ORDER OF BUSINESS

1. Roll Call

2. Announcements by the Chancellor

3. Announcements by the Chair and Others

4. Special Orders –
   Consent Calendar
   2016-17 Annual Reports (Attachment 1)
   College of Engineering Faculty Executive Committee
   Committee on Admissions, Enrollment, and Relations with Schools
   Committee on Courses and General Education
   Undergraduate Council

   Minutes of the October 26, 2017 meeting (Attachment 2)

5. Reports of Special Committees

6. Reports of Standing Committees
   Action Item: Undergraduate Council: Proposed Revision of Divisional Regulation 80 – Subject A. Requirement (Attachment 3)

7. Petitions of Students None

8. Unfinished Business

9. University and Faculty Welfare

10. New Business
To the Faculty Legislature, Santa Barbara Division:

The following summarizes the business of the College of Engineering Faculty Executive Committee (FEC) for 2016-17.

Summary of Actions:

Courses, Curricular Matters and Program Reviews

1. Program Review – The committee reviewed and commented on the Mechanical Engineering PRP review.
2. Engineering 3 W – committee approved renewal.
3. College of Engineering General Education program’s depth requirement modification – committee approved proposed modification.
5. Proposal- Ph.D. Emphasis in Neuroengineering – committee supported proposal and listed additional comments.
7. Mechanical Engineering – add ECE 181B as an approved Department Elective – committee approved proposal.
10. Proposal to Establish a BS Degree in Bioengineering and an Associated Administrative Program – committee supported the proposal and listed additional comments.
11. College of Creative Studies Proposal to Establish a BA Degree in Marine Science – committee supported the proposal with a contingency and listed additional comments.
13. Revised - College of Engineering General Education program’s depth requirement modification – committee approved revised proposal.
15. Computer Science curriculum change – Adding a new Upper Division elective (CMPSC 184) – committee approved proposal.
16. Proposal to Modify Santa Barbara Regulation 125(H)3 – committee provided comments.
17. Recommendation of Departments to be considered for Review in 2018-19 – committee provided suggested department names to be added to the 2018-19 Review.
18. ROTC Priority Registration Proposal – committee approved proposal.
19. Regulation 205(C)(2) change proposal – committee approved proposal.
Review of Policies and Proposals

1. Proposed Revisions to APM 015 and APM 016, and Conforming Amendments to Senate Bylaw 336 – committee has read and endorsed the changes provided in the draft.
5. Proposed Revised Regents Policy 3103 and 3104 Regarding Professional Degree Supplemental Tuition (PDST) – committee did not opine.
9. Revised Presidential Policy on Electronic Information Security (IS-3) – committee provided comments.

2016-2017 Committee Members

Divyakant Agrawal, Computer Science
Jianwen Su, Computer Science
Susannah Scott, Chemical Engineering
Mike Gordon, Chemical Engineering
Clint Schow, Electrical and Computer Engineering
Dmitri Strukov, Electrical and Computer Engineering
Daniel Gianola, Materials (Vice-Chair)
Frank Zok, Materials
Kimberly Foster, Mechanical Engineering
Matthew Begley, Mechanical Engineering (Chair)
Dean Rod Alferness
Associate Dean Glenn Beltz
Saurabh Gupta, Undergraduate Student representative
Kira Wyckoff, Graduate Student representative
Tiffany Sabado, Staff Coordinator
To the Faculty Legislature, Santa Barbara Division:

Executive Summary

Purpose (per Bylaw 87): To set standards and criteria for undergraduate admissions and monitor campus efforts to recruit and enroll an excellent and diverse undergraduate student body.

Issues of General Concern to Faculty:

- CAERS consulted with various administrators regarding the need for enrollment strategies that effectively respond to imbalances between student demand and the availability of academic resources.
- CAERS approved a replacement for Academic Performance Index (API) in undergraduate admissions, due to the discontinuance of the measure by the State Board of Education.

CAERS held 16 regularly scheduled 90-minute meetings during the 2016-17 academic year and consulted with relevant campus administrators regarding specific issues within its purview. The Committee met with Chancellor Henry Yang, Executive Vice Chancellor David Marshall, co-Interim Dean for Undergraduate Education Jeffrey Stopple, and Divisional Chair Henning Bohn. The committee benefits from the expertise of several regular consultants who assist CAERS in monitoring and guiding UCSB’s admission and enrollment efforts. All of the committee’s deliberations were informed by relevant UCSB and/or systemwide student data.

Campus Issues

English Language Proficiency Assessments for International Applicants

CAERS resumed its discussion from the previous year regarding the importance of ensuring that incoming international students have sufficient language skills to be successful at UCSB. The Office of Admissions reported to CAERS on the various features of leading English language assessment tools for international applicants. Of particular interest to the committee were cost, accessibility, security features, and scoring. CAERS recommended that students whose primary language of instruction is not English take the Duolingo English Test, though the exam would be voluntary. The Committee plans to examine the assessment data and hold further discussions in 2017-18 about how the campus might implement an English language assessment tool.

Transfer Student Preparation for Major Coursework

Over a series of meetings, CAERS examined the issue of inadequate academic preparation among transfer students. Departments continue to report difficulties with students who are underprepared to succeed in upper-division coursework for the major. This lack of preparation often results in academic probation or prolonged time-to-degree.

As part of its study, the Committee reviewed data on transfer performance, which indicated variations in major completion rate both by GPA and by division/department. CAERS also discussed the many benefits and disadvantages of permitting departments to require additional preparatory courses for the major, thereby necessitating additional screening by the Office of Admissions. The Committee met with the Divisional Chair and several administrators regarding how the campus might approach this complex issue.

Department of Mathematics – Transfer Admissions and Major Preparation
CAERS considered a proposal from the Department of Mathematics to require additional preparatory coursework for transfer applicants. Based on the compelling rationale and data provided by the Department, the Committee accepted some, but not all, of the proposed requirement changes.

Transfer Admissions Guarantee

CAERS considered a proposal from the Office of Admissions to accept Advanced Placement (AP) and International Baccalaureate (IB) units as part of the Transfer Admissions Guarantee (TAG). Applicants to the TAG program must have completed 30 transferable semester units (45 quarter units) prior to application, and complete an additional 30 transferable semester units (45 quarter units) in residence at a California community college. The proposed change included the acceptance of up to 16 quarter units of AP/IB exams as part of the first 45 quarter units. The Committee voted to support the change.

