AGENDA
GRADUATE COUNCIL MEETING
Thursday, February 20, 2014
9:10 - 11:00 AM
ACADEMIC SENATE CONFERENCE ROOM
ROOM 220 UNIVERSITY OFFICE BUILDING

Action
9:10 – 9:15  1. Approval of Minutes of January 16, 2014 meeting  Attached

Information/Discussion
2. Announcements
9:15 – 9:25  a. Chair of the Graduate Council
9:25 – 9:30  b. CCGA Representative
9:30 – 9:35  c. Graduate Student Council Representative(s)
9:35 – 9:45  d. Dean of the Graduate Division

Action
3. Courses and Programs Subcommittee
9:45 – 9:50  A. Approval of Courses:
1. AHS 251A - Proseminar in Historiography – NEW *
2. AHS 251B - Proseminar in Methodology – CHANGE *
3. AHS 252 - History and Ideology of the Museum – CHANGE *
4. CMDB 203/GEN 203 - Advanced Genetic Analysis in Model Organisms – NEW
5. DNCE 244 - Special Topics in Dance Making – NEW
6. EE 235 - Linear System Theory – CHANGE
7. EE 245/ME 222 - Advanced Robotics – CHANGE
8. ENGL 250 - Seminar in Native American Literary and Cultural Studies – NEW
9. ENGL 251 - Seminar in Black Literary and Cultural Studies – NEW
10. ENGL 252 - Seminar on Latinidades – NEW
11. ENGL 253 - Seminar in Asian/American Literary and Cultural Studies – NEW
12. ENTM 201 - Core Areas of Entomology I: Subcellular-Cellular Disciplines – CHANGE
13. MATH 401 - Professional Development in Mathematics – NEW *
14. ME 235 (NEW)/EE 235 (CHANGE) - Linear System Theory
15. MGT 214 - Corporate Strategy – NEW
16. MGT 404 - Communications, Leadership, Teams, and Ethics – CHANGE
17. SOC 259 - Research Practicum on Transnational Social Movements - NEW

* Course is related to a new program or program change on the agenda.

9:50 – 10:00  B. Program Changes:
1. GGB revisions to previously submitted program change  Attached
2. Math Program Professional Development (MATH 401 course above)  Attached
3. Mechanical Engineering clarification of requirements in catalog  Attached
4. Palm Desert Creative Writing MFA program change to clarify full-time units  Attached
5. Microbiology change in program requirements  Attached
6. Art History Masters and Ph.D. change to unit and course requirements (AHS 251A, 251B, 252 courses above)  Attached
7. CMDB addition of fourth core course to requirements for MS & Ph.D. and reduction of number of graduate seminar courses for Ph.D. (CMDB 203/GEN 203 courses above)  Attached
4. Creation of Joint Administrative Senate Committee for Summer Session

5. Sociology program update – C&P Subcommittee

6. Graduate Program Reviews
   A. Dean Childers report about program review ideas
   B. Art History response to Graduate Council’s F&R

8. Economics - typo fixed in catalog

Attached

See iLearn - “ACTION ITEMS”

Attached

See iLearn – “REVIEW MATERIALS”
Present:
Lynda Bell, History, Chair
Ertem Tuncel, Electrical Engineering, Vice Chair
Rick Redak, Entomology, Secretary
Malcolm Baker, Art History
Chris Chase-Dunn, Sociology
John Kim, Comparative Literature & Foreign Languages, CCGA Rep.
David Lo, School of Medicine
Rene Lysloff, Music
Rollanda O’Connor, GSOE
Tom Payne, Computer Science & Engineering
Daniel Schlenk, Environmental Sciences
Jing Shi, Physics
Jorge Silva-Risso, SoBA
Jingsong Zhang, Chemistry
Joe Childers, Graduate Dean (ex-officio)
Preston Williams, GSA Representative

Absent:
Wendy Ashmore, Anthropology

Guests:
Linda Scott, Graduate Division

Approval of Minutes
The minutes from the December 12, 2013 meeting were unanimously approved as written.

Chair’s Announcements
Chair Bell discussed the special Executive Council meeting with Issacson Miller, the firm handling the search for UCR’s next Executive Vice Chancellor and Provost. The firm is very interested in faculty involvement to create the shortlist of candidates. An electronic form to recommend candidates will be made available to all faculty.

The issue of composite benefits is ongoing at Systemwide which includes health care, among other things. Faculty with grants are very concerned that their grants will be charged composite benefits during the summer. There is a memo that has been written specifically for UCR that individual faculty should sign if they agree with what is mentioned in the memo, and then forward to Administration. Chair Bell urged committee members to contact Senate Chair Wudka if interested in this issue. A questionnaire about health care options that started at UC San Diego will be circulated to all faculty in February. UCR is adding a portion to the questionnaire about other health care option issues. Human Resources will analyze the data.
President Napolitano was alarmed by the Moreno Report which speaks to racial discrimination at UCLA. She immediately created a task force to respond to the report. The task force has just issued their response to the report. The response proposes that each campus have a Discrimination Office to handle all discrimination matters. The functions of these offices have not yet been specified. Sarah will post the task force’s response to the Moreno report on the Graduate Council iLearn site.

Graduate Council’s response to the proposed Self-Supporting Programs (SSP) policy was submitted to Senate Chair Wudka. The Planning and Budget committee (Ken Barish, Chair) wrote the most informed response to the proposed policy. As Graduate Council suggested, Planning and Budget also urged that local committees be formed to guide the creation of SSPs. Chair Wudka asked Graduate Council to send him a memo that addresses the specific reasons why the Council feels that a local committee should be formed, and what the committee should do. Chair Bell is working on this memo.

When the year started, Graduate Council had 11 outstanding graduate program reviews. To date, six have been closed. Plant Pathology and Neuroscience are still open from 2011, with responses due in February, 2014. Chair Bell asked Prof. Redak to touch base with the Director of the Neuroscience graduate program to confirm that a response will be received by the deadline. Vice Chair Tuncel is writing the close out memo for Mechanical Engineering. Sarah will send the revised History F&R to the Council for an email vote to forward it to the program for a response. The Ethnic Studies internal review was completed in December, 2013. It was a very productive review. There were some complaints in the questionnaire responses pertaining to lack of faculty involvement in the program. The review subcommittee (Profs. Bell, Baker and O’Connor) set aside three hours last Friday for faculty and students to come provide the subcommittee with further input, no one showed up. The F&R draft has been written and will be sent to the program soon. The Philosophy graduate program had their extramural review on January 9-10, 2014. It was a very good review. The program has a diversity issue but that is a general problem across the discipline. The extramural review of the Political Science graduate program is next, February 6-7, 2014. The opening and closing meetings that the review subcommittee has with the reviewers have been opened up to any Graduate Council members who would like to attend to observe the process. Prof. Lo is attending both meetings with the Political Science reviewers. Physics, Chemistry and Geological Sciences will be reviewed in the Spring. The Senate will host two Review Retreats on February 25th and March 3rd for programs undergoing a review in 2014/15. Chair Bell opened up the Retreats to any committee members who want to attend.

Other Announcements

John Kim, CCGA Representative – There will be a discussion about the Master Plan at the Regents meeting on January 22, 2014. There has been a move for community colleges and Cal States to give degrees not traditionally offered – community colleges want to offer BA’s and Cal States want to offer Ph.D.’s. Since UC is the only public institution to offer Ph.D.’s, this really affects the UC.

UC HBCU initiative – the President has funded about $2 million to this initiative. The initiative is a cooperation between UC faculty and Historically Black Colleges and Universities (HBCUs) in which undergraduates can apply for a summer research position under faculty guidance. Students can work in labs or on other research projects. Because of the success of this initiative,
there have already been about 170 fellows; 6 have entered Ph.D. programs in the UC system so far. This initiative has been expanded to Hispanic serving institutions. It is free money for researchers/lab assistants over the summer.

**BASIC initiative** – The Northern California UCs are working with industry in an effort to place UC Ph.D. students in non-academic positions. Pamela Jennings is in charge of this initiative and will be spreading it to the Southern California UCs.

Graduate student survey data is being “cleaned” right now. Berkeley has completed their survey, and the data goes back to graduates from 1970. The survey asks about the student’s experience, how it helped in their career, etc. Berkeley’s data was quite satisfactory. The same questions have been used for the rest of the campuses. The data should be ready by the winter.

**Online education** – There are two offices that handle online education – UC Online Education (UCOE) as well as Innovative Learning Technology Initiative (ILTI). At some point these offices will be joined together. UCOE is moving toward a blended model where there is an actual human being at the other end. UCOE is trying to develop mechanisms to ensure that graduate student instructors and faculty who teach these online courses undergo some sort of coordination and training in conjunction with CCGA. This is relevant because faculty can hire graduate students from any other UC, which means students may never have any real face time with their instructors. CCGA is exploring how graduate online education should be handled. Prof. Kim has been asked to find out how UCR’s Online MS in Engineering is doing.

**Masters of Public Policy proposal** – the Masters of Public Policy proposal has received its first external review which was largely positive. CCGA is now waiting to receive the second external review.

**Preston Williams, GSA Representative** – GSA has focused on increasing active students to over 1200 students, a 22% increase in the last two months. GSA has also had an increased turn out at events. GSA has funded more conferences this year for a total of $8,000 in partially funded conferences, contributing to over 400 students (including other universities and international students). Six departments have been funded but more than 15 departments are contributing. GSA will have to borrow funds from their reserve budget to fund all of the conferences they would like to. They are trying to distinguish UCR as a campus that helps their graduate students be involved in the community or other campuses. They would like to increase their budget by $3,000-$15,000 for conference support per year. GSA is starting development workshops for graduate students in non-academic rolls. Dean Childers informed Mr. Williams that Graduate Division also has Graduate Success and Professional Development workshops. Mr. Williams will inform the GSA that these workshops are offered.

**Graduate Dean Joe Childers** – The PI discount program is in effect – 13 of the 31 programs identified were actually eligible for the program. There has been an increase in applications by 8% overall; the largest increase being domestic applications.

