AGENDA
GRADUATE COUNCIL MEETING
Thursday, March 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 February 20, 2014 meeting

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

Action
9:50 – 9:55  3. Courses and Programs Subcommittee
A. Approval of Courses:
   1. EDUC 295A – Instruction of Students with Reading and Language Disabilities – CHANGE *
   2. EDUC 295B – Adapting Core Curriculum and Standards-Based Instruction (Mild-Moderate Disabilities) – CHANGE *
   3. EDUC 295C – Curriculum and Instruction for Students with Severe Disabilities – CHANGE *
   4. EDUC 295D - Functional Communication and Self-Advocacy – CHANGE *
   5. EDUC 345A - Supervised Student Teaching in a Special Class for Individuals with Mild/Moderate Disabilities - CHANGE
   6. EDUC 345B – Supervised Student Teaching in a Special Class for Individuals with Moderate/Severe Disabilities - CHANGE
   7. EDUC 346A – Supervised Intern Teaching in a Special Class for Individuals with Mild/Moderate Disabilities – CHANGE *
   8. EDUC 347A - Supervised Intern Teaching in a Special Class for Individuals with Moderate/Severe Disabilities – CHANGE *
   9. EEOB 211 - Foundations of Ecology - CHANGE
   10. MGT 222 – Strategic Organization Change - CHANGE
   11. SOC 200 – Research Design – NEW *
   12. SOC 201 – Research Perspectives: Quantitative Methods – CHANGE *
   13. SOC 203A – Quantitative Methods I – CHANGE *
   14. SOC 203B – Quantitative Methods II – CHANGE *
   15. SOC 204A – Qualitative Methods I – CHANGE *
   16. SOC 204B – Qualitative Methods II – NEW *
   17. SOC 205 – Categorical and Survival Data Analysis – CHANGE *
   18. SOC 250 – Thesis Preparation – CHANGE *
   19. SOC 282 – International Migration – CHANGE *

* Course is related to a new program or program change on the agenda.
9:55 – 10:05

B. Program Changes:
1. Statistics program change to require new students effective Fall 2014 to take two quarters of 293 and 209A.
2. Computer Science additional option to obtain Computer Science MS degree through Comprehensive Exam.
3. Computer Engineering additional option to obtain Computer Engineering MS degree through Comprehensive Exam.
4. GSOE – Changes to M.Ed. with an Emphasis on Special Education.
5. GSOE – Changes to M.Ed. with an Emphasis on Reading Curriculum.
6. Sociology program change – revising courses & program.
   Sociology response to Graduate Council’s June 2013 memo.

Discussion/Action
10:05 – 10:15

4. Review of Proposed Bylaw Change

Discussion/Action
10:15 – 11:00

5. Graduate Program Reviews
   A. Neuroscience response to Graduate Council’s memo and F&R – vote to close
   B. Plant Pathology response to Graduate Council’s F&R – vote to close
   C. Philosophy F&R – vote to send to program

See iLearn – “REVIEW MATERIALS”
Present:
Lynda Bell, History, Chair
Ertem Tuncel, Electrical Engineering, Vice Chair
Rick Redak, Entomology, Secretary
Wendy Ashmore, Anthropology
Chris Chase-Dunn, Sociology
John Kim, Comparative Literature & Foreign Languages, CCGA Rep.
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)

Absent:
Malcolm Baker, Art History
David Lo, School of Medicine
Preston Williams, GSA Representative

Guests:
Linda Scott, Graduate Division

Approval of Minutes
The minutes from the January 16, 2014 meeting were unanimously approved as written.

Chair’s Announcements
Chair Bell announced that the Political Science extramural review team visited campus February 6th and 7th and that their report has already been received.

At the last Executive Council meeting there were several policy documents reviewed. Several issues are currently coming from the Office of the President for local Senate committee review – Open Access, diversity hiring, etc.

The Senate distributed a Healthcare questionnaire to all faculty on February 5th. Responses are due February 28th.

Graduate Council received the UCR Libraries Strategic Plan yesterday. Comments are due to Senate Chair Wudka before the next Council meeting; therefore, this plan will be discussed at the next Courses and Programs Subcommittee meeting on March 13th. The History department is
concerned with this plan because it appears that the library only wants to purchase digital books in the future. Chair Bell urged the committee to read the plan thoroughly and forward any comments to Sarah, or attend the discussion at the Courses and Programs Subcommittee meeting.

The Graduate Program Review Retreats will be held next week and the following week.

Other Announcements

John Kim, CCGA Representative – The roundtable meeting of the Bay area working group took place in Oakland and was very successful. eBay is interested in our Ph.D. students. There will be a follow up meeting in Southern California as well.

Capstone projects were discussed as a result of the SSP and PDST discussions at CCGA. These projects have replaced a thesis or dissertation in some graduate programs. Many of these projects can be group oriented. Guidelines have been drafted by CCGA and will be voted on. Some of the guidelines include 1) that there be a capstone project, and 2) that projects be independent from a course. CCGA will be making this recommendation to the Academic Planning Council.

CCGA has completed the reviews of the proposal for a Master’s of Public Policy. Prof. Anil Deolalikar is working on submitting a final draft of the proposal. The final proposal will be on CCGA’s March agenda to approve.

Preston Williams, GSA Representative – Absent.

Graduate Dean Joe Childers – Dean Childers is currently looking into implementing a NRT program which would allow international students (Ph.D. students, and maybe MFA students) to be admitted without NRT, as long as the student advances to candidacy within normative time. Graduate Division will pick up the NRT cost for these students. Students who do not advance within the amount of time set by the program, would be accountable for the NRT expenses. This program would be cost neutral for the campus, except for the tax to UCOP on the expenditure which would be 1.65% (about $20,000 per year). NRT funds are currently allocated for graduate student support anyway. This program will help departments who cannot afford to recruit international students. Dean Childers will discuss this program with the new Vice Chancellor for Planning and Budget next week.

Dean Childers reported that Graduate Division looked into graduate students not getting full value out of their packages and some students are being shorted as much as $7-8k on their stipends. This is typically occurring in interdepartmental programs.

Application numbers are up 8% overall, and the quality of applications is really up.

Graduate Division has offered 22 Provost Research Fellows so far, not all have been accepted yet.

The Environmental Sciences task force has been appointed, given a charge, and a deadline for a report to the Graduate Council.
Courses and Programs to be approved

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

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

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

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

1. GGB revisions to previously submitted program change - approved
2. Math Program Professional Development (MATH 401 course above) - approved
3. Mechanical Engineering clarification of requirements in catalog - approved
4. Palm Desert Creative Writing MFA program change to clarify full-time units - approved
5. Microbiology change in program requirements - approved
6. Art History Masters and Ph.D. change to unit and course requirements (AHS 251A, 251B, 252 courses above) - approved
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) – approved with one abstention.
8. Economics - typo fixed in catalog - approved

Creation of Joint Senate Administrative Committee for Summer Session

Graduate Council expressed concern regarding communication between the two committees – Administrative Steering Committee and Academic Steering Committee. It was suggested that the Administrative Steering Committee be a subcommittee of the larger Academic Steering Committee.

Sociology Update

Prof. Katja Guenther, the program’s new graduate advisor, met with the Courses and Programs Subcommittee last week. Prof. Guenther was not informed by the past graduate advisor that
Graduate Council returned their program change last May, and that courses related to that program change still need to be put into CRAMS. The program will be completing their own student questionnaire and will share the results with the Council. The program is not clear on hires they will be able to make as they are losing five faculty to retirements. They have been encouraged by their two Acting Vice Chairs, Assoc. Deans Shaun Bowler and Katherine Kinney, to develop a five year plan. Prof. Guenther is going to be meeting with Graduate Advisors from other graduate programs for ideas. Prof. Wendy Ashmore will continue to meet with the program periodically and act as the Council’s liaison with the program.

**Graduate Program Reviews**

*Art History response to Graduate Council’s F&R* – Chair Bell suggested closing the review with a detailed close-out memo that informs the program that their new Ph.D. program will undergo an internal review in three years. Graduate Council voted unanimously to close-out the Art History review, and approves of the close-out memo that Chair Bell will draft for the program.

**Dean Childers Ideas for Reviews**

Dean Childers presented his ideas for future graduate program reviews. He suggested the review subcommittee holding a meeting with the Deans, Chair and Graduate Advisor of the program prior to the review to address issues. Bringing the Deans and program leadership together in the beginning may result in more buy-in and consideration of the review’s outcome. Graduate Council voted to add these ideas to the guidelines for reviews. Chair Bell favors all suggested meetings take place after the program submits their Self-Statement. This practice would definitely bring more accountability to the Self-Statement process. Chair Bell will work with Sarah to add this language where appropriate, and Graduate Council will review the revised guidelines at that time. It was also suggested that Insert 2 in the eBinder – Questions for Review Team – be altered to suit each program. The questions can be revised after the meeting with the Deans and program leadership.
February 20, 2014

To: Dr. Lynda S. Bell, Chair
Graduate Council

From: Dr. Xinping Cui, Graduate Advisor
Statistics Graduate Program

Re: Proposed changes in the Ph.D. Graduate Program Effective Fall 2014

Dear Lynda,

Purpose of the change: Our program currently does not reflect any aspect of ‘big data.’ A data mining course addresses that need. We have had 209 on the books for a decade, but have offered it only a couple of times, and not for over 5 years or so due to lack of resources and, until-now, not realizing it has become a necessary part of a solid training in Applied Statistics. Our students continually ask about it, and rightfully feel disadvantaged by not having the chance to take it. Especially as our students overwhelmingly seek industry jobs, they are not adequately trained if they remain naïve about data mining techniques and data mining software skills. It is not a satisfactory solution to simply teach data mining as part of the existing 293 (statistical consulting) series. Data mining skills are an obvious supplement to consulting skills, but teaching data mining skills is best done without requiring an explicit connection to topics motivated by real problems from real clients. Furthermore, 209 is a course in our catalog and students will benefit by having that course title on their vitae.

