pathway will have three quarters plus one quarter for each required Linguistics ESL course to meet the requirement. (En. 6/1/2006, Am. 9/1/2016)
PROPOSED REVISION OF DAVIS DIVISION REGULATION A540(F):

Grading

Endorsed by the Undergraduate Council and the Executive Council.

Rationale: Students are required to pass the Entry Level Writing Requirement (ELWR) with a C or above (see DDR 521.C.2), and are given 3 quarters to do so. The current regulation DDR A540.F.1, which governs repeated classes, only allows students to repeat classes in which they have attained a D+ or below. The proposed changes to the ELWR in 521.C.2 allow students with a C- or lower to repeat the ELWR classes, consistent with UC Senate Regulation 636.C.1.

The proposed regulation change for DDR A540.F.1 makes explicit that students are allowed to repeat ELWR courses if they receive a C- or below.

The proposed regulation change for DDR A540.F.5 makes explicit that courses repeated for the purposes of ELWR will have their grade computed in the same manner as other repeated courses for which students earn a D or below.

Together these modifications would close the C- gap that is created by the current inconsistency of UC versus Davis Division regulations.

Proposed Revision: Davis Division Regulation A540(F) shall be amended as follows. Deletions are indicated by strikeout; additions are in bold type.

A540. Grading

(F) Repetition of courses not authorized by the Davis Division Committee on Courses of Instruction to be taken more than once for credit is subject to the following conditions.

(1) An undergraduate student may repeat only those courses in which he or she received a letter grade of D+ or below, a C- or below for any course that is approved to satisfy the Entry Level Writing Requirement (see DDR 521.C.2), or a grade of Not Passed, as well as courses in which a grade of I has become permanent on the student’s record because the work was not completed within three years, as described in (C) above. Departments may restrict repetition of a course if it is a prerequisite to a course already completed with a grade of C- or better. Courses in which a letter grade has been assigned may not be repeated on a Passed or Not Passed basis. (En. 4/21/80, Am. 3/11/81) (Am. 9/1/2010, 9/1/2016)

(2) A graduate student, with the consent of the appropriate graduate adviser and the Dean of Graduate Studies, may repeat any course in which he or she received a letter grade of C+ or below, or a grade of Unsatisfactory, as well as courses in which a grade of I has become permanent on the student’s
record because the work was not completed within three years, as described in (C) above, up to a maximum of three courses for all courses repeated. Courses in which a letter grade has been assigned may not be repeated on a Satisfactory or Unsatisfactory basis. (Am. 10/25/76, effective Winter 1977) (Am. 9/1/2010, 9/1/2011, 9/1/2016)

(3) Repetition of a course more than once requires approval by the appropriate dean in all instances.

(4) Degree credit for a course will be given only once, but the grade assigned at each enrollment shall be permanently recorded. (Am. by mail ballot 5/7/74)

(5) In computing the grade point average of an undergraduate who repeats courses in which he or she the student received a grade of D or F, or in the case of a course that is approved to satisfy the Entry Level Writing Requirement, a C- or below (see DDR 521.C.2), only the most recently earned grade for each course and corresponding grade points shall be used for the first 16 units repeated. In the case of further repetitions, the grade point average shall be based on all grades assigned and total units attempted.

(6) In computing the grade point average of a graduate student who repeats courses in which he or she the student received a grade of C, D, or F, only the most recently earned grade for each course and corresponding grade points shall be used.
PROPOSED REVISION OF DAVIS DIVISION BYLAW 121 (D):

Committee on Preparatory Education

Submitted by the Preparatory Education Committee.

Endorsed by the Undergraduate Council and the Executive Council.

Rationale: Currently, Davis Division regulations specify that students who have not satisfied the Entry Level Writing Requirement (ELWR) at the time of enrollment at UC Davis have three specific options for satisfying the requirement. A plan to allow greater flexibility and more options, known as the multiple pathways ELWR plan, has been proposed by the L&S English Language and Literacy Committee. PEC was asked by senate leadership to consider senate bylaw and regulation changes that would allow the implementation and monitoring of the multiple pathways plan.

This proposal is intended to clarify PEC's role in the ELWR process, which is one of certification, decertification and monitoring of the ELWR. The UC Systemwide Senate regulations (see below) give the power of approving courses to an appropriate committee of the UC Davis Senate.

Systemwide Senate Regulation 636.C

There are two ways a student may satisfy the University of California Entry Level Writing Requirement subsequent to enrollment at the University of California: by passing the University of California Analytical Writing Placement Examination, or by successfully completing a course or program of study approved for that purpose by an appropriate agency of the Academic Senate Division of the student’s campus. (Am 28 May 80; Am 26 May 82; Am 19 Feb 2004; Am 30 Jan 2008)

The UC Davis Senate bylaw already put the monitoring power in the hands of PEC. This proposal would clarify that PEC is supposed to certify and decertify ELWR courses. This makes the most sense since PEC is the body most closely monitoring these courses and establishing criteria for the approval of these courses.

Proposed Revision: Davis Division Regulation 521 shall be amended as follows. Deletions are indicated by strikeout; additions are in bold type.

121.D Committee on Preparatory Education

(1) This committee shall consist of five members, with broad representation from the colleges offering undergraduate instruction. The membership of this committee shall include one member from the Department of Mathematics and one member from the
University Writing Program. In addition, there shall be one undergraduate student representative and one representative from the Academic Federation. (Am. 9/1/2017)

(2) This committee shall have the following duties:

(a) To monitor and conduct periodic reviews and evaluations of remedial preparatory education.

(b) Under the direction of the University Committee on Undergraduate Preparatory Education, Under the direction of Undergraduate Council, to oversee the certification, decertification, administration and efficacy of any method all methods used to satisfy the Entry Level Writing Requirement (ELWR) for UC Davis students. (Am. 9/1/2016, 9/1/2017) The committee shall establish and publish criteria for ELWR course certification and review. The committee shall periodically review, evaluate and revise those criteria. The committee shall maintain a list of courses which it has certified to satisfy the ELWR and shall communicate that list to the Director of Entry Level Writing. The committee shall periodically review the efficacy of the certified ELWR courses, and if necessary, decertify courses if they do not meet the committee’s review criteria.

(c) To oversee the use of placement examinations in mathematics.

(d) To be responsible for implementation of University Academic Senate Regulation 761 on the Davis campus.

(e) To monitor and conduct periodic reviews and evaluations of the English as a Second Language Program on the Davis campus.

(f) To be responsible for approving exceptions to the deadlines for satisfying the Entry Level Writing Requirement pursuant to Academic Senate Regulation 636.D.
The Committee on Committees would like to thank all faculty, past and present, who have served on Academic Senate committees. Appointments and reappointments to Senate committees are performed annually, and in so doing the Senate seeks to reflect, as noted in UC Davis’s Principles of Community, the “multitude of backgrounds and experiences” that foster the “inclusive and intellectually vibrant community” of UC Davis. This past year we had record numbers of volunteers who wished to serve on Senate committees; if we were unable to place you in service this year, we encourage you to apply again during next year’s call for service. If you are wondering which committees might be a good fit for you, we encourage you to browse the Academic Senate’s committee webpage and speak to your colleagues who have served on committees. – Academic Senate Committee on Committees.

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GE American Cultures, Governance and History Literacy

I. Regulations

Davis Division Regulation 522 sets forth the Baccalaureate Degree Requirement in General Education. Civic and Cultural Literacy, a component of Core Literacies (522.C), includes the requirement for 3 units of coursework in American Cultures, Governance and History (522.C.2).

Regulation 523 sets forth the Criteria for General Education Certification of courses, stating “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.” (523.C.4)

II. Interpretation

The objective of American Cultures, Governance, and History Literacy is to prepare students to take up the responsibilities and demands of citizenship in an increasingly interconnected and diverse nation.

Courses that meet the American Culture, Governance and History Literacy must present issues pertinent to the governance or history of the United States and analyze major forces underlying historical events and political institutions within the United States.

Minimum Elements Checklist

Courses in the American Culture, Governance and History Literacy must:

ME1) Demonstrate that a substantial portion of the course is:

• Teaching students to develop the ability to bring historical understanding and analytical skills to understand the nature of participation in the civic spheres in American Society.

-OR-

• Teaching students to think analytically about the nature of citizenship, government, institutions, and social relations in the United States.

ME2) Provide specific demonstration and justification of how student competency in the American Cultures, Governance and History literacy will be assessed through student assignments, exams, surveys, or other means.

ME3) Demonstrate that achieving the minimum set of learning objectives of the literacy is an integral part of the class.

III. ICMS Submission requirements

The Committee on Courses of Instruction (COCI) evaluates whether the course
proposal satisfies the minimum elements checklist above. COCI uses the information provided in the answers to the General Education literacy justification questions and the Expanded Course Description. Departments requesting that a course be approved for this GE literacy must answer the literacy questions in the Integrated Curriculum Management System (ICMS), as listed below.

For this literacy, COCI evaluates the minimum elements as follows:

• ME1: ICMS literacy question 1
• ME2: ICMS literacy question 2 and Expanded Course Description
• ME3: Expanded Course Description

1. How will the course provide an understanding of the historical processes, institutional structures and core analytical skills necessary to think critically about the nature of citizenship, government, and social relations in the United States?

2. How will the instructors assess student competency in this GE literacy?

Departments may leave the “ICMS Justification” field blank, or use it to provide any additional information about the GE literacy for this course that may be helpful as COCI reviews the request.
I. Regulations

The U.C. Davis Requirements for Higher Degrees Regulation 522 sets forth the Baccalaureate Degree Requirement in General Education. Civic and Cultural Literacy, a component of Core Literacies (522.C), includes the requirement for 6 units of courses in American Cultures, Governance, and History (522.C.2), of which at least 3 units must be in domestic diversity (522.C-2).

Regulation 523 sets forth the Criteria for General Education Certification of courses, stating “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.” (523-C-4) 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.” (523-C-4a).

II. Interpretation: Core Literacy in American Cultures, Governance and History (at least 6 units, of which at least 3 units must be in domestic diversity)

The objective of the American Cultures, Governance, and History this core literacy is to prepare students to take up the responsibilities and demands of citizenship in an increasingly interconnected and diverse nation. Here, civic literacy is defined by the ability to bring historical understanding and analytic skills to participation in the civic spheres of society, and the ability to think analytically about the nature of citizenship, government and social relations in the United States. Cultural literacy is defined as an understanding of the socio-cultural diversity of the United States and of the relationships between these diverse cultures and larger patterns of national history and institutions.

Courses that meet the American Culture, Governance, and History Literacy must present issues pertinent to civic literacy section of this requirement must present issues pertinent to US governance, the governance of the United States and of the relationships between these diverse cultures and larger patterns of national history and institutions.

Minimum Elements Checklist

Courses in the American Culture, Governance, and History Literacy must:

ME1) Demonstrate that a substantial portion of the course is:

• Teaching students to develop the ability to bring historical understanding and analytical skills to understand the nature of participation in the civic spheres in American Society.

OR:
• Teaching students to think analytically about the nature of citizenship, government, institutions, and social relations in the United States.

ME2) Provide specific demonstration and justification of how student competency in the American Cultures, Governance, and History literacy will be assessed through student assignments, exams, surveys, or other means.

ME3) Demonstrate that achieving the minimum set of learning objectives of the literacy is an integral part of the class.

III. ICMS Submission Requirements

The Committee on Courses of Instruction (COCI) evaluates whether the course proposal satisfies the minimum elements checklist above. COCI uses the information provided in the answers to the General Education literacy justification questions and the Expanded Course Description. Departments requesting that a course be approved for this GE literacy must answer the literacy questions in the Integrated Curriculum Management System (ICMS), as listed below.

For this literacy, COCI evaluates the minimum elements as follows:

• ME1: ICMS literacy question 1
• ME2: ICMS literacy question 2 and Expanded Course Description
• ME3: Expanded Course Description

ICMS literacy questions

1. How will the course provide an understanding of the historical processes, institutional structures and core analytical skills necessary to think critically about the nature of citizenship, government, and social relations in the United States?

2. How will the instructors assess student competency in this GE literacy?

Departments may leave the “ICMS Justification” field blank, or use it to provide any additional information about the GE literacy for this course that may be helpful as the Committee on Courses of Instruction reviews the request.

The goal is to help students develop the necessary skills to understand how US governance and history result from past and ongoing interplay between a wide range of political and social interests. Courses may, but are not required to, introduce a comparative dimension into the core content by including analysis of perspectives of different constituencies.

Courses that fulfill the American domestic diversity (cultural literacy) section of this requirement must fully integrate a consideration of patterned differences that characterize human populations—particularly differences of gender, race, ethnicity, sexuality,
religion or social class—as determinants of issues pertinent to US cultures, governance—
or history. The goal is to help students develop skills for critically examining the social
structures from which culture emerges, with an emphasis on diverse socio-cultural perspectives on these issues. Courses may train students in cultural literacy by examining networks of social relations (family, peers, community organizations), institutions (schools, media, government agencies, courts, corporations, churches, the military), or cultural production.

Education Abroad Program courses may be used to satisfy the GE American Cultures, Governance and History Literacy requirements if they meet these criteria.

III. Guiding Questions for Courses fulfilling GE Core Literary in American Cultures, Governance and History

1. Relevance: Which specific aspects of American cultures, governance, or history are addressed by the course? Is the course meant to satisfy the Domestic Diversity portion of the core literacy?

2. Specific Content: How does this course address the goals of the American civic literacy requirement or the American domestic diversity (cultural literacy) requirement, as outlined above?

3. Approach: How does the course provide an opportunity to develop understanding and analytic skills?

4. Assessment: How will the course assess whether its goals have been achieved in the students’ academic performance (i.e., sample test questions, paper topics, etc.)?
GE Domestic Diversity Literacy

I. Regulations

Davis Division Regulation 522 sets forth the Baccalaureate Degree Requirement in General Education. Civic and Cultural Literacy, a component of Core Literacies (522.C), includes the requirement for at least 3 units of coursework in domestic diversity (522.C.2).

Regulation 523 sets forth the Criteria for General Education Certification of courses, stating “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.” (523.C.5)

II. Interpretation

The objective of Domestic Diversity Literacy is to prepare students for thoughtful, active participation in civic society. Students will learn to think analytically about American institutions and social relations, and understand the diversity of American cultures.