UCOP and President Napolitano are organizing an event in the Spring in which appropriate members from UCOP, CCGA, the Provost’s office, and Graduate Deans will discuss the future of graduate education at UC. NRT for international students will most likely come up; Graduate
Deans are very focused on this issue. Over the years, there has been a big push at UCR to reduce the number of international students. However, UCR is no longer the outlier as most of the other campuses are shooting for about 30% international students; UCR is currently at about 28%. With this target increase, the NRT issue is now becoming a problem.

The Environmental Sciences task force will be appointed by the end of this week. Dean Childers has considered the list of names the program forwarded and has consulted with the CNAS Dean regarding the members of the task force.

Review process – a lot of time and money is invested in program reviews and there is a feeling across campus that college Deans do not pay attention to the results. Graduate Council needs to change the way in which graduate programs perceive these reviews. Dean Childers has an idea to help remedy this situation. Chair Bell asked Dean Childers to write up his ideas for the Graduate Council to discuss at the February meeting, before the Review Retreats occur.

AGET – A program sponsored by NSF to help encourage underrepresented minorities go into professoriate. Graduate Division is partnering with UC Santa Barbara, UC Santa Cruz and UC Merced to put forth an AGET focused primarily on the life sciences and behavioral sciences.

Courses and Programs to be approved
Graduate Council voted to approve/return the following courses as indicated:

1. BIEN 237 - Medical Diagnostics – NEW - approved
2. BPSC 245 - Advanced Plant Ecology – CHANGE - approved
3. BPSC 246 - Landscape Ecology – CHANGE - approved
4. BPSC 247 - Ecological Theory and Modeling – CHANGE - approved
5. CEE 225 - Physical-Chemical Separation Processes – CHANGE - approved
6. CEE 226 - Biological Unit Processes – NEW - approved
7. CEE 241 - Aquatic Chemistry – CHANGE - approved
8. CEE 243 - Advanced Water Treatment Technologies – NEW - approved
9. CHEM 211A - Structure and Mechanism in Organic Chemistry – CHANGE - approved
10. CHEM 211B - Advanced Organic Chemistry: Reactions and Mechanism – CHANGE - approved
11. CHEM 211C - Advanced Synthetic Analysis – CHANGE - approved
12. CHEM 245/ENTX 245 (ENSC 245) - Chemistry and Physics of Aerosols – CHANGE - approved
13. EDUC 242C - Applied Measurement in Education – NEW - approved
14. ENSC 245 (CHEM 245/ENTX 245) - Chemistry and Physics of Aerosols – NEW - approved
15. ENTM 254 - Seminar in Biological Control – CHANGE - approved
16. GEN 241 - Advances in Bioinformatics and Genomics – CHANGE - approved
17. GEN 242 - Data Analysis in Genome Biology – CHANGE - approved
18. GEO 261 - Atmosphere, Ocean and Climate Dynamics Seminar – NEW - approved
19. HIST 205A - Reading Seminar in English History: 1485-1820 – CHANGE - approved
20. HIST 205B - Reading Seminar in English History: 1760 to the Present – CHANGE - approved
22. HIST 243B/SEAS 243B - Research Seminar in Southeast Asian History – CHANGE - approved
23. HIST 273A - Research Seminar in the American West – CHANGE - approved
24. HIST 273B - Research Seminar in the American West – CHANGE - approved
25. SWSC 245 - Chemistry and Physics of Aerosols – DELETE – approved

Courses previously reviewed & returned for corrections:
1. AHS 267 – Seminar in Asian Art – CHANGE – approved with one abstention
2. ART 293 – Directed Individual Studio Production – NEW * - Graduate Council did not approve this course. A comparison with other colleges with a similar program will be requested. Linda Scott will work on designing a form just for these courses that does not require a syllabus.

Graduate Council voted to approve/return the following program changes as indicated:

1. GSOE - Discontinue offering Type A MA degree in Education – approved with one abstention.
2. Proposal for changing the track system in the GGB program – Second paragraph of the second page of the catalog copy is incorrect and seems to be a carryover from a previous catalog copy. Will return program change and ask that program correct or remove the paragraph and resubmit for approval.
3. MFA in Visual Art - Change in unit and course requirements (ART 293) - Graduate Council did not approve this program change. A comparison with other colleges with a similar program will be requested. Linda Scott will work on designing a form just for these courses that does not require a syllabus.

Senate Resource Workshop – March 17, 2014
Chair Bell informed the committee that the Academic Senate will be hosting a Resource Workshop on March 17, 2014 from 9:00am – 3:00pm. Sarah added that this will be an open house type of workshop; committee members can attend the sections of the workshop they find to be beneficial. Members do not need to attend for the whole day.

Online Course Discussion
UCR has a Master’s of Science in Engineering that is online. Prof. Payne who initially designed the program, explained that it was patterned after UCLA’s program. It was designed for working professionals who want to assimilate a new technology. Steve Brint’s office is trying to set up an online testing facility at UCR to help resolve the problem of where and how online students are going to be tested.

Proposed Policy on Professional Degree Supplemental Tuition
Graduate Council discussed the proposed policy on Professional Degree Supplemental Tuition (PDST). It was mentioned that Self-Supporting Program (SSP) fees and PDST fees are totally different. At UCR, the School of Public Policy and the Management MBA degree are the only two with professional fees. SSPs are only for graduate programs. UCR’s SSPs include Palm Desert Creative Writing program, Online MS in Engineering, and the following Management degrees: MFIN, Executive, MPAC and the Flex MBA. Professional Degree Programs (PDP) receive state financing. The Senate has no power over how fees are set, they can only advise. Consultation of professional fees occurs every year and an effort is being made to normalize these fees across the system. CCGA discussed SSPs and it was mentioned that UCSFs governance structure is completely different. Some of the language in the proposal ignores this difference. CCGA also discussed the situation when an SSP student and a PDP student are in the same class; one student is paying much more than the other student. CCGA discussed corruption, it was suggested that faculty be limited to teaching one SSP course per year, and to protect faculty research time, SSP courses should only be taught on a buy-out basis. Conversions were a major concern for CCGA. How will campuses keep PDPs from converting to SSPs when there is such a financial motivation to convert? CCGA recommended that programs wanting to convert provide clear and overwhelming evidence that the PDP model is no longer feasible. Chair Bell suggested that CCGA create a subcommittee to work on a policy document of their own. Prof.
Kim will send Sarah his notes from the CCGA meeting to post on the Graduate Council iLearn site.

Sarah will work with Prof. Kim on Graduate Council’s response to Senate Chair Wudka.

**Graduate Program Reviews**
Due to lack of time, the Art History program response to their F&R was tabled to the February meeting.

**Sociology Graduate Program Discussion**
Associate Dean Esterling informed the Graduate Council that he has not heard anything from Sociology. The good thing is that there have not been any more negative episodes. Associate Deans Bowler and Kinney continue to attend Sociology faculty meetings. Some of the faculty members with the most complaints do not attend the faculty meetings. However, the problems the department has are discussed at their faculty meetings. Chair Bell asked Prof. Lysloff to contact the Sociology graduate advisor, Katja Guenther, and ask that she attend the next Courses and Programs Subcommittee meeting to give an update on the program revisions resulting from the program’s 2012/13 internal review.
Date: December 11, 2013
To: Lynda S. Bell, Chair
    Graduate Council
From: Thomas Girke, Graduate Advisor
    Genetics, Genomics & Bioinformatics Graduate Program
Re: Proposed Catalog Changes for the Genetics, Genomics & Bioinformatics Graduate Program

We propose the following changes to the Plant Biology Graduate Program.

<table>
<thead>
<tr>
<th>Current:</th>
<th>Proposed:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Program</strong></td>
<td><strong>Graduate Program</strong></td>
</tr>
<tr>
<td>The Genetics, Genomics, and Bioinformatics Graduate Program (GGB) administers a program leading to the Ph.D. in Genetics, Genomics, and Bioinformatics. GGB is an interdepartmental program that includes faculty from the departments of Biochemistry, Biology, Botany and Plant Sciences, Cell Biology and Neuroscience, Computer Science and Engineering, Entomology, Environmental Sciences, Nematology, Plant Pathology and Microbiology, and Statistics, as well as the Division of Biomedical Sciences.</td>
<td>The Genetics, Genomics, and Bioinformatics Graduate Program (GGB) administers a program leading to the Ph.D. in Genetics, Genomics, and Bioinformatics. GGB is an interdepartmental program that includes faculty from the departments of Biochemistry, Biology, Botany and Plant Sciences, Cell Biology and Neuroscience, Computer Science and Engineering, Entomology, Environmental Sciences, Nematology, Plant Pathology and Microbiology, and Statistics, as well as the Division of Biomedical Sciences.</td>
</tr>
<tr>
<td><strong>The three fields of specialization (subdisciplines) are as follows:</strong></td>
<td><strong>The program is structured to allow maximum flexibility in the design of an individual student course program and research goals. A primary objective is to allow students to develop a capability in research as rapidly as possible, consistent with the student’s initial preparation.</strong></td>
</tr>
<tr>
<td>1. Molecular genetics</td>
<td><strong>Students are expected to meet all general requirements of the Graduate Division as printed in the Graduate Studies section of this catalog.</strong></td>
</tr>
<tr>
<td>2. Evolution and population genetics</td>
<td><strong>Admission</strong></td>
</tr>
<tr>
<td>3. Genomics and bioinformatics</td>
<td>Submission of GRE scores (verbal, quantitative and analytical) is mandatory for admission. Applicants with any B.A. or B.S. degree and an adequate background in the biological and physical sciences will be</td>
</tr>
<tr>
<td>The program is structured to allow maximum flexibility in the design of an individual student course program and research goals. A primary objective is to allow students to develop a capability in research as rapidly as possible, consistent with the student’s initial preparation. Students are expected to meet all general requirements of the Graduate Division as printed in the Graduate Studies section of this catalog.</td>
<td><strong>Admission</strong></td>
</tr>
<tr>
<td>Submission of GRE scores (verbal, quantitative and analytical) is mandatory for admission. Applicants with any B.A. or B.S. degree and an adequate background in the biological and/or computational sciences will be</td>
<td></td>
</tr>
</tbody>
</table>
considered. The specific entry requirements for the three areas of specialization (Molecular Genetics, Evolution and Population Genetics, and Genomics and Bioinformatics) vary somewhat but include courses in genetics, biology, chemistry, calculus, computer science, and statistics. Please refer to the Program Guidelines for details. GGB evaluates applications on a continual basis from October to May, however, it normally considers applications for teaching and research assistantships at the same time as fellowships; therefore, students are strongly encouraged to complete their applications for admission and support as early as possible. Normally, fellowships are awarded in January, for students entering the following fall quarter.