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<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
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<tr>
<td>Ph.D. Course Requirements</td>
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The proposed change would commence in fall 2014. We will grandfather-in this change, meaning everyone here now can graduate by meeting the requirement of three quarters of 293. But new students coming into our program in Fall 2014 will be required to take two quarters of 293 and 209A.

Sincerely,

Xinping Cui, Graduate Advisor
Department of Statistics
## Coversheet for Request for Approval
To Modify Graduate Program Degree Requirements

<table>
<thead>
<tr>
<th>Program</th>
<th>Ph.D. in Applied Statistics</th>
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<tbody>
<tr>
<td>Department/Academic Unit/School</td>
<td>Statistics</td>
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<tr>
<td>Date</td>
<td>02/20/2014</td>
</tr>
<tr>
<td>Proposed Effective Date</td>
<td>Fall 2014</td>
</tr>
</tbody>
</table>

Faculty Contact: Dr. Xinping Cui  
Prepared by: Dr. Xinping Cui  
Email: xinping.cui@ucr.edu  
Phone: 22563

### Proposed Modification(s) (please check all that apply)
- [ ] Admission requirements
- [x] Unit requirements
- [ ] Professional Development Plan
- [ ] Examination requirements
- [ ] Time-to-degree
- [x] Course requirements – course changes/new courses MUST be submitted in CRAMS simultaneously with program change/new program 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 stricken.

<table>
<thead>
<tr>
<th>Existing</th>
<th>Proposed</th>
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<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>
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</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

<table>
<thead>
<tr>
<th>Department Chair / Program Director:</th>
<th>Please type name(s) as appropriate</th>
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<tr>
<td>Signature:</td>
<td>Please include signature(s) as appropriate</td>
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<tr>
<td>Date:</td>
<td>Date signed</td>
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</tbody>
</table>

### 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.
Coversheet for Request for Approval
To Modify Graduate Program Degree Requirements

<table>
<thead>
<tr>
<th>Program</th>
<th>Computer Science and Engineering</th>
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<tr>
<td>Department/Academic Unit/School</td>
<td>BCOE</td>
</tr>
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<td>Date</td>
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<tr>
<td>Proposed Effective Date</td>
<td>Fall 2014</td>
</tr>
</tbody>
</table>

Faculty Contact: Vassilis Tstras  Email: amy@cs.ucr.edu  Phone: x2-2903
Prepared by: Amy Ricks  Email: amy@cs.ucr.edu  Phone: x2-2903

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): New MS Comprehensive

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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):

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☑ 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.
PROPOSED CHANGE TO COMPUTER SCIENCE GRADUATE REQUIREMENTS

PRESENT:

Graduate Program
The Department of Computer Science and Engineering offers the M.S. and Ph.D. degrees in Computer Science. General requirements are listed in the Graduate Studies section of this catalog. Specific requirements for each degree are described below. Students enrolled prior to Fall 2008 can still follow the old Graduate Program.

Admission
All applicants must supply GRE General Test scores. The GRE subject test in Computer Science is recommended but not required. Applicants should have at least an undergraduate degree in computer science or a closely related field, but applicants who fail to meet this criterion may sometimes be admitted with deficiencies.

Prerequisite Material
Competence in the areas defined by the following UCR courses is essential to graduate study in computer science:
CS 141, CS 150, CS 152, CS 153, CS 161

A student who is deficient in any of these competency areas may be asked to complete the corresponding UCR course with a letter grade of at least B+, or to pass a challenge examination based on that course’s final exam with a grade of at least B+. All such remedial work should be completed within the first year of graduate study, and in all cases the deficiency must be corrected before a student can enroll in any graduate course from the same specialty area.

Core Areas
Students have considerable flexibility in selecting specialty area(s) within the program.

PROPOSED:

Graduate Program
The Department of Computer Science and Engineering offers the M.S. and Ph.D. degrees in Computer Science. General requirements are listed in the Graduate Studies section of this catalog. Specific requirements for each degree are described below. Students enrolled prior to Fall 2008 can still follow the old Graduate Program.

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Core Areas
Students have considerable flexibility in selecting specialty area(s) within the program.
However, the following core areas introduce fundamental concepts and tools of general interest to all students.
1. Hardware design principles: CS 203 or CS 220.
2. Theoretical foundations: CS 215 or CS 218.

Major Specialty Areas The department has active research programs in the following major specialty areas. A list of related graduate courses is provided for each area. Courses that qualify for the M.S. Breadth Requirement are marked with an asterisk (*).

C. Databases, Data Mining, and Machine Learning: CS 205*, CS 235*, CS 229, CS 236*, CS 272
E. Computer Networks: CS 204*, CS 237, CS 239*, CS 240, CS 257, CS 255*
F. Programming Languages, Compilers, and Software Engineering: CS 201*, CS 206*, CS 207*, CS 245*, CS 246*

Master’s Degree
The Department of Computer Science and Engineering offers the M.S. degree in Computer Science, after completion of the following degree requirements.

Satisfactory completion of CS 287 (Colloquium in Computer Science) each quarter of enrollment for full-time in-residence graduate students.

Master’s Degree
The Department of Computer Science and Engineering offers the M.S. degree in Computer Science, after completion of the following degree requirements.

Satisfactory completion of CS 287 (Colloquium in Computer Science) each quarter of enrollment for full-time in-residence graduate students.
Course Requirements 48 quarter units of graduate or upper-division undergraduate courses are required. Students who have completed similar courses elsewhere may petition for a waiver of a required course or for substitution of an alternative course. For students interested in interdisciplinary research, individual study programs can be approved. All courses used to satisfy these requirements (with the exception of CS 297 and CS 299) must be taken for a letter grade. No course can be counted towards more than one category.

1. Core Requirement (8 units). Choose one course from two of the three Core Areas listed above, with no grade lower than B-.

2. Breadth Requirement (8 units). Two approved breadth courses chosen in such a way that together the core and breadth courses cover four different Major Specialty Areas (A to G).

3. Electives (32 units)

   a. Project Option. A student pursuing the M.S. degree, non-thesis option, may include up to 4 units of Directed Research (CS 297) towards the elective requirement. Of the remaining 28 units, at least 12 units must be approved graduate lecture courses. The remaining 16 units may include additional approved graduate lecture courses, up to 8 units of graduate seminars in CS 260–269, and up to 12 units of approved undergraduate technical electives.

   b. Thesis Option. A student pursuing the M.S. degree, thesis option, may include up to 12 units of graduate research (CS 297 or CS 299) towards the elective unit requirement. Of the remaining 20 units, at least 4 units must be approved graduate lecture courses. The remaining 16 units may include additional approved graduate lecture courses, up to 8 units of graduate seminars in CS 260–269, and up to 8 units of approved undergraduate technical electives.

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3. Electives (32 units). Students have the option of completing their degree by taking a comprehensive exam, writing a thesis, or completing a project. Depending on the option selected, the electives that may be taken are:

   a. Comprehensive Examination Option. For a student pursuing the M.S. degree, comprehensive examination option, the 32 elective units must include at least 16 units of approved graduate lecture courses. The remaining 16 units may include additional approved graduate lecture courses, up to 8 units of graduate seminars in CS 260–269, and up to 12 units of approved undergraduate technical electives. Research units (297 or 299) may not be used to satisfy any course requirements under this option.

   b. Project Option. A student pursuing the M.S. degree, project option, may include up to 4 units of Directed Research (CS 297) towards the elective requirement. Of the remaining 28 units, at least 12 units must be approved graduate lecture courses. The remaining 16 units may include additional approved graduate lecture courses, up to 8 units of graduate seminars in CS 260–269, and up to 12 units of approved undergraduate technical electives.
Capstone Experience All students must complete a capstone experience that synthesizes and integrates the knowledge and skills obtained throughout the master’s program, according to one of the following options. It is the responsibility of the student to find a faculty member willing to supervise the master’s project or thesis, to form the faculty examining committee, and to schedule the oral examination.

a. Project Option Students must complete a research project under the guidance of a faculty member. This project will require a written report and will be presented to a committee of at least two faculty members in an oral examination.

b. Thesis Option Students must submit a master’s thesis in accordance with the general requirements of the university. The thesis is original work, and it should demonstrate the student’s ability to study a research area, identify an open problem and make a research contribution. The thesis must be presented to and approved by a committee of at least three faculty members.

c. Thesis Option A student pursuing the M.S. degree, thesis option, may include up to 12 units of graduate research (CS 297 or CS 299) towards the elective unit requirement. Of the remaining 20 units, at least 4 units must be approved graduate lecture courses. The remaining 16 units may include additional approved graduate lecture courses, up to 8 units of graduate seminars in CS 260–269, and up to 8 units of approved undergraduate technical electives.