Courses that meet the Domestic Diversity literacy must provide students with an understanding and appreciation of the social and cultural diversity of the United States, the relationships between these diverse cultures, and larger patterns of national history and institutions.

Minimum Elements Checklist

Courses in the Domestic Diversity Literacy must:

ME1) Demonstrate that a substantial portion of the course is

- Teaching students to develop the ability to critically examine the structures from which cultures in the Unites States emerge with an emphasis on diverse socio-cultural perspectives on these issues.
- OR-
- Teaching students to think analytically about the nature of patterned differences that characterize human populations, such as gender, race, ethnicity, sexuality, religion, or social class, as determinants of issues pertinent to the United States.

ME2) Provide specific demonstration and justification of how student competency in the Domestic Diversity literacy will be assessed through student assignments, exams, surveys, or other means.

ME3) Demonstrate that achieving the minimum set of learning objectives of the literacy is an integral part of the class.
III. ICMS Submission requirements

The Committee on Courses of Instruction (COCI) evaluates whether the course proposal satisfies the minimum elements checklist above. COCI uses the information provided in the answers to the General Education literacy justification questions and the Expanded Course Description. Departments requesting that a course be approved for this GE literacy must answer the literacy questions in the Integrated Curriculum Management System (ICMS), as listed below.

For this literacy, COCI evaluates the minimum elements as follows:

- ME1: ICMS literacy questions 1 and 2
- ME2: Expanded Course Description and ICMS literacy questions 1, 2, and 3
- ME3: Expanded Course Description

1. How will the course provide an understanding of issues such as race, ethnicity, social class, gender, sexuality, and religion within the United States?

2. How will the course develop students’ abilities to think critically about diverse socio-cultural perspectives?

3. How will the instructors assess student competency in this GE literacy?

Departments may leave the “ICMS Justification” field blank, or use it to provide any additional information about the GE literacy for this course that may be helpful as COCI reviews the request.
I. Regulations

The U.C. Davis Requirements for Higher Degrees, Davis Division Regulation 522, sets forth the Baccalaureate Degree Requirement in General Education. Civic and Cultural Literacy, a component of Core Literacies (522.-C), includes the requirement for 6 units of courses in American Cultures, Governance and History, of which at least 3 units must be in domestic diversity (522.-C.-2).

Regulation 523 sets forth the Criteria for General Education Certification of courses, stating "A course in American Cultures, Governance and History Domestic Diversity 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." (523-C-4) 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." (523.-C.5-4a).

II. Interpretation: Core Literacy in American Cultures, Governance and History (at least 6 units, of which at least 3 units must be in domestic diversity)

The objective of this core the Domestic Diversity Literacy is to prepare students for thoughtful, active participation in civic society. Students will learn to think analytically about American institutions and social relations, and understand the diversity of American cultures, to take up the responsibilities and demands of citizenship in an increasingly interconnected and diverse nation. Here, civic literacy is defined by the ability to bring historical understanding and analytic skills to participation in the civic spheres of society, and the ability to think analytically about the nature of citizenship, government and social relations in the United States. Cultural literacy is defined as an understanding of the socio-cultural diversity of the United States and the relationships between these diverse cultures and larger patterns of national history and institutions.

Courses that meet the Domestic Diversity literacy must provide students with an understanding and appreciation of the social and cultural diversity of the United States, the relationships between these diverse cultures, and larger patterns of national history and institutions.

Minimum Elements Checklist

Courses in the Domestic Diversity Literacy must:

ME1) Demonstrate that a substantial portion of the course is

- Teaching students to develop the ability to critically examine the structures from
which cultures in the United States emerge with an emphasis on diverse socio-cultural perspectives on these issues.

-OR-

- Teaching students to think analytically about the nature of patterned differences that characterize human populations, such as gender, race, ethnicity, sexuality, religion, or social class, as determinants of issues pertinent to the United States.

ME2) Provide specific demonstration and justification of how student competency in the Domestic Diversity literacy will be assessed through student assignments, exams, surveys, or other means.

ME3) Demonstrate that achieving the minimum set of learning objectives of the literacy is an integral part of the class.

fulfill the American civic literacy section of this requirement must present issues pertinent to US governance or history and analyze major forces underlying historical events and political institutions within the US. The goal is to help students develop the necessary skills to understand how US governance and history result from past and ongoing interplay between a wide range of political and social interests. Courses may, but are not required to, introduce a comparative dimension into the core content by including analysis of perspectives of different constituencies.

Courses that fulfill the American domestic diversity (cultural literacy) section of this requirement must fully integrate a consideration of patterned differences that characterize human populations—particularly differences of gender, race, ethnicity, sexuality, religion or social class—as determinants of issues pertinent to US cultures, governance, or history. The goal is to help students develop skills for critically examining the social
structures from which culture emerges, with an emphasis on diverse socio-cultural 
perspectives on these issues. Courses may train students in cultural literacy by examining 
networks of social relations (family, peers, community organizations), institutions 
(schools, media, government agencies, courts, corporations, churches, the military), or 
cultural production.

Education Abroad Program courses may be used to satisfy the GE American Cultures, 
Governance and History Literacy requirements if they meet these criteria.

III. ICMS Submission Requirements

The Committee on Courses of Instruction (COCI) evaluates whether the course proposal 
satisfies the minimum elements checklist above. COCI uses the information provided in the 
answers to the General Education literacy justification questions and the Expanded Course 
Description. Departments requesting that a course be approved for this GE literacy must 
answer the literacy questions in the Integrated Curriculum Management System (ICMS), as 
listed below.

For this literacy, COCI evaluates the minimum elements as follows:

- ME1: ICMS literacy questions 1 and 2
- ME2: Expanded Course Description and ICMS literacy questions 1, 2, and 3
- ME3: Expanded Course Description

1. How will the course provide an understanding of issues such as race, ethnicity, social 
class, gender, sexuality, and religion within the United States?
2. How will the course develop students’ abilities to think critically about diverse socio-
cultural perspectives?
3. How will the instructors assess student competency in this GE literacy?

Departments may leave the “ICMS Justification” field blank, or use it to provide any 
additional information about the GE literacy for this course that may be helpful as the 
Committee on Courses of Instruction (COCI) reviews the request.

III. Guiding Questions for Courses fulfilling GE Core Literary in American Cultures, Governance 
and History

1. Relevance: Which specific aspects of American cultures, governance, or history are 
addressed by the course? Is the course meant to satisfy the Domestic Diversity portion of the core 
literacy?
2. Specific Content: How does this course address the goals of the American civic literacy 
requirement or the American domestic diversity (cultural literacy) requirement, as outlined 
above?
3. Approach: How does the course provide an opportunity to develop understanding and 
analytic skills?
4. Assessment: How will the course assess whether its goals have been achieved in the 
students’ academic performance (i.e., sample test questions, paper topics, etc.)?
GE Oral Skills Literacy

I. Regulations

Davis Division Regulation 522 sets forth the Baccalaureate Degree Requirements in General Education. Literacy with Words and Images (522.C.1) is a component of Core Literacies and requires 20 units of work in specified categories. Oral Skills coursework is an option for 3 units of that requirement.

Regulation 523 sets forth the Criteria for General Education Certification of courses, stating: “A course in oral skills strengthens a student’s ability to understand and orally communicate ideas while using critical thinking.” (523.C.2)

II. Interpretation

The objective of Oral Literacy is to strengthen effective communication skills by strengthening their ability to use critical thinking skills to present ideas or concepts verbally.

Courses that meet the oral literacy requirement must include instruction, practice, and demonstration by the student in the preparation, organization, logic, delivery, clarity, and rhetorical elements involved in persuasion.

All courses must require students to give at least two oral presentations that total a minimum of ten minutes of presentation experience. These must be given to a group of their peers, with or without visual supporting materials.

Course instruction in oral literacy must include proper methods for constructing non-fallacious verbal arguments, recognizing fallacious arguments, and the ability to understand and critique the verbal arguments of others. In-class or homework assignments may be used for students to practice proper construction of argument used in oral presentations – however assignments must not replace the required oral presentations given by students.

For all oral presentations, students must receive clear, written guidelines for completing each assignment and they must receive written feedback from the instructor on their presentations. Clear criteria for evaluation must be established in advance of each assignment and must focus on each of the elements of oral communication.

Departments and programs are encouraged to incorporate oral literacy units within existing courses and to develop courses that emphasize the department’s or program’s distinctive disciplinary uses of public speaking.

Minimum Elements Checklist

Courses in the Oral Skills Literacy must:

ME1) Demonstrate that a substantial portion of the course is the instruction of techniques on effective oral presentation, communication skills, and improvement of critical thinking skills through the development of persuasive rhetoric delivered orally.

ME2) Assure that the course outline includes lecture topics on the proper methods of speech organization, logic, oral speech delivery, and the rhetorical elements of persuasion.
ME3) Require students to give at least two (2) oral presentations that total at least 10 minutes of presentation experience.

ME4) Assure that all presentations are given to a group of student peers and evaluated by the instructor. Written feedback is provided to each student following their oral presentations.

ME5) Demonstrate that achieving the minimum set of learning objectives of the literacy is an integral part of the class.

III. ICMS Submission requirements

The Committee on Courses of Instruction (COCI) evaluates whether the course proposal satisfies the minimum elements checklist above. COCI uses the information provided in the answers to the General Education literacy justification questions and the Expanded Course Description. Departments requesting that a course be approved for this GE literacy must answer the literacy questions in the Integrated Curriculum Management System (ICMS), as listed below.

For this literacy, COCI evaluates the minimum elements as follows:
   • ME1: Expanded Course Description
   • ME2: Expanded Course Description
   • ME3: ICMS literacy questions 1
   • ME4: ICMS literacy questions 1 and 2
   • ME5: Expanded Course Description

1. Briefly describe the requirements for oral presentations by each student in the course, including the total number of presentations and the nature and length of each presentation.

2. Briefly describe how criteria for evaluation and feedback on the presentations will be provided to students.

3. How will the instructors assess student competency in this GE literacy?

Departments may leave the “ICMS Justification” field blank, or use it to provide any additional information about the GE literacy for this course that may be helpful as COCI reviews the request.
GE Oral Skills Literacy - Course Approval Description

I. Bylaw Regulations

The UC Davis Requirements for Higher Degrees, Section Davis Division Regulation 522, sets forth the Baccalaureate Degree Requirements in General Education. Literacy with Words and Images is a component of Core Literacies (522.-C.-1) and requires 20 units of work in specified categories. Oral Skills coursework is an option for 3 units of that requirement.

Regulation 523 sets forth the Criteria for General Education Certification of courses, stating: “A course in oral skills strengthens a student’s ability to understand and orally communicate ideas while using critical thinking.” (523.-C.-2)

II. Interpretation

The objective of the GE Core Literacy Requirement is to strengthen effective communication skills by strengthening their ability to use critical thinking skills to present ideas or concepts verbally.

Courses that meet the oral literacy requirement must include instruction, practice, and demonstration by students in the preparation, organization, logic, delivery, clarity, and rhetorical elements involved in persuasion.

All courses must require students to give at least two oral presentations that total a minimum of ten minutes of presentation experience. These must be given to a group of their peers with or without visual supporting materials.

Course instruction in oral literacy must include proper methods for constructing non-fallacious verbal arguments, recognizing fallacious arguments, and the ability to understand and critique the verbal arguments of others. In-class or homework assignments may be used for students to practice proper construction of argument used in oral presentations — however assignments must not replace the required oral presentations given by students.

For all oral presentations, students must receive clear, written guidelines for completing each assignment and they must receive written feedback from the instructor on their presentations. Clear criteria for evaluation must be established in advance of each assignment and must focus on each of the elements of oral communication.

Departments and programs are encouraged to incorporate oral literacy units within existing courses and to develop courses that emphasize the department’s or program’s distinctive disciplinary uses of public speaking.

Courses certified for oral literacy will require at least two 3-5 minute oral presentations, with or without visual supporting materials. Students must receive clear, written guidelines for...
completing each assignment and they must receive feedback on their presentations. Clear
criteria for evaluation must be established in advance of each assignment and must include a
focus on each of these elements.

Departments and programs are encouraged to incorporate oral literacy units within existing
courses and to develop courses that emphasize the department’s or program’s distinctive
disciplinary uses of public speaking.

Education Abroad Program courses may be used to satisfy the GE Oral Literacy requirement if
they meet these criteria.

Minimum Elements Checklist

Courses in the Oral Skills Literacy must:

ME1) Demonstrate that a substantial portion of the course is the instruction of techniques on
effective oral presentation, communication skills, and improvement of critical thinking skills
through the development of persuasive rhetoric delivered orally.

ME2) Assure that the course outline includes lecture topics on the proper methods of speech
organization, logic, oral speech delivery, and the rhetorical elements of persuasion.
ME3) Require students to give at least two (2) oral presentations that total at least 10 minutes of presentation experience.

ME4) Assure that all presentations are given to a group of student peers and evaluated by the instructor. Written feedback is provided to each student following their oral presentations.

ME5) Demonstrate that achieving the minimum set of learning objectives of the literacy is an integral part of the class.

III. ICMS Submission requirements

The Committee on Courses of Instruction (COCI) evaluates whether the course proposal satisfies the minimum elements checklist above. COCI uses the information provided in the answers to the General Education literacy justification questions and the Expanded Course Description. Departments requesting that a course be approved for this GE literacy must answer the literacy questions in the Integrated Curriculum Management System (ICMS), as listed below.

For this literacy, COCI evaluates the minimum elements as follows:

• ME1: Expanded Course Description
• ME2: Expanded Course Description
• ME3: ICMS literacy questions 1
• ME4: ICMS literacy questions 1 and 2
• ME5: Expanded Course Description

1. Briefly describe the requirements for oral presentations by each student in the course, including the total number of presentations and the nature and length of each presentation.
2. Briefly describe how criteria for evaluation and feedback on the presentations will be provided to students.
3. How will the instructors assess student competency in this GE literacy? Departments may leave the “ICMS Justification” field blank, or use it to provide any additional information about the GE literacy for this course that may be helpful as the Committee on Courses of Instruction reviews the request.