GGB has been identified as the graduate training “home” for UCR’s Institute for Integrative Genome Biology. The GGB faculty, partnering with colleagues in UCR’s Computer Science and Statistics departments, has developed a contemporary curriculum in the broad area of genomics, proteomics, and bioinformatics. Unique to this curriculum is the melding of microbial, animal, and plant genomics and bioinformatics within a single program. The curriculum was designed to interface with the molecular genetics and evolution and population genetics tracks.

### Doctoral Degree

The program offers the Ph.D. degree in Genetics, Genomics, and Bioinformatics.

**Course Work** All students choose a genetics subdiscipline for specialization (either molecular genetics, evolution and population genetics, or genomics and bioinformatics).

Specific course requirements are selected on the basis of the subdiscipline and the student’s particular needs and objectives.

The Ph.D. is a research degree, and, accordingly, the goal of the program is to train students in the theoretical and experimental foundations of modern genetics. Students are strongly encouraged to participate in lab rotations, select a...
major professor and begin research work early in their training (during the first year of residence).

**Written and Oral Qualifying Examinations**  
Students are advanced to candidacy following successful completion of a written preliminary examination and an oral qualifying examination.

**Dissertation and Final Oral Examination**  
Successful completion of a final oral dissertation defense is also required.

**Foreign Language Requirement** None

**Teaching Requirement** Each student must have at least one quarter of teaching experience. This requirement may be satisfied by serving as a teaching assistant in a genetics-related course.

**Normative Time to Degree** 15 quarters

---

major professor and begin research work early in their training (during the first year of residence).

**Written and Oral Qualifying Examinations**  
Students are advanced to candidacy following successful completion of a written preliminary examination and an oral qualifying examination.

**Dissertation and Final Oral Examination**  
Successful completion of a final oral dissertation defense is also required.

**Foreign Language Requirement** None

**Teaching Requirement** Each student must have at least one quarter of teaching experience. This requirement may be satisfied by serving as a teaching assistant in a genetics-related course.

**Normative Time to Degree** 15 quarters

---

**Justification:**

An important outcome of this year’s external review of the GGB program was the recommendation to integrate the three tracks within the GGB (I. Evolution and Population Genetics; II. Genomics and Bioinformatics; III. Molecular Genetics) into one multidisciplinary major with a common core curriculum. The reviewers and GGB faculty felt that the current division of the curriculum into separate tracks conflicts with the program’s mission of providing interdisciplinary training across all three areas of genetics, genomics and bioinformatics, and not just one of them as this is the case right now. The proposed integration would also help to leverage the strengths and uniqueness of the GGB program, while minimizing overlaps with other programs. Here, we are proposing to implement those changes. The current version of this proposal is the outcome of discussions from two GGB faculty meetings and suggestions collected from an email survey on this topic that had been sent to all GGB faculty members on September 10, 2013. In the final vote, requested from GGB faculty on December 2, 2013 by email, we received an almost unanimous result among the GGB members who participated in this vote: 38 faculty members voted in favor and only 1 against it.

Approved: December 2, 2013
Date: December 19, 2013

To: Lynda S. Eell, Chair
Graduate Council

From: Wee Liang Gan, Graduate Advisor
Mathematics Graduate Program

Re: Proposed Catalog Changes for the Mathematics Graduate Program

Please see the attached proposal to make changes to the Mathematics Graduate Program.
Coversheet for Request for Approval
To Modify Graduate Program Degree Requirements

<table>
<thead>
<tr>
<th>Program</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Academic Unit/School</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Date</td>
<td>12/19/13</td>
</tr>
<tr>
<td>Proposed Effective Date</td>
<td></td>
</tr>
</tbody>
</table>

| Faculty Contact            | Wee Liang Gan                           |
|                          | Email: weeliang.gan@ucr.edu             |
| Prepared by:              | Deidra Kornfeld                         |
|                          | Email: deidra.kornfeld@ucr.edu          |
|                          | Phone: 23189                            |
|                          |                                         |

Proposed Modification(s) (please check all that apply)

- [ ] Admission requirements
- [ ] Unit requirements
- [x] Professional Development Plan
- [ ] Examination requirements
- [ ] Time-to-degree
- [ ] Other (please describe):

1. If the program change involves changes to any existing courses (deleting courses, changing existing courses, or adding new courses), the course changes MUST be submitted in CRAMS simultaneously with the program change submission so that Graduate Council can review all affected courses with the proposed program change.

2. Proposal must include a cover letter from the Dean, Associate Dean, Chair, Director or Program Advisor as appropriate, taking care to briefly describe the proposed modifications and justification for the request.

3. Attached proposal must include the proposed modifications as formatted in the example below. The existing requirements must be on the left column, and the proposed revisions on the right. Proposed additions must be underlined and deletions must be striken.

<table>
<thead>
<tr>
<th>Existing</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert existing program requirements on this side of the table and strike the deletions:</td>
<td>Insert proposed requirements on this side of the table. Underline the additions</td>
</tr>
</tbody>
</table>

Justification: The Justification should include examples such as impact on time to degree, expected impact on employment prospects, expected impact on recruitment. Please address whether current students will be permitted to switch to take advantage of the revisions. If so what will the approval process be?

Faculty Approval Date: Indicate the date of the faculty vote

| Department Chair / Program Director: | Please type name(s) as appropriate |
| Signature:                           | Please include signature(s) as appropriate |
| Date: 12/16/13                       | Date signed |

Checklist of Required Attachments/Appendices (please check to verify inclusion):

- [x] Dean/Associate Dean/Chair or Program Advisor Cover Letter.
- [x] Completed Coversheet for Request for Approval To Modify Graduate Program Degree Requirements.
- [ ] Revised Catalogue/Website Copy in proper table format including Justification as indicated above. Must be signed and dated.
Date: December 19, 2013
To: Lynda S. Bell, Chair
Graduate Council
From: Wee Liang Gan, Graduate Advisor
Mathematics Graduate Program
Re: Proposed Catalog Changes for the Mathematics Graduate Program

We propose the following changes to the Mathematics Graduate Program.

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M.A. or M.S. in Mathematics</strong>&lt;br&gt;General university requirements are listed in the Graduate Studies section of this catalog. Specific requirements are as follows:&lt;br&gt;1. Completion of two of the following sequences:&lt;br&gt;   MATH 201A, MATH 201B, MATH 201C;&lt;br&gt;   MATH 205A, MATH 205B, MATH 205C;&lt;br&gt;   MATH 209A, MATH 209B, MATH 209C; or&lt;br&gt;   MATH 210A, MATH 210B, with a grade of &quot;C&quot; or better in each course and a GPA of 3.00 in each chosen sequence&lt;br&gt;2. As a substitute for one or more course sequences in (1), passing a Ph.D. qualifying examination fulfills the course requirement of the corresponding sequence&lt;br&gt;3. Taking 36 units of courses numbered between MATH 110 and MATH 189, or between MATH 200 and MATH 210. At least 18 must be from courses numbered between MATH 200 and MATH 213.</td>
<td><strong>M.A. or M.S. in Mathematics</strong>&lt;br&gt;General university requirements are listed in the Graduate Studies section of this catalog. Specific requirements are as follows:&lt;br&gt;1. Completion of two of the following sequences:&lt;br&gt;   MATH 201A, MATH 201B, MATH 201C;&lt;br&gt;   MATH 205A, MATH 205B, MATH 205C;&lt;br&gt;   MATH 209A, MATH 209B, MATH 209C; or&lt;br&gt;   MATH 210A, MATH 210B, with a grade of &quot;C&quot; or better in each course and a GPA of 3.00 in each chosen sequence&lt;br&gt;2. As a substitute for one or more course sequences in (1), passing a Ph.D. qualifying examination fulfills the course requirement of the corresponding sequence&lt;br&gt;3. Taking 36 units of courses numbered between MATH 110 and MATH 189, or between MATH 200 and MATH 210. At least 18 must be from courses numbered between MATH 200 and MATH 210.&lt;br&gt;4. Completion of 2 units of Math 401, Professional Development in Mathematics. The requirements of 1 and 2 above constitute the comprehensive final examination requirement for the degree.</td>
</tr>
</tbody>
</table>

**M.S. in Mathematics (Applied)**<br>General university requirements are listed in the Graduate Studies section of this catalog. Specific requirements are as follows:<br>1. Completion of two sequences of courses numbered between MATH 206 and MATH 209 with a grade of "C" or better in each course and a GPA of at least 3.00 in each chosen sequence. A sequence consists of all courses with the same course number
except for an alphabetical suffix. Any course without an alphabetical suffix is not part of a sequence.
2. As a substitute for one or more course sequences in (1), passing a Ph.D. qualifying examination fulfills the course requirement of the corresponding sequence.
3. Taking 36 units of courses numbered between MATH 110 and MATH 189, or between MATH 200 and MATH 210. At least 18 units must be from courses numbered between MATH 200 and MATH 210.

The requirements of 1 and 2 above constitute the comprehensive final examination requirement for the degree.

Doctoral Degree
The Department of Mathematics offers the Ph.D. degree in Mathematics. Specific requirements are as follows:
1. Passing four sequences numbered between MATH 200 and MATH 210. A sequence consists of all courses with the same course number except for an alphabetical suffix. Any course without an alphabetical suffix is not part of a sequence.
2. For each of the four chosen sequences in (1), a qualifying examination must be taken. Three of them must be passed with a grade of “A” and one with a grade of “B” or better. A student is allowed to take the qualifying examination at most twice for each sequence.
3. Completing four quarter-courses in mathematics numbered between 211 and 259
Normative Time to Degree
15 quarters

Professional Course
MATH 302 Apprentice Teaching (2-4)
Lecture, 0-1 hour; seminar, 2-4 hours; consultation, 1-2 hours.
Prerequisite(s): appointment as a teaching assistant or associate in Mathematics.

except for an alphabetical suffix. Any course without an alphabetical suffix is not part of a sequence.
2. As a substitute for one or more course sequences in (1), passing a Ph.D. qualifying examination fulfills the course requirement of the corresponding sequence.
3. Taking 36 units of courses numbered between MATH 110 and MATH 189, or between MATH 200 and MATH 210. At least 18 units must be from courses numbered between MATH 200 and MATH 210.
4. Completion of 2 units of Math 401, Professional Development in Mathematics.