Women in the Sciences and Engineering

CAERS discussed ways in which the campus might increase the number of female students entering Science, Technology, Engineering, and Mathematics (STEM) majors. The Office of Admissions reported to CAERS on their outreach efforts. No action was taken, though CAERS plans to revisit the issue in future terms.

Academic Performance Index (API) in Admissions

In March of 2017, California implemented a new accountability system to replace the Academic Performance Index (API) to better measure school performance. CAERS was therefore asked to choose new indicators for use in undergraduate admissions. The Committee emphasized the need to choose indicators that would closely compare to high school API, and would not adversely affect students from underrepresented groups. CAERS closely examined data simulations provided by the Office of Institutional Research, Planning, and Assessment. The committee unanimously agreed on an API replacement, which will be implemented for the 2017-18 admissions cycle.

Systemwide Issues

As UCSB’s representative on the Board of Admissions and Relations with Schools (BOARS), CAERS Chair Maribel Bueno Cachadina regularly updated the Committee regarding issues that were being addressed by BOARS, some of which are discussed below.

Compare Favorably Report

CAERS reported to BOARS that UCSB continues to be “an overwhelmingly California centric campus with total campus enrollment at more than 87% residents,” and that first year, out of state domestic and international students who enrolled at UCSB in fall 2016 did “compare favorably” with enrolled California residents. For fall 2016 the average academic index scores, average GPAs and average test scores for both non-resident groups exceeded that of California admits across all three measures. The rising volume of applications received by UCSB has contributed to an increasing level of selectivity for all categories of applicants.

UC Augmented Review Admissions Policy

BOARS asked CAERS to comment on a draft UC Augmented Review Policy for undergraduate admissions. Per the policy, augmented review would “provide additional review for a select pool of applicants who fall in the margins for admission, but whose initial application yields an incomplete picture of their qualifications or presents extraordinary circumstances that invite further comment.” The policy would limit augmented review to no more than 15% of applicants, and would allow campuses to request a supplemental questionnaire, seventh-semester high school grades, or up to two letters of recommendation.

CAERS questioned the Board’s rationale for fixing the cap at 15%, and was curious about what information the campuses could gain from letters of recommendation that could not be simply incorporated into the application. Further, members voiced concern about access to quality letters of
recommendation for students who attend under-resourced schools and the impact on workload for high school teachers and counselors. Chair Bueno Cachadina conveyed these concerns to BOARS. The draft policy was approved by BOARS shortly after its May meeting, and subsequently approved by the Academic Council.

CAERS Members:

Maria Isabel Bueno Cachadina, Chair
Raisa Feldman
Skirmantas Janusonis
Jin Sook Lee
John S.W. Park
Victor Rios
Charles Samuel
Madeleine Sorapure
Paul Spickard
Tao Yang
Lisa Przekop, Director of Admissions (Ex Officio)

Consultants:
Donna Coyne, Associate Director, Office of Admissions
Michael Miller, Interim Assistant Vice Chancellor for Enrollment Services
Steven Velasco, Director, Institutional Research, Planning, and Assessment
Laurel Wilder, Associate Director, Institutional Research, Planning, and Assessment

CAERS Analyst – Shasta Delp
Executive Summary

Purpose (per Bylaw 92): To authorize, supervise, and regulate all undergraduate courses and monitor the General Education Program.

Issues of General Concern to Faculty:

- The Committee approved 27 General Education (GE) course proposals.
- The Committee considered 8 proposals to create or renew online courses.

CCGE held 15 regularly scheduled 90-minute meetings during the 2016-17 academic year and consulted as needed with faculty executive committees, academic deans, and other campus administrators. The Committee also benefited from the participation of regular consultants from the Registrar’s Office, College of Letters and Science Advising, and College of Engineering Advising. The Chair of CCGE met periodically with the Chairs of the Undergraduate Council and the Committee on Admissions, Enrollment and Relations with Schools to discuss shared undergraduate concerns.

Recurring Business

Course Requests

CCGE has final approval authority over the establishment, modification, and discontinuation of all undergraduate courses. Individual members are delegated the authority to review and act on course requests via the Master Course Approval (MCA) System, and forward any requests about which they are uncertain for full committee review and final action by the Committee Chair. Several hundred requests are reviewed each year.

CCGE approved 4 online course proposals, 2 of which were approved for two offerings, and the remaining 2 were approved for two years. The offering departments may request renewed approval, based on assessment of the effectiveness of the initial offerings.

CCGE approved the renewal of 4 online course proposals, 1 for three years, 1 for two years, and the remaining 2 in perpetuity.

The Committee approved 27 General Education course proposals, 3 UCSB Extension proposals, and several requests for changes to the final exam schedule.

Associate Appointment Proposals

CCGE reviewed 185 Associate appointment proposals, as compared to 174 in 2015-16 and 185 in 2014-15. CCGE approved all of the appointment proposals. In several instances, the Committee Chair contacted the chair of the proposing department to discuss concerns about below average performance in previous teaching assignments. In some cases, the Committee Chair requested additional evidence of the candidate’s qualifications and/or recommended individual faculty mentoring. In some cases, modifications of the proposed syllabus were requested to conform with General Education requirements.

Local Campus Issues

Proposed Changes to the Depth Requirement in the College of Engineering

CCGE was asked by the Undergraduate Council to consider a proposal from the College of Engineering to clarify its Depth Requirement and expand the eligible subject areas in order to increase flexibility for students. The Committee voiced no objections to the proposed changes.
Changes to the French Major and Minor

CCGE was asked by the Undergraduate Council to review a proposal from the Department of French and Italian to change the level of an advanced composition course from lower division to upper division. The department noted that the focus, assignments, and expectations of the course had evolved over time, and that the designation as an upper-division course would be more appropriate. CCGE voiced no objections to the proposed change, and ultimately approved the new course in the Master Course Approval (MCA) system.

Supercourse Challenges and Options

CCGE was asked to perform a preliminary review of the Supercourse Challenges and Options report, which was prepared by the Supercourse Workgroup in the summer of 2016. The purpose of the report was to outline the challenges associated with managing supercourses at UCSB, and provide recommendations for potential changes to policy and procedures. The Committee held a number of in-depth discussions, and ultimately suggested that the Registrar's Office and the Academic Senate meet to further refine the report with the aim of presenting a revised draft for full Senate review.

Proposal for Pre-Approval of UCEAP Courses for General Education (GE) Credit

CCGE was asked to perform a preliminary review of a proposal for pre-approval of UCEAP courses for GE credit. The pre-approvals would be based on a list of courses from various institutions that were approved for GE credit by petition over the last five years. The Committee provided feedback to the initiators and recommended a number of revisions prior to a full Senate review.