III. Guiding questions

1. What kinds of public speaking or oral presentation does your course require? Please identify the number and types of oral presentations, and specify the required length.
2. What defines a typical oral presentation for this course? Please list several criteria you would apply to assess the student’s performance.
3. How does the oral presentation(s) provide an opportunity for students to communicate an understanding of pertinent issue(s) related to the course?
4. How will guidance be given to students as they prepare and deliver their oral presentations?
5. How will critical feedback be given to students following their presentations? Will the course give them an opportunity to improve their presentations? If so, please explain the process by which the student will receive feedback and incorporate suggestions for improvement.
Sample Course Information and Possible Justification in Fulfillment of the Oral Literacy Requirement

1. **Sample Course**: In a capstone course in which students are preparing written reports of research, students also prepare and deliver concise oral versions (at least 2) of the research.  
   **Justification**: These might be guided by principles of effective presentation at research conferences in the discipline.

2. **Sample Course**: In a course in which student teams conduct and report research or carry out research reviews, teams give oral presentations (perhaps using PowerPoint or posters) at least twice during the quarter.  
   **Justification**: These oral presentations would be long enough to enable each speaker to present for at least 3 minutes on each occasion.
GE Quantitative Literacy

I. Regulations

Davis Division Regulation 522 sets forth the Baccalaureate Degree Requirement in General Education. Quantitative Literacy, a component of Core Literacies (522.C), requires 3 units of coursework (522.C.3).

Regulation 523 sets forth the Criteria for General Education Certification of courses, stating: “A course in Quantitative Literacy develops a student’s ability to reason quantitatively and to evaluate quantitative arguments encountered in everyday life.” (523.C.7)

II. Interpretation

The objective of Quantitative Literacy is to educate students to develop quantitative reasoning as a “habit of mind” which includes competency and comfort in working with numerical data as well as the ability to interpret arguments involving numerical data. Courses that meet the quantitative literacy must teach students to engage in mathematical or statistical reasoning about numerical data. They must also either:

1. Teach students to generate arguments about numerical data collected to study events occurring in nature or in human social and political systems
   -OR-

2. Teach students to interpret mathematical or statistical arguments made by others about numerical data collected to study events occurring in nature or in human social and political systems

Minimum Elements Checklist

Courses in the Quantitative Literacy must:

ME1) Demonstrate that the course covers either quantitative methods or quantitative reasoning:
   • Examples of quantitative methods include – descriptive statistics, inferential statistics, surveys, interviews, probability, field and observational methods, and other data analysis techniques.
   • Examples of quantitative reasoning include – formal logic, Boolean logic, symbolic logic, algorithm, symbolic and computer languages, and other quantitative reasoning.

ME2) Provide specific demonstration of topics or arguments to which students apply quantitative methods and/or quantitative reasoning in everyday life.

ME3) Provide specific demonstration and explanation of the evaluation criteria referring to the quantitative literacy.

ME4) Demonstrate that achieving the minimum set of learning objective of the literacy is an integral part of the class.
III. ICMS Submission requirements

The Committee on Courses of Instruction (COCI) evaluates whether the course proposal satisfies the minimum elements checklist above. COCI uses the information provided in the answers to the General Education literacy justification questions and the Expanded Course Description. Departments requesting that a course be approved for this GE literacy must answer the literacy questions in the Integrated Curriculum Management System (ICMS), as listed below.

For this literacy, COCI evaluates the minimum elements as follows:

- ME1: ICMS literacy question 1
- ME2: ICMS literacy question 2
- ME3: ICMS literacy question 3
- ME4: Expanded Course Description

1. How will the course develop students’ abilities to reason quantitatively?

2. How will the course develop students’ abilities to evaluate quantitative arguments encountered in everyday life?

3. How will the instructors assess student competency in this GE literacy?

Departments may leave the “ICMS Justification” field blank, or use it to provide any additional information about the GE literacy for this course that may be helpful as COCI reviews the request.
GE - Quantitative Literacy — Course Approval Description

I. Regulations

The U.C. Davis Requirements for Higher Degrees, Davis Division Regulation 522, sets forth the Baccalaureate Degree Requirement in General Education. Quantitative Literacy is a component of Core Literacies (522.C), requires 3 units of coursework (522.C.3).

Regulation 523 sets forth the Criteria for General Education Certification of courses, stating: “A course in Quantitative Literacy develops a student’s ability to reason quantitatively and to evaluate quantitative arguments encountered in everyday life.” (523.C.76).

II. Interpretation

The objective of the Quantitative Literacy requirement is to educate students to develop create educated individuals who understand quantitative reasoning as a “habit of mind” which includes competency and comfort in working with numerical data as well as the ability to interpret arguments involving numerical data. Courses that meet the quantitative literacy must teach students to engage in mathematical or statistical reasoning about numerical data. They must also either:

1. Teach students to generate arguments about numerical data collected to study events occurring in nature or in human social and political systems and who are capable of evaluating claims and knowledge generated through quantitative methods. All graduates will function at a higher level in their careers and in their roles as informed citizens if they are familiar with the application of quantitative reasoning to natural, social and political systems. The ability to do quick, quantitative estimates to test one’s ideas and those produced by others is essential to evaluating the many numerical and statistical claims that are intended to influence thinking and behavior.

   -OR-

2. Teach students to interpret mathematical or statistical arguments made by others about numerical data collected to study events occurring in nature or in human social and political systems.

A course used to satisfy the Quantitative Literacy requirement addresses the relationships between events occurring in nature or in human social or political systems, measurements made or data collected to study those events, analysis of the data, and implications of the analysis for our understanding of the events.

Education Abroad Program courses may be used to satisfy the GE quantitative literacy requirement if they meet these criteria.

Minimum Elements Checklist

Courses in the Quantitative Literacy must:

ME1) Demonstrate that the course covers either quantitative methods or quantitative reasoning:
   - Examples of quantitative methods include – descriptive statistics, inferential statistics, surveys, interviews, probability, field and observational methods, and other data analysis
techniques.
  • Examples of quantitative reasoning include – formal logic, Boolean logic, symbolic logic, algorithm, symbolic and computer languages, and other quantitative reasoning.

ME2) Provide specific demonstration of topics or arguments to which students apply quantitative methods and/or quantitative reasoning in everyday life.

ME3) Provide specific demonstration and explanation of the evaluation criteria referring to the quantitative literacy.

ME4) Demonstrate that achieving the minimum set of learning objective of the literacy is an integral part of the class.

III. ICMS Submission requirements

The Committee on Courses of Instruction (COCI) evaluates whether the course proposal satisfies the minimum elements checklist above. COCI uses the information provided in the answers to the General Education literacy justification questions and the Expanded Course Description. Departments requesting that a course be approved for this GE literacy must answer the literacy questions in the Integrated Curriculum Management System (ICMS), as listed below. For this literacy, COCI evaluates the minimum elements as follows:

• ME1: ICMS literacy question 1
• ME2: ICMS literacy question 2
• ME3: ICMS literacy question 3
• ME4: Expanded Course Description

1. How will the course develop students’ abilities to reason quantitatively?
2. How will the course develop students’ abilities to evaluate quantitative arguments encountered in everyday life?
3. How will the instructors assess student competency in this GE literacy? Departments may leave the “ICMS justification” field blank, or use it to provide any additional information about the GE literacy for this course that may be helpful as the Committee on Courses of Instruction reviews the request.

III. Implementation

The following courses should fulfill this requirement. This list currently serves as a starting point for analysis and discussion.

Statistics 10 (STA10): Statistical thinking. (Statistics and probability in daily life.)
Statistics 13 (STA13): Elementary statistics. (Descriptive statistics.)
Statistics 100 (STA100): Applied statistics for biological sciences.
Agricultural and Resource Economics 15 (ARE15): Economic basis of the agricultural industry.
Anthropology 13 (ANT13): Scientific method in physical anthropology.
Biological Sciences 20Q (BIS 20Q): Modeling in biology. (Application of quantitative methods to biological problems.)
Economics 1A (ECN1A): Principles of microeconomics.
Economics 1B (ECN1B): Principles of macroeconomics
Education 114 (EDU114): Quantitative methods in educational research
Math 17 (MAT17A, B, C): Calculus for Biology and Medicine (Introduction to differential calculus via applications in biology and medicine.)
Mathematics and Physical Sciences 1 (MPS1): Science in the News
Plant Sciences 120 (PLS120): Applied Statistics in Agricultural Science (formerly AMR120)
Political Science 51 (POLS1): Scientific Study of Politics.
Most courses in the physical sciences and engineering and a substantial portion in the biological sciences already make heavy use of quantitative reasoning. Each major in those areas must identify one or more required courses that meet the criteria for Quantitative Literacy and ensure that applications are submitted for the designation.

A list of engineering courses meeting the criteria in part II was prepared by the Associate Dean for Undergraduate Studies, College of Engineering. ENG 6, 106, 180, EAD 115, EBS 130, BIM 107, 108, ECM 5, 6, ECH 140, ECIV 19, 114, 119, 120, 131, 146, ECS 30, 40, 110, 120, 122AB, 129, 130, EEC 100, 130AB, 160, EME 5, 151, 152, EAE 126.

XIX. Guiding Questions

21. Relevance and specific content: How does this course address the relationships between events occurring in nature or in human social or political systems, measurements made or data collected to study those events, analysis of the data, and implications of the analysis for our understanding of the events.

23. Approach: How does the course enable students to develop their skills in quantitative reasoning and evaluating claims and knowledge generated through quantitative methods?

25.1. Assessment: By what means will the instructor assess whether students have achieved those goals (e.g., homework, presentations, papers, exam questions)?
GE Scientific Literacy

I. Regulations

Davis Division Regulation 522 sets forth the Baccalaureate Degree Requirement in General Education. Scientific Literacy, a component of Core Literacies (522.C), requires 3 units of coursework (522.C.4).

Regulation 523 sets forth the Criteria for General Education Certification of courses, stating: “A course in Scientific Literacy instructs students in the fundamental ways scientists use experimentation and analysis to approach problems and generate new knowledge, and the ways scientific findings relate to other disciplines and to public policy.” (523.C.8)

II. Interpretation

The objective of Scientific Literacy is to educate students in the ways in which practitioners in the natural sciences approach problems, pose questions, gather and analyze data, make conclusions based on data analysis, and then generate new hypotheses for testing.

Courses that meet the scientific literacy must include discussion and analysis of experimental and/or observational approaches to natural phenomena, and show students how the results of scientific studies relate to other disciplines and to public policy. These courses need not have a laboratory or field component.

Minimum Elements Checklist

Courses in Scientific Literacy must:

ME1) Demonstrate that a substantial portion of the course covers the scientific method: posing questions, gathering data, making conclusions and generating new hypothesis when appropriate.

ME2) Demonstrate that the course covers how scientific findings relate to other disciplines and public policy.

ME3) Provide specific demonstration and explanation of the evaluation criteria referring to the scientific literacy.

ME4) Demonstrate the achieving the minimum set of learning objectives of the literacy is an integral part of the class.

III. ICMS Submission requirements

The Committee on Courses of Instruction (COCI) evaluates whether the course proposal satisfies the minimum elements checklist above. COCI uses the information provided in the answers to the General Education literacy justification questions and the Expanded Course Description. Departments requesting that a course be approved for this GE literacy must answer the literacy questions in the Integrated Curriculum Management System (ICMS), as listed below.
For this literacy, COCI evaluates the minimum elements as follows:
• ME1: ICMS literacy question 1 and the Expanded Course Description
• ME2: ICMS literacy question 2
• ME3: ICMS literacy question 3
• ME4: Expanded Course Description

1. How will the course instruct students in the ways natural scientists use experimentation and analysis to approach problems and generate new knowledge?

2. How will the course instruct students about the ways findings from research in the natural sciences relate to other disciplines and to public policy?

3. How will the instructors assess student competency in this GE literacy?

Departments may leave the “ICMS Justification” field blank, or use it to provide any additional information about the GE literacy for this course that may be helpful as COCI reviews the request.
GE Scientific Literacy — Course Approval Description

I. Regulations

The U.C. Davis Requirements for Higher Degrees, [Davis Division](#) Regulation 522, sets forth the Baccalaureate Degree Requirement in General Education. Scientific Literacy is a component of Core Literacies, [requires 3 units of coursework](#) (522-C.4).

Regulation 523 sets forth the Criteria for General Education Certification of courses, stating: “A course in Scientific Literacy instructs students in the fundamental ways scientists use experimentation and analysis to approach problems and generate new knowledge, and the ways scientific findings relate to other disciplines and to public policy.” (523-C.8).

II. Interpretation

The objective of the requirement in Scientific Literacy is to educate students in the ways in which practitioners in the natural sciences approach problems, pose questions, gather and analyze data, make conclusions based on data analysis, and then generate new hypotheses for testing.

Courses that meet the scientific literacy must include discussion and analysis of experimental and/or observational approaches to natural phenomena, and show students how the results of scientific studies relate to other disciplines and to public policy. These courses need not have a laboratory or field component, create educated individuals who understand the fundamental ways in which scientists approach problems, pose questions, gather data, make conclusions, and then generate new hypotheses for testing. A course certified as meeting this requirement must also show students how scientific findings relate to other disciplines and to public policy.

Students in majors outside of the natural sciences and engineering will take 12-20 units in Sciences and Engineering as part of the Topical Breadth Literacy requirement, but not all such courses may explicitly address the elements specified above. This requirement ensures that each student will take at least one course that does so. The intent is not to focus entire courses on the scientific method, but rather to demonstrate from a practitioner’s stance how scientific approaches were used to create the knowledge being taught within a given course and are being used to generate new knowledge. Similarly, extending the findings presented in the course to other disciplines and public policy should be integrated throughout the course and not be treated as an appendix or afterword.

Education Abroad Program courses may be used to satisfy the GE Scientific Literacy requirement if they meet these criteria.

Minimum Elements Checklist

Courses in Scientific Literacy must:

ME1) Demonstrate that a substantial portion of the course covers the scientific method: posing questions, gathering data, making conclusions and generating new hypothesis when appropriate.

ME2) Demonstrate that the course covers how scientific findings relate to other disciplines and public policy.
ME3) Provide specific demonstration and explanation of the evaluation criteria referring to the scientific literacy. ME4) Demonstrate the achieving the minimum set of learning objectives of the literacy is an integral part of the class.