The requirements of 1 and 2 above constitute the comprehensive final examination requirement for the degree.

Doctoral Degree
The Department of Mathematics offers the Ph.D. degree in Mathematics. Specific requirements are as follows:
1. Passing four sequences numbered between MATH 200 and MATH 210. A sequence consists of all courses with the same course number except for an alphabetical suffix. Any course without an alphabetical suffix is not part of a sequence.
2. For each of the four chosen sequences in (1), a qualifying examination must be taken. Three of them must be passed with a grade of “A” and one with a grade of “B” or better. A student is allowed to take the qualifying examination at most twice for each sequence.
3. Completing four quarter-courses in mathematics numbered between 211 and 259
4. Completion of 2 units of Math 401, Professional Development in Mathematics.
Normative Time to Degree
15 quarters

Professional Courses
MATH 302 Apprentice Teaching (2-4)
Lecture, 0-1 hour; seminar, 2-4 hours; consultation, 1-2 hours.
Prerequisite(s): appointment as a teaching assistant or associate in Mathematics.
<table>
<thead>
<tr>
<th>Supervised training for teaching in lower- and upper-division Mathematics courses. Topics include effective teaching methods, such as those involved in leading mathematics discussion sections, preparing and grading examinations, and relating to students. Required each quarter of all teaching assistants and associates in Mathematics. Units to be decided in consultation with graduate advisor. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervised training for teaching in lower- and upper-division Mathematics courses. Topics include effective teaching methods, such as those involved in leading mathematics discussion sections, preparing and grading examinations, and relating to students. Required each quarter of all teaching assistants and associates in Mathematics. Units to be decided in consultation with graduate advisor. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.</td>
</tr>
</tbody>
</table>

**MATH 401 Professional Development in Mathematics (2)**

- **Lecture, 1 hour; consultation, 1 hour.**
- **Prerequisite(s):** graduate standing in Mathematics.
- **Topics include** professional and research ethics, scientific writing and publications, oral presentation skills, career options in academia, and nonacademic careers. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

*Justification: The Mathematics Department has been asked to propose a new course on Professional Development and include it in the degree requirements.*

*Approved: November 18, 2013*
To be adopted:

Proposed Changes to ME graduate program requirement for Ph.D. students to advance to candidacy.

<table>
<thead>
<tr>
<th>Present Version</th>
<th>Proposed Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>The procedure for satisfying the requirements for the Ph.D. degree in Mechanical Engineering at UCR consists of four principal parts:</td>
<td>The procedure for satisfying the requirements for the Ph.D. degree in Mechanical Engineering at UCR consists of four principal parts:</td>
</tr>
<tr>
<td>1. Successful completion of an approved program of course work</td>
<td>1. Successful completion of an approved program of course work (below)</td>
</tr>
<tr>
<td>2. Passing a written and oral preliminary examination</td>
<td>2. Passing a written and oral preliminary examination</td>
</tr>
<tr>
<td>4. Defense and approval of the dissertation</td>
<td>4. Defense and approval of the dissertation</td>
</tr>
<tr>
<td>The Ph.D. degree will require a coherent program of at least 72 units of upper-division undergraduate or graduate-level approved course work.</td>
<td>The Ph.D. degree will require a coherent program of at least 72 units of upper-division undergraduate or graduate-level approved course work.</td>
</tr>
</tbody>
</table>

At least 24 of these units must be in graduate courses (200-series courses), a minimum of 8 of these being Mechanical Engineering graduate courses (ME 200 or higher, excluding ME 250, ME 290, ME 297, ME 298I, and ME 299).

The student must also take 6 units of seminar (ME 250) and at least 36 units of directed or thesis.

Core Course Work:
Before the oral defense of the dissertation proposal at least 24 units of course work must be completed. This is excluding seminar and research credits. Of these a minimum of eight graduate units must be in Mechanical Engineering courses (ME 200 or higher, excluding ME 250, ME 290, ME 297, ME 298I, and ME 299). To meet this requirement by the end of the first year students must take at least eight units of course work per quarter. Typically students also enroll in ME 250 and ME 297 units their first year.

The student may be advised to take additional courses prior to advancement to candidacy.

Seminar Requirement:
<table>
<thead>
<tr>
<th>Research Credits (ME 297 or ME 299)</th>
<th>The student must also complete 6 units of ME 250 (seminar) prior to graduation. One unit of ME250 is offered each quarter. These units do not have to be completed before the dissertation proposal defense.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Units:</td>
<td>At least 36 units of directed or thesis research credits (ME 297 or ME 299) must be taken prior to graduation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dissertation and Final Oral Examination</th>
<th>Dissertation and Final Oral Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successfully completing the preliminary examination, the student, with advice from the advisor, recommends a qualifying committee and prepares a dissertation proposal. The dissertation proposal consists of a written document and an oral presentation or defense. Typically, the student submits a dissertation proposal to the qualifying committee within one year after successfully completing the preliminary examination. The qualifying committee chair normally schedules an oral defense within one month of the written proposal submission. The presentation is given only to the qualifying committee members. The student is advanced to candidacy after successfully completing this examination.</td>
<td>After successfully completing the preliminary examination, the student, with advice from the advisor, recommends a qualifying committee and prepares a dissertation proposal. The dissertation proposal consists of a written document and an oral presentation or defense. Typically, the student submits a dissertation proposal to the qualifying committee within one year after successfully completing the preliminary examination and completion of the required 24 units of graduate core courses. The qualifying committee chair normally schedules an oral defense within one month of the written proposal submission. The presentation is given only to the qualifying committee members. The student is advanced to candidacy after successfully completing this examination and all course work.</td>
</tr>
</tbody>
</table>
Coversheet for Request for Approval
To Modify Graduate Program Degree Requirements

<table>
<thead>
<tr>
<th>Program</th>
<th>UCR Low Residency MFA-Palm Desert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Academic Unit/School</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>Date</td>
<td>02/04/2014</td>
</tr>
<tr>
<td>Proposed Effective Date</td>
<td>As soon as possible</td>
</tr>
</tbody>
</table>

Faculty Contact: Tod Goldberg  Email: tod.goldberg@ucr.edu  Phone: 760-834-0928
Prepared by: Agam Patel  Email: agam.patel@ucr.edu  Phone: 760-834-0926

Proposed Modification(s) (please check all that apply)

- Admission requirements
- Unit requirements
- Professional Development Plan
- Examination requirements
- Course requirements (course changes/new courses MUST be submitted in CRAMS simultaneously with program change/new program submission)
- Other (please describe): Full-time enrollment in our program is 8 units, not 12. The clarification will help students with VA status get benefits as full-time students. Currently, they only get benefits as part-time students.
- Time-to-degree

1. If the program change involves changes to any existing courses (deleting courses, changing existing courses, or adding new courses), the course changes MUST be submitted in CRAMS simultaneously with the program change submission so that Graduate Council can review all affected courses with the proposed program change.

2. Proposal must include a cover letter from the Dean, Associate Dean, Chair, Director or Program Advisor as appropriate, taking care to briefly describe the proposed modifications and justification for the request.

3. Attached proposal must include the proposed modifications as formatted in the example below. The existing requirements must be on the left column, and the proposed revisions on the right. Proposed additions must be underlined and deletions must be strikethrough.

<table>
<thead>
<tr>
<th>Existing</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert existing program requirements on this</td>
<td>Insert proposed requirements</td>
</tr>
<tr>
<td>side of the table and strike the deletions.</td>
<td>on this side of the table</td>
</tr>
<tr>
<td>Justification: The Justification should</td>
<td>Underline the additions</td>
</tr>
<tr>
<td>include examples such as impact on time to</td>
<td></td>
</tr>
<tr>
<td>degree, expected impact on employment</td>
<td></td>
</tr>
<tr>
<td>prospects, expected impact on recruitment.</td>
<td></td>
</tr>
<tr>
<td>Please address whether current students will</td>
<td></td>
</tr>
<tr>
<td>be permitted to switch to take advantage of</td>
<td></td>
</tr>
<tr>
<td>the revisions. If so what will the approval</td>
<td></td>
</tr>
<tr>
<td>process be?</td>
<td></td>
</tr>
</tbody>
</table>

Faculty Approval Date: Indicate the date of the faculty vote

Department Chair / Program Director: Please type name(s) as appropriate
Signature: ____________________________  Please include signature(s) as appropriate
Date: 02-04-2014  Date signed

Checklist of Required Attachments/Appendices (please check to verify inclusion):

- Dean/Associate Dean/Chair or Program Advisor Cover Letter
- Completed Coversheet for Request for Approval To Modify Graduate Program Degree Requirements
Please consider the following changes to the catalog text for the Palm Desert MFA Program.

Present:

Palm Desert Low Residency M.F.A.
Tod Goldberg, M.F.A., Administrative Director (760) 834-0928
Agam Patel, Program Coordinator (760) 834-0926
www.palmdesertmfa.ucr.edu

Low Residency M.F.A. Core Faculty
Elizabeth Crane-Brandt, B.A. (Creative Writing)
Jill Alexander Essbaum, M.A., M.A.R. (Creative Writing)
Tod Goldberg, M.F.A. (Creative Writing)
Mark Haskell Smith, M.F.A. (Creative Writing)
Joshua Malkin, M.F.A. (Theatre)
Mary Otis, (Creative Writing)
William Rabkin, M.F.A., (Theatre)
Robert Roberge, M.F.A. (Creative Writing)
Deanne Stillman, (Creative Writing)
David Ulin, B.A. (Creative Writing)
Mary Yukari Waters, M.F.A. (Creative Writing)
Matthew Zapruder, M.F.A. (Creative Writing)

UCR Palm Desert Graduate Center (PDGC)
An M.F.A. in Creative Writing and Writing for the Performing Arts is offered at UCR’s Palm Desert Graduate Center in Low Residency program. Students in the Low Residency program can receive limited financial assistance through editorial positions on The Coachella Review, the student run literary journal of the program.