Systemwide Issues

Along with other Senate councils and committees, members of CCGE were invited to review materials pertaining to the following systemwide issues:

1. Proposed Revisions to APM 015 and 016, and Conforming Amendments to Senate Bylaw 336
2. Draft Presidential Policy on International Activities
3. Proposed Revisions to Bylaw 182. University Committee on International Education
4. Proposed Revised Academic Personnel Manual Section 190, Appendix G, Program Description: Retirement Contributions on Academic Appointee Summer Salary
6. University Committee on Educational Policy investigation of policies and practices for student-led courses
7. Revised Presidential Policy on Electronic Information Security (IS-3)

CCGE Members:
Jean Schultz, Chair
Silvia Bermúdez
Jane Callister
Leila Carvalho (S)
Alicia Cast
Kalju Kahn
William Davies King
Bradley Paden
Toshiro Tanimoto
Bryanna Kunkel, Non-Senate Academic Representative

Committee Analyst: Shasta Delp
To the Faculty Legislature, Santa Barbara Division:

**Executive Summary**

Purpose (per Bylaw 80): To set standards for and policy on undergraduate education and to provide advice and consent on all matters of policy, planning, and practice that impact the quality of undergraduate programs and undergraduate students’ educational experiences at UCSB.

**Issues of General Concern to Faculty:**

- The Undergraduate Council implemented a faculty survey regarding student use of electronics in the classroom, academic integrity, student engagement, and academic preparation. Responses and further action will be considered in the 2017-18 term.
- UgC acted on 25 academic proposals involving the establishment, discontinuation, or curricular modification of undergraduate programs.

UgC held 16 regularly scheduled 90-minute meetings and consulted with relevant Senate committees and campus administrators regarding topics of concern within its purview.

**Local Business**

**Academic Program Reviews**

In cooperation with the Program Review Panel, UgC participated in the academic program reviews of the following academic units.

1. Chicana and Chicano Studies
2. History
3. Mechanical Engineering

UgC responded to requests from the Executive Vice Chancellor regarding membership on the Program Review Panel and departments to be reviewed during the 2018-19 program review cycle.

**Academic Proposals**

UgC granted final approval for the following actions, effective Fall 2017:

1. Establishment of a Minor and Emphasis in Speech-Language Sciences and Disorders
2. Establishment of a Minor in Religious Studies
3. Establishment of a Minor in Iranian Studies
4. Hibernation of the Minor in Global Peace and Security
5. Revision of curricular requirements for completion of the following undergraduate programs:
   - B.A. in French
   - B.A. in Comparative Literature
   - B.A. in Religious Studies
   - B.S. in Pharmacology
   - B.A. in Linguistics, Emphasis in Language and Speech Technologies
   - B.A. in Japanese
   - B.A. in Japanese - High Proficiency Track
   - B.S. in Actuarial Science
   - B.A. in Statistical Science
   - B.S. in Statistical Science
   - B.S. in Financial Mathematics and Statistics
   - B.S. in Computer Engineering
   - B.S. in Mechanical Engineering
B.S. in Computer Science
B.S. in Chemical Engineering
Minor in Science and Mathematics Education
Minor in Educational Studies
Minor in Translation Studies
Minor in French
Minor in Language and Speech Technologies
Minor in Professional Writing

UgC considered two proposals requesting the establishment of undergraduate degree programs, but the Council raised a number of significant concerns that would need to be addressed before the proposals could move forward in the review process. The proposing departments were asked to resubmit revised proposals in the coming year.

**College of Engineering – Proposed Change in the Depth Requirement and Associated Proposal to Modify Santa Barbara Regulation 205(C)(2)**

UgC approved a proposal to revise the Depth Requirement for the General Education program in the College Engineering, and presented for Faculty Legislature approval a request for associated revisions to Santa Barbara Regulation 205(C)(2).

**Letters and Science Executive Committee – Proposal to Modify Santa Barbara Regulation 125(H)3**

UgC considered a proposal from the College of Letters and Science to modify Santa Barbara Regulation 125(H)3 regarding the calculation of major GPA for L&S majors. The Council responded to the College with several questions and requests for clarification, and plans to return to this issue in the 2017-18 term.

UgC responded to the following campus issues, along with other Senate groups:

1. Reserve Officers’ Training Corps Priority Registration
2. Memorandum of Understanding (MOU) Between UCSB Materials Research Lab and University of Oxford

**Other Campus Initiatives**

UgC considered many local campus matters related to undergraduate education. Comments on some of these are provided below.

**Survey on Classroom Protocol and Academic Engagement**

In response to faculty concerns about student use of electronics in the classroom, academic integrity, student engagement, and academic preparation, the Undergraduate Council implemented a survey to collect data about faculty experiences and observations in the classroom. The Council will review the survey data and develop a report on the results including recommendation for future action during the 2017-18 term.

**Late or Retroactive Drop of a Course**

UgC considered a request from a faculty member to simplify faculty involvement in student petitions for the late or retroactive withdrawal from a course. The Council recommended minor changes to the petition form, which were accepted and implemented by the Office of Undergraduate Education.

**Undergraduate Research Awards**

A select group of UgC members reviewed nomination materials and chose two student recipients and one faculty recipient of the Chancellor’s Award for Excellence in Undergraduate Research.

**Systemwide Business**

As UCSB’s representative on the University Committee on Educational Policy (UCEP), Stephan Miescher reported to and consulted with the Council regarding issues under discussion by UCEP.
Benjamin Brecher represented UCSB on the University Committee on Preparatory Education (UCOPE) and reported to the Council on items addressed by the committee.

Along with other Senate councils and committees, members of UgC were invited to review materials pertaining to the following systemwide issues:

1. Proposed Revised APM Sections - 285, 210-3, 133-0- B, 740
2. Revised Presidential Policy on Electronic Information Security (IS-3)
3. Draft Presidential Policy on International Activities
4. Proposed Revision to Bylaw 182. Committee on International Education
5. Proposed Revision of Senate Regulation 630.D for Inclusion of Systemwide Course
7. Proposed Revisions to APM 015 and 016 and Conforming Amendments to Senate Bylaw 336

Undergraduate Council Members:

Stephan Miescher, Chair, UCEP Representative
Benjamin Brecher, Vice-Chair, UCOPE Representative
Debra Blumenthal
Thomas Carlson
Kip Fulbeck
Phillip Gans
Trevor Hayton
Jocelyn Holland
Everett Lipman
Fernando Lopez-Alves
Malgorzata Marek-Sadowska
Susan Mazer
erin Ninh
David Paul
Matthew Quirk
Jonathan Schooler
Teresa Shewry
Charles Stuart
Yuan Wang

David Bothman, Non-Academic Senate Representative
Sarah Lerner, Graduate Students Association Representative
Advisor: Shasta Delp
The Faculty Legislature of the Santa Barbara Division met in Library Conference Room 1575 at 3:30 p.m. on Thursday, October 26, 2017, with Chair Henning Bohn presiding. The meeting was attended by 34 voting members, 8 ex officio members, and other interested parties.