III. ICMS Submission requirements

The Committee on Courses of Instruction (COCI) evaluates whether the course proposal satisfies the minimum elements checklist above. COCI uses the information provided in the answers to the General Education literacy justification questions and the Expanded Course Description. Departments requesting that a course be approved for this GE literacy must answer the literacy questions in the Integrated Curriculum Management System (ICMS), as listed below.
For this literacy, COCI evaluates the minimum elements as follows:

- **ME1**: ICMS literacy question 1 and the Expanded Course Description
- **ME2**: ICMS literacy question 2
- **ME3**: ICMS literacy question 3
- **ME4**: Expanded Course Description

1. How will the course instruct students in the ways natural scientists use experimentation and analysis to approach problems and generate new knowledge?

2. How will the course instruct students about the ways findings from research in the natural sciences relate to other disciplines and to public policy?

3. How will the instructors assess student competency in this GE literacy? Departments may leave the “ICMS Justification” field blank, or use it to provide any additional information about the GE literacy for this course that may be helpful as the Committee on Courses of Instruction reviews the request.

### Implementation

Lower division “10” and other courses designed for non-science students frequently incorporate the elements required of Scientific Literacy courses. The requirement should encourage instructors of these courses to focus on helping students develop scientific literacy and to worry less about the quantity of material covered. Instructors of introductory courses directed toward science majors may decide to increase the emphasis on these goals, especially when their majors are taking the course for Scientific Literacy credit.

Each major in the biological sciences, physical sciences and engineering must identify one or more required courses that meet the criteria for Scientific Literacy and ensure that applications are submitted for the designation.

The following courses should be able to fulfill this requirement. This list serves as a starting point for analysis and discussion. It includes mainly lower-division courses that appear to be designed for non-majors or as introductory courses for science majors. Many other courses may be suitable and will need to be identified after input from majors and departments.
XLI. Guiding questions

43. **Relevance and specific content:** How does this course incorporate a presentation of the fundamental ways in which scientists approach problems, pose questions, gather data, make conclusions, and then generate new hypotheses for testing? How does the course address the ways scientific findings relate to other disciplines and to public policy?

45. **Approach:** How does the course enable students to learn to identify the fundamental ways in which scientists approach problems, pose questions, gather data, make conclusions, and then generate new hypotheses for testing? How does the course provide opportunities for students to practice relating scientific findings to other disciplines and to public policy?

47.1. **Assessment:** By what means will the instructor assess whether students have achieved these goals (e.g. homework, presentations, papers, exam questions)?
GE Visual Literacy

I. Regulations

Davis Division Regulation 522 sets forth the Baccalaureate Degree Requirements in General Education. Literacy with Words and Images (522.C.1) is a component of Core Literacies and requires 20 units of work in specified categories. Coursework in Visual Literacy (3 units) forms part of that requirement.

Regulation 523 sets forth the Criteria for General Education Certification of courses, stating: “A course in visual literacy improves a student’s ability to understand ideas presented visually and to communicate knowledge and ideas by visual means.” (523.C.3)

II. Interpretation

The objective of Visual Literacy is to provide individuals with the analytical skills they need to understand how still and moving images, art and architecture, illustration accompanying written text, graphs and charts, and other visual embodiments of ideas inform and persuade people.

Courses that meet the Visual Literacy requirement must stress the skills needed to communicate through visual means as well as the analytical skills needed to be a thoughtful consumer of visual media.

Certified courses will instruct students in the analysis and structure of visual images, by teaching students how to communicate their ideas in visual messages and/or by providing students with the critical skills necessary for understanding the persuasive power of images.

Departments and programs seeking course certification must identify the ways that their disciplines use visual evidence to generate and to test knowledge; they should identify discipline-specific models of visual literacy in already existing courses and develop courses that meet the requirement in discipline-appropriate ways.

Minimum Elements Checklist

Courses in the Visual Literacy must:

ME1) Identify the type of visual materials or media employed in the class. These may include still and moving images, art and architecture, illustration accompanying written text, graphs and charts, or other visual embodiments of ideas. Types of visual media considered to fall outside these categories should include justification.

ME2) Specify how the course enables students to think critically about visual materials.
ME3) Specify the ways in which students will use or interact with these materials throughout the course and how frequently they will be used in lectures, student work and/or examination and assessment.

ME4) Identify specific guidelines or metrics for evaluating the students’ understanding of visual literacy (e.g. through examination, written analysis, production of visual materials, and so on).

ME5) Demonstrate that achieving the minimum set of learning objectives of the literacy is an integral part of the class.

III. ICMS Submission requirements

The Committee on Courses of Instruction (COCI) evaluates whether the course proposal satisfies the minimum elements checklist above. COCI uses the information provided in the answers to the General Education literacy justification questions and the Expanded Course Description. Departments requesting that a course be approved for this GE literacy must answer the literacy questions in the Integrated Curriculum Management System (ICMS), as listed below.

For this literacy, COCI evaluates the minimum elements as follows:

• ME1: Expanded course description
• ME2: ICMS literacy questions 1 and 2
• ME3: Expanded course description and ICMS literacy questions 1 and 2
• ME4: ICMS literacy question 3
• ME5: Expanded course description

1. How will the course improve students’ abilities to understand ideas presented visually?

2. How will the course improve students’ abilities to communicate knowledge by visual means?

3. How will the instructors assess student competency in this GE literacy?

Departments may leave the “ICMS Justification” field blank, or use it to provide any additional information about the GE literacy for this course that may be helpful as COCI reviews the request.
GE Visual Literacy - Course Approval Description

I. Bylaw Regulations

The UC Davis Requirements for Higher Degrees, Section Davis Division Regulation 522, sets forth the Baccalaureate Degree Requirements in General Education. Literacy with Words and Images (522.C.1) is a component of Core Literacies (522-C-1) and requires 20 units of work in specified categories. Coursework in Visual Literacy (3 units) forms part of that requirement.

Regulation 523 sets forth the Criteria for General Education Certification of courses, stating: “A course in visual literacy improves a student’s ability to understand ideas presented visually and to communicate knowledge and ideas by visual means.” (523.-C.-3)

II. Interpretation

The objective of the Visual GE Core Literacy Requirement is to provide individuals with the analytical skills they need to understand how still and moving images, art and architecture, illustration accompanying written text, graphs and charts, and other visual embodiments of ideas inform and persuade people.

Courses that meet the visual literacy requirement 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.

Certified courses will instruct students in the analysis and structure of visual images, by teaching students how to communicate their ideas in visual messages and/or by providing students with the critical skills necessary for understanding the persuasive power of images.

Departments and programs seeking course certification are encouraged to identify the ways that their disciplines use visual evidence to generate and to test knowledge; they should identify discipline-specific models of visual literacy in already existing courses and develop courses that meet the requirement in discipline-appropriate ways.

The course proposal should identify the kind of visual materials covered in the class and should also provide specific guidelines for evaluating the students’ mastery of visual literacy (e.g., through examination, written analysis, production of visual materials, and so on).

Education Abroad Program courses may be used to satisfy the GE Visual Literacy requirement if they meet these criteria.

Minimum Elements Checklist

Courses in the Visual Literacy must:
ME1) Identify the type of visual materials or media employed in the class. These may include still and moving images, art and architecture, illustration accompanying written text, graphs and charts, or other visual embodiments of ideas. Types of visual media considered to fall outside these categories should include justification.

ME2) Specify how the course enables students to think critically about visual materials.

ME3) Specify the ways in which students will use or interact with these materials throughout the course and how frequently they will be used in lectures, student work and/or examination and assessment.

ME4) Identify specific guidelines or metrics for evaluating the students’ understanding of visual literacy (e.g. through examination, written analysis, production of visual materials, and so on).

ME5) Demonstrate that achieving the minimum set of learning objectives of the literacy is an integral part of the class.

III. ICMS Submission requirements

The Committee on Courses of Instruction (COCI) evaluates whether the course proposal satisfies the minimum elements checklist above. COCI uses the information provided in the answers to the General Education literacy justification questions and the Expanded Course Description. Departments requesting that a course be approved for this GE literacy must answer the literacy questions in the Integrated Curriculum Management System (ICMS), as listed below.

For this literacy, COCI evaluates the minimum elements as follows:
• ME1: Expanded course description
• ME2: ICMS literacy questions 1 and 2
• ME3: Expanded course description and ICMS literacy questions 1 and 2
• ME4: ICMS literacy question 3.
• ME5: Expanded course description

1. How will the course improve students’ abilities to understand ideas presented visually?
2. How will the course improve students’ abilities to communicate knowledge by visual means?
3. How will the instructors assess student competency in this GE literacy?

Departments may leave the “ICMS Justification” field blank, or use it to provide any additional information about the GE literacy for this course that may be helpful as the Committee on Courses of Instruction reviews the request.

III. Guiding questions:

1. What kind of visual materials does the class incorporate?
2. How does the course enable students to think critically about visual materials?
3. How is evaluative criteria used to assess students’ mastery of the critical skills necessary for understanding and/or conveying visual meanings?
Sample Course Information and Possible Justification in Fulfillment of the Visual Literacy Requirement

1. **Sample Course:** A beginning-level class in studio art that teaches students any of a variety of basic skills and concepts related to drawing, painting, sculpture, printmaking, photography, video, film, or other visual media.
   **Justification:** This course teaches students technical skills for communicating through a visual medium. It also introduces fundamental concepts necessary to a thoughtful understanding of the process involved in creating the art form.

2. **Sample Course:** A historically based literature course that looks at both the textual and production-based facets of a playwright's work. Such a course would focus especially on how plays were composed to be performed in the theater, and consider the plays in relation to key areas of dramatic production. By attending to the theatrical conditions in which the plays were staged, students would be positioned to explore the ways these dramas grapple with a range of historical and contemporary concerns.
   **Justification:** By focusing on specific elements of theatrical spectacle, this course teaches the critical analysis of visual imagery. The paper assignments will ask students to consider staging practices and audience, as well as text, in order to develop the ability to interpret visual spectacle in its historical context.

3. **Sample Course:** A contemporary literature course that examines poetry with and against other arts. Such a course would contain units considering poetry in relation to painting, movies, architecture, and music.
   **Justification:** The interdisciplinary structure of this course prominently features visual culture. Students will consider how painting, film, and architecture convey ideas, as well as explore the relationship between reading images and reading texts. Assignments will incorporate the analysis of visual objects.

4. **Sample Course:** An art history survey course that looks at western art and visual culture from 1600–present. Its primary objects of study would be artists and movements, as well as theories of visuality. It might explore cultural issues such as class, gender, sexuality, and ethnicity over an extended historical past and into the present.
   **Justification:** With its primary focus on visual evidence (including painting, sculpture, and other media), this course teaches students how to understand developments in aesthetics, critical theory, and philosophy through the interpretation of visual imagery and visual forms. Papers and exams will test students' mastery of the artistic traditions as well as their ability to analyze these images critically.

5. **Sample Course:** An introductory astronomy course on the solar system. It would survey the history of human encounters with the visible sky and the development of physical laws that address our particular situation in the universe. Such a course would emphasize how we “see” with our eyes, and would survey
individual planets in the solar system, examining the clues they provide as to how the solar system evolved into the entities we see today.

Justification: This course teaches students to understand and interpret patterns of visual material. Its assignments also give students techniques for recording and conveying visual evidence. Students are tested throughout on their ability to interpret visual data accurately and observantly.

6. **Sample Course**: An introductory course in technocultural studies that explores the making of meaning across different media and artistic practices. Such a course would relate image to text and to sound. It would teach students techniques for using digital media to express ideas and arguments. Students would therefore be encouraged both to create and to critically examine visual material.

Justification: This course teaches visual literacy by giving students the skills they need to communicate through visual images. Course assignments require them to produce their own multimedia artistic objects and critical statements. All these productions significantly incorporate visual elements.
GE World Cultures Literacy

I. Regulations

Davis Division Regulation 522 sets forth the Baccalaureate Degree Requirement in General Education. Civic and Cultural Literacy, a component of Core Literacies (522.C), includes the requirement for 3 units in World Cultures (522.C.2).

Regulation 523 sets forth the Criteria for General Education Certification of courses, stating “A course in World Cultures combines the historical and social context, and core analytic skills, necessary to understand, and adopt a critical perspective on, social relations and/or cultural practices in one or more cultures outside of the United States.” (523.C.5)

II. Interpretation

The objective of World Cultures Literacy is to help students develop a global perspective, so that they might 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, migrant, and immigrant cultures.

Courses that meet the World Cultures literacy must present material pertaining to social relations and/or cultural production in one or more societies outside of the United States and provide students with the necessary interpretive skills to analyze social relations and/or cultural production in these societies. They may examine culture and/or social relations, as the institutions, practices, ideas, and values of a particular society. They may also examine culture as the practices and modes of cultural production in the arts in relation to their social-cultural context.

Minimum Elements Checklist

Courses in the World Cultures Literacy must:

ME1) Demonstrate that a substantial portion of the course materials concern social relations and/or cultural production in one or more societies outside the United States.

ME2) Require that student assignments show more than a superficial understanding of the unique characteristics of the world culture(s) covered in the course.

ME3) Require that student assignments analyze and/or compare world culture(s) from the perspective of that culture rather than an American perspective.

ME4) Demonstrate that achieving the minimum set of learning objectives of the literacy is an integral part of the class.

III. ICMS Submission requirements
The Committee on Courses of Instruction (COCI) evaluates whether the course proposal satisfies the minimum elements checklist above. COCI uses the information provided in the answers to the General Education literacy justification questions and the Expanded Course Description. Departments requesting that a course be approved for this GE literacy must answer the literacy questions in the Integrated Curriculum Management System (ICMS), as listed below.

For this literacy, COCI evaluates the minimum elements as follows:
- ME1: ICMS literacy question 1 and Expanded Course Description
- ME2: ICMS literacy question 2
- ME3: ICMS literacy question 2
- ME4: Expanded Course Description

1. How will the course combine the historical and social context and core analytical skills necessary to understand and adopt a critical perspective on social relations and/or cultural practices in one or more cultures outside of the United States?

