EXECUTIVE COMMITTEE  
REPORT TO THE RIVERSIDE DIVISION  
ACADEMIC SENATE  
November 21, 2002  

Proposed Change to College Regulation HSR2.3.7

PRESENT

**HSR2.3.7**
Courses may be dropped at anytime before the end of the fifth week of instruction with the instructor's signature. If the instructor chooses not to sign, the student may appeal to the Associate Dean. Any withdrawal which would reduce the student's academic load to less than 12 units must be approved by the Associate Dean.

PROPOSED

**HSR 2.3.7**
A student may add a course up to the end of the second full week of instruction. With the approval of the instructor and advisor, a student may also add a course during the third full week of instruction.

**HSR2.3.7.1**
A student may drop a course without prior approval no later than the end of the second full week of instruction. From the third through the sixth full week of instruction, a course may be dropped with the approval of the advisor. Any withdrawal which would reduce the undergraduate student’s academic load to less than 12 units must be approved by the Dean.

**HSR2.3.7.2**
With the approval of their college's Executive Committee, instructors and departments may devise policies that drop students from particular courses up to the end of the second full week of instruction - if students do not meet attendance requirements approved by the Executive Committee and posted in the Schedule of Classes (if they are standing policies) or course syllabi (if they apply to a course that is not taught on a regular basis).

**HSR2.3.7.3**
A course dropped after the end of the second full week of instruction will remain as a permanent transcript entry showing course number and title, with a transcript symbol of W, signifying withdrawal, entered in the grade column.
Justification:

These changes bring the College’s regulations into line with proposed campus regulations regarding adds and drops.

The Executive Committees of COE, CNAS, and HA&SS are unanimous in proposing these changes, which are designed to resolve a disharmony between the existing regulations and current practice, and to establish a fairer, firmer, and more flexible policy for students, departments, and faculty. The changes and their rationales are as follows:

1. We delineate a period in the quarter (2 weeks) during which the student may drop a course without the approval of the instructor or advisor and without having a W on the transcript. This clarifies, regularizes, and liberalizes current practice, with the idea of allowing students more freedom to drop at the beginning of the quarter.

2. We allow one week following this period for students to add courses. Our reasoning is to give students time to find a new class. We do not change the three-week period within which adds can take place.

3. We tighten the drop policy in a limited sense: we allow departments and instructors to manage enrollment in impacted courses by dropping students who do not attend initial meeting(s) within the first two weeks of the quarter. This important exception to the "open drop" rule we explained in #1 would help students who are on waiting lists, would enable departments and faculty to fill classes more fairly and efficiently, and would facilitate the hiring and retention of graders and lab assistants. We also think this regulation would improve attendance rates. These exceptions would be made if approved by the college's Executive Committee and posted for students' information.

4. These changes would clarify the role the instructor and advisor in dropping of courses after the second week. Current campus regulations are ambiguous. The new policy would free the students to act on their own in the initial part of the quarter, and require them to receive approval from an advisor after the second week. Instructors would no longer be involved in giving permission to drop a course. Deans would still have the authority to block those drops that lowered a student’s load below twelve units.

5. Finally, we would extend the deadline for dropping courses (with a W on the transcript) to 6 weeks to allow sufficient time for students to receive feedback on midterm examinations.

Approved by CHASS Executive Committee: April 3, 2002
Approved by CHASS Faculty: April 3, 2002
Approved by Committee on Educational Policy: October 29, 2002
The Committee on Rules and Jurisdiction finds the wording consistent with the Code of the Academic Senate: October 31, 2002