**Announcements by the Chancellor (from the slides presented)**

Thank you to Senate Chair Henning Bohn and to all of our faculty colleagues for your dedication to shared governance.

**Transitions on Campus**

We have appointed Dr. Charles Hale, Professor of African and African Diaspora Studies and Anthropology at the University of Texas at Austin, as our next SAGE Sara Miller McCune Dean of Social Sciences, effective January 1, 2018.

Since July 1, Mr. Alan Grosenheider, Deputy University Librarian, has been serving as our Acting University Librarian.

Dean of Extension, Professor Michael T. Brown, was appointed Provost and Executive Vice President – Academic Affairs at UCOP, effective September 5, 2017.

Vice Chancellor for Administrative Services Marc Fisher was appointed Vice Chancellor for Administration at UC Berkeley, effective September 18, 2017.

Professor Emeritus Joel Michaelsen has graciously agreed to serve as our Interim Vice Chancellor for Administrative Services, effective September 18, 2017.

**Student Updates**

2017 Commencement
5,770 students joined our alumni family, now more than 200,000 strong.

New Student Convocation
Thanks to all of our faculty who joined us on September 25 to extend a warm welcome to our incoming students!

**Fall 2017 Enrollment Update**

- 81,824 freshman applications; 98,000 total
- Freshman class: ~4,600
  - Average GPA: 4.08
  - Average SAT: 1916
  - Underrepresented minorities: 30%
  - First generation: 40%
• Transfers ~2,200
• Graduate students: ~800
• Among our incoming student body, 81% are from California, and 18% are from out of state and around the globe.

San Joaquin Villages Opens
178 undergraduate student apartments (1,000 beds) 8 apartments for faculty and residential staff.

New Portola Dining Commons has opened.

Last month, the White House announced the decision to end the Deferred Action for Childhood Arrivals program. UC Santa Barbara and UCOP have been working with our students to offer support, advocate on their behalf, and address their needs. During last week’s Protect Dreamers Higher Education Week, I joined the President Napolitano and our sister campuses in signing a letter urging Congress to take action to protect DACA students.

On October 5, our ONDAS Student Center (Opening New Doors to Academic Success) – for our first-generation college students – launched a new wave of programming and activities.

Campus Updates & Highlights
2018 U.S. News & World Report has ranked UC Santa Barbara number eight amongst public national universities.

Last week, Times Higher Education of London, for the third consecutive year, ranked UC Santa Barbara among the Top 10 institutions worldwide for producing Nobel laureates this century.

UC Santa Barbara ranked number nine worldwide for Nobels

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The 2017 Shanghai Ranking places UC Santa Barbara at number three worldwide in the field of automation and control.

Entertainment magazine The Wrap ranks UC Santa Barbara at number 30 highlighting our Carsey-Wolf Center.

Among 150 universities examined by The Washington Post, UC Santa Barbara ranked number two for our percentage of Fall 2015 freshmen who qualified for Pell Grants. At 39%, we can in behind only UC Irvine’s 41%.

UC Santa Barbara has received a 2017 CASE Educational Fundraising Award, an honor given to superior
fundraising programs at educational institutions across the country. We closed Fiscal Year 2017 at $100, 108, 150, our fourth consecutive year over $100M.

Thank you to our Trustees, Arts & Lectures presented “An Afternoon with Joe Biden” last Saturday. Vice President Joe Biden met with UCSB students after his Arlington Theatre lecture.

BioEngineering Building Grand Opening

College of Creative Studies Turns 50!
A diverse slate of special events will mark this milestone anniversary, including the Research and Creative Activity Conference at Loma Pelona on November 4. Thanks to Interim Dean Kathy Foltz for her leadership!

In June, UC Santa Barbara joined the recently launched Alliance for Southern California Innovation led by tech entrepreneur Steve Poizner, with Vice Chancellor for Research Joe Incandela serving on the board. The nonprofit is aimed at nurturing and accelerating the growth of an entrepreneurial ecosystem in Southern California.

UC Santa Barbara named NSF Neurotechnology Hub for optical brain imaging, with $9-million award. The project, which includes UC Santa Barbara researchers John Bowers, Michael Goard and Luke Theogarajan, aims to use longer wavelengths of light to image cell activity in the brain.

Under a $14.9-million contract with the Defense Department’s Defense Advanced Research Project Agency, UC Santa Barbara researchers, including Professor Craig Montell, and five other UC labs will work to combat Zika.

UCSB Brain Initiative wins Hearst Foundation award to amplify interdisciplinary effory and to encourage donor involvement. Harriman Professor of Neuroscience Ken Kosik serves as director, and neuroscientist Bridget Queenan as associate director.

Energy Department invests $8 million to support scientific advancements in solid-state lighting technology, including $1 million for a project at UC Santa Barbara to develop theoretical modeling and laboratory experimentation to improve green emitter inefficiencies in LEDs.

Materials Research Laboratory receives its sixth consecutive multimillion-dollar grant from NSF to fund operation as an NSF Materials Research Science and Engineering Center.

On October 5, Distinguished Professor Charles Samuel delivered the 62nd Annual Faculty Research Lecture.

Professor of Materials Shuji Nakamura was named the 2017 Mountbatten Medal by Great Britain’s Institution of Engineering and Technology.

Professor of Linguistics Bernard Comrie was named the British Academy’s Neil & Saras Smith Medal.

Professor of English Alan Liu (PI), and Assistant Professor of English Jeremy Douglass (Co-PI) were awarded $1.1-million Andrew W. Mellon Foundation grant for WhatEvery1Says project studying the representation of the humanities in public discourse.