2. How will the instructors assess student competency in this GE literacy?

Departments may leave the “ICMS Justification” field blank, or use it to provide any additional information about the GE literacy for this course that may be helpful as COCI reviews the request.
GE World Cultures - Course Approval Description

1. Regulations

The U.C. Davis Requirements for Higher Degrees, Davis Division Regulation 522, sets forth the Baccalaureate Degree Requirement in General Education. Civic and Cultural Literacy, a component of Core Literacies (522.-C), is subdivided into requirements for courses in American Cultures, Governance and History as well as includes the requirement for 3 units in World Cultures (522.-C.-2).

Regulation 523 sets forth the Criteria for General Education Certification of courses, stating “A course in World Cultures combines the historical and social context, and core analytic skills, necessary to understand, and adopt a critical perspective on, social relations and/or cultural practices in one or more cultures outside of the United States.”

II. Interpretation: Core Literacy in World Cultures (at least 3 units)

The objective of the GE Core literacy requirement in World Cultures Literacy is train graduates to help students develop a global perspective, graduates who can so that they might live comfortably and productively and exercise critical judgments in a world where communication technologies, economic relationships, and the flow of people across national borders increasingly challenge national identities and create transnational, migrant, and immigrant cultures.

Courses that fulfill the GE Core Literacy requirement in World Cultures must present material pertaining to social relations and/or cultural production in one or more societies outside of the United States and provide students with the necessary interpretive skills to analyze social relations and/or cultural production in these societies. They may examine culture and/or social relations, as the institutions, practices, ideas, and values of a particular society. They may also examine culture as the practices and modes of cultural production in the arts in relation to their social-cultural context. The requirement in world cultures aims to provide students with the necessary interpretive and analytic skills to understand and critically negotiate the demands of an increasingly globalized world. Intensified interconnectedness translates into everyday experiences that require students to understand, assess, and exercise critical judgment about multiple frameworks irrespective of their specific cultural location. Transnational relations have reshaped the national from within.

For the pedagogic objectives of the GE core literacy in world cultures, culture is understood in two ways: culture in the anthropological sense as the practices, ideas and values of a particular society; and culture that comprises the diverse cultural practices and modes of cultural production in the arts (writing, visual arts, music, theater, dance, film, digital media) in relation to their socio-cultural context.

Courses that fulfill the GE Core Literacy requirement in World Cultures will include the following three components:
An exposition of social relations and/or cultural production in one or more societies outside the United States;

(2) Understanding of the social relations and/or cultural production in a historical framework;

(3) Teaching of the critical and comparative skills necessary for students to be able to analyze and assess the patterns of social relations and/or cultural production in relation to corresponding paradigms in other societies.

Minimum Elements Checklist

Courses in the World Cultures Literacy must:

ME1) Demonstrate that a substantial portion of the course materials concern social relations and/or cultural production in one or more societies outside the United States.

ME2) Require that student assignments show more than a superficial understanding of the unique characteristics of the world culture(s) covered in the course.

ME3) Require that student assignments analyze and/or compare world culture(s) from the perspective of that culture rather than an American perspective.

ME4) Demonstrate that achieving the minimum set of learning objectives of the literacy is an integral part of the class.

III. Submission requirements

The Committee on Courses of Instruction (COCI) evaluates whether the course proposal satisfies the minimum elements checklist above. COCI uses the information provided in the answers to the General Education literacy justification questions and the Expanded Course Description. Departments requesting that a course be approved for this GE literacy must answer the literacy questions in the Integrated Curriculum Management System (ICMS), as listed below.

For this literacy, COCI evaluates the minimum elements as follows:

• ME1: ICMS literacy question 1 and Expanded Course Description
• ME2: ICMS literacy question 2
• ME3: ICMS literacy question 2
• ME4: Expanded Course Description

1. How will the course combine the historical and social context and core analytical skills necessary to understand and adopt a critical perspective on social relations and/or cultural practices in one or more cultures outside of the United States?

2. How will the instructors assess student competency in this GE literacy?

Departments may leave the “ICMS Justification” field blank, or use it to provide any additional information about the GE literacy for this course that may be helpful as the Committee on Courses of Instruction reviews the request.
Education Abroad Program courses may be used to satisfy the GE World Cultures Literacy requirement if they meet these criteria.

III. Guiding Questions for courses fulfilling GE Core Literacy in World Cultures

5. Relevance: How does this course address social relations and/or cultural practices in one or more societies outside the United States?

6. Specific Content: Which specific aspects of social relations and/or cultural practices does the course address?

7. Approach: How does the class provide an opportunity to think critically, analytically and comparatively about what it means to learn interpretive skills and multiple literacies commensurate with the demands of a global world?

8.1. Assessment: How will the class assess whether these goals have been achieved in the students’ academic performance (i.e., sample test questions, paper topics, etc)
GE Writing Experience Literacy

I. Regulations

Davis Division Regulation 522 sets forth the Baccalaureate Degree Requirements in General Education. Literacy with Words and Images (522.C.1) is a component of Core Literacies and requires 20 units of work in specified categories. A minimum of 6 units of courses that provide writing experience is required; in lieu of an oral skills course, a student may elect to take 3 or more additional units with writing experience.

Regulation 523.C.1 states: “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 the Office of Student Support and 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.”

II. Interpretation

The objective of Writing Experience Literacy is to ensure that all students become proficient writers across a range of academic and real-world contexts. Courses that meet the writing literacy must place significant emphasis on developing a complex written work within a given academic discipline. As important as the page quantities specified below is the integration of writing assignments that progressively develop critical thinking and that model effective writing strategies such as transferring feedback on one piece of writing to the next; developing a longer work through a series of shorter pieces; or drafting, getting feedback, and revising.

Departments and programs are encouraged to incorporate writing experience units within existing courses and to develop courses that emphasize the department’s or program’s distinctive disciplinary uses of formal writing.

Minimum Elements Checklist

Courses in the Writing Experience Literacy must:

ME1) Demonstrate that writing is a central component of the course.
ME2) Show that students are trained in the writing conventions of the relevant discipline.

ME3) Assure that model texts are provided and discussed.

ME4) Demonstrate that the 5/10 page (1500/3000 words) writing assignment(s) requirement is met.

ME5) Provide specific demonstration and explanation of the evaluation criteria.

ME6) Demonstrate that individual feedback from qualified personnel is integrated into the course in a manner designed to promote improvement.

ME7) Show that guidance on plagiarism is provided.

ME8) Demonstrate that the learning objectives of the literacy are an integral part of the class.

III. ICMS Submission requirements

The Committee on Courses of Instruction (COCI) evaluates whether the course proposal satisfies the minimum elements checklist above. COCI uses the information provided in the answers to the General Education literacy justification questions and the Expanded Course Description. Departments requesting that a course be approved for this GE literacy must answer the following questions in the Integrated Curriculum Management System (ICMS).

For this literacy, COCI evaluates the minimum elements as follows:

• ME1: ICMS literacy question 1 and the Expanded Course Description
• ME2: ICMS literacy question 1 and the Expanded Course Description
• ME3: Expanded Course Description
• ME4: ICMS literacy question 1
• ME5: ICMS literacy question 2
• ME6: ICMS literacy question 3
• ME7: ICMS literacy question 2
• ME8: Expanded Course Description

1. Briefly describe the requirements for written assignments by each student in the course, including the total number of assignments and the nature and expected length of each assignment.

2. Briefly describe the grading criteria that will be provided to students (along with the current version of the handout on plagiarism from the Office of Student Support and Judicial Affairs) in advance of the due date.

3. Briefly describe how students will be given feedback designed to promote improvement in writing in the course.
4. How will the instructors assess student competency in this GE literacy?

Departments may leave the “ICMS Justification” field blank, or use it to provide any additional information about the GE literacy for this course that may be helpful as COCI reviews the request.
I. Regulations

The UC Davis Requirements for Higher Degrees, Section 522, sets forth the Baccalaureate Degree Requirements in General Education. Literacy with Words and Images (522.C.1) is a component of Core Literacies (522.C.1) and requires 20 units of work in specified categories. A minimum of 6 units of courses that provide writing experience is required; in lieu of an oral skills course, a student may elect to take 3 or more additional units with writing experience.

Regulation 523.C.1 states: “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 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 the Office of Student Support and 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.”

II. Interpretation

The objective of the Writing Experience Literacy is to ensure that all students become proficient writers across a range of academic and real-world contexts. Courses that meet the writing literacy must place significant emphasis on developing a complex written work within a given academic discipline. As important as the page quantities specified below is the integration of writing assignments that progressively develop critical thinking and that model effective writing strategies such as transferring feedback on one piece of writing to the next; developing a longer work through a series of shorter pieces; or drafting, getting feedback, and revising.

Departments and programs are encouraged to incorporate writing experience units within existing courses and to develop courses that emphasize the department’s or program’s distinctive disciplinary uses of formal writing. Writing experience requirement is to promote the students’ ability to think clearly and communicate effectively about course material as well as to advance students’ writing skills. Requiring a certain quantity of writing is less important than integrating writing assignments that progressively develop critical thinking and that model effective writing strategies: transferring feedback on one piece of writing to the next, developing a longer work through a series of shorter pieces, or drafting, getting feedback, and revising.
Writing experience may be part of courses taken for G.E. topical breadth credit or for the major; the writing may take the form of essays, reports, proposals or other genres. Writing in courses both inside and outside of the major will encourage students to become proficient writers in a range of situations. Departments and programs are encouraged to include writing experience within upper-division courses whenever possible to assist students in the development of skills that will be used for decades after graduation.

Students must receive clear, written guidelines for completing each assignment. Assignments should provide opportunities for students to develop and demonstrate critical thinking and the ability to communicate an understanding of issues pertinent to
the course. 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. Clear criteria for evaluation (rubric, scoring guide, etc.) must be articulated in advance of each assignment and include evaluation of content, clarity, organization, and logic. The proposal for a writing experience course should describe how guidance will be provided during the development of the writings. Guidance may include staged tasks, class discussion of topic selection, narrowing of focus, analysis of effective and ineffective models, or explanation of evaluation criteria. In addition to written comments, feedback may be provided as oral comments, individual or small group conferences with instructor or teaching assistant, or peer feedback. The Student Judicial Affairs handout on plagiarism must be given to the students and techniques of avoiding plagiarism discussed in class (http://sja.ucdavis.edu/avoid.htm).

In general, 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.

Education Abroad Program courses may be used to satisfy the GE writing requirements if, and only if, they meet the specific requirements for a GE writing experience course.

Minimum Elements Checklist

Courses in the Writing Experience Literacy must:

ME1) Demonstrate that writing is a central component of the course.
ME2) Show that students are trained in the writing conventions of the relevant discipline.

ME3) Assure that model texts are provided and discussed.

ME4) Demonstrate that the 5/10 page (1500/3000 words) writing assignment(s) requirement is met.

ME5) Provide specific demonstration and explanation of the evaluation criteria.

ME6) Demonstrate that individual feedback from qualified personnel is integrated into the course in a manner designed to promote improvement.

ME7) Show that guidance on plagiarism is provided.

ME8) Demonstrate that the learning objectives of the literacy are an integral essential to part of the class.

III. ICMS Submission requirements

The Committee on Courses of Instruction (COCI) evaluates whether the course proposal satisfies the minimum elements checklist above. COCI uses the information provided in the answers to the General Education literacy justification questions and the Expanded Course Description. Departments requesting that a course be approved for this GE literacy must answer the following questions in the Integrated Curriculum Management System (ICMS).

For this literacy, COCI evaluates the minimum elements as follows:

- ME1: ICMS literacy question 1 and the Expanded Course Description
- ME2: ICMS literacy question 1 and the Expanded Course Description
- ME3: Expanded Course Description
- ME4: ICMS literacy question 1
- ME5: ICMS literacy question 2
- ME6: ICMS literacy question 3
- ME7: ICMS literacy question 2
- ME8: Expanded Course Description

1. Briefly describe the requirements for written assignments by each student in the course, including the total number of assignments and the nature and expected length of each assignment.

2. Briefly describe the grading criteria that will be provided to students (along with the current version of the handout on plagiarism from the Office of Student Support and Judicial Affairs) in advance of the due date.

3. Briefly describe how students will be given feedback designed to promote improvement in writing in the course.
4. How will the instructors assess student competency in this GE literacy? Departments may leave the “ICMS Justification” field blank, or use it to provide any additional information about the GE literacy for this course that may be helpful as the Committee on Courses of Instruction reviews the request.

II. Guiding questions for developing a course proposal

4. What types of writings are required in your course? Briefly explain how the assignments provide an opportunity for students to develop critical thinking and the ability to communicate an understanding of issues pertinent to course objectives.

6. Briefly describe a typical writing topic in this course and list the criteria you would apply to assess the students’ performance.

8. Briefly describe the guidance that will be given to students before a draft is written (e.g., through staged tasks, class or on-line discussion of topic selection and narrowing of focus, through discussion of effective and less effective models, and so forth).

10. Briefly describe how feedback will be given on one or more successive, refined submissions of a single assignment, or over a series of multiple assignments.

12. Identify the projected number, types, and approximate lengths of writing assignments. If the writing is expected to total less than 5 pages for a 1-unit course or less than 10 pages for a course of 2 or more units, provide a clear justification.
II. Sample Course Information and Possible Justification in Fulfillment of the Writing Literacy Requirement

15. Sample Course: In a course in the research methods of the discipline, taught partially with small sections, students do a series of laboratory reports or research reviews or another appropriate type of writing.
   --- Justification: Each writing assignment receives comments from a teacher or teaching assistant and a grade. Progressive improvement is expected, based on previous feedback.

18. Sample Course: In a large lecture course with enough small discussion sections to ensure an appropriate student/teacher ratio, students do regular informal writing exercises (e.g., in journals, logs, field notes, or a class blog) and write 1 to 2 papers.
   --- Justification: At least one assignment is a substantial project that receives feedback at some stage, and then may be revised.

21. Sample Course: In a fieldwork-based course, students, sometimes in teams, create written projects (appropriate to the discipline) that consist of several smaller stages or parts.
   --- Justification: Students must do enough individual writing to generate an appropriate amount of writing per student and for the teacher to assess individual growth.

24. Sample Course: In a readings-based course, students write several critical analyses totaling at least 10 pages.
   --- Justification: At least one substantial paper receives careful feedback and students are given the opportunity to revise it.