Proposed:

Palm Desert Low Residency M.F.A.
Tod Goldberg, M.F.A., Administrative Director (760) 834-0928
Agam Patel, Program Manager (760) 834-0926
www.palmdesertmfa.ucr.edu

Low Residency M.F.A. Core Faculty
Elizabeth Crane-Brandt, B.A. (Creative Writing)
Jill Alexander Essbaum, M.A., M.A.R. (Creative Writing)
Tod Goldberg, M.F.A. (Creative Writing)
Mark Haskell Smith, M.F.A. (Creative Writing)
Stephen Graham Jones, Ph.D. English, (Creative Writing)
Joshua Malkin, M.A. (Theatre)
Anthony McCann, M.F.A. (Creative Writing)
Mary Otis, (Creative Writing)
William Rabkin, M.F.A., (Theatre)
Emily Rapp, M.F.A (Creative Writing)
Robert Roberge, M.F.A. (Creative Writing)
John Schimmel, M.F.A. (Theatre)
Deanne Stillman, (Creative Writing)
David Ulin, B.A. (Creative Writing)
Mary Yukari Waters, M.F.A. (Creative Writing)
Matthew Zapruder, M.F.A. (Creative Writing)

UCR Palm Desert Center (PDC) An M.F.A. in Creative Writing and Writing for the Performing Arts is offered at UCR’s Palm Desert Center, in the Low Residency program. Students in the Low Residency program can receive limited financial assistance through editorial positions on The Coachella Review, the student run literary journal of the program.
Present:

**PDGC Low Residency Program** Students enroll in a prescribed number of units each term. Requirements are similar to the full-time program at UC Riverside, but courses are modified to fit low residency requirements. Low Residency MFA students come to Rancho Mirage, California for two ten-day sessions in the Fall and Spring quarters that include lectures, seminars, workshops and readings (please refer to website http://www.palmdesertmfa.ucr.edu for specific dates). Students also attend a final thesis residency their last quarter to file. Students also enroll in a one unit Professional Development Course during this quarter. During the rest of the academic year, students participate in online workshops and seminars and work individually with faculty. Cross-enrollment between programs is not allowed. Students enroll for 8 units each term for 7 terms and pay a per unit fee.

Proposed:

**Palm Desert Low Residency Program** Students enroll in a prescribed number of units each term. Requirements are similar to the full-time program at UC Riverside, but courses are modified to fit low residency requirements. Low Residency MFA students come to Rancho Mirage, California for two ten-day sessions in the Fall and Spring quarters that include lectures, seminars, workshops and readings (please refer to website http://www.palmdesertmfa.ucr.edu for specific dates). Students also attend a final thesis residency their last quarter to file. Students also enroll in a one unit Professional Development Course during this quarter. During the rest of the academic year, students participate in online workshops and seminars and work individually with faculty. Cross-enrollment between programs is not allowed. **Full time enrollment in this program is 8 units per quarter for 7 quarters, and students pay a per unit fee.**
Present:

**PDGC Low Residency** Program Consists of workshops in chosen genres and course work culminating in a final project (the master’s thesis) which showcases the writer’s cultivated talents, in the form of a poetry collection, novel, short story collection, essay collection, memoir, full-length work of nonfiction, screenplay, or full-length play. The M.F.A. requires students to write in two genres, allowing for creative movement within disciplines. Structure and focus in screenwriting and playwriting can also be applied to fiction and nonfiction, and lyricism and metaphor in poetry can also enhance description and dialogue in the other genres, for example. Students engage in course work in varied areas of directing and acting, in film history and literature, in literary criticism and translation. Requirements consist of 56 units of course work.

**Course Requirements**

1. Six low residency genre workshop courses.
2. Six low residency literature, poetry, and film seminars.
3. Six low residency cross genre workshops.
4. Thesis. In the areas of playwriting and screenwriting, the final written project is a full-length play of two or three acts (90–120 pages) or screenplay or teleplay (approximately 120 pages). In the areas of poetry, fiction, and nonfiction, the final written project is a poetry collection (approximately 60 pages), novel, short story collection, essay collection, memoir or full-length nonfiction work (between 100-200 pages). Each student is paired with three faculty members who serve as the thesis advisor(s).
5. One unit Professional Fundamentals Course.

**Normative Time** to Degree 7 quarters.

Proposed:

**Palm Desert Low Residency** Program Consists of workshops in chosen genres and course work culminating in a final project (the master’s thesis) which showcases the writer’s cultivated talents, in the form of a poetry collection, novel, short story collection, essay collection, memoir, full-length work of nonfiction, screenplay, or full-length play. The M.F.A. requires students to write in two genres, allowing for creative movement within disciplines. Structure and focus in screenwriting and playwriting can also be applied to fiction and nonfiction, and lyricism and metaphor in poetry can also enhance description and dialogue in the other genres, for example. Students engage in course work in varied areas of directing and acting, in film history and literature, in literary criticism and translation. Requirements consist of 56 units of course work.

**Course Requirements**

1. Six low residency genre workshop courses.
2. Six low residency literature, poetry, and film seminars.
3. Six low residency cross genre workshops.
4. Thesis. In the areas of playwriting and screenwriting, the final written project is a full-length play of two or three acts (90–120 pages) or screenplay or teleplay (approximately 120 pages). In the areas of poetry, fiction, and nonfiction, the final written project is a poetry collection (approximately 60 pages), novel, short story collection, essay collection, memoir or full-length nonfiction work (between 100-200 pages). Each student is paired with three faculty members who serve as the thesis advisor(s).
5. One unit Professional Fundamentals Course.

**Normative Time** to Degree 7 quarters.
Present:

Palm Desert Low Residency Program
Graduate Courses
See also graduate courses in the Theatre section of this catalog.

CWLR 200 Professional Fundamentals (1) Colloquium, .5 hours; consultation, .5 hours; practicum, .5 hours. Prerequisite(s): graduate standing. Focuses on professional development. Involves mechanics of industry queries, book proposals, contracts, rights, and agent interviews. Culminates in craft lecture during residency. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 2 units.

CWLR 201 (E-Z) Low Residency Seminar in Literature, Theatre, and Film (4-6) Seminar, 21-31.5 hours per quarter; consultation, 1-1.5 hours; extra reading, 3-4.5 hours. Prerequisite(s): graduate standing. A study of a period, style, author, or issue in relation to literary, theatrical, or film history. F. Fiction; N. Nonfiction; P. Poetry; S. Screenwriting; T. Playwriting. Each segment is repeatable as its content changes to a maximum of 16 units.

CWLR 202 (E-Z) Low Residency Seminar in Literature, Theatre, and Film (2-4) Seminar, 1-2 hours; extra reading, 3-6 hours. Prerequisite(s): graduate standing.

Proposed:

Palm Desert Low Residency Program
Graduate Courses
See also graduate courses in the Theatre section of this catalog.

CWLR 200 Professional Fundamentals (1) Colloquium, .5 hours; consultation, .5 hours; practicum, .5 hours. Prerequisite(s): graduate standing. Focuses on professional development. Involves mechanics of industry queries, book proposals, contracts, rights, and agent interviews. Culminates in craft lecture during residency. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 2 units.

CWLR 201 (E-Z) Low Residency Seminar in Literature, Theatre, and Film (4-6) Seminar, 21-31.5 hours per quarter; consultation, 1-1.5 hours; extra reading, 3-4.5 hours. Prerequisite(s): graduate standing. A study of a period, style, author, or issue in relation to literary, theatrical, or film history. F. Fiction; N. Nonfiction; P. Poetry; S. Screenwriting; T. Playwriting. Each segment is repeatable as its content changes to a maximum of 16 units.

CWLR 202 (E-Z) Low Residency Seminar in Literature, Theatre, and Film (2-4) Seminar, 1-2 hours; extra reading, 3-6 hours. Prerequisite(s): graduate standing.
A study of a period, style, author, or issue in relation to literary, theatrical, or film history. F. Fiction; N. Nonfiction; P. Poetry; S. Screenwriting; T. Playwriting. Each segment is repeatable as its content changes to a maximum of 4 units.

**CWLR 211 (E-Z) Low Residency Genre Workshop (2-4)**
Workshop, 10-20 hours per quarter; consultation, 1-2 hours. Prerequisite(s): graduate standing.
Focuses on the production of original work. Involves study of chosen genre(s), emphasizing technique, structure, style, and form. F. Fiction; N. Nonfiction; P. Poetry; S. Screenwriting; T. Playwriting. Each segment is repeatable as its content changes to a maximum of 8 units. If credit has already been awarded for a segment of CWLR 221 (E-Z) or CWLR 222 (E-Z), it is not awarded for the corresponding lettered segment of CWLR 211 (E-Z) or CWLR 212 (E-Z).

**CWLR 212 (E-Z) Low Residency Genre Workshop (4-6)**
Workshop, 3-4.5 hours; extra reading, 3-4.5 hours. Prerequisite(s): graduate standing.
Focuses on the production of original work. Involves study of chosen genre(s), emphasizing technique, structure, style, and form. F. Fiction; N. Nonfiction; P. Poetry; S. Screenwriting; T. Playwriting. Each segment is repeatable as its content changes to a maximum of 4 units. If credit has already been awarded for a segment of CWLR 221 (E-Z) or CWLR 222 (E-Z), it is not awarded for the corresponding lettered segment of CWLR 211 (E-Z) or CWLR 212 (E-Z).