$225,000 Andrew W. Mellon Foundation grant for seminar on “Energy Justice in Global Perspective”
  • Associate Professor of Global Studies Javiera Barandiarian
- Assistant Professor of Film and Media Studies Mona Damluji
- Associate Professor of History Stephan Miescher
- Dehlsen Endowed Chair in Environmental Studies David Pellow
- Professor of Film and Media Studies Janet Walker

Professor of Chemistry Alison Butler received the 2018 American Chemical Society’s Alfred Bader Award in Bioinorganic or Bioorganic Chemistry.

Professor of Ecology, Evolution, and Marine Biology Susan Mazer received the Santa Barbara Botanic Garden’s Honorable John C. Pritzlaff Conservation Award.

Professor of Electrical & Computer Engineering Sanjit Mitra received the 2017 IEEE Educational Activities Board Vice President’s Award.

Professor of Political Science Pei-te Lien received the 2017 Distinguished Career Book Award from the American Political Science Association’s Race, Ethnicity and Politics section for “Contested Transformation: Race, Gender and Political Leadership in 21st-Century America”

Assistant Professor of History and Black Studies Terence Keel has received this year’s Harold J. Plous Award, one of our university’s most prestigious faculty honors.

Associate Professor of Film and Media Studies Ross Melnick received the 2017 Academic Film Scholar by the Academy of Motion Picture Arts and Sciences.

Associate Professor of Earth Science Alexander Simms received the Fulbright U.S. Scholar Award.

Assistant Professor of Political Science Neil Narang completed the prestigious International Affairs Fellowship at the Pentagon advising senior officials on nuclear proliferation.

ACLS – American Council of Learned Societies Advancing the Humanities
Five of our graduate students – from History of Art and Architecture, Feminist Studies, Linguistics, Religious Studies, and Musicology – have received prestigious fellowships from the American Council of Learned Societies.

Isla Vista Updates
Last month, UC Santa Barbara volunteers teamed up to clean Isla Vista as part of the United Way’s campaign to improve neighborhoods.

Halloween 2017
Preparations have been underway to ensure another safe, quiet Halloween weekend:
- Social media campaigns targeting out-of-town visitors and residents
- Police roadblocks and parking restrictions
- Festival Ordinance prohibiting loud music
- Student-only concert and other alternative activities
Halloweens Past

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Princeton Review’s Top 10 Party Schools of 2018 – UCSB no longer top ten party school in the Princeton Review

1. Tulane University
2. West Virginia University
3. Bucknell University
4. Syracuse University
5. University of Wisconsin – Madison
6. University of Delaware
7. University of Colorado – Boulder
8. Colgate University
9. Lehigh University
10. University of Maine

Top 100 Safest Colleges in America 2017
Out of more than 2,000 schools, UC Santa Barbara made the Top 100 Safest Colleges in America at number 75, based on data from the FBI’s Uniform Crime Reporting and the National Center for Educational Statistics.

Announcements by the Chair
Since the last Faculty Legislature meeting, the Academic Council met in June, July, September, and October. The issues discussed at these meetings were:

- **Retiree healthcare**
  
  UCOP put an action item on the Regents meeting agenda to propose to put a cap on retiree spending. Academic Council opposed the proposal, and the item was pulled from the Regents meeting agenda. A working group will begin its efforts in January to study this issue and generate a final report by July. No changes will be made to retiree healthcare for 2018.

- **California state budget**

- **UCOP has appointed Professor Michael Brown as the new UC Provost.** Professor Brown has served as a faculty member in UCSB’s Department of Education, and as Dean of UCSB Extension.
He is a former Academic Council Chair and will be supportive of faculty efforts.

- Union Campaign
  The Governor signed a new bill allowing research assistants to join a union. UC has remained neutral in the campaign. Faculty and managers are to remain unbiased and provide faculty information and refer questions to labor relations or the Graduate Dean's office.

- National politics
  There have been a number of political issues affecting the UC community over the last year. The Academic Senate, President Napolitano, and the Chancellors have put out statements throughout the year in support of students and the academic community. However, the Academic Senate is not a political entity charged by the Regent's to operate within the university. Other faculty groups on campus are more capable of taking political action.

- Negotiated Salary pilot program

- Change to Lecturer with Security of Employment (LSOE) job descriptions
  The Senate reviewed a controversial proposal to change the working title and job description for the LSOE series.

- UC National Labs
  The UC National Lab contract is currently up for renegotiation, the outcome of which will be determined during winter quarter.

**Consent Calendar**

Minutes of the June 8, 2017 meeting
In Memoriam
2016-17 Annual Reports

**Motion:** To approve the minutes of the June 8, 2017 meeting; In Memoriam; 2016-17 Annual Reports

The motion was seconded, and approved by unanimous voice vote.

**Proposed Revisions to Divisional Regulation 205(C)(2). General Education (GE) Requirements for the Degree of Bachelor of Science (Engineering)**

The proposal seeks to update the regulation for consistency with the revised GE Depth Requirement that was approved by the Undergraduate Council in May 2017. Prior approval was granted by the Engineering Faculty Executive Committee, Undergraduate Council, and Committee on Rules, Jurisdiction & Elections.

**Motion:** To approve the proposed revisions to Divisional Regulation 205(C)(2). General Education Requirements for the Degree of Bachelor of Science (Engineering).

The motion was seconded, and approved by unanimous voice vote.

**Proposed UCSB Local Procedures for Reported Senate and Non-Senate Faculty Violations of the UC Policy on Sexual Violence and Sexual Harassment (SVSH)**

Following the work of the Task Force on Preventing and Responding to Sexual Violence and Sexual Harassment, which was formed by UC President Napolitano, the UC Policy on Sexual Violence and Sexual Harassment (SVSH) was issued in January 2016. The Task Force has since recommended implementation procedures for faculty and non-faculty academic personnel, which were accepted by the President. The recommendations have been incorporated into systemwide frameworks for responding to reported violations. UCOP has requested that each campus update its local response
procedures in the context of these new frameworks. The Senate has been asked to consider any necessary revisions to its bylaws and procedures in order to make them consistent with UCOP mandates. Title IX Officer and Director Ariana Alvarez has prepared a draft that indicates possible revisions to current procedures for the Senate’s review and consideration. The proposal is complex and builds on systemwide documents that have been revised over the past two years.

This item was placed on the agenda at this time for the purpose of gathering faculty impressions and to provide a forum for faculty to ask questions that might be addressed within the context of the Senate’s overall review of this issue. Campus procedures involving faculty conduct have always been presented to and approved by the Faculty Legislature. The documents pertaining to the new framework have recently been distributed for review by all local Senate Councils and Committees with the intention that the resulting proposed procedures will be brought back to the Faculty Legislature for extended review.