27. Sample Course: In a lecture course, students write at least two papers that together total 10 pages or more.
   --- Justification: These papers are sufficiently similar in structure and purpose (though not in content) that careful feedback on one can be used to guide the writing of the next. In such a case, the WE criteria can be met without formal revision of any of the papers.

30. Sample Course: A capstone course requires lengthy individual research projects appropriate to the field and written in stages, each of which receives feedback from a teacher or teaching assistant.

32. Sample Course: In a senior design project course, students work individually or in teams on parts of the project and write frequently to record and measure progress.
   --- Justification: Students produce in stages a formal written report and perhaps other documents (e.g., posters, brochures, oral presentations) for different audiences.
Sample Course: In a senior capstone course in the arts, students create portfolios of their work with a substantial amount of writing supplementing the visual or aural content. Justification: These portfolios would be suitable for job interviews or graduate school applications.

Sample Course: In an internship course, students write regular brief reports or other documents and build a portfolio of work created for the internship site. Justification: A substantial writing is given careful instructor feedback and students are given the opportunity to revise or are expected to incorporate the feedback into a later writing.
BYLAWS

PART I. FUNCTION

1. The Academic Senate Faculty (also referred to as “Academic Senate”) of the College of Agricultural and Environmental Sciences shall govern the College of Agricultural and Environmental Sciences in matters of instruction leading to the degree of Bachelor of Science in accordance with the Bylaws and Regulations of the Academic Senate. Conduct of the government with respect to graduate instruction shall be subject to the rules and coordinating powers of the Graduate Council (Am. 5-21-91; 6-5-96; Am. 6-9-05; 5-23-18).

2. The Academic Federation of the College of Agricultural and Environmental Sciences, Davis, shall act in an advisory capacity to the associate director of the Agricultural Experiment Station, Davis. Matters of concern shall include agriculture and natural resources (Am. 11-30-87; 5-21-91; 6-9-05).

PART II. MEMBERSHIP (Am. 5-23-18)

3. The Academic Senate of the College of Agricultural and Environmental Sciences (Davis Division Bylaw 143) shall consist of:
   
   (A) The president of the university, the chancellor of the Davis campus, the dean of the College of Agricultural and Environmental Sciences, Davis, the dean of Graduate Studies, Davis, and the vice chancellor for Research, Davis (Renum. 2-22-94; Am. 6-9-05; 5-23-18);

   (B) All members of the departments, divisions or equivalent administrative units of the College of Agricultural and Environmental Sciences, Davis, who are members of the Academic Senate (Am. 11-30-71; 5-26-87; Renum. 2-22-94; 6-9-05); and

   (C) The university librarian and registrar of the Davis campus (Am. 11-30-87; 5-21-91; Renum. 2-22-94; 6-9-05).

4. The Academic Federation of the College of Agricultural and Environmental Sciences, Davis, shall consist of: (Am. 11-30-87; 6-9-05)
   
   (A) All members of the departments, divisions or equivalent administrative units of the College of Agricultural and Environmental Sciences, Davis, who are members of the Academic Federation (Am. 11-30-87; 6-9-05; Am. and Renum. 5-23-18).

   (B) Members of the Academic Federation of the College of Agricultural and Environmental Sciences may serve as representatives to all bodies of the faculty. Only members of the Academic Senate shall be eligible to vote when the Faculty is taking action on any matter for the Academic Senate, including matters relating to courses and programs of instruction, or giving advice to University officers or other non-Senate agencies in the name of the Senate. Members of the Academic Federation are given the right to vote on other questions (Am. and Renum. 5-23-18).

PART III. MEETINGS

5. There shall be at least one regular meeting each year (normally the annual CA&ES spring faculty meeting of members of the Academic Senate and Academic Federation of the college), to be held within the last 15 days of academic instruction. The annual reports of the standing committees shall constitute an order of business at this meeting (Am. 6-2-69; 6-1-95; Am. and Renum. 5-23-18).
6. A special meeting may be called by the chair or vice chair of the Executive Committee at any time. Also, upon the written request of a total of ten members of the Academic Senate and/or representatives of the Academic Federation to the secretary, a special meeting must be called within thirty days of receipt of the request (Renum. 2-22-94; Am. 6-5-96; Am. 6-9-05; Am. and Renum. 5-23-18).

7. The call for each meeting shall be issued through the secretary, who shall notify each member of the Academic Senate and representatives of the Academic Federation, at least five academic days before the meeting. For a special meeting, the notice shall include a statement of the purpose which shall constitute the order of business for the meeting (Am. 6-5-96; 6-9-05; Am. and Renum. 5-23-18).

8. A total of twenty-five voting members of the Academic Senate and/or representatives of the Academic Federation shall constitute a quorum for the transaction of business in which the Faculty is not taking final action on any matter for the Academic Senate, or giving advice to University officers or other non-Senate agencies in the name of the Senate. At least twenty-five voting members of the Academic Senate shall constitute a quorum for the transaction of business in which the Faculty is taking final action on any matter for the Academic Senate, or giving advice to University officers or other non-Senate agencies in the name of the Senate (Am. 6-5-96; 6-9-05; Am. and Renum. 5-23-18).

PART IV. COMMITTEES (Renum. 5-23-18)

9. (A) Committees of the Faculty include standing committees and special committees. These are made up of members of the Academic Senate, representatives of the Academic Federation, and others as applicable. These committees may be constituted of elected members and representatives, appointed members and representatives, and ex officio members and representatives. The Executive Committee can appoint an additional committee member(s) and representatives(s) on an ad hoc basis whenever the workload increases. Members and representatives of standing committees are appointed annually beginning September 1, and they are expected to serve a term of three years. Continuity is accomplished by appointing some new members and representatives each year with the expectation that each member and representative will serve for three years (Am. 11-28-83; 6-4-84; 5-21-91; 6-5-96; 6-9-05; 6-7-07; Am. and Renum. 5-23-18).

(B) The annual reports of the standing committees shall be presented at the annual meeting of the spring term (Am. 5-28-75; 5-21-91; 6-5-96; 6-9-05).

(C) Special committees are created by action of the Executive Committee. Unless otherwise specified at the time of creation of a committee, the members and representatives shall be appointed by the Executive Committee for terms not to exceed one year. Each special committee shall have such powers and perform such duties as shall be designated in the resolution calling for its appointment. No special committee, however, shall be appointed or elected to perform any duties assigned to a regular standing committee. Only members of the Academic Senate shall be eligible to vote when a special committee is taking action on any matter for the Academic Senate, including matters relating to courses and programs of instruction, or giving advice to University officers or other non-Senate agencies in the name of the Senate. Members of the Academic Federation are given the right to vote on other questions (Am. 5-28-75; 6-5-96; Am. and Renum. 5-23-18).

10. **Executive Committee**

The Executive Committee shall consist of eight **elected** members of the Academic Senate and four **elected** representatives of the Academic Federation, as defined in Part II, one nonvoting undergraduate student and one nonvoting graduate student representative, and the following
as nonvoting *ex officio* members: the dean of the college and an associate dean selected by the dean of the college. The eight members of the Academic Senate and four representatives of the Academic Federation serve three-year terms. The divisions of Human and Environmental Sciences are each represented by two of the eight Academic Senate members and by one of the four Academic Federation representatives. The division of Agricultural Sciences is represented by four of the eight Academic Senate members and by two of the four Academic Federation representatives. A designated Executive Committee member shall serve as liaison for the college with campus libraries on matters of education.

Only members of the Academic Senate shall be eligible to vote when the committee is taking action on any matter for the Academic Senate, including matters relating to courses and programs of instruction, or giving advice to University officers or other non-Senate agencies in the name of the Senate. Members of the Academic Federation are given the right to vote on other questions.

The undergraduate student representatives are selected through a call by the college Committee on Committees. The committee solicits applications from volunteers who note their committee interest, current GPA and grade level. On this basis, the students are invited to participate. The chosen students are required to complete FERPA certification to ensure student confidentiality (Am. 5-21-91; 6-6-94; 6-5-96; 6-10-98; 6-7-00; 6-9-05; 6-7-07; Am. and Renum. 5-23-18).

(A) It shall be the duty of the Executive Committee:

1. To coordinate the actions and affairs of the Academic Senate and the Academic Federation of the college (Am. 6-6-94);

2. To recommend to the college members of the Academic Senate and Academic Federation the appointive members and representatives of all standing committees as prescribed in these bylaws (Renum. 2-22-94; Am. 6-5-96, 5-23-18);

3. To appoint members and representatives of special committees as may be authorized (Renum. 2-22-94; Am. 5-23-18);

4. To receive requests that may require committee action and to direct such requests to the appropriate committee or committees (Am. 6-1-67; Renum. 2-22-94, Am. 6-9-05);

5. To serve as liaison between standing and special committees of the college and between those committees and the UC Davis Division of the Academic Senate. Examples of standing and special meetings include the Academic Senate Chairs Orientation meeting in September, CA&ES chairs meetings and other special committees. The Executive Committee should provide for representation at these meetings or arrange for updates to ensure the committee is apprised of Academic Senate and college activities (Am. 6-1-67; Renum. 2-22-94; Am. 6-6-94; 6-5-96, Am. 6-9-05; 5-23-18);

6. To consider administrative matters referred to it by the dean of the college (Renum. 2-22-94);

7. During fall quarter to consider the list of members of the Academic Senate and representatives of the Academic Federation as specified in Bylaw 15C (En. 6-5-96. Am. and Renum. 6-9-05; Am. 5-23-18);
(8) During spring quarter to consider changes in membership of the Academic Senate and representatives of the Academic Federation as specified in Bylaw 15C (En. 6-5-96. Am. and Renum. 6-9-05; Am. 5-23-18); and

(9) To cooperate with the library committees of the UC Davis Division of the Academic Senate and represent the College Academic Senate and Academic Federation with respect to the library on issues of education (En. 6-10-98, Am. and Renum. 6-9-05).

(B) The chair of the committee is authorized to confer with the chair of the Committee on Committees of the UC Davis Division of the Senate to arrange liaison between the two committees (Am. 6-9-05).

(C) Officers

(1) Chair and Vice Chair

The chair and vice chair of the Executive Committee shall be members of the Academic Senate. They shall take office on September 1. The chair, or in the chair's absence the vice chair, shall call and preside at all meetings (Am. 6-1-67; 5-28-75; 6-5-96; 6-9-05, 5-23-18).

(2) Secretary

The secretary of the Executive Committee can be either a member of the Academic Senate or a representative of the Academic Federation. It shall be the duty of the secretary to issue notice of meetings, to keep and distribute minutes of the proceedings, to issue notice of elections, and to conduct elections as provided in these bylaws. The secretary shall send annually to the members of the Academic Senate and representatives of the Academic Federation, in the fall term, the list of members of the Academic Senate and representatives of the Academic Federation prepared by the Rules and Jurisdiction Committee. Changes in membership and representation shall be reported by the department chairs to the secretary and an updated list shall be prepared spring quarter for approval of the Executive Committee and voted on by the general membership at its annual meeting as specified in Bylaw 15C (Am. 6-1-67; 5-21-91; 6-5-96; 5-23-18).

(D) Following the CA&ES elections, the current Executive Committee and newly elected members and representatives whose term begins the following 1st of September shall meet during May prior to the annual CA&ES spring faculty meeting in June, to select the new chair, vice chair, and secretary. At that same meeting, the student representatives will be identified for all CA&ES committees for the following year (Am. 6-1-67; 11-22-82; 6-9-05; 5-23-18).

(E) The term of the new Executive Committee begins on September 1 of each year (Am. 6-9-05).

(F) The Executive Committee shall determine when vacancies exist in its own membership and representation and shall fill such vacancies as specified in Bylaw 20H (Am. 6-6-94; Renum. 6-9-05; Am. 5-23-18).

(G) The Executive Committee shall have power to receive and act upon resignations, to decide when vacancies occur, and to make appointments to fill vacancies in standing and special committees. Substitutes may be appointed in cases of illness or emergency (Am. 5-21-91; 6-5-96; Renum. 6-9-05; Am. 5-23-18).
(H) The Executive Committee shall make its own rules of procedure consistent with the bylaws (Am. 6-1-67; 6-5-96; Renum. 6-9-05).

(I) At least five academic days prior to the regular meeting of the spring term, the Executive Committee shall distribute to the members of the Academic Senate and Academic Federation of the college a list of the proposed members and representatives of the various standing committees. The ex officio members and representatives and the proposed chairs of such committees shall be designated. Members of the Executive Committee shall be eligible to serve as members or representatives and as chairs of committees. At the regular meeting of the spring term, the Executive Committee shall report its recommendations for consideration by the Academic Senate and Academic Federation. Acceptance of the report of the Executive Committee by the Academic Senate and Academic Federation with or without amendments, shall constitute appointment of proposed members and representatives of standing committees (Renum. 6-5-05; Am. 5-23-18).

11. Graduate Education Committee

This committee shall consist of at least four appointed members of the Academic Senate, representing differing areas of interest and expertise, two appointed representatives of the Academic Federation, one nonvoting graduate student representative, and, as a nonvoting ex officio member, an associate dean of the college selected by the dean. The chair of the committee shall be appointed by the Executive Committee. Only members of the Academic Senate shall be eligible to vote when the committee is taking action on any matter for the Academic Senate, including matters relating to courses and programs of instruction, or giving advice to University officers or other non-Senate agencies in the name of the Senate. Members of the Academic Federation are given the right to vote on other questions. The graduate student representative is selected through a call by the college Committee on Committees. The committee solicits applications from volunteers who note their committee interest, current GPA and grade level. On this basis, the student is invited to participate. The chosen student is required to complete FERPA certification to ensure student confidentiality.

The duties of this committee shall be to: (En. 6-6-94, Am. and Renum. 6-9-05; 5-23-18)

(A) Advise the Executive Committee on graduate education issues and policies, especially in the context of college academic plans (En. 6-6-94; Renum. 6-9-05);

(B) Act as liaison between Executive Committee and Graduate Council (En. 6-6-94; Am. and Renum. 6-9-05);

(C) Review applications for graduate fellowships and other graduate medals and awards that are held specifically in the college; advise the Executive Committee on proper and best use of graduate endowment funds specific to the CA&ES (En. 6-6-94; Am. and Renum. 6-9-05; Am. 5-23-18); and

(D) Maintain communication with the Executive Committee (Am. 6-9-05).