Capstone Experience All students must complete a capstone experience that synthesizes and integrates the knowledge and skills obtained throughout the master’s program, by either passing a comprehensive exam, writing a thesis, or completing a project. The Comprehensive Examination Option is the default option. If a student choses the project or thesis option, it is the responsibility of the student to find a faculty member willing to supervise the master’s project or thesis, to form the faculty examining committee, and to schedule the oral examination.

a. Comprehensive Examination Option Students must pass a comprehensive examination administered by the Department of Computer Science and Engineering.

b. Project Option Students must complete a research project under the guidance of a faculty member. The project will be approved by a committee of at least two faculty members and requires a presentation and written report.

c. Thesis Option Students must submit a master’s thesis in accordance with the general requirements of the university. The thesis is original work, and it should demonstrate the student’s ability to study a research area, identify an open problem and make a research contribution. The thesis requires a presentation and must be approved by a committee of at least three faculty members.
Combined B.S. + M.S. Five-Year Program

The department offers a combined five-year B.S.+ M.S. program, designed to allow successful UCR Computer Science B.S. graduates to complete the Master of Science degree in Computer Science in one year, by allowing up to 12 credits of coursework taken as a UCR undergraduate to be counted towards the 32- unit elective requirements of the M.S. (The courses that can be double-counted are those that are eligible to be counted as technical electives in the B.S. requirements.) A student may apply at the start of their senior year by submitting an application to the Computer Science M.S. program, provided that at the end of junior year, the student was a UCR CS B.S. student with cumulative GPA at least 3.4 and had completed the following courses with no grade less than a B- and average grade at least 3.2: CS 100, CS 120A, CS 120B, CS 161. The application to the M.S. program must include at least two recommendation letters from UCR Academic Senate faculty members (at least one, and preferably both, CSE faculty). Submission of GRE scores with the application is recommended but not required. Matriculation into the combined program occurs in the Fall term following senior year, provided: (a) the M.S. application is accepted, (b) throughout senior year, the student is a CS B.S. major with cumulative GPA 3.4 or higher, (c) by the end of senior year, the student completes the Computer Science B.S. degree requirements.

Incoming students who are applying to the CS B.S. program may simultaneously apply for preliminary admission into the combined program provided their high-school GPA is at least 3.6, their SAT-I combined score is at least 1950, they satisfy the Entry-Level Writing requirement before matriculation, and they have sufficient math preparation to enroll in calculus upon arrival.

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The department offers a combined five-year B.S.+ M.S. program, designed to allow successful UCR Computer Science B.S. graduates to complete the Master of Science degree in Computer Science in one year, by allowing up to 12 credits of coursework taken as a UCR undergraduate to be counted towards the 32- unit elective requirements of the M.S. (The courses that can be double-counted are those that are eligible to be counted as technical electives in the B.S. requirements.) A student may apply at the start of their senior year by submitting an application to the Computer Science M.S. program, provided that at the end of junior year, the student was a UCR CS B.S. student with cumulative GPA at least 3.4 and had completed the following courses with no grade less than a B- and average grade at least 3.2: CS 100, CS 120A, CS 120B, CS 161. The application to the M.S. program must include at least two recommendation letters from UCR Academic Senate faculty members (at least one, and preferably both, CSE faculty). Submission of GRE scores with the application is recommended but not required. Matriculation into the combined program occurs in the Fall term following senior year, provided: (a) the M.S. application is accepted, (b) throughout senior year, the student is a CS B.S. major with cumulative GPA 3.4 or higher, (c) by the end of senior year, the student completes the Computer Science B.S. degree requirements.

Incoming students who are applying to the CS B.S. program may simultaneously apply for preliminary admission into the combined program provided their high-school GPA is at least 3.6, their SAT-I combined score is at least 1950, they satisfy the Entry-Level Writing requirement before matriculation, and they have sufficient math preparation to enroll in calculus upon arrival.
Preliminary admission status is maintained as long as the student is a Computer Science or Computer Engineering B.S. student in good standing with a cumulative GPA of at least 3.4. Preliminarily admitted students still need to apply for full admission in their senior year as described above.

**Five-year programs leading to M.S. degrees in other programs** (including Computer Engineering) are also available. They are described separately in the catalog sections for those programs.

**Doctoral Degree**
The Department of Computer Science and Engineering offers the Ph.D. degree in Computer Science, after completion of the following degree requirements. It provides a research-oriented education in preparation for a career in research, industry, or academia and exploring both the fundamental aspects of computer science and engineering as well as their applications.

**Satisfactory completion** of CS 287 (Colloquium in Computer Science) each quarter of enrollment for full-time in-residence graduate students.

**Course Work** The course requirements for the Ph.D. degree ensure that Ph.D. students are exposed to fundamental concepts and tools (core requirement), a deep up-to-date view of their research specialty area (depth requirement), and an advanced, up-to-date view of the same topics outside their area (breadth requirement). Students are expected to complete all of these course requirements in the first two years of the program. These requirements consist of 44 quarter units of approved graduate or upper-division undergraduate courses, satisfying all four of the following course work categories.

Preliminary admission status is maintained as long as the student is a Computer Science or Computer Engineering B.S. student in good standing with a cumulative GPA of at least 3.4. Preliminarily admitted students still need to apply for full admission in their senior year as described above.

**Five-year programs leading to M.S. degrees in other programs** (including Computer Engineering) are also available. They are described separately in the catalog sections for those programs.

**Doctoral Degree**
The Department of Computer Science and Engineering offers the Ph.D. degree in Computer Science, after completion of the following degree requirements. It provides a research-oriented education in preparation for a career in research, industry, or academia and exploring both the fundamental aspects of computer science and engineering as well as their applications.

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All of these courses must be taken for a letter grade, and no course can be counted towards more than one category. Students who have completed similar courses elsewhere may petition for a waiver of a required course or for substitution of an alternative course. Units obtained in CS 270, CS 287, CS 290, CS 297, CS 298, CS 299, CS 301, and CS 302 cannot be counted in any course work category.

1. Core Requirement (12 units). Choose three courses from at least two of the three Core Areas described above, with no grade lower than B- and an overall core course GPA of at least 3.2.

2. Depth Requirement (8 units). Choose two courses listed above under the same Major Area (A to G). This requirement ensures that Ph.D. students, early on in their careers, acquire some depth of knowledge in a particular research area. It provides a research-oriented education in preparation for a career in research, industry, or academia and exploring both the fundamental aspects of computer science and engineering as well as their applications.

3. Breadth Requirement (12 units). Choose three courses from at least two different Major Areas (A to G) outside the student’s depth area. No course that is listed in the student’s depth area can be used to fulfill the breadth requirement, even if it is cross-listed in another area. Students, with the consent of the major professor, may petition for a non-CSE course to be counted towards the breadth requirement.

4. Electives (12 units). The remaining courses can be selected from additional CS graduate lecture courses, up to 8 units of graduate seminars in CS 260-269, and up to 8 units of approved undergraduate technical electives. Students, with the consent of the major professor, may petition for a non-CSE course to be counted as an elective.
The Department has established three milestones to mark progress towards the Ph.D. degree in Computer Science: advancement to candidacy, presentation of the dissertation proposal, and final oral examination. A Ph.D. student must also satisfy all applicable Graduate Division requirements for each milestone.

**Milestone 1: Advancement to Candidacy.** A student advances to candidacy after he/she has completed all of the Ph.D. course requirements described above, and passed the combined written and oral qualifying examinations, as described below. These two exams are intended to verify three components of the student’s preparation for Ph.D. research: (1) breadth of comprehension sufficient to enable Computer Science research in areas beyond the topic(s) of the research exam and dissertation; (2) ability to perform critical study, analysis and writing in a focused area; and (3) demonstrated research experience or ability to do research.

**Written Qualifying Examination** The written qualifying examination consists of a written report summarizing the oral presentation to be given at the oral qualifying examination. This report must be written in proper technical English and in the style of a typical Computer Science conference or journal publication, and must be submitted to the Qualifying Committee for approval at least one week prior to the oral qualifying examination.

**Oral Qualifying Examination** The student is expected to demonstrate research aptitude by undertaking a research study on some topic (typically a problem from student’s chosen research specialty that may be a promising area in which to conduct the dissertation research),
under the guidance of his or her faculty major professor. The research must be presented orally to a Qualifying Committee, which is appointed by the Graduate Division based on nominations from the department. The committee will consist of at least four Senate faculty members, with at least three members whose home department is CSE. The committee evaluates the merits of the work and the student’s aptitude for research. The work must represent significant progress towards original and publishable research. This report must be written in proper technical English and in the style of a typical Computer Science conference or journal publication. The student must complete this requirement in no more than two attempts. The normative time for taking the Oral Qualifying Exam is by the end of the fifth quarter.