Chair Bohn provided a summary regarding current policy and procedures as background for discussion of the newly proposed UCSB Local Procedures, which were distributed for member review prior to the meeting. Our current procedures are in line with the Academic Personnel Manual and systemwide bylaws. The new procedures propose that a Title IX finding of an SVSH violation by a preponderance of evidence establishes probable cause per the Academic Senate’s current procedures for responding to complaints involving SVSH allegations. This new policy element would bypass the current involvement of the Charges Officer, Charges Advisory Committee, and ad hoc Charges Committee prior to potential early resolution and/or filing changes with the Committee on Privilege and Tenure. The new procedures also call for the use of a Peer Review Committee that will be created by the Chancellor to advise him in the course of early resolution deliberations. There has been tentative discussion of inviting members of the Charges Advisory Committee to serve as the Peer Review Committee, but this is still under consideration.

The faculty present were asked whether they would be comfortable with allowing the Title IX findings to replace the involvement of the Charges Officer and the ad hoc Charges Committee, members of which are nominated by the Committee on Committees. While some members acknowledged the experience, expertise, and sensitivity of the Title IX staff in handling cases, others expressed concerns about resting so much discretion in the hands of the Title IX investigator(s). Support was expressed for maintaining the role of the Charges Officer and ad hoc Charges Committee in reaching a probable cause determination, which would maintain a system of checks and balance. Concerns were also expressed about focusing on speed, which is a major aim of the President’s framework, both in the handling of cases and implementing the new procedures.

There was discussion of the Academic Council’s previous and ongoing involvement with this issue and some background was provided. Chair Bohn requested that faculty email him directly with any additional input they wish to share regarding the proposed policy changes.

The meeting was adjourned at 5:00 p.m.
November 29, 2017

To: Henning Bohn, Chair
   Academic Senate

From: David Paul, Chair
      Undergraduate Council

Re: Proposed Revision of Divisional Regulation 80

The Undergraduate Council (UgC) has completed its review of the proposed changes to Divisional Regulation 80 regarding the Subject A Requirement. Prior to acting on the proposal, UgC considered the comments of the Committee on Courses and General Education and the faculty executive committees of the College of Letters and Science, the College of Engineering, and the College of Creative Studies. All four groups endorsed the proposal.

UgC found the proposed changes to be sound and well supported and agreed with the need to bring Divisional Regulation 80 in line with Systemwide Regulation 636.E. The Council unanimously approved the proposed change.

CC: Debra Blake, Executive Director, Academic Senate
December 13, 2017

To: Henning Bohn, Divisional Chair  
Academic Senate

From: Ronald E. Rice, Chair  
Committee on Rules, Jurisdiction & Elections

Re: Response to Revision of Divisional Regulation 80 – Subject A Requirement

The Committee on Rules, Jurisdiction & Elections reviewed the proposed revisions to Divisional Regulation 80 - Subject A Requirement. The Committee supports aligning Divisional Regulation 80 with Senate Regulation 636, and approves these modifications.

CC: Debra Blake, Executive Director, Academic Senate
September 22, 2017

To: Henning Bohn  
Chair, Academic Senate

From: Jeffrey Stopple  
co-Interim Dean of Undergraduate Education

Re: Request update of Senate regulation on entry level writing requirement

Background: Every year a large number of students will take a break from enrollment at UCSB. Many of these students desire to continue their education while on leave and as is often the case, are motivated by the desire to improve skills before returning to their studies at UCSB. Emblematic of many of these students is a realization that they may not have been adequately prepared for the rigor, discipline, or expectation of UC faculty and want to reassess goals and improve fundamental skills before returning to UCSB.

Most students who take a leave from campus enroll at local community colleges. There are many reasons why students leave UCSB for a period and enroll in a CC; they have been dismissed by the Dean and told they need to improve skills before returning to campus, they are considering transferring to another four year institution, they need to save money, or other personal reasons where living at home makes more sense than attending UCSB.

Dismissed Students are often directed to enroll in a CC to improve study habits and skills. In the case of a student who is deficient in writing / composition skills, and who has not satisfied the Entry Level Writing Requirement (ELWR), this is problematic. UCSB Senate Regulation 80.G (see Appendix) prevents students from taking the fundamental composition courses prior to satisfying the ELWR, which once enrolled at UCSB, can only be fulfilled at UCSB. If a student has not taken or passed the Analytical Writing Placement Exam (AWPE), they cannot enroll in and receive credit for the essential courses needed to improve writing skills. NB: 80G was last amended in 1986.

Some students enroll in community college for the purpose of transferring to another four-year institution. These students will be directed by the community college advising staff to take the entry level composition courses (A-1, A-2). Even if a student is intending to transfer to another UC, they will be advised by the CC Advising Staff to complete the A-1 and A-2 equivalent courses as part of completing their IGETC pattern. Many four-year schools require that, in order to be considered for transfer, the fundamental composition courses be completed. This becomes problematic when the student decides to return to UCSB and is denied the units and credit for completing the equivalent course work.

Impact: Students who leave UCSB without satisfying ELWR, and subsequently complete A-1, and / or A-2 at a CC before returning to UCSB, do not receive unit or subject credit for these course/s upon return to UCSB. These students are required to complete the AWPE, and then if passed, have the option of taking a Writing 2 and / or a Writing 50 challenge exam, or enrolling in the A-1 and / or A-2 courses. Both options seem punitive. The courses completed at the Community College are reviewed by the UC and accepted as satisfying the A-1, and A-2 requirements at UCSB. Passing the challenge exams leads to satisfaction of the GE requirements,
but forfeiture of the units earned at the CC. Enrolling in the A-1 and A-2 courses restores unit credit but does not seem a better option as the students are repeating courses they have already shown proficiency in by completing the UC articulated courses at the CC.