12. Student Actions and Commencement Awards Committee

This committee shall consist of five appointed members of the Academic Senate representing differing areas of interest and expertise, two appointed representatives of the Academic Federation, two nonvoting undergraduate student representatives, one nonvoting Dean’s Office staff, and, as a nonvoting ex officio member, an associate dean of the college selected by the dean. The chair will be appointed by the Executive Committee. Only members of the Academic Senate shall be eligible to vote when the committee is taking action on any matter for the Academic Senate, including matters relating to courses and programs of instruction, or giving advice to University officers or other non-Senate agencies in the name of the Senate. Members of the Academic Federation are given the right to vote on other questions. The
Director of Undergraduate Academic Programs will provide staff support. The undergraduate student representatives are selected through a call by the college Committee on Committees. The committee solicits applications from volunteers who note their committee interest, current GPA and grade level. On this basis, the students are invited to participate. The chosen students are required to complete FERPA certification to ensure student confidentiality. The duties of this committee shall be to: (Am. 5-21-91; 6-6-94; Renum. 2-22-94; Am. and Renum. 6-9-05; 5-23-18)

(A) This committee shall be responsible for reviewing and making recommendations on individual student petitions, including general education credit, changes in majors, excess unit petitions, senior residence waivers within 1-5 units, graduation requirements and dropping courses after normal deadlines. Decision making authority can be delegated to the Associate Dean of Undergraduate Academic Programs. An annual report shall be provided to the Executive Committee and Academic Senate as described under Section 12.D. (Reg. 23B-E) (Am. 5-21-91; 6-6-94; Am. and Renum. 6-9-05; 5-23-18);

(B) Review and where appropriate act upon all student petitions requesting permission to graduate under exception to Davis Division or Senate regulations, forwarding approved petitions to the Davis Division of the Academic Senate and denied petitions to the Executive Committee for further review (Am. 5-21-91; 6-6-94; Am. and Renum. 6-9-05; Am. 6-7-07; Am. and Renum. 5-23-18);

(C) Review candidate applications for undergraduate college/university medals and various other college awards (Am. 6-9-05; Renum. 5-23-18); and

(D) Maintain communication with the Executive Committee. Provide a written report and summary annually to the Executive Committee and to the Academic Senate regarding delegated decisions, changes in the educational programs of the college during the past year and the current status of the programs (Am. 6-9-05; Am. and Renum. 5-23-18).

13. Undergraduate Majors and Courses Committee

This committee shall consist of eight appointed members of the Academic Senate, an appointed representative of the Academic Federation, two nonvoting undergraduate student representatives, one nonvoting Dean’s Office staff, and the following nonvoting ex officio member: an associate dean of the college selected by the dean. The chair of the committee will be appointed by the Executive Committee. Only members of the Academic Senate shall be eligible to vote when the committee is taking action on any matter for the Academic Senate, including matters relating to courses and programs of instruction, or giving advice to University officers or other non-Senate agencies in the name of the Senate. Members of the Academic Federation are given the right to vote on other questions. The Director of Undergraduate Academic Programs will provide staff support. The undergraduate student representatives are selected through a call by the college Committee on Committees. The committee solicits applications from volunteers who note their committee interest, current GPA and grade level. On this basis, the students are invited to participate. The chosen students are required to complete FERPA certification to ensure student confidentiality. The duties of this committee shall be to: (En. 5-21-91; Renum. 2-22-94; Am. 6-6-94; Am. and Renum. 6-9-05; 5-23-18)

(A) Review all proposals to add new majors or to change or delete existing majors and to make recommendations for appropriate action to the Executive Committee which will then forward the proposals to the Davis Division of the Academic Senate (En. 5-21-91; Am. 6-6-94; Am. and Renum. 6-9-05; Am. 5-23-18);

(B) To approve the criteria proposed for any major within the college for a minimum grade point average of a defined set of preparatory courses (or UC Davis equivalents) for entrance into the major (Am. and Renum. 6-9-05);
(C) Review proposals to add new minors or to change or delete existing minor programs of study in the college and make recommendations for appropriate action to the Executive Committee which will then forward the proposals to the Davis Division of the Academic Senate (En. 5-21-91; Am. 6-6-94, Renum. 6-9-05; Am. 5-23-18);

(D) Act upon all requests to add new courses or to change or delete existing courses and periodically review existing courses. At its discretion, the committee may give the concerned department or program (interdepartmental or intercollege majors) a hearing when a course request is denied or when the committee initiates recommendations for changes in an existing course. The committee will make recommendations for appropriate action to the Executive Committee which will then forward proposals with substantial changes to the Davis Division of the Academic Senate (En. 5-21-91; Am. 6-6-94, Am. and Renum. 6-9-05; Am. 5-23-18);

(E) Provide a written report annually to the Executive Committee and to the Academic Senate regarding changes in the educational programs of the college during the past year and on the current status of the programs (En. 5-21-91; Am. 6-6-94, Am. and Renum. 6-9-05); and

(F) Maintain communication with the Executive Committee (Am. 6-9-05).

14. Undergraduate Program Review Committee

   This committee shall consist of three members selected from the Academic Senate. The committee chair shall be selected from the committee membership by the Executive Committee. In addition, an associate dean of the college, selected by the dean, serves as a nonvoting ex officio member. The duties of this committee shall be as follows: (En. 5-21-91; Renum. 2-22-94; Am. 6-6-94; 6-5-96; Am. and Renum. 6-9-05; 5-23-18)

   (A) The Undergraduate Program Review Committee (UPRC) chair serves as an ex officio and voting member of the Undergraduate Instruction and Program Review (UIPR) Committee, as part of the Undergraduate Council program review process and will be the liaison between the UIPR committee and the Executive Committee (Am. and Renum. 5-23-18);

   (B) The committee will assist with program reviews in the college being conducted by the UIPR committee and report conclusions and recommendations of the UIPR committee to the Executive Committee on an annual basis (En. 5-21-91; Renum. 2-22-94; Am. 6-6-94; 6-5-96; Am. and Renum. 6-9-05; 5-23-18); and

   (C) The committee shall maintain communication with the Executive Committee (Am. 6-9-05; Renum. 5-23-18).

15. Rules and Jurisdiction Committee

   This committee shall consist of at least two members and one representative. Two members shall be selected from the Academic Senate and one representative shall be selected from the Academic Federation. The committee chair shall be selected from the committee membership by the Executive Committee. The duties of this Committee shall be to: (Am. 11-30-87; 5-21-91; Renum. 2-22-94; Am. 6-5-96; 6-9-05; Am. and Renum. 5-23-18)

   (A) Review all changes in Bylaws and Regulations proposed to the college Executive Committee by other committees or by individuals (Am. 5-21-91; Am. 6-5-96; Am. and Renum. 5-23-18);
(B) Recommend such changes and additions to the Bylaws and Regulations as may seem advisable (Am. 5-21-91; Renum. 5-23-18);

(C) Prepare and submit a list of members of the Academic Senate and representatives of the Academic Federation to the secretary annually during the fall quarter. This list shall identify the department(s) within the college with which Academic Senate members and Academic Federation representatives are associated. This list shall be an item of business of the Executive Committee during the fall quarter. Changes shall be reported by the department chairs to the secretary, and an updated list shall be prepared by the committee in spring quarter for approval by the Executive Committee and voted on by the general membership at its annual meeting (Am. 5-30-79; 5-21-91; 6-5-96; 5-23-18);

(D) Upon request, advise committee chairs and other officers of the Executive Committee concerning parliamentary procedures and rules of order (Am. 5-30-79; 5-21-91; 6-5-96);

(E) Supervise all elections. These elections shall be conducted by the secretary of the Executive Committee and the Rules and Jurisdiction Committee in accordance with the procedures set forth in these bylaws (Am. 5-30-79; 6-5-96);

(F) Edit and publish the Bylaws and Regulations of the college at appropriate intervals (Am. 5-21-91; 6-9-05); and

(G) Maintain communication with the Executive Committee (Am. 6-9-05).

PART V. ORDER OF BUSINESS (Am. and Renum. 5-23-18)

16. (A) The order of business at regular meetings shall be the following: (Am. 5-28-70; 6-5-96; 6-9-05; Renum. 5-23-18)

   (1) Approval of Minutes
   (2) Announcements
   (3) Reports by administrative officers
   (4) Reports of special committees
   (5) Reports of standing committees
   (6) Unfinished business
   (7) New business

   (B) The regular order of business may be suspended at any meeting by a two-thirds vote of the members present.

   (C) The rules contained in Robert’s Rules of Order shall guide meetings in all cases to which they are applicable (Am. and Renum. 5-23-18).

PART VI. AMENDMENT OF BYLAWS AND REGULATIONS (Renum. 5-23-18)

17. These bylaws may be added to, amended, or repealed at any regular or special meeting, by a two-thirds vote of the Academic Senate members present, provided that written notice of the proposed change shall have been sent to each member at least five academic days prior to the meeting at which the amendment is to be moved (Am. and Renum. 5-23-18).

18. The regulations may be added to, amended, or repealed at any regular or special meeting by a majority vote of the Academic Senate members present, provided that written notice of the proposed change shall have been sent to each member at least five academic days prior to the meeting at which the amendment is to be moved (Am. and Renum. 5-23-18).

PART VII. PROCEDURES (Renum. 5-23-18)
19. **Definitions**

In these Bylaws and Regulations, the term "academic days" shall mean days of instruction unless otherwise specified (Am. 6-4-84; Renum. 5-23-18).

20. **Election of the Executive Committee**

The secretary of the Executive Committee and the Rules and Jurisdiction Committee shall conduct elections with the assistance of such other tellers as they may deem necessary. The procedure shall be as follows: (Am. 6-1-67; 11-30-71; 5-30-79; Renum. 5-23-18)

(A) **Manner of Election** (Am. 5-23-18)

Ballots may be conducted by mail or electronically. The ballot shall be conducted by electronic means unless the Rules and Jurisdiction Committee determines that a mail ballot shall be employed instead. Throughout these bylaws the term "ballot" shall denote either a mail or electronic ballot. The only report that shall be generated is the overall result of the vote (Am. 5-23-18).

(1) **Electronic Ballots:** If the ballot is conducted by electronic means, each voter shall receive access to a secure, on-line voting system. The voting system shall be designed to meet the following criteria: (Am. 5-23-18)

Except as provided otherwise for the election of members of the Representative Assembly, balloting shall be conducted as follows:

(a) The system shall verify each voter’s identity (Am. 5-23-18);
(b) It shall not be possible for any person to determine how any individual has voted (Am. 5-23-18);
(c) Once a vote has been cast, neither the voter nor any other person shall be able to change the vote (Am. 5-23-18); and
(d) No person shall be able to determine the results of the election or the number of votes cast until after the voting deadline (Am. 5-23-18).

(2) **Mail Ballots:** If the ballot is conducted by mail: (Am. 5-23-18)

A plain envelope shall accompany the ballot. The voter, after marking the ballot, must enclose the ballot in this envelope. A second envelope, addressed to the secretary, shall be provided in which the plain envelope shall be returned to the Secretary. Upon the envelope addressed to the secretary there shall be a space for the name and signature of the voter. No ballot shall be counted unless such signature appears on said envelope (Am. 11-30-71, 6-6-94, Am. and Renum. 5-23-18).

(B) **Notice of Election**

The secretary shall send to each college member of the Academic Senate and Academic Federation a notice that nominations for Academic Senate members and Academic Federation representatives on the Executive Committee will be received by the secretary during the next 20 academic days, specifying the date after which nominations will no longer be received. Nomination procedures for regular election to the Executive Committee shall be started annually by the secretary not later than the third Monday in March. The request for nominations shall state which of the college programmatic areas are to be represented by the nominees and shall list the Executive Committee holdovers, with departmental affiliation, college programmatic areas represented, and term remaining (Am. 6-1-67; 6-6-94; 6-5-96; 6-10-98; 6-9-05; Am. and Renum. 5-23-18).
(C) Nominations

Academic Senate members for Executive Committee shall be nominated by Academic Senate members, and Academic Federation representatives for Executive Committee shall be nominated by Academic Federation members. Each nominating petition indicates the programmatic area that the nominee is to represent if elected. It shall also include a statement that the nominee will accept the nomination, and shall be recommended in writing (either on paper or by electronic message) by three members of the Academic Senate for a nomination to an Academic Senate vacancy or by three members of the Academic Federation for a nomination to an Academic Federation vacancy, with their departmental affiliations indicated. If nominations received do not provide a candidate for each vacancy, the Executive Committee shall solicit members from the Academic Senate and Academic Federation to fill the vacancies. If only one candidate is nominated for a particular vacancy, the Executive Committee will verify the candidate and fill the vacancy. (Am. 6-6-94; 6-9-05; Am. and Renum. 5-23-18).

(D) Voting

Not more than ten academic days after the time for receiving nominations has expired, the secretary shall send a ballot to the college members of the Academic Senate and Academic Federation. This ballot shall consist of a list of the nominees, in an order determined by lot, and the programmatic area each nominee agrees to represent, together with the names and departmental affiliations of those nominating each. The ballot shall also list the names of the holdover members of the Executive Committee. All members of the Academic Senate will vote to elect Academic Senate nominees for each division within the college and all members of the Academic Federation will vote to elect Academic Federation nominees for each division within the college. (Am. 11-30-87; 6-6-94; 6-5-96; Am. and Renum. 5-23-18).

The ballot shall be accompanied by a statement that the ballot is to be submitted to the secretary within ten academic days and that specifies the date after which ballots will not be accepted. The statement shall also include instructions concerning the proper method of returning the ballot (Am. 6-9-05; 5-23-18).

(E) Counting the Ballots

The secretary shall deliver the ballots to the Rules and Jurisdiction Committee, who shall count them (Am. 5-30-79; 5-21-91; Renum. 5-23-18).

(F) Votes Required

For each place to be filled, the candidates receiving the highest number of votes shall be declared elected. In cases of a tie vote, Rules and Jurisdiction Committee will determine the elected Executive Committee member by lot (Am. 11-30-71; 6-6-94; 6-5-96; 6-9-05; Am. and Renum. 5-23-18).