**CWLR 211 (E-Z) Low Residency Genre Workshop (2-4)**
Workshop, 10-20 hours per quarter; consultation, 1-2 hours. Prerequisite(s): graduate standing.
Focuses on the production of original work. Involves study of chosen genre(s), emphasizing technique, structure, style, and form. F. Fiction; N. Nonfiction; P. Poetry; S. Screenwriting; T. Playwriting. Each segment is repeatable as its content changes to a maximum of 4 units. If credit has already been awarded for a segment of CWLR 221 (E-Z) or CWLR 222 (E-Z), it is not awarded for the corresponding lettered segment of CWLR 211 (E-Z) or CWLR 212 (E-Z).
maximum of 8 units. If credit has already been awarded for a segment of CWLR 221 (E-Z) or CWLR 222 (E-Z), it is not awarded for the corresponding lettered segment of CWLR 211 (E-Z) or CWLR 212 (E-Z).

**CWLR 221 (E-Z) Low Residency Cross-Genre Workshop (2-4)** Workshop, 10-20 hours per quarter; consultation, 1-2 hours. Prerequisite(s): graduate standing. Focuses on the production of original work. Includes introductory study of chosen cross-genres. Emphasizes technique, structure, style, and form. F. Fiction; N. Nonfiction; P. Poetry; S. Screenwriting; T. Playwriting. Each segment is repeatable as its content changes to a maximum of 8 units. If credit has already been awarded for a segment of CWLR 221 (E-Z) or CWLR 222 (E-Z), it is not awarded for the corresponding lettered segment of CWLR 211 (E-Z) or CWLR 212 (E-Z).

**CWLR 222 (E-Z) Low Residency Cross-Genre Workshop (2-4)** Workshop, 1-2 hours; extra reading, 3-6 hours. Prerequisite(s): graduate standing. Focuses on the production of original work. Includes introductory study of chosen cross-genres. Emphasizes technique, structure, style, and form. F. Fiction; N. Nonfiction; P. Poetry; S. Screenwriting; T. Playwriting. Each segment is repeatable as its content changes to a maximum of 8 units. If credit has already been awarded for a segment of CWLR 221 (E-Z) or CWLR 222 (E-Z), it is not awarded for the corresponding lettered segment of CWLR 211 (E-Z) or CWLR 212 (E-Z).
| is repeatable as its content changes to a maximum of 4 units. If credit has already been awarded for a segment of CWLR 211 (E-Z) or CWLR 212 (E-Z), it is not awarded for the corresponding lettered segment of CWLR 221 (E-Z) or CWLR 222 (E-Z) | Poetry; S. Screenwriting; T. Playwriting. Each segment is repeatable as its content changes to a maximum of 4 units. If credit has already been awarded for a segment of CWLR 211 (E-Z) or CWLR 212 (E-Z), it is not awarded for the corresponding lettered segment of CWLR 221 (E-Z) or CWLR 222 (E-Z) |
# Coversheet for Request for Approval
To Modify Graduate Program Degree Requirements

<table>
<thead>
<tr>
<th>Program</th>
<th>Microbiology Graduate Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Academic Unit/School</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>2/4/14</td>
</tr>
<tr>
<td>Proposed Effective Date</td>
<td>Immediately</td>
</tr>
</tbody>
</table>

| Faculty Contact:        | Karine Le Roch                |
|                        | Email: Karine.leroch@ucr.edu  |
|                        | Phone: 951.827.5422           |

| Prepared by:            | Jammy Yang                    |
|                        | Email: jammy.yang@ucr.edu     |
|                        | Phone: 951.827.5688           |

**Proposed Modification(s) (please check all that apply)**

- Admission requirements
- Unit requirements
- Professional Development Plan
- Examination requirements
- Time-to-degree

- Course requirements – course changes/new courses MUST be submitted in CRAMS simultaneously with program change/new program submission.

- Other (please describe): Program Requirements

1. If the program change involves changes to any existing courses (deleting courses, changing existing courses, or adding new courses), the course changes MUST be submitted in CRAMS simultaneously with the program change submission so that Graduate Council can review all affected courses with the proposed program change.

2. Proposal must include a cover letter from the Dean, Associate Dean, Chair, Director or Program Advisor as appropriate, taking care to briefly describe the proposed modifications and justification for the request.

3. Attached proposal must include the proposed modifications as formatted in the example below. The existing requirements must be on the left column, and the proposed revisions on the right. Proposed additions must be underlined and deletions must be stricken.

<table>
<thead>
<tr>
<th>Existing</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert existing program requirements on this side of the table and strike the deletions.</td>
<td>Insert proposed requirements on this side of the table. Underline the additions</td>
</tr>
</tbody>
</table>

**Justification:** The Justification should include examples such as impact on time to degree, expected impact on employment prospects, expected impact on recruitment. Please address whether current students will be permitted to switch to take advantage of the revisions. If so what will the approval process be?

**Faculty Approval Date:** Indicate the date of the faculty vote

| Department Chair / Program Director: | Please type name(s) as appropriate |
| Signature:                           | Please include signature(s) as appropriate |
| Date:                                | Date signed |

**Checklist of Required Attachments/Appendices (please check to verify inclusion):**

- Dean/Associate Dean/Chair or Program Advisor Cover Letter.
- Completed Coversheet for Request for Approval To Modify Graduate Program Degree Requirements.
- Revised Catalogue/Website Copy in proper table format including Justification as indicated above. Must be signed and dated.
DATE: February 4, 2014

TO: Lynda Bell, Chair
    Graduate Council

FROM: Wenbo Ma, Director
       Microbiology Graduate Program

Karine LeRoch, Graduate Advisor
Microbiology Graduate Program

RE: Proposed changes in the Microbiology graduate program

Dear Chair Bell and committee members of the Grad Council:

We propose two changes in the graduation requirement of Microbiology (MCBL) students that will be implemented in Fall 2014. First, we request a change in the Advancement forms on the number of required student presentations. The current requirement is that each student needs to give one presentation per year - we would like to change it to one presentation before graduation. Second, we request to change the number of quarters that each student needs to teach before graduation from one quarter to two quarters.

Justification

1) Change in the number of required student presentations.

In the current advancement forms, each MCBL student is required to give one research seminar per year. We request to change this requirement to “each MCBL student should present at least one research seminar before graduation”. This change is necessary based on the fact that the students are having difficulty giving research seminars in their first and second year into the program when they do rotations and have limited data from thesis projects. This change does not affect the overall training of MCBL students because they have plenty opportunities for oral presentations from attending scientific conferences; in addition, all three MCBL core courses include oral presentations on related topics. The current policy was made when MCBL program planned to have its own seminar series (three quarters per year), which would allow sufficient slots to arrange student presentations. However,
starting from Fall 2013, MCBL teams up with the other two interdepartmental graduate programs in CNAS, i.e. Genetics, Genomics and Bioinformatics (GGB) and Cell, Molecular, and Developmental Biology (CMDB) to host joint seminar series. This recent change provides enhanced training of students from all three programs by exposing them to a broader variety of interdisciplinary research, and therefore benefits the academic performance and professional development of the students. However, with this change, it is not realistic to arrange MCBL student presentations in the joint seminar series. To accommodate this change, we will hold annual MCBL retreats which will include presentations from senior graduate students. Since our first cohort of students are in their third year, our first retreat will start in Fall 2014. In these retreats, each junior and/or senior Ph.D student or second-year M.Sc student will present their thesis research as a prerequisite for advancement.

2) Change in the number of teaching quarters.

In the current student handbook, each MCBL student is required to teach at least one quarter as a teaching assistant during the whole program before graduation. This rather minimal requirement only provides minimum training opportunities that are important to improve teaching skills of the students. We request to change this requirement to two quarters before each MCBL student can graduate. The majority of MCBL students want to pursue an academic career with a teaching component. Training in teaching skills and interactions with undergraduate students will largely benefit students’ professional development and enhance their academic performance. Other graduate programs in CNAS, such as CMDB, has already implemented this change, which was welcomed by their students. We believe this change is a necessary and timely step to improve student training in the MCBL program.

<table>
<thead>
<tr>
<th>Existing</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Requirement</strong> One quarter of teaching experience is required, which may be satisfied by serving as a teaching assistant in any of the microbiology courses listed.</td>
<td><strong>Teaching Requirement</strong> Two quarters of teaching experience is required, which may be satisfied by serving as a teaching assistant in any of the microbiology courses listed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Existing</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to the above course work, students must attend one seminar per week each quarter in programs collaborating with Microbiology. Students are also required to present one seminar each year. These seminars can be either on the student’s thesis research or related topics and can be presented in any of several program student seminar series.</td>
<td>In addition to the above course work, students must attend one seminar per week each quarter in programs collaborating with Microbiology. Students are also required to present one seminar during their tenure in the program. The seminar can be either on the student’s thesis research or related topics and can be presented in any of several program student seminar series.</td>
</tr>
</tbody>
</table>
Faculty Approval Date: February 4, 2014

Yes Votes for Changes 1 and 2: 21
No Votes for Changes 1 and 2: 2

Program Director: Dr. Wenbo Ma

Signature: ____________________________ Date: 2/4/2014
To be adopted:

**PROPOSED Change in the Masters of Art History and Ph.D. of Art History Catalog**

**Effective Date:** Fall 2014

<table>
<thead>
<tr>
<th>Existing</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Program</strong></td>
<td><strong>Graduate Program</strong></td>
</tr>
<tr>
<td>The Department of History of Art offers the M.A and Ph.D. in Art History</td>
<td>The Department of History of Art offers the M.A and Ph.D. in Art History</td>
</tr>
<tr>
<td>For graduate study, the department offers upper-division and graduate courses in the history of European, U.S., Central and Latin American, and Asian visual culture from ancient to contemporary times (including the history of photography), emphasizing the interpretation of visual culture in its historical and cultural context.</td>
<td>For graduate study, the department offers upper-division and graduate courses in the history of European, U.S., Central and Latin American, and Asian visual culture from ancient to contemporary times (including the history of photography), emphasizing the interpretation of visual culture in its historical and cultural context.</td>
</tr>
<tr>
<td><strong>Admission</strong> All applicants to these programs must have completed a Bachelor’s degree or its approved equivalent from an accredited institution and have attained an undergraduate record that satisfies the standards established by the Graduate Division and University Graduate Council. Applications are accepted in the Fall quarter only. All applicants must submit scores from the Graduate Record Exam, General Test (GRE). Applicants whose first language is not English are required to submit acceptable scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) unless they have a degree from an institution where English is the exclusive language of instruction. Additionally each applicant must submit a writing sample and three letters of recommendation, at least two of which must be academic references. All other application requirements are specified in the graduate application. Applicants holding an MA from another institution take fewer courses and advance to candidacy more quickly, as specified below. Upon entering the program, students consult with the Graduate Adviser regularly to discuss their course of study and progress in the program.</td>
<td><strong>Admission</strong> All applicants to these programs must have completed a Bachelor’s degree or its approved equivalent from an accredited institution and have attained an undergraduate record that satisfies the standards established by the Graduate Division and University Graduate Council. Applications are accepted in the Fall quarter only. All applicants must submit scores from the Graduate Record Exam, General Test (GRE). Applicants whose first language is not English are required to submit acceptable scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) unless they have a degree from an institution where English is the exclusive language of instruction. Additionally each applicant must submit a writing sample and three letters of recommendation, at least two of which must be academic references. All other application requirements are specified in the graduate application. Applicants holding an MA from another institution take fewer courses and advance to candidacy more quickly, as specified below. Upon entering the program, students consult with the Graduate Adviser regularly to discuss their course of study and progress in the program.</td>
</tr>
</tbody>
</table>
Master’s Degree

The terminal MA program will allow students to explore the academic study of art history, to pursue careers requiring some graduate education (such as museum education), or to prepare for admission to a PhD program.