**Dissertation Committee** After advancing to candidacy, the student must form a Doctoral Examination Committee chaired by his or her major professor. The committee will consist of at least four senate faculty members with at least three members belonging to the CSE department (their home department is CSE).

**Milestone II: Dissertation Proposal Examination**
After advancement to candidacy, the student prepares a dissertation proposal that describes the dissertation topic, summarizes the relevant background literature, and presents a comprehensive research plan for the doctoral dissertation. The Dissertation Proposal Examination evaluates appropriateness of the research topic and the feasibility of the research plan. It also establishes a realistic timeline for the completion of the Dissertation.

under the guidance of his or her faculty major professor. The research must be presented orally to a Qualifying Committee, which is appointed by the Graduate Division based on nominations from the department. The committee will consist of at least four Senate faculty members, with at least three members whose home department is CSE. The committee evaluates the merits of the work and the student’s aptitude for research. The work must represent significant progress towards original and publishable research. This report must be written in proper technical English and in the style of a typical Computer Science conference or journal publication. The student must complete this requirement in no more than two attempts. The normative time for taking the Oral Qualifying Exam is by the end of the fifth quarter.

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After advancement to candidacy, the student prepares a dissertation proposal that describes the dissertation topic, summarizes the relevant background literature, and presents a comprehensive research plan for the doctoral dissertation. The Dissertation Proposal Examination evaluates appropriateness of the research topic and the feasibility of the research plan. It also establishes a realistic timeline for the completion of the Dissertation.
The Dissertation Committee administers this exam. The normative time for the Dissertation Proposal Exam is by the end of the third year. The Dissertation Proposal exam must be taken at least six months prior to the Final Doctoral Examination.

**Milestone III: Final Doctoral Examination**
The student is required to write a dissertation in accordance with the Graduate Division requirements and may be required to defend it in a public oral final doctoral examination to the Dissertation Committee. After a satisfactory performance on the final doctoral examination, the Dissertation Committee recommends granting the PhD degree. The student’s research and the dissertation must both meet the highest standards of originality and scholarship. The normative time for the completion of a Ph.D. in Computer Science is five years.

**Professional Development Requirement**
All incoming M.S. and Ph.D. students must enroll in the Fall, Winter, and Spring offerings of CS 287, Colloquium in Computer Science.

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**JUSTIFICATION:**

The Department of Computer Science and Engineering has created an additional option to obtain the M.S. degree in Computer Science through a Comprehensive Examination, effective Fall 2014. This will be the default option, and students will have to opt for a Project or Thesis option. It is therefore being placed within the catalog as item ‘a’, shifting the Project and Thesis options down to ‘b’ and ‘c’. The M.S. project option is being retained, as it appeals to our graduate students that are inclined to do some experimental work but may not have enough for a thesis.

The employment prospects for students graduating with an M.S. in Computer Science via a comprehensive examination will be the same as for those completing a project or thesis for the degree. There is no difference in the impact on time to degree as well. Furthermore, we believe that adding this course-only M.S. degree option may have a positive impact on our recruitment. Current MS students under the project or thesis options will be permitted to switch to the comprehensive examination option, however, they will still have to take the comprehensive exam when administered by the department. We have opted not to list the specifics of the exam administration in the catalog; the specifics will be listed in
detail in our department graduate student handbook. This allows us flexibility to adapt different implementation based on student needs if later required. Currently, we are implementing the comprehensive exam via one capstone problem per core course final. Current students that wish to enroll in the new comprehensive exam will still need to take the individual capstone problem within the final exam (not the full exam).

**APPROVALS:**
Computer Science and Engineering Department: 9/25/2013 (initial vote for option approval; revised 2/18/14)

______________________________________  ____ 2/19/2014

Dr. Laxmi Bhuyan
Distinguished Professor and Chair
Department of Computer Science and Engineering
March 3, 2014

TO: Dr. Lynda Bell  
Chair, Graduate Council

FR: Dr. Walid Najjar  
Computer Engineering

RE: Requested Catalog Updates for 2014-15

Dear Dr. Bell:

The attached requested catalog change was voted on and approved by the Computer Engineering faculty. We are not willing to omit the project or thesis in lieu of adding the comprehensive examination option at this time; the project in Computer Science has been very successful, as it appeals to our graduate students that are inclined to do some experimental work but may not have enough for a thesis.

The Computer Engineering Program has created an additional option to obtain the M.S. degree in Computer Engineering through a Comprehensive Examination, effective Fall 2014. This will be the default option, and students will have to opt for a Project or Thesis option.

The employment prospects for students graduating with an M.S. in Computer Engineering via a comprehensive examination will be the same as for those completing a project or thesis for the degree. There is no difference in the impact on time to degree as well. Furthermore, we believe that adding this course-only M.S. degree option may have a positive impact on our recruitment. Current MS students under the project or thesis options will be permitted to switch to the comprehensive examination option, however, they will still have to take the comprehensive exam when administered by the department. We have opted not to list the specifics of the exam administration in the catalog; the specifics will be listed in detail in our department graduate student handbook. This allows us flexibility to adapt different implementation based on student needs if later required. Currently, we are implementing the comprehensive exam via one capstone problem per core course final. Current students that wish to enroll in the new comprehensive exam will still need to take the individual capstone problem within the final exam (not the full exam).

Thank you.
PROPOSED CHANGE TO COMPUTER ENGINEERING GRADUATE REQUIREMENTS

PRESENT:

Graduate Program
The Computer Engineering program offers the B.S. + M.S. program and the M.S. degree in Computer Engineering. Specific requirements for each degree are described below.

Master’s Degree
M.S. in Computer Engineering
The college offers an M.S. program in Computer Engineering.

Admission
All applicants to this program must have completed a bachelor’s degree or its approved equivalent from an accredited institution and to have attained undergraduate record that satisfies the standards established by the Graduate Division and University Graduate Council. Applicants should have at least an undergraduate major in Computer Engineering, Computer Science, Electrical Engineering or a closely related field. Applicants who fail to meet this criterion may sometimes be admitted with course deficiencies. However, no more than three deficiencies will be allowed.

A student who is deficient in a competency area may be asked to complete the corresponding UCR course with a letter grade of at least B+, or to pass a challenge examination based on that course’s final exam with a grade of at least B+. All such remedial work should be completed with the first year of graduate study.

PROPOSED:

Graduate Program
The Computer Engineering program offers the B.S. + M.S. program and the M.S. degree in Computer Engineering. Specific requirements for each degree are described below.

Master’s Degree
M.S. in Computer Engineering
The college offers an M.S. program in Computer Engineering.

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and in all cases the deficiency(s) must be corrected BEFORE a student can enroll in any graduate course from the same specialty area.

All applicants must submit scores from the Graduate Record Exam, General Test (GRE). The GRE subject test in Computer Science or Electrical Engineering is recommended but not required. 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 three letters of recommendation, at least two of which must be academic references. All other application requirements are specified in the graduate application.

**Prerequisite Material** Competence in the areas defined by the following UCR courses is essential to graduate study in computer engineering:

EE 100A, EE 100B, CS 153, CS 161, CS 161L, CS 120A/EE 120A, CS 120B/EE 120B

A student who is deficient in any of these competency areas may be asked to complete the corresponding UCR course with a letter grade of at least B+, or to pass a challenge examination based on that course’s final exam with a grade of at least B+. All such remedial work should be completed within the first year of graduate study, and in all cases the deficiency must be corrected BEFORE a student can enroll in any graduate course from the same specialty area.

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EE 100A, EE 100B, CS 153, CS 161, CS 161L, CS 120A/EE 120A, CS 120B/EE 120B

A student who is deficient in any of these competency areas may be asked to complete the corresponding UCR course with a letter grade of at least B+, or to pass a challenge examination based on that course’s final exam with a grade of at least B+. All such remedial work should be completed within the first year of graduate study, and in all cases the deficiency must be corrected BEFORE a student can enroll in any graduate course from the same specialty area. The admission prerequisite courses listed above may not be taken for graduate credit.
Course Requirements Students must be in residence for one year and complete a minimum of 36 quarters units of graduate and upper division undergraduate courses in or related to the major subject area. Students who have completed similar courses elsewhere may petition for waiver of a required course or for substitution of an alternative course. For students interested in interdisciplinary research, individual study programs can be approved.

1. Core Requirement (12 units). Three courses from the list of core courses below, with no grade lower than B-.

CS 201 or CS 202, CS 203A, CS 220, EE 213, EE 221

2. Technical Electives (12 units). Three courses from the list of technical elective courses below.

CS 203B, CS 204, CS 213, CS 218, CS 223, CS 239, CS 240, CS 246, CS 255, CS 257, EE 202, EE 203, EE 210, EE 211, EE 215, EE 222, EE 226, EE 229, EE 235, EE 241, EE 243.

3. Professional Development Requirement, Colloquium (3 units). Satisfactory completion of three quarters of CS 287 (Colloquium in Computer Science) or EE 259 (Colloquium in Electrical Engineering) in three distinct quarters.

4. Capstone Experience All students must complete a capstone experience that synthesizes and integrates the knowledge and skills obtained throughout the master’s program, according to one of the following options. It is the responsibility of the student to find a faculty member willing to supervise the master’s project or thesis.