(G) Ballot Validity

No paper ballot shall be valid on which more names of candidates to represent a given programmatic area have been marked than are called for by the ballot. Any voter who spoils a paper ballot may, by tearing it across once and returning it to the secretary, obtain another ballot (Renum. 11-30-71; Am. 6-6-94; Am. and Renum. 5-23-18).

(H) Vacancy in an Unexpired Term
The Executive Committee shall arrange to fill a vacancy in an unexpired term either by calling a special election or by appointment of the programmatic area candidate in the previous election, who received the next greatest number of votes after the successful candidate. If placement is filled by election, the Executive Committee can determine the length of term, but no longer than the normal three-year term (Am. 11-30-71; 11-21-72; 6-6-94; 6-10-98; Renum. 5-23-18).

(I) Announcement

Results of the election to the Executive Committee shall be announced at the spring meeting (Am. 11-30-71; Renum. 11-21-72; 5-27-77; 6-4-84; Renum. 5-23-18).

21. **Ballots** (Am. 5-28-70; 11-21-72; 6-4-84; 6-5-96; 6-9-05; Am. and Renum. 5-23-18)

Other than election of members and representatives of the Executive Committee, only those items of business which have been considered at a meeting of the Executive Committee or annual meeting may be submitted to a ballot of the membership of the Academic Senate and/or Academic Federation.

(A) Issues related to matters under Academic Senate purview

1. Subject to this provision, a measure must be submitted to a ballot at the request of the Executive Committee.

2. Subject to this provision, a measure must be submitted to a ballot at the written request of 20 voting college members of the Academic Senate within ten academic days after the meeting at which the action was taken or the measure considered.

(B) Issues related to other matters

1. Subject to this provision, a measure must be submitted to a ballot at the request of the Executive Committee.

2. Subject to this provision, a measure must be submitted to a ballot at the written request of 20 voting college members of the Academic Senate and/or Academic Federation within ten academic days after the meeting at which the action was taken or the measure considered.

(C) Balloting shall be conducted in accordance with the procedures of Bylaw 20, insofar as these are applicable. Ballots shall be accompanied by all relevant texts and a brief summary of the arguments pro and con. In certifying the results, the number of affirmative votes, the number of negative votes, and the number of invalid ballots shall be reported.
REGULATIONS OF THE COLLEGE

PART I. REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE

The Executive Committee shall be responsible for certifying completion of graduation requirements and for recommending variances. The authority to certify completion may be delegated to the Deans or Associate Deans of the college. The authority to recommend variances may be delegated to the Student Actions and Commencement Awards Committee (Am. 5-23-18).

22. The degree of Bachelor of Science will be awarded to those candidates who satisfy the general university requirements (Academic Senate Reg. 630, 634, 636, and 638) and the requirements of the college (Reg. 23). (For an exception, see Academic Senate Reg. 642.) (Am. and Renum. 3-16-76; Renum. 2-22-94; Am. and Renum. 5-23-18).

23. College Requirements (Renum. 3-16-76; 5-23-18)

(A) Each candidate must complete a program of study as prescribed in a major approved by the Undergraduate Majors and Courses Committee and published in the UC Davis General Catalog. The program of study constituting a major, as published in the General Catalog, shall include a specification of depth subject matter in which the candidate shall be required to attain an average grade point average of at least 2.000 (Am. 3-16-76; 5-13-83; 11-28-83; 2-14-84; 5-21-91; 6-10-98; Renum. 2-22-94; Am. 6-9-05; 5-23-18).

(B) A minimum of 180 quarter units is required for the degree (Am. 11-26-90; 6-10-98)

(C) No more than 6 units of Physical Education 1 and/or 6 and no more than 20 units of Internship 92 and 192 and courses numbered 90X, 92, 97T, 97TC, 99, 190C, 190X, 192, 197T, 197TC or 199 may be counted toward the total of 180 units for the degree. A maximum of 12 units of Internship 92 and 192 is permitted. Credit will not be given for 192, 199 numbered courses prior to completion of 84 units (Am. 6-1-67; 5-24-77; 6-3-85; 5-21-91; 11-23-92; 6-10-98; 5-23-18).

(D) At least 54 of the 180 units must be in upper division or graduate courses except that a maximum of 9 units in graduate level courses (200 series) and professional courses (300 and 400 series) will be accepted toward satisfaction of this requirement (Am. 5-23-18).

(E) Satisfactory fulfillment of the English composition requirement. The English Composition requirement may be met in one of three ways: (Am. 5-23-18)

(1) Either two courses emphasizing written expression or one course emphasizing written expression and one course emphasizing oral expression, with a grade of C- (or P) or better. The following UC Davis courses satisfy this requirement (Am. 5-23-18):

(a) One course must be selected from English 3, University Writing Program 1, 18, 19, 101, 102 series or 104 series (courses with primary emphasis in writing) (Am. 5-23-18); and

(b) One course selected from the courses not selected above, or from Communication 1, Comparative Literature 1, 2, 3, 4, or Native American Studies 5 (courses emphasizing either writing or speaking skills) (En. 5-28-75; Eff. Fall 1978; 6-3-85; Am. 11-26-90; 6-6-78; 6-1-95; 6-10-98; 6-9-99; 6-10-00; 5-23-18);
(2) Advanced Placement English score of 4 of 5 PLUS any course listed in 1(a) or 1(b) above EXCEPT University Writing Program 1 or English 3 (En. 11-26-90; Am. 6-10-98; 5-23-18)

OR

(3) by passing the English Composition Examination administered by the College of Letters and Science upon completion of 70 units of degree credit (the examination does not yield credit) (Am. 5-23-18).

(F) Meet university residence requirement. No additional college residence requirements (En. 6-3-85, Am. 6-9-05, 5-23-18).

(G) University of California Extension courses can be used to satisfy graduation requirements only with approval of the dean, as long as the units are deemed as transferable units by the Undergraduate Admissions office. Only grade points from University of California, Davis extension courses, not extension courses from other campuses, will be counted toward the student's overall UC grade point average (En. 5-21-91, Am. 6-9-05, 5-23-18).

(H) It is the college policy that students may choose to fulfill the university, college, and major requirements as stated in any UC Davis General Catalog in effect at any time they were enrolled at UC Davis. If they transferred to UC Davis from another post-secondary institution of higher education (i.e., community college, college, or university), they may follow the requirements as stated in any UC Davis Catalog in effect either during the three years immediately preceding their transfer to Davis or at the time they first enrolled at that prior institution, whichever is most recent. Once they have chosen the year of the General Catalog under which they wish to be governed, they must satisfy all of the university, college, and major requirements specified in that catalog (En. 5-21-91; Am. 6-10-98, Am. 6-9-05).

(I) Undergraduate students may not exceed 225 units; registration for enrollment when the limit has been reached may only be approved by the dean (En. 6-10-98, Eff. Fall 1998).

24. Majors

The requirements for a major normally originate with the Academic Senate of a department (departmental majors) or an undergraduate group (interdepartmental or intercollege majors) and are finally approved for the Academic Senate of the college by the Undergraduate Majors and Courses Committee. An acceptable major prescribes a plan of study designed to explore an area systematically, to assure that all students pursuing that major will acquire specified common knowledge while being encouraged in pursuit of their individual educational goals. An approved new major or modification of an existing major shall not become effective until published in the UC Davis General Catalog or a supplement (En. 3-16-76; 5-21-91; Renum. 2-22-94; Am. 6-10-98; 6-9-05; Am. and Renum. 5-23-18).

25. Multiple Majors (Renum. 5-23-18)

(A) A student in good academic standing and with a minimum grade point average of 2.000 in the upper division courses taken toward the major may elect to declare simultaneously more than one major within the college or a combination of majors offered by the college and other undergraduate colleges on campus. Declaration of multiple majors is subject to the approval of the departments, programs or divisions in charge of the majors involved and the dean of the college (Am. 6-9-05).

(B) Combinations of majors offered by a single department, program or division are not allowed (Am. 6-9-05).
(C) Approval of a request to declare more than one major is subject to the criteria for specifying minimal overlap between the programs: (Am. 6-9-05)

(1) Eighty percent of the upper division units offered in satisfaction of course and unit requirements of each major must be unique; that is, they may not be offered in satisfaction toward the upper division unit requirements of any of the other selected majors. Courses with substantial overlap in content will not count as part of the 80 percent.

(2) Departmental advisors may approve only one course for substitution when considering the 80 percent in upper division courses and units required for each major (Am. 6-9-05).

(3) When unit requirements of the majors included in a request differ, the major with the smaller number of upper division units required should be used to compute the minimal unit difference that must be met (En. 5-1-03).

26. Minors (En. 5-21-91; Renum 2-22-94; 5-23-18)

(A) A minor will normally consist of a minimum of 18 to 24 units of upper division work (En. 5-21-91).

(B) Only one lower division course can be used to satisfy the 18 unit requirement for a minor (En. 5-21-91).

(C) Only one course can be used to satisfy the requirements of both a major and a minor field (En. 5-21-91).

(D) No course can be used to satisfy the requirements of more than one minor (En. 5-21-91).

(E) A student may obtain more than one minor provided the applicable guidelines are allowed (En. 5-21-91).

(F) Transfer units will not normally be used to satisfy minor requirements. Exceptions will require approval by the student's advisor (En. 5-21-91; Am. 6-10-98; 6-9-05; Am. and Renum. 5-23-18).

(G) Students in the College of Agricultural and Environmental Sciences may obtain a minor in another college provided that minor program has been approved by the appropriate Academic Senate committee of that college (En. 5-21-91; Renum. 5-23-18).

(H) Satisfactory completion of a minor program shall be certified by the student's advisor. A student wishing to have a program certified and entered onto a transcript shall file electronically the appropriate form from the student portal and obtain certification from his/her advisor and the dean's office. The filing deadline shall coincide with the deadline for filing the major certification (En. 5-21-91; Am. and Renum. 5-23-18).
PART II. STUDY PLAN APPROVAL AND MAJOR CERTIFICATION (Am. 5-21-91; 6-10-98; 6-9-05)

27. Academic Advising

Each department or undergraduate group develops its own program and procedures to provide academic advising for its students and for compliance with Regulation 31. Each major has one master advisor who provides academic leadership in teaching and advising relative to that major. Faculty advisors are appointed by the master advisor for the major. A faculty advisor must be either a member of the Academic Senate or the Academic Federation. Students should be encouraged to consult regularly with their advisors regarding their proposed study plans and other matters of concern (En. 3-16-76; 5-21-91; Renum. 2-22-94; Am. 6-10-98; 6-9-05; Am. and Renum. 5-23-18).

28. (A) Major Declaration

A student must declare a major once they complete 90 units. If a student changes their major once they complete 135 units, they must obtain approval by the Dean’s Office. Filing a plan does not preclude subsequent change of major or other modifications of the plan, determined in consultation with the student’s faculty advisor. Registration in the college for future quarters shall be denied students who do not comply with this regulation (Am. 5-16-72; 5-30-74; 3-16-76; 5-21-91; 6-10-98; Renum. 3-16-76; 2-22-91; Am. and Renum. 5-23-18).

(B) Major Certification

A major certification is completed by the tenth day of instruction in the quarter a student plans to graduate. At that time the faculty advisor and the graduating advisee verify that all major requirements have been completed. If all major requirements have not been met, the faculty advisor indicates the courses the student must complete with acceptable grades for courses in progress to meet all major requirements. The dean’s office completes the degree certification by verifying that all college and university requirements have been satisfied. The dean’s office will send each master advisor a quarterly listing of all students who filed for candidacy through the Office of the University Registrar (En. 6-10-98; Am. 6-9-05, Am. and Renum. 5-23-18).

29. Add/Drop/Pass-Not Pass - After the Deadline

The dean of the college is designated by the Academic Senate as its agent in acting upon petitions of students to add/drop courses, to elect pass/no-pass grading, or to revert back to letter grade after the deadline, such actions to be in accordance with Davis Division guidelines and with policies recommended by the Student Actions and Commencement Awards Committee. The pass/no-pass option is to be used only for elective courses and should not be used for major requirements (En. 3-16-76; Am. 5-21-91; Renum. 2-22-94, Am. 6-9-05; Am. 6-7-07; Am. and Renum. 5-23-18).

30. Academic Probation or Disqualification

Academic probation or disqualification of students in the college shall be governed by the Academic Senate regulations regarding scholastic status (Academic Senate Reg. 900 and 902) and by the Davis Division regulations regarding incomplete grades (Davis Division Reg. A540) and minimum progress (Davis Division Reg. A540 and A552). The dean of the college is designated by the Academic Senate as its agent in administering these regulations, in conformance with policies recommended by the Student Actions and Commencement Awards Committee. The dean may request, from the student's advisor or the master advisor for the major, advice about any case involving probation or disqualification (En. 3-16-72; Am. 5-21-91; Renum. 2-22-94; Am. 6-9-05; Am. 6-7-07; Am. and Renum. 5-23-18).
PART III. HONORS

31. The Student Actions and Commencement Awards Committee shall administer the regulations regarding undergraduate honors, and the Graduate Education Committee shall administer the regulations regarding graduate honors in the college (Renum. 3-16-76; 2-22-94; Am. 5-21-91; 6-6-94; 6-9-05; Am. and Renum. 5-23-18).

32. Undergraduate Honors

The Dean's Honors List includes the names of all students in the college who, in the preceding term, have completed at least 12 units on the Davis campus and who meet the minimum grade point average standard set for all work undertaken in the university by the Committee on Undergraduate Scholarships, Honors, and Prizes of the Davis Division of the Academic Senate.

Senior students in honors status have the privilege of taking courses in the 194H series entitled "Special Study for Honors Students" (Renum. 3-16-76; 2-22-94; Am. 6-6-94; Renum. 5-23-18).

33. Honors with the Bachelor's Degree

The graduating students who complete their academic work with distinction may be recommended for honors, high honors, or highest honors in accordance with the minimum standards prescribed by the Committee on Undergraduate Scholarships, Honors, and Prizes of the Davis Division of the Academic Senate. The names of students to whom honors, high honors, or highest honors have been awarded are published in the commencement program, and the distinction is noted on their transcripts and diplomas. Students who have earned less than 45 units at the University of California are not eligible for consideration. Units earned on a pass/no-pass basis shall be counted in the total units required for honors, but shall be disregarded in determining the student's grade point average (Renum. 3-16-76; 2-22-94; Am. and Renum. 5-23-18).