Course Work 44 units of course work are required for the MA degree, which may be awarded to a student upon finishing the requirements if the student does not hold an MA in Art History. At least 28 of these units must be in graduate level courses. The Department requires students to take a one-quarter Proseminar (AHS 251P) in the fall of the first year and a one-quarter professional development and thesis writing course (AHS 280). In addition to AHS 251P and AHS 280, students must take one graduate seminar in their area of specialization, two graduate seminars outside of their chosen area, two additional graduate seminars, and four additional graduate or upper-division courses. Students may also take courses – with the approval of the graduate advisor – in visual culture offered by the department of Anthropology, Media and Cultural Studies, or other departments or programs at UCR or other UC campuses.

Students may take as many units of AHS 297 and AHS 299 (thesis research and writing) as desired, but only 12 of these units may be applied to the 28 graduate units required for the degree.

The thesis is the culminating requirement for the degree. Students must complete a successful oral discussion (the “Thesis Meeting”) prior to filing the completed thesis. The thesis should be filed within one year after completing all formal course work.

Language Requirement Students must demonstrate proficiency in one research language (in addition to English) appropriate to their area of study. The relevant language is chosen in consultation with the graduate advisor and, if possible, the potential M.A. thesis advisor. Ideally, the student should acquire this language proficiency before

Master’s Degree

The terminal MA program will allow students to explore the academic study of art history, to pursue careers requiring some graduate education (such as museum education), or to prepare for admission to a PhD program.

Course Work 48 units of course work are required for the MA degree, which may be awarded to a student upon finishing the requirements if the student does not hold an MA in Art History. At least 32 of these units must be in graduate level courses. The Department requires students to take a two-quarter Proseminar (AHS 251A and B) in the first year and a one-quarter professional development and thesis writing course (AHS 280). In addition to AHS 251A/B and AHS 280, students must take one graduate seminar in their area of specialization, two graduate seminars outside of their chosen area, two additional graduate seminars, and four additional graduate or upper-division courses. Students may also take courses – with the approval of the graduate advisor – in visual culture offered by the department of Anthropology, Media and Cultural Studies, or other departments or programs at UCR or other UC campuses.

Students may take as many units of AHS 297 and AHS 299 (thesis research and writing) as desired, but only 12 of these units may be applied to the 32 graduate units required for the degree.

The thesis is the culminating requirement for the degree. Students must complete a successful oral discussion (the “Thesis Meeting”) prior to filing the completed thesis. The thesis should be filed within one year after completing all formal course work.

Language Requirement Students must demonstrate proficiency in one research language (in addition to English) appropriate to their area of study. The relevant language is chosen in consultation with the graduate advisor and, if possible, the potential M.A. thesis advisor. Ideally, the student should acquire this language proficiency before
acquire this language proficiency before entering the program. If this is not the case, the language requirement should be fulfilled before the fourth quarter in residence. This requirement is meant to provide the student with an understanding of a foreign language so that the student can perform graduate level research in this language.

To satisfy the language requirement, the student has several options, which are outlined in the department’s Graduate Student Handbook. Most commonly, students, while enrolled as graduate students, complete, with a grade of “B” or better, a UC language course equivalent to one of the following UCR classes.

- CHN 006
- FREN 004
- GER 004
- ITAL 004
- JPN 006
- SPN 006

**Doctoral Degree**

The PhD will prepare students for academic work as researchers, university instructors, and curators in their fields of expertise.

**Admission**
The PhD program is conceived in two stages: coursework and candidacy. Students who already hold an MA in Art History are admitted Post-MA, but are required to complete one year of coursework (20 units), including three graduate seminars, as well as the language requirements, and the field review as stated in the program description below. Students admitted post-MA usually advance to candidacy after one year of coursework.

**Coursework**
Candidates for the Ph.D. degree entering with a baccalaureate degree complete a minimum of 56 units of required coursework, 32 of which must be at the graduate level. The Department requires students to take a one-quarter Proseminar (AHS 251P) in the fall of the first year and a one-quarter professional development and thesis writing course (AHS 280). In addition to AHS 251P and AHS 280, students must take two graduate

entering the program. If this is not the case, the language requirement should be fulfilled before the fourth quarter in residence. This requirement is meant to provide the student with an understanding of a foreign language so that the student can perform graduate level research in this language.

To satisfy the language requirement, the student has several options, which are outlined in the department’s Graduate Student Handbook. Most commonly, students, while enrolled as graduate students, complete, with a grade of “B” or better, a UC language course equivalent to one of the following UCR classes.

- CHN 006
- FREN 004
- GER 004
- ITAL 004
- JPN 006
- SPN 006

**Doctoral Degree**

The PhD will prepare students for academic work as researchers, university instructors, and curators in their fields of expertise.

**Admission**
The PhD program is conceived in two stages: coursework and candidacy. Students who already hold an MA in Art History are admitted Post-MA, but are required to complete one year of coursework (20 units), including three graduate seminars, as well as the language requirements, and the field review as stated in the program description below. Students admitted post-MA usually advance to candidacy after one year of coursework.

**Coursework**
Candidates for the Ph.D. degree entering with a baccalaureate degree complete a minimum of 60 units of required coursework, 36 of which must be at the graduate level. The Department requires students to take a two-quarter Proseminar (AHS 251A/B) in the fall of the first year and a one-quarter professional development and thesis writing course (AHS 280). In addition to AHS 251A/B and AHS 280, students must take two graduate
seminars in their area of specialization, two graduate seminars outside of their chosen area, two additional graduate level courses and six additional graduate or upper-division courses.

Students who enter with an M.A. degree complete a minimum of 20 units, 12 of which must be at the graduate level. These courses include AHS 251P, AHS 280, one graduate seminar in their area of specialization, and two graduate or upper-division courses. Students may also take courses – with the approval of the graduate advisor – in visual culture offered by the department of Anthropology, Media and Cultural Studies, or other departments or programs at UCR or other UC campuses.

**Foreign Languages**

PhD students are required to demonstrate competence in two foreign languages before advancement to candidacy. For some fields, additional languages may be required for mastery of the primary and secondary literature. The appropriate languages will be determined in consultation with the student’s academic advisor and approved by the graduate advisor.

To satisfy the language requirements, the student has several options, which are outlined in the department’s Graduate Student Handbook. Most commonly, students, while enrolled as graduate students, complete, with a grade of “B” or better a UC language course equivalent to one of the following UCR classes.

- CHN 006
- FREN 004
- GER 004
- ITAL 004
- JPN 006
- SPN 006

**Written and Oral Qualifying Examination**

The qualifying examination will take the form of written literature reviews, subsequently defended orally. In the second year of the doctoral program, each student will write a substantial literature review of the major field, with the expectation that the review of the major field will demonstrate a broad knowledge of the
with the expectation that the review of the major field will demonstrate a broad knowledge of the field in which the dissertation will make a contribution. The field review will then be examined by the faculty and approved by the graduate committee no later than the end of the winter quarter in the third year.

### Advancement to Candidacy

Advancement to candidacy is predicated on successful passage of the required coursework, language exams, and field reviews/oral exams. To advance to candidacy, a student must write a dissertation prospectus and pass a qualifying oral examination. The prospectus consists of a concise explanation of the rationale, scope, and method of the proposed dissertation, and should be prepared in consultation with the dissertation advisor, who must approve it before the oral qualifying exam can be scheduled. The oral examination, which is supervised by a faculty committee as stipulated in the regulations of the Graduate Division, concentrates on the students’ preparation of writing a dissertation as indicated by the dissertation prospectus.

### Dissertation and Final Oral Examination

A dissertation to be presented as prescribed by the Graduate Council is prepared under the direction of the candidate’s dissertation committee. The dissertation itself must make a significant and original contribution to the field of art history, as demonstrated in a final oral examination or defense.

### Normative Time to Degree including UCR

**M.A.** is 18 quarters counting time spent as UCR MA student or 15 quarters for those entering with an MA from another institution.
Justification:
The department seeks to add a second proseminar (AHS 251B), incorporating an historiographical component to the sequence. Previously, the one-quarter proseminar (AHS 251P, to be renamed AHS 251A) incorporated only a compressed methodological orientation. It will affect the incoming class beginning in Fall 2014. Because students take the two-quarter proseminar in the first year, returning students will be unaffected. Normative time to degree is unchanged. No effect on recruitment is expected.

Approved by faculty vote 2/5/2014.