Course Requirements Students must be in residence for one year and complete a minimum of 36 quarters units of graduate and upper division undergraduate courses in or related to the major subject area. Students who have completed similar courses elsewhere may petition for waiver of a required course or for substitution of an alternative course. For students interested in interdisciplinary research, individual study programs can be approved.

1. Core Requirement (12 units). Three courses from the list of core courses below, with no grade lower than B-.

CS 201 or CS 202, CS 203B, CS 220, EE 213, EE 221

2. Technical Electives (12 units). Three courses from the list of technical elective courses below.

CS 203B, CS 204, CS 213, CS 218, CS 223, CS 239, CS 240, CS 246, CS 255, CS 257, EE 202, EE 203, EE 210, EE 211, EE 215, EE 222, EE 226, EE 229, EE 235, EE 241, EE 243.

3. Professional Development Requirement, Colloquium (3 units). Satisfactory completion of three quarters of CS 287 (Colloquium in Computer Science) or EE 259 (Colloquium in Electrical Engineering) in three distinct quarters.

4. Capstone Experience All students must complete a capstone experience that synthesizes and integrates the knowledge and skills obtained throughout the master’s program, by either passing a comprehensive exam, writing a thesis, or completing a project. The Comprehensive Examination plan is the default option. If a student chooses the alternative project or thesis plan, it is their responsibility.
to form the faculty examining committee, and to schedule the oral examination.

**a. Thesis Option (Plan I).** A minimum of 36 quarter units of graduate and upper division undergraduate courses in or related to the major subject area are required. At least 24 of the 36 units must be in graduate courses taken at this University; of these 6 to 12 must be graduate research units (CS 290, CS 297, CS 299, EE 290, EE 297, EE 299). Students must submit a master’s thesis in accordance with the general requirements of the university. The thesis is original research work, and it should demonstrate the student’s ability to study a research area, identify an open problem and make a research contribution. The thesis must be presented to and approved by a committee of at least three faculty members.

**b. Project Option (Plan II).** A minimum of 36 quarter units of graduate and upper division undergraduate courses in or related to the major subject area are required; of these at least 18 units must be in graduate courses taken at this University, of which none may be in graduate research (CS 299 or EE 299) for the thesis or dissertation. In addition, a student pursuing this option must include 4 to 8 units of graduate research (CS 290, CS 297, CS 299, EE 290, EE 297, EE 299). Students must complete a research project under the guidance of a faculty member. This project will require a written report and will be presented to a committee of at least two faculty members.

**c. Project Option (Plan III).** A minimum of 36 quarter units are required. At least 18 of the 36 units must be in approved graduate courses taken at this University, of which none may be in graduate research for the thesis or dissertation (CS 299, EE 299). Students must find a faculty member willing to supervise the master’s project or thesis, to form the faculty examining committee, and to schedule the oral examination.

**a. Comprehensive Examination (Plan I).** A minimum of 36 units are required, of which 24 must be selected from the Core Requirement and Technical Electives courses above. The remaining 12 units must be in approved graduate-level courses related to the major subject area, and/or approved Computer Engineering undergraduate technical electives. Units obtained in graduate research for the thesis or dissertation, directed research, or directed studies (CS 290, CS 297, CS 299, EE 290, EE 297, EE 299) may not be used to satisfy any course requirements under this plan. Students must pass a comprehensive examination administered by the Computer Engineering Program.

**b. Project (Plan II).** A minimum of 36 units are required, of which 24 must be selected from the Core Requirement and Technical Electives courses above. The remaining 12 units must be in approved graduate-level courses related to the major subject area, in approved Computer Engineering undergraduate technical electives, and may include up to 4 units of directed research (CS 297, EE 297) and/or directed studies (CS 290, EE 290). Units obtained in graduate research for the thesis or dissertation (CS 299, EE 299) may not be used to satisfy any course requirements under this plan. Students must complete a research project under the guidance of a faculty member. The project will be approved by a committee of at least two faculty members and requires a presentation and written report.
addition, a student pursuing this option may include up to 12 units of approved Computer Engineering undergraduate technical electives and must include 4 to 8 units of directed research (CS 297, EE 297) and/or directed studies (CS 290, EE 290). Students must complete a research project under the guidance of a faculty member. This project will require a written report and will be presented to and approved by a committee of at least two faculty members.

**Combined B.S. + M.S. Five-Year Program.**
The college offers a combined five year B.S. + M.S. program, designed to allow successful UCR Computer Engineering B.S. graduates to complete the Master of Science degree in Computer Engineering in one year, by allowing up to 12 credits of coursework taken as a UCR undergraduate to be counted towards the elective requirements of the M.S. (The courses that can be double counted are those that are eligible to be counted as technical electives in the B.S. requirements.)

A student may apply at the start of their senior year by submitting an application to the Computer Engineering M.S. program, provided that at the end of junior year, the student was a UCR Computer Engineering B.S. student with cumulative GPA at least 3.4 and had completed the following courses with no grade less than a

**c. Thesis (Plan III).** A minimum of 36 units are required, of which 24 must be selected from the Core Requirement and Technical Electives courses above. The remaining 12 units must be in approved graduate-level courses related to the major subject area, approved Computer Engineering undergraduate technical electives, or graduate research for the thesis or dissertation (CS 299, EE 299). Units obtained in directed research or directed studies (CS 290, CS 297, EE 290, EE 297) may not be used to satisfy any course requirements under this plan. Students must submit a master’s thesis in accordance with the general requirements of the university. The thesis is original research work, and it should demonstrate the student’s ability to study a research area, identify an open problem and make a research contribution. The thesis requires a presentation and must be approved by a committee of at least three faculty members.

**Combined B.S. + M.S. Five-Year Program.**
The college offers a combined five year B.S. + M.S. program, designed to allow successful UCR Computer Engineering B.S. graduates to complete the Master of Science degree in Computer Engineering in one year, by allowing up to 12 credits of coursework taken as a UCR undergraduate to be counted towards the elective requirements of the M.S. (The courses that can be double counted are those that are eligible to be counted as technical electives in the B.S. requirements.)

A student may apply at the start of their senior year by submitting an application to the Computer Engineering M.S. program, provided that at the end of junior year, the student was a UCR Computer Engineering B.S. student with cumulative GPA at least 3.4 and had completed the following courses with no grade less than a
B- and average grade at least 3.2: CS 100, CS 120A, CS 120B, CS 161, CS 161L. The application to the M.S. program must include at least two recommendation letters from UCR Academic Senate faculty members (at least one, and preferably both, CSE faculty).

Submission of GRE scores with the application is recommended but not required. Matriculation into the combined program occurs in the Fall term following senior year, provided: (a) the M.S. application is accepted, (b) throughout senior year, the student is a Computer Engineering B.S. major with cumulative GPA 3.4 or higher, (c) by the end of senior year, the student completes the Computer Engineering B.S. degree requirements.

Incoming students who are applying to the Computer Engineering B.S. program may simultaneously apply for preliminary admission into the combined program provided their high school GPA is at least 3.6, their SAT-I combined score is at least 1950, they satisfy the Entry Level Writing requirement before matriculation, and they have sufficient math preparation to enroll in calculus upon arrival. Preliminary admission status is maintained as long as the student is a Computer Engineering or Computer Science B.S. student in good standing with a cumulative GPA of at least 3.4. Preliminarily admitted students still need to apply for full admission in their senior year as described above.

**Five-year programs leading to M.S. degrees in other programs** (including Computer Science) are also available. They are described separately in the catalog sections for those programs.
JUSTIFICATION:
The Department of Computer Science and Engineering has deleted CS 203B which in turn automatically modifies CS 203A to remove the suffix, so we must do so also. This has already been passed/approved in their department.

The CEN program has created an additional option to obtain the M.S. degree in Computer Science through a Comprehensive Examination, effective Fall 2014. This will be the default option, and students will have to opt for a Project or Thesis option. It is therefore being placed within the catalog as item ‘a’, shifting the Project and Thesis options down to ‘b’ and ‘c’. The M.S. project option is being retained, as it appeals to our graduate students that are inclined to do some experimental work but may not have enough for a thesis.

The employment prospects for students graduating with an M.S. in Computer Engineering via a comprehensive examination will be the same as for those completing a project or thesis for the degree. There is no difference in the impact on time to degree as well. Furthermore, we believe that adding this course-only M.S. degree option may have a positive impact on our recruitment. Current M.S. students under the project or thesis options will be permitted to switch to the comprehensive examination option, however, they will still have to take the comprehensive exam when administered by the department. We have opted not to list the specifics of the exam administration in the catalog; the specifics will be listed in detail in our department graduate student handbook. This allows us flexibility to adapt different implementation based on student needs if later required. Currently, we are implementing the comprehensive exam via one capstone problem per core course final. Current students that wish to enroll in the new comprehensive exam will still need to take the individual capstone problem within the final exam (not the full exam).