The corresponding system-wide regulation 636 E was last amended in 2008, and has a more generous interpretation. In this version students must satisfy ELWR before earning credit for A-1 or A-2 (v. take for credit)

Request: The College of Letters and Science requests that the wording of Senate Regulation, 80 (G) be amended to match the wording of system-wide Regulation, 636 E. The College of Letters & Science intends to allow students who satisfy ELWR upon return to UCSB to petition for restoration of credit earned at the Community College which is being withheld because of the current wording of Regulation 80 G.
Appendix: text of Senate regulation 80 and system-wide regulation 636

80. Subject A Requirement

A. Subject A is a reading and writing proficiency requirement. Each student must be able to understand and to respond adequately to written material typical of reading assignments in freshman courses. This ability must be demonstrated in student writing that communicates effectively to University faculty. (Am 30 Nov 83; Am 23 May 96)

B. Prior to enrollment at the University of California, each student may satisfy the Subject A Proficiency requirement either:

1. by attaining a score approved by the University Committee on Preparatory Education on one of the following examinations:
   a. the Universitywide Subject A Examination
   b. the SAT II Writing Test
   c. the Advanced Placement English Language and Composition Examination
   d. the Advanced Placement English Literature and Composition Examination,
   e. the International Baccalaureate Higher Level Examination in English (Language A only);
   or
2. by earning at least 3 semester credits or 4 quarter units of transferable college credit in English composition with a letter grade not below C. (Am 6 Mar 74; Am 28 May 80; Am 26 May 82; Am 30 Nov 83; Am 4 May 86; Am 23 May 96)

C. 1. A student who has not satisfied the Subject A Proficiency requirement prior to enrollment in the University of California must satisfy the requirement by passing an examination or successfully completing a course in English composition or another course or program of study. Any such course or program of study or examination must be approved for this purpose by an appropriate agency of the Academic Senate Division of the student's campus. To satisfy the Subject A proficiency requirement by successfully completing a course or program of study, a student must enroll for a letter grade and earn a grade of C or above. A student who receives a final grade of C- or below may repeat the course.
   2. A student must satisfy the Subject A Proficiency requirement as early as possible during the first year in residence. A student who has not done so after three quarters or two semesters of enrollment will not be eligible to enroll for a fourth quarter or third semester. Exceptions to this requirement may be made by an appropriate agency of the Academic Senate Division of the student's campus. (Am 26 May 82; Am 23 May 96)

D. Students may satisfy the requirement by passing an examination or by successful completion of a one-quarter or one-semester Subject A course in English composition or other approved course or program of study. The examination satisfying the requirement must meet the standards established by the Senate Committee on Undergraduate Preparatory and Remedial Education. The Subject A course must be taken for a letter grade and passed with a grade of C or higher. Students receiving a final grade of C- or below may repeat the course. (Am 30 Nov 83)

E. Any award of baccalaureate credit for Subject A course(s) must be consonant with Senate Regulation 761. (Am 30 Nov 83)

F. Students who, prior to initial enrollment at UC, have earned at least four quarter units of transferable college credit in English composition with a grade not lower than C have satisfied the Subject A requirement. (En 30 Nov 83; Am 6 May 86)

G. Any student who has not satisfied the Subject A requirement prior to enrollment at UC must satisfy it by passing an approved course or other program prescribed by the student's UC campus of residence for satisfying the requirement. Only after satisfaction of the Subject A re-
requirement can students take for transfer credit a course in English composition after enrollment at UC. (Effective for students enrolling at the UC in Fall 86 or thereafter.) (En 4 Mar 86)

636 University of California Entry Level Writing Requirement (Am 19 Feb 2004; Am Jan 2008)

A. University of California Entry Level Writing Requirement is a reading and writing proficiency requirement. Each student must be able to understand and to respond adequately to written material typical of reading assignments in freshman courses. This ability must be demonstrated in student writing that communicates effectively to University faculty. (Am 30 Nov 83; Am 23 May 96; Am 19 Feb 2004)

B. There are three ways a student may satisfy the University of California Entry Level Writing Requirement prior to enrollment at the University of California: by passing the University of California Analytical Writing Placement Examination, by attaining an acceptable score on another approved test of Writing, or by earning at least 3 semester credits or 4 quarter units of transferable college credit in English composition. (Am 19 Feb 2004; Am 30 Jan 2008)

1. The content of the University of California Analytical Writing Placement Examination shall be approved by the University Committee on Preparatory Education, which shall also set the passing standard on the University of California Analytical Writing Placement Examination. (Am 19 Feb 2004; Am 30 Jan 2008)

2. The list of approved tests of Writing shall be determined by the University Committee on Preparatory Education, with the concurrence of the Academic Council of the Academic Senate. The acceptable scores for each test of Writing shall be determined by the University Committee on Preparatory Education. (The current list of approved tests and the corresponding acceptable scores is on the University of California, Office of The President web site.)

3. The student must earn a letter grade of at least C in any transferable college English composition course used to satisfy the University of California Entry Level Writing Requirement. (Am 6 Mar 74; Am 28 May 80; Am 26 May 82; Am 30 Nov 83; Am 4 May 86; Am 23 May 1996; 30 Jan 2008)

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)

1. To satisfy the University of California Entry Level Writing Requirement by means of a course, the student must earn a C or above or its equivalent. 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). (Am 30 Jan 2008)

2. Any award of baccalaureate credit for University of California Entry Level Writing Requirement course(s) must be consonant with SR 761. (En 30 Nov 83; Am 19 Feb 2004; Am 30 Jan 2008)

D. A student who has not satisfied the University of California Entry Level Writing Requirement prior to enrollment at the University of California must do so as early as possible during the first year in residence. A student who has not satisfied the University of California Entry Level Writing Requirement after three quarters or two semesters of enrollment will not be eligible to enroll for a fourth quarter or third semester. Exceptions to this requirement may be made by an appropriate agency of the Academic Senate Division of the student's campus. (Am 26 May 82; Am 23 May 96; Am 19 Feb 2004; Am 19 Feb 2004; Am 30 Jan 2008)

E. Once enrolled at the University of California, a student must satisfy the University of California Entry Level Writing Requirement before earning transfer credit for the purpose of
satisfying any subsequent University of California writing requirements by taking courses at other institutions. (Am 30 Jan 2008).
80. **Subject A Requirement**

**University of California Entry Level Writing Requirement** *(Senate Regulation 636)*

A. **Subject A** University of California Entry Level Writing Requirement is a reading and writing proficiency requirement. Each student must be able to understand and to respond adequately to written material typical of reading assignments in freshman courses. This ability must be demonstrated in student writing that communicates effectively to University faculty. *(Am 30 Nov 83; Am 23 May 96; Am 19 Feb 2004)*

B. **Prior to enrollment at the University of California,** each student may satisfy the Subject A Proficiency Entry Level Writing Requirement prior to enrollment at the University of California either: by passing the University of California Analytical Writing Placement Examination, by attaining an acceptable score on another approved test of Writing, or by earning at least 3 semester credits or 4 quarter units of transferable college credit in English composition. *(Am 19 Feb 2004; Am 30 Jan 2008)*