Effective Date: Fall 2014

Approved by the Art History faculty on 2/4/2014
Department Chair Patricia Morton

Signature: Patricia Morton

Date: 2/4/2014
Coversheet for Request for Approval
To Modify Graduate Program Degree Requirements

<table>
<thead>
<tr>
<th>Program</th>
<th>Cell, Molecular, and Developmental Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Academic Unit/School</td>
<td>CNAS</td>
</tr>
<tr>
<td>Date</td>
<td>January 30, 2014</td>
</tr>
<tr>
<td>Proposed Effective Date</td>
<td>Fall 2014</td>
</tr>
</tbody>
</table>

Faculty Contact: Dr. Jeff Echant
Prepared by: Kathy Redd
Email: jeffbach@ucr.edu
Email: kathy.redd@ucr.edu
Phone: 951-827-5621

Proposed Modification(s) (please check all that apply)

- Admission requirements
- Unit requirements
- Professional Development Plan
- Examination requirements
- Time-to-degree

- Course requirements — course changes/new courses MUST be submitted in CRAMS simultaneously with program change submission.

1. If the program change involves changes to any existing courses (deleting courses, changing existing courses, or adding new courses), the course changes MUST be submitted in CRAMS simultaneously with the program change submission so that Graduate Council can review all affected courses with the proposed program change.

2. Proposal must include a cover letter from the Dean, Associate Dean, Chair, Director or Program Advisor as appropriate, taking care to briefly describe the proposed modifications and justification for the request.

3. Attached proposal must include the proposed modifications as formatted in the example below. The existing requirements must be on the left column, and the proposed revisions on the right. Proposed additions must be underlined and deletions must be struck.

<table>
<thead>
<tr>
<th>Existing</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert existing program requirements on this side of the table and strike the deletions.</td>
<td>Insert proposed requirements on this side of the table. Underline the additions.</td>
</tr>
</tbody>
</table>

Justification: The Justification should include examples such as impact on time to degree, expected impact on employment prospects, expected impact on recruitment. Please address whether current students will be permitted to switch to take advantage of the revisions. If so what will the approval process be?

Faculty Approval Date: Indicate the date of the faculty vote

Department Chair / Program Director: Please type name(s) as appropriate
Signature: Please include signature(s) as appropriate
Date: Date signed

Checklist of Required Attachments/Appendices (please check to verify inclusion):

- Dean/Associate Dean/Chair or Program Advisor Cover Letter.
- Completed Coversheet for Request for Approval To Modify Graduate Program Degree Requirements.
- Revised Catalogue/Website Copy in proper table format including Justification as indicated above. Must be signed and dated.
January 30, 2014

To: Graduate Council

From: Jeff Bachant, Program Director

RE: Degree Requirement Changes for CMDB Graduate Program

The Graduate Program in Cell, Molecular, and Developmental Biology is adding a fourth core course (CMDB 203) to our requirements for both the Ph.D. and the M.S. We are also reducing the number of Graduate Seminar Courses for the Ph.D. to one.

<table>
<thead>
<tr>
<th>Course Work</th>
<th>All students must complete the following core of course work:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>One graduate-level course in cell biology (BIOL 200/CMDB 200, BPSC 237, or NRSC 200A/PSYC 200A)</td>
</tr>
<tr>
<td>2.</td>
<td>One graduate-level course in molecular biology (BIOL 201/CMDB 201, BCH 211, BPSC 231/BCH 231, BMSC 202, or NRSC 200B/PSYC 200B)</td>
</tr>
<tr>
<td>3.</td>
<td>One graduate-level course in developmental biology (BPSC 232, CMDB 202)</td>
</tr>
</tbody>
</table>

Each student must enroll in the program seminars (CMDB 257, CMDB 258) each time they are offered. Upon entry into the program, each student meets with a guidance committee, which recommends a course of study commensurate with the student's interests and background.

**Doctoral Degree**

The Cell, Molecular, and Developmental Biology program offers a Ph.D. degree.

Degree Requirements:
1. Completion of the course work listed above
2. One additional graduate course in cell, molecular, and developmental biology
3. Two graduate seminar courses in cell, molecular, or developmental biology (BCH 230 (E-Z), BIOL 281 (E-Z)/CMDB 281 (E-Z), BPSC 240, BCH 289/BIOL 289/CHEM 289/ENTM 289/NRSC 289/PSYC 289)
4. A research project leading to a dissertation
5. Oral public defense of dissertation

<table>
<thead>
<tr>
<th>Course Work</th>
<th>All students must complete the following core of course work:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>CMDB 203</td>
</tr>
<tr>
<td>2.</td>
<td>One graduate-level course in cell biology (BIOL 200/CMDB 200, BPSC 237, or NRSC 200A/PSYC 200A)</td>
</tr>
<tr>
<td>3.</td>
<td>One graduate-level course in molecular biology (BIOL 201/CMDB 201, BCH 211, BPSC 231/BCH 231, BMSC 202, or NRSC 200B/PSYC 200B)</td>
</tr>
<tr>
<td>4.</td>
<td>One graduate-level course in developmental biology (BPSC 232, CMDB 202)</td>
</tr>
</tbody>
</table>

Each student must enroll in the program seminars (CMDB 257, CMDB 258) each time they are offered. Upon entry into the program, each student meets with a guidance committee, which recommends a course of study commensurate with the student's interests and background.

**Doctoral Degree**

The Cell, Molecular, and Developmental Biology program offers a Ph.D. degree.

Degree Requirements:
1. Completion of the course work listed above
2. One additional graduate course in cell, molecular, and developmental biology
3. One graduate seminar courses in cell, molecular, or developmental biology (BCH 230 (E-Z), BIOL 281 (E-Z)/CMDB 281 (E-Z), BPSC 240, BCH 289/BIOL 289/CHEM 289/ENTM 289/NRSC 289/PSYC 289)
4. A research project leading to a dissertation
5. Oral public defense of dissertation
Justification: In recent years, we have found that our graduate students are struggling with advanced genetic analysis. Since this topic is fundamental to the study of Cell and Molecular Biology, we feel the addition of the new CMDB/GEN 203 Advanced Genetic Analysis in Model Organisms will not only instruct our students in these topics but provide them with a strong foundation to succeed in our other core courses. Continuing students will be permitted to elect to switch to these requirements if desired by submitting a CMDB General Petition to the Graduate Advisor.

Because of the increase in core-course units for our Ph.D. students, we feel that it is appropriate to reduce their 2.0 Graduate Seminar requirement to one course.

<table>
<thead>
<tr>
<th>Faculty Vote: January 30, 2014; 23 Yes; 13 No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Director:</td>
</tr>
<tr>
<td>Dr. Jeffrey Bachant</td>
</tr>
<tr>
<td>Signature:</td>
</tr>
<tr>
<td>[Signature]</td>
</tr>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>January 30, 2013</td>
</tr>
</tbody>
</table>
Coversheet for Request for Approval
To Modify Graduate Program Degree Requirements

Program: Economics
Department/Academic Unit/School: Economics
Date: 2/5/2014
Proposed Effective Date: Fall 2014

Faculty Contact: Marcelle Chauvet Email: chauvet@ucr.edu Phone: x21587
Prepared by: Marcelle Chauvet Email: chauvet@ucr.edu Phone: x21587

Proposed Modification(s) (please check all that apply)

- Admission requirements
- Unit requirements
- Professional Development Plan
- Examination requirements
- Time-to-degree
- Course requirements – course changes/new courses MUST be submitted in CRAMS simultaneously with program change/new program submission.
- Other (please describe): Typo

1. If the program change involves changes to any existing courses (deleting courses, changing existing courses, or adding new courses), the course changes MUST be submitted in CRAMS simultaneously with the program change submission so that Graduate Council can review all affected courses with the proposed program change.

2. Proposal must include a cover letter from the Dean, Associate Dean, Chair, Director or Program Advisor as appropriate, taking care to briefly describe the proposed modifications and justification for the request.

3. Attached proposal must include the proposed modifications as formatted in the example below. The existing requirements must be on the left column, and the proposed revisions on the right. Proposed additions must be underlined and deletions must be stricken.

<table>
<thead>
<tr>
<th>Existing</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert existing program requirements on this side of the table and strike the deletions.</td>
<td>Insert proposed requirements on this side of the table. Underline the additions</td>
</tr>
</tbody>
</table>

Justification: The Justification should include examples such as impact on time to degree, expected impact on employment prospects, expected impact on recruitment. Please address whether current students will be permitted to switch to take advantage of the revisions. If so what will the approval process be?

Faculty Approval Date: Indicate the date of the faculty vote

Department Chair / Program Director: Please type name(s) as appropriate
Signature: Please include signature(s) as appropriate
Date: Date signed

Checklist of Required Attachments/Appendices (please check to verify inclusion):

- Dean/Associate Dean/Chair or Program Advisor Cover Letter.
- Completed Coversheet for Request for Approval To Modify Graduate Program Degree Requirements.
- Revised Catalogue/Website Copy in proper table format including Justification as indicated above. Must be signed and dated.
EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION

To be adopted:

Proposed Change to the Graduate Program in Economics

CURRENT

Field Requirement
All students must:
  i. complete course work in a major field consisting of three courses.
  or
  ii. take five additional field courses. Students must pass a comprehensive examination in their major field.

Comprehensive examinations in each major field are given twice a year.

PROPOSED

Field Requirement
All students must:
  i. complete course work in a major field consisting of three courses.
  or and
  ii. take five additional field courses. Students must pass a comprehensive examination in their major field.

Comprehensive examinations in each major field are given twice a year.

JUSTIFICATION: This is just correction of a typo

APPROVALS:
Graduate Dean’s Ideas for Graduate Program Reviews

Prior to collecting the material to be sent to reviewers, the subcommittee in charge of the review should meet separately with the Chair and Grad Adviser of the program to ask them if there are any specifics not detailed in their narrative that they would like the review team to focus on. Remind the faculty members that the point of the review is to help them toward better practices and to help them to garner evidence that may assist them in making a case to the administration for resources.

The subcommittee should also meet with the college dean to discuss any issues the dean may have (often these are issues that the program either is not aware of or does not give the same weight as the dean). The information from both of these interviews should be collected and disseminated with the other material that is sent to the team. These issues should be highlighted for the team so they can be thinking about them before they arrive.

In some instances it might also be useful to interview the graduate dean about his perception of the program and any issues he has noticed.

I think if the deans know that their concerns are going to shape the parameters of inquiry for the review team, they may take it more seriously.