APPROVALS:

Computer Engineering Faculty: February 19, 2014

_____________________________________   _____ 3/3/2014
Dr. Walid Najjar
Professor and Chair
Computer Engineering Program
November 23, 2013

TO: Graduate Council
FROM: John S. Levin, Chair, GSOE Executive Committee & Rollanda O’Connor, Special Education, GSOE
RE: Proposed new emphasis to M.Ed., Special Education Emphasis

The Graduate School of Education approved changes to the M.Ed. with an emphasis on special education to allow future students to obtain dual credentials in mild/moderate and in moderate/severe disabilities. The justification for this new emphasis is that school districts seek teacher applicants who can teach across the spectrum of disability, rather than be credentialed in only one area. We will continue to offer our current specializations in the choice of one credential; however, offering both within a similar time frame will make our program more attractive while also increasing the instructional skills of students who choose this option. The new Undergraduate Minor in Education enables students to take the prerequisite courses prior to applying for the single or dual credential(s) and degree program. If applicants have taken the prerequisite courses during their undergraduate program, they will be able to complete the program in five quarters. Admission requirements have not changed, nor has the option to pursue a single special education credential within the M.Ed. with a special education emphasis. Below, the specific changes are detailed:

- Required courses include the new 295A, B, C, and D.
- Students will student teach for three quarters, with one of those quarters in a mild/moderate and one in a moderate/severe class.
- EDUC 212, Research Methods, is no longer required, although students can choose this course as an elective.
- Other requirements for the credentials and the M.Ed. do not change.

The changes to the curriculum in this M.Ed. emphasis enable a third option for students pursuing a special education credential and M.Ed. These revisions do not affect the regular course offerings in the GSOE graduate programs. We submit the changes here for review and approval by the Graduate Council.
Coversheet for Request for Approval  
To Modify Graduate Program Degree Requirements

<table>
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<tr>
<th>Program</th>
<th>M.Ed. Special Education Emphasis</th>
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<tr>
<td>Department/Academic Unit/School</td>
<td>Graduate School of Education</td>
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<tr>
<td>Date</td>
<td>November 23, 2013</td>
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<tr>
<td>Proposed Effective Date</td>
<td>July 1, 2014</td>
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</tbody>
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Faculty Contact:  
Dr. Rollanda O'Connor  
Email: rollanda.oconnor@ucr.edu  
Phone: 951-827-6052

Prepared by:  
Dr. Paul Rosenzweig  
Email: paul.rosenzweig@ucr.edu  
Phone: 760-628-4743

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):

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**.

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<td>Insert existing program requirements on this side of the table and strike the deletions.</td>
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</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

<table>
<thead>
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<th>Department Chair / Program Director:</th>
<th>Please type name(s) as appropriate</th>
</tr>
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<tbody>
<tr>
<td>Signature:</td>
<td>Please include signature(s) as appropriate</td>
</tr>
<tr>
<td>Date:</td>
<td>Date signed</td>
</tr>
</tbody>
</table>

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.
## MODIFICATION OF M.Ed. GRADUATE DEGREE PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>EXISTING</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Special Education Teaching Emphasis</strong></td>
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</tr>
<tr>
<td>M.Ed. and California Education Specialist Credential</td>
<td>M.Ed. and California Education Specialist Credential</td>
</tr>
<tr>
<td>This degree emphasis is designed to provide a pathway to earn a California Education Specialist Mild/Moderate or Moderate/Severe disabilities teaching credential and Master of Education degree. The program goes beyond best practice by preparing students to critically evaluate the literature on current and future practices and can be completed in less than two years. The first year of course work is designed to meet the requirements for the teaching credential and includes courses that are not applied to the degree requirements.</td>
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</tr>
<tr>
<td><strong>Admission</strong></td>
<td><strong>Admission</strong></td>
</tr>
<tr>
<td>The following are requirements:</td>
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</tr>
<tr>
<td>1. A baccalaureate degree from an accredited institution</td>
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</tr>
<tr>
<td>2. Admission to the Education Specialist Credential program in Mild/Moderate or Moderate/Severe Disabilities</td>
<td>2. Admission to the Education Specialist Credential program in Mild/Moderate and/or Moderate/Severe Disabilities</td>
</tr>
<tr>
<td>Admission is based upon GPA and letters of recommendation from writers who are knowledgeable about the candidate’s ability to succeed in graduate study.</td>
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</tr>
<tr>
<td><strong>Course Work</strong></td>
<td><strong>Course Work</strong></td>
</tr>
<tr>
<td>This emphasis requires 36 units (at least 24 of which must be graduate level courses).</td>
<td>The M.Ed. portion of the Special Education emphasis requires 36 units (at least 24 of which must be graduate level courses). Students must successfully complete their credential requirements to earn the degree.</td>
</tr>
<tr>
<td>Three of the following courses, required for teaching certification, can be applied to the master’s degree if the courses were not applied to a previous degree: EDUC 116, EDUC 120, EDUC 129, EDUC 130 or EDUC 133.</td>
<td>1. Credential courses applicable to the M.Ed.</td>
</tr>
<tr>
<td><strong>Analytical Project</strong></td>
<td>a. Three of the following courses, required for teaching certification,</td>
</tr>
<tr>
<td>Students will complete a final written project that integrates the content of</td>
<td></td>
</tr>
</tbody>
</table>
theory and teaching methods courses. A final version of the report will be submitted to the Graduate School of Education and evaluated by faculty in the Special Education area.

can be applied to the master’s degree if the courses were not applied to a previous degree: EDUC 110 or EDUC 110S, EDUC 116 or EDUC 116S, EDUC 120, EDUC 129, EDUC 133, EDUC 172 or EDUC 172S, EDUC 175 or EDUC 175S

**California Education Specialist Credential Options**

**Track 1 – Mild/Moderate and Moderate/Severe: Student Teaching Only**

1. **Prerequisite Courses**
   a. EDUC 109 or EDUC 109S, EDUC 110 or EDUC 110S, EDUC 116 or EDUC 116S

   Prerequisites must be taken during undergraduate study or summer prior to entering program.

2. **Required Courses**

3. **Three Elective Courses from approved list**
   a. EDUC 212, EDUC 246E, EDUC 246I, EDUC 246J, EDUC 246K, EDUC 246L, EDUC 246M, EDUC 246N, EDUC 246R, EDUC 246S, EDUC 270

4. **Analytical Project**

**Track 2.A. – Mild/Moderate: Student Teaching Only**

1. **Prerequisite Courses**
   a. EDUC 109 or EDUC 109S, EDUC 110 or EDUC 110S, EDUC 116 or EDUC 116S
Prerequisites must be taken during undergraduate study or summer prior to entering program.

2. Required Courses
   a. EDUC 120, EDUC 129, EDUC 133, EDUC 172 or EDUC 172S, EDUC 282A, EDUC 295A*, EDUC 295B, EDUC 335A, EDUC 335B, EDUC 342, EDUC 345A

   *EDUC 295A is only required if EDUC 175 or EDUC 175S has not previously been completed.

3. Three elective courses from approved list
   a. EDUC 212, EDUC 246E, EDUC 246I, EDUC 246J, EDUC 246K, EDUC 246L, EDUC 246M, EDUC 246N, EDUC 246R, EDUC 246S, EDUC 270

4. Analytical Project

Track 2.B. – Mild/Moderate: Intern Teaching Only

1. Prerequisite Courses
   a. EDUC 109 or EDUC 109S, EDUC 110 or EDUC 110S, EDUC 116 or EDUC 116S, EDUC 172 or EDUC 172S, EDUC 175 or EDUC 175S

   Prerequisites must be taken during undergraduate study or summer prior to entering program.

2. Required Courses
   a. EDUC 120, EDUC 129, EDUC 133, EDUC 282A, EDUC 295B, EDUC 342, EDUC 346A, EDUC 346B, EDUC 346C

3. Three elective courses from approved list (12 units)
4. Analytical Project

Track 3.A. – Moderate/Severe: Student Teaching Only

1. Prerequisite Courses
   a. EDUC 109 or EDUC 109S, EDUC 110 or EDUC 110S, EDUC 116 or EDUC 116S

   Prerequisites must be taken during undergraduate study or summer prior to entering program.

2. Required Courses
   a. EDUC 120, EDUC 129, EDUC 133, EDUC 172 or EDUC 172S, EDUC 282A, EDUC 295C, EDUC 295D, EDUC 335A, EDUC 335B, EDUC 342, EDUC 345B

3. Three Elective Courses from approved list
   a. EDUC 212, EDUC 246E, EDUC 246I, EDUC 246J, EDUC 246K, EDUC 246L, EDUC 246M, EDUC 246N, EDUC 246R, EDUC 246S, EDUC 270

4. Analytical Project

Track 3.B. – Moderate/Severe: Intern Teaching Only

1. Prerequisite Courses
   a. EDUC 109 or EDUC 109S, EDUC 110 or EDUC 110S, EDUC 116 or EDUC 116S, EDUC 172 or EDUC 172S, EDUC 175 or EDUC 175S

   Prerequisites must be taken during undergraduate study or summer
prior to entering program.

2. **Required Courses**
   a. EDUC 120, EDUC 129, EDUC 133, EDUC 282A, EDUC 295C, EDUC 295D, EDUC 342, EDUC 347A, EDUC 347B, EDUC 347C

3. **Three Elective Courses from approved list**
   a. EDUC 212, EDUC 246E, EDUC 246I, EDUC 246J, EDUC 246K, EDUC 246L, EDUC 246M, EDUC 246N, EDUC 246R, EDUC 246S, EDUC 270

4. **Analytical Project**

   **Analytical Project** Students will complete a final written project that integrates the content of theory and teaching methods courses. A final version of the report will be submitted to the Graduate School of Education and evaluated by faculty in the Special Education area.

**JUSTIFICATION:** The new program better integrates the M.Ed. and the credential program for prospective Special Education teachers. It provides a curriculum that permits credential students to earn a M.Ed. and both Mild/Moderate (M/M) and Moderate/Severe (M/S) credentials in five quarters—just one term more than the General Education M.Ed. students. It enhances student scholarship and skills by strengthening the link between research and practice.

The proposed program would aid recruitment and draw students because candidates will be more marketable and have more options if they pursue the combined M/M and M/S credential program, and all candidates will be closer to completing their Master’s degree when their credential is completed.

**GSOE Executive Committee Approval Date:** February 10, 2014

**Department Chair/Program Director:**

Interim Dean & Professor Douglas E. Mitchell

**Signature:**

**Date:**
February 19, 2104

TO:    Graduate Council
FROM:   John S. Levin, Chair, GSOE Executive Committee & Rollanda O’Connor, Special Education, GSOE
RE:    Proposed revisions to M.Ed. in Education, Reading Emphasis

The Graduate School of Education approved changes to the M.Ed. with an emphasis on Reading curriculum. The justification for this change is that UCR Extension no longer offers the reading credential, and students formerly included 9 units from this credential in their program plan. Please note that although the 9 Extension units are not required, they can be applied toward this degree if students have already taken them. The changes, then, are deleting required affiliation with Extension programs and courses, and the addition of EDUC 290 (Advanced Work on a Topic) to the list of electives. Below, the specific changes are detailed:

- The admission criteria no longer require that students be admitted to the Reading and Language Arts Specialist program at UCR Extension.
- We changed the unit requirement in the required course work to one less unit (reducing the units from 37 to 36) because most students will take 8 units in the graduate program instead of 9 units at Extension.
- We deleted the required UCR Extension courses; however, students who recently completed the credential at Extension can still apply those units, as they did in the past.
- We added a 290 elective for students who want to pursue a particular component of reading/writing instruction.

The changes to the curriculum in this M.Ed. emphasis keep this M.Ed. option open for students who want to pursue a M.Ed. degree with a focus on reading theory and instruction, and the regular course offerings in the GSOE provide sufficient breadth to retain this emphasis. We submit the changes here for review and approval by the Graduate Council.
Coversheet for Request for Approval
To Modify Graduate Program Degree Requirements

<table>
<thead>
<tr>
<th>Program</th>
<th>M.Ed. Reading Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Academic Unit/School</td>
<td>Graduate School of Education</td>
</tr>
<tr>
<td>Date</td>
<td>March 5, 2014</td>
</tr>
<tr>
<td>Proposed Effective Date</td>
<td>July 1, 2014</td>
</tr>
</tbody>
</table>

| Faculty Contact: | Dr. Rollanda O'Connor | Email: rollanda.oconnor@ucr.edu | Phone: 951-827-6052 |
| Prepared by:    | Samantha Jobelius      | Email: samantha.jobelius@ucr.edu | Phone: 951-827-1493 |

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

- [x] Admission requirements
- [x] Course requirements – course changes/new courses MUST be submitted in CRAMS simultaneously with program change/new program submission.
- [x] Unit requirements
- [ ] Professional Development Plan
- [ ] Examination requirements
- [x] 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 stricken.

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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.
## MODIFICATION OF M.Ed. GRADUATE DEGREE PROGRAM REQUIREMENTS

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<td><strong>Reading Emphasis</strong></td>
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</tr>
<tr>
<td>M.Ed. and Reading and Language Arts Specialist Credential</td>
<td>This M.Ed. considers reading development, reading difficulties, and intervention in general and special education. Students study reading theory and empirical research and how each contributes to sound educational practice. This M.Ed. does not include a specialist credential. To be considered for this M.Ed. emphasis, prospective students must have a minimum of three years of K-12 teaching experience in general or special education.</td>
</tr>
<tr>
<td>This emphasis is a collaboration between the Graduate School of Education and University Extension. It allows qualified students who are completing the requirements for a California Reading and Language Arts Specialist Credential, offered by University Extension, to concurrently earn an M.Ed. with a reading emphasis. Three courses required for the reading credential will be credited toward both the credential and the M.Ed. Two courses are offered during Summer Session. To be considered for this M.Ed. emphasis, prospective students must have K-12 teaching experience and first be admitted to the Reading and Language Arts Specialist program offered through University Extension. Students must apply to the M.Ed. program before completing the Specialist credential.</td>
<td></td>
</tr>
<tr>
<td>Admission The following are requirements:</td>
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</tr>
<tr>
<td>1. A teaching credential</td>
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</tr>
<tr>
<td>2. Three years teaching experience</td>
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</tr>
<tr>
<td>3. Admission to Reading and Language Arts Specialist program</td>
<td>3. Submission of letters of recommendation and transcripts</td>
</tr>
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<td>Admission is based upon GPA and letters of recommendation from writers knowledgeable about the candidate’s ability to succeed in graduate study.</td>
<td></td>
</tr>
<tr>
<td><strong>Course Work</strong></td>
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</tr>
<tr>
<td>This M.Ed. emphasis requires 37 units, 9 of which are in the 400-series professional courses offered by University Extension that satisfy requirements for the Reading and Language Arts Specialist.</td>
<td>This M.Ed. requires 36 units in 200-series courses. EDUC 290 is offered as an elective for students who want to pursue a particular component of reading/writing instruction.</td>
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<td>1. Required courses: EDUC 212, EDUC 219, EDUC 270</td>
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</tr>
<tr>
<td>3. Required to complete at least three of the following elective courses: EDUC 201A, EDUC 201B, EDUC 204, EDUC 230A, EDUC 232, EDUC 233, EDUC 246I, EDUC 246S, EDUC 257, EDUC 262, EDUC 290</td>
<td>3. Required to complete at least three of the following elective courses: EDUC 201A, EDUC 201B, EDUC 204, EDUC 230A, EDUC 232, EDUC 233, EDUC 246I, EDUC 246S, EDUC 257, EDUC 262, EDUC 290</td>
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<tr>
<td><strong>Analytical Report</strong></td>
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<tr>
<td>Students are given a case study</td>
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credential and are offered by University Extension. The remaining 28 units are in 200-series courses. Two courses will be offered only during Summer Session. The Reading and Language Arts Specialist credential requires additional units that are not part of this M.Ed. curriculum.

**Analytical Report** Students are given a case study to examine and develop a reading intervention and plan for implementation and assessment. A final version of the case study report is submitted to the Graduate School of Education for faculty committee review.

**JUSTIFICATION:** The Graduate School of Education approved changes to the M.Ed. with an emphasis on Reading curriculum. The justification for this change is that UCR Extension no longer offers the reading credential, and students formerly included 9 units from this credential in their program plan.

The changes to the curriculum in this M.Ed. emphasis keep this M.Ed. option open for students who want to pursue a M.Ed. degree with a focus on reading theory and instruction, and the regular course offerings in the GSOE provide sufficient breadth to retain this emphasis.

GSOE Executive Committee Approval Date: February 10, 2014

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<tr>
<td>Signature:</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>
Thank you for your detailed suggestions on edits for the catalog copy for the sociology graduate program. I appreciate the opportunity to make these changes and/or clarifications prior to review by the Graduate Council.

I address your comments one-by-one below:

- Under the MA Thesis and Oral Examination header it says "This paper reflects the student’s areas of theoretical and substantive interest since entrance into the program, and it is written in a form, content, and style appropriate for publication or presentation to a sociological audience." That is a holdover from the paper requirement they are deleting. They need to state that the student must format it according to the rules set by the Graduate Council and submit the thesis to the Graduate Division just like the dissertation. It is now done electronically.
  - Language specifying the need to conform with Graduate Division formatting and to submit it there has been added. Most of the language pertaining to the MA thesis is indeed a holdover from the previous examination paper requirement. This is primarily a change in name; both students and faculty find it persistently confusing that we have an “examination paper,” whereas students and faculty are comfortable with the concept of an MA thesis. The substance of the paper—a potentially publishable piece of original empirical or theoretical work—remains unchanged.

- Would it be possible for them to list the courses for each area/period of specialization? It says see the Addendum for that. What is that?
  - The Addendum is dated language for our Graduate Student Handbook. I have update the proposed copy throughout to refer to the Handbook, which is available to all students on our website. Because graduate courses are added and deleted from the curriculum with some frequency, and classes are sometimes cross-listed and de-cross-listed from more than one specialization, listing specialization courses in the course catalog runs the risk of creating a great deal of annual updating. Listing all of the courses by the area of specialization thus runs the risk of consuming a good deal of staff and faculty time. The Graduate Student Handbook, which is posted on the department website, is updated at least annually and lists all courses by specialization.

- Under the Period of Specialization topic it states "after admission to the period of specialization....". Elsewhere they refer to an area of specialization. Is it the same? If no, what is the difference? If yes, we would appreciate it if they could call it one thing and be consistent throughout.
  - As specified toward the top of page 2, the sociology program is broken into three distinct phases: the core program, the period of specialization, and the
dissertation. The period of specialization refers to the period in the program in which students are working within their two areas of specialization. The terms are thus not interchangeable. The instance above should have read, “after admission to the area of specialization” and has been corrected.

- How do they get admitted to an area of specialization? Can they spell that out here?
  - This is detailed on page 3 in the section discussing the MA thesis and oral examination. To make this easier to locate from the section on the specializations, I added a referent back (“After admission to two areas of specialization (see M.A. Thesis and Oral Examination, above), students are expected to consult with faculty who constitute the membership of each standing specialization committee”) on page 4.

- Under "h" on page 3 it says students need a minimum of one course from each of the two specialization areas but on page 4 they mention many more courses. I am totally confused.
  - “h” is in the section on the core program. These are the courses students must complete prior to the awarding of the MA. Page 4 discusses a separate phase of the program, the period of specialization, when students are focused on more in-depth work in their specialization areas. I think the formatting of the catalog copy makes it difficult to follow the stages visually, but these are not contradictory course requirements, rather the requirements at the core/MA stage and then during the period of specialization pre-ABD. “h” specifies that students must complete 2 courses in any specialization areas (i.e., two elective courses) in their first six quarters in the program.

- On page 4 they list what courses are needed for the "period of specialization". Then on page 5 they mention this again. They should delete what is on page 5 if it is the same.
  - True. The second instance has been deleted.

- On page 4 it states that "Students who pass the oral examination and all course requirements are advanced to candidacy for the Ph.D. degree." That really should say that "Students who pass the written and oral examinations and all course requirements are advanced to candidacy for the Ph.D. degree."
  - True. Corrected.

- At the very end they need to state that the dissertation must be filed electronically with the Graduate Division and approved by us.
  - Done.

- I do wish they would not add the requirement of a thesis. This is just going to take students much, much longer to finish. I wish they would allow them to use one of their written exams to qualify as a master's exam.
  - This is not a new requirement, and has not been a major source of delay for our students in recent years. The MA thesis is functionally a relabeling of our earlier “examination paper,” a term that confused both students and faculty, as well as
scholars and other evaluators outside of the department. The e-paper functionally was a Master’s thesis under a different name, leading to this confusion. I believe the language of an examination paper, or e-paper, was a hold-over from a much earlier version of the program requirements, which included a written, seated, timed MA exam. We think the language of an MA thesis better reflects what our students are actually doing, and makes it more recognizable to outsiders, such as when students are on the job market.

Thank you again for your careful review of the proposed copy. I am pleased to have addressed these issues and made necessary corrections.
Proposed Changes to the Catalog Description of the Sociology Graduate Program

Department of Sociology

<table>
<thead>
<tr>
<th>Existing</th>
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</tr>
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<tr>
<td><strong>Graduate Program</strong>&lt;br&gt;The Department of Sociology offers the M.A. and Ph.D. degrees in Sociology. The graduate program in Sociology is designed to prepare students for teaching and research careers in the discipline of sociology. The graduate program is designed as a full-time course of study for students seeking the Ph.D. degree. The M.A. degree in Sociology is awarded as part of a student’s required progress toward admittance into the Ph.D. program in Sociology. The Department of Sociology does not award an M.A. degree to a student who already received an M.A. Degree in Sociology from another institution.</td>
<td><strong>Graduate Program</strong>&lt;br&gt;The Department of Sociology offers the M.A. and Ph.D. degrees in Sociology. The graduate program in Sociology is designed to prepare students for research and teaching careers in the discipline of sociology. The graduate program is designed as a full-time course of study for students seeking the Ph.D. degree. The M.A. degree in Sociology is awarded as part of a student’s required progress toward admittance into the Ph.D. program in Sociology. The Department of Sociology does not award an M.A. degree to a student who already received an M.A. Degree in Sociology from another institution.</td>
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| **Doctoral Degree**<br>**Admission** Admission into the graduate program is based on the following criteria:<br>1. Prior academic performance, especially in undergraduate or graduate Sociology classes<br>2. Performance on the GRE<br>3. Letters of reference from persons familiar with an applicant’s potential for achieving academic excellence<br>4. The extent to which an applicant’s areas of expressed interest coincide with teaching and research emphases in the department<br>Applicants to the graduate program in Sociology are encouraged to submit a copy of a professional or term paper with their application for consideration in the admissions process. In general, students are admitted for the fall quarter of each academic year. Applicants to the graduate program for mid-year admissions are not recommended because the sequence of core courses is designed to begin with the fall quarter. The deadline for an application for admission for the fall quarter is May 1 and January 5 for various | **Doctoral Degree**<br>**Admission** Admission into the graduate program is based on the following criteria:<br>1. Prior academic performance, especially in undergraduate or graduate Sociology classes<br>2. Performance on the GRE<br>3. Letters of reference from persons familiar with an applicant’s potential for achieving academic excellence<br>4. The extent to which an applicant’s areas of expressed interest coincide with teaching and research emphases in the department<br>Applicants to the graduate program in Sociology are encouraged to submit a copy of a professional or term paper with their application for consideration in the admissions process. In general, students are admitted for the fall quarter of each academic year. Applicants to the graduate program for mid-year admissions are not recommended because the sequence of core courses is designed to begin with the fall quarter. The deadline for an application for admission for the fall quarter is May 1 and January 5, also the |
university fellowship programs. Applicants who lack adequate undergraduate preparation in sociology must make up such deficiencies before work can be credited toward the graduate program. A detailed statement of degree requirements and procedures for the graduate degree is available at sociology.ucr.edu/adademic/graduate.html. General university requirements of the Graduate Division are at www.graduate.ucr.edu and in the Graduate Studies section of this catalog.

The graduate program is designed to allow students to proceed through three distinct stages in their pursuit of the Ph.D. degree: the basic core program, the period of specialization, and writing the dissertation.

**Basic Core Program** All students must complete the basic core program, regardless of whether they hold a baccalaureate or master’s degree at the time of admission. A student is expected to complete the basic core program in not less than three and not more than six academic quarters. The chair of the graduate affairs committee advises students about the core program.

**Course Requirements**
1. In the core program, the minimum requirement is 42 units of academic work with no grade less than a “B”. Work in the basic core courses must be distributed as follows:
   a) Core sequence in theory: SOC 202A, SOC 202B
   b) Core course in research design: SOC 200
   c) Core sequence in qualitative methodology: SOC 201A, SOC 201B, SOC 201C
   d) Core sequence in statistics: SOC 203A, SOC 203B
   e) Proseminar in Sociology: SOC 232

**Note** Under normal circumstances, the core sequences in theory, methodology, and statistics, and the proseminar are to be completed within the first year.

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deadline for various university fellowship programs. Applicants who lack adequate undergraduate preparation in sociology must make up such deficiencies before work can be credited toward the graduate program. A detailed statement of degree requirements and procedures for the graduate degree is available at sociology.ucr.edu/adademic/graduate.html. General university requirements of the Graduate Division are at www.graduate.ucr.edu and in the Graduate Studies section of this catalog.

The graduate program is designed to allow students to proceed through three distinct stages in their pursuit of the Ph.D. degree: the basic core program, the period of specialization, and writing the dissertation.

**Basic Core Program** All students must complete the basic core program, regardless of whether they hold a baccalaureate or master’s degree at the time of admission. A student is expected to complete the basic core program in not less than three and not more than six academic quarters. The chair of the graduate affairs committee advises students about the core program.

**Course Requirements for the Core Program**
1. In the core program, the minimum requirement is 42 units of academic work with no grade less than a “B”. Work in the basic core courses must be distributed as follows:
   a) Core sequence in theory: SOC 202A, SOC 202B
   b) Core course in research design: SOC 200
   c) Core sequence in qualitative methodology: SOC 201A, SOC 201B, SOC 201C
   d) Core sequence in statistics: SOC 203A, SOC 203B
   e) Proseminar in Sociology: SOC 232

**Note** Under normal circumstances, the core sequences in theory, SOC 200, SOC 201A, and SOC 204A, and the proseminar are to be completed within the first year. SOC 203B and SOC 204B may be completed within the first two years.
e) Research colloquium: Soc 293 (required each quarter until student is advanced to candidacy)
f) Research practicum: SOC 250
g) A minimum of one course from each of two specialization areas

Note Students who have had extensive graduate training in a core course area at another graduate school may petition the graduate affairs committee to be examined by a special faculty committee for possible exemption from that core requirement.

Examination Paper and Oral Examination Each student must complete a paper for completion of the master’s degree. This paper reflects the student’s areas of theoretical and substantive interest since entrance into the program, and it is written in a form, content, and style appropriate for publication or presentation to a sociological audience. A three-person faculty committee oversees the evaluation of the paper and the oral examination of the student. The paper must be completed by the fall quarter of the student’s third year in the program. On the basis of a favorable recommendation from the three-person faculty committee, the faculty votes to recommend the awarding of the M