1. by attaining a score approved by the University Committee on Preparatory Education on one of the following examinations:
   1. the Universitywide Subject A Examination
   2. the SAT II Writing Test
   3. the Advanced Placement English Language and Composition Examination
   4. the Advanced Placement English Literature and Composition Examination,
   5. the International Baccalaureate Higher Level Examination in English (Language A only); or

2. by earning at least 3 semester credits or 4 quarter units of transferable college credit in English composition with a letter grade not below C. *(Am 6 Mar 74; Am 28 May 80; Am 26 May 82; Am 30 Nov 83; Am 4 May 86; Am 23 May 96)*

   1. The content of the University of California Analytical Writing Placement Examination shall be approved by the University Committee on Preparatory Education, which shall also set the passing standard on the University of California Analytical Writing Placement Examination.
2. The list of approved tests of Writing shall be determined by the University Committee on Preparatory Education, with the concurrence of the Academic Council of the Academic Senate. The acceptable scores for each test of Writing shall be determined by the University Committee on Preparatory Education. (The current list of approved tests and the corresponding acceptable scores is on the University of California, Office of the President website.)

3. The student must earn a letter grade of at least C in any transferable college English composition course used to satisfy the University of California Entry Level Writing Requirement. (Am 6 Mar 74; Am 28 May 80; Am 26 May 82; Am 30 Nov 83; Am 4 May 86; Am 23 May 1996; 30 Jan 2008)

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)

1. A student who has not satisfied the Subject A Proficiency requirement prior to enrollment in the University of California must satisfy the requirement by passing an examination or successfully completing a course in English composition or another course or program of study. Any such course or program of study or examination must be approved for this purpose by an appropriate agency of the Academic Senate Division of the student's campus. To satisfy the Subject A University of California Entry Level Writing proficiency requirement by means of a course, the successfully completing a course or program of study, a student must enroll for a letter grade and earn a grade of C or above or its equivalent. A student who receives a final grade of C- or below has not fulfilled
Any award of baccalaureate credit for University of California Entry Level Writing Requirement course(s) must be consonant with SR 761. (En 30 Nov 83; Am 19 Feb 2004; Am 30 Jan 2008)

D. A student **who has not satisfied** the Subject A Proficiency requirement prior to enrollment at the University of California must do so as early as possible during the first year in residence. A student who has not satisfied the University of California Entry Level Writing Requirement after three quarters or two semesters of enrollment will not be eligible to enroll for a fourth quarter or third semester. Exceptions to this requirement may be made by an appropriate agency of the Academic Senate Division of the student's campus. (Am 26 May 82; Am 23 May 96; Am 19 Feb 2004; Am 30 Jan 2008)

E. Students may satisfy the requirement by passing an examination or by successful completion of a one-quarter or one-semester Subject A course in English composition or other approved course or program of study. The examination satisfying the requirement must meet the standards established by the Senate Committee on Undergraduate Preparatory and Remedial Education. The Subject A course must be taken for a letter grade and passed with a grade of C or higher. Students receiving a final grade of C- or below may repeat the course. (Am 30 Nov 83)

F. Any award of baccalaureate credit for Subject A course(s) must be consonant with Senate Regulation 761. (Am 30 Nov 83)

G. Students who, prior to initial enrollment at UC, have earned at least four quarter units of transferable college credit in English composition with a grade not lower than C have satisfied the Subject A requirement. (En 30 Nov 83; Am 6 May 86)

H. Any student who has not satisfied the Subject A requirement prior to enrollment at UC must satisfy it by passing an approved course or other program prescribed by the student's UC campus of residence for satisfying the requirement. Only after satisfaction of the Subject A requirement can students take for transfer credit a
Once enrolled at the University of California, a student must satisfy the University of California Entry Level Writing Requirement before earning transfer credit for the purpose of satisfying any subsequent University of California writing requirements by taking courses at other institutions. (Am 30 Jan 2008)
80. University of California Entry Level Writing Requirement (Senate Regulation 636)

A. University of California Entry Level Writing Requirement is a reading and writing proficiency requirement. Each student must be able to understand and to respond adequately to written material typical of reading assignments in freshman courses. This ability must be demonstrated in student writing that communicates effectively to University faculty. (Am 30 Nov 83; Am 23 May 96; Am 19 Feb 2004)

B. There are three ways a student may satisfy the University of California Entry Level Writing Requirement prior to enrollment at the University of California: by passing the University of California Analytical Writing Placement Examination, by attaining an acceptable score on another approved test of Writing, or by earning at least 3 semester credits or 4 quarter units of transferable college credit in English composition. (Am 19 Feb 2004; Am 30 Jan 2008)

1. The content of the University of California Analytical Writing Placement Examination shall be approved by the University Committee on Preparatory Education, which shall also set the passing standard on the University of California Analytical Writing Placement Examination.

2. The list of approved tests of Writing shall be determined by the University Committee on Preparatory Education, with the concurrence of the Academic Council of the Academic Senate. The acceptable scores for each test of Writing shall be determined by the University Committee on Preparatory Education. (The current list of approved tests and the corresponding acceptable scores is on the University of California, Office of the President web site.)

3. The student must earn a letter grade of at least C in any transferable college English composition course used to satisfy the University of California Entry Level Writing Requirement. (Am 6 Mar 74; Am 28 May 80; Am 26 May 82; Am 30 Nov 83; Am 4 May 86; Am 23 May 1996; 30 Jan 2008)
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)

1. To satisfy the University of California Entry Level Writing Requirement by means of a course, the student must earn a grade of C or above or its equivalent. 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). (Am 30 Jan 2008)

2. Any award of baccalaureate credit for University of California Entry Level Writing Requirement course(s) must be consonant with SR 761. (En 30 Nov 83; Am 19 Feb 2004; Am 30 Jan 2008)

D. A student who has not satisfied the University of California Entry Level Writing Requirement prior to enrollment at the University of California must do so as early as possible during the first year in residence. A student who has not satisfied the University of California Entry Level Writing Requirement after three quarters or two semesters of enrollment will not be eligible to enroll for a fourth quarter or third semester. Exceptions to this requirement may be made by an appropriate agency of the Academic Senate Division of the student's campus. (Am 26 May 82; Am 23 May 96; Am 19 Feb 2004; Am 30 Jan 2008)

E. Once enrolled at the University of California, a student must satisfy the University of California Entry Level Writing Requirement before earning transfer credit for the purpose of satisfying any subsequent University of California writing requirements by taking courses at other institutions. (Am 30 Jan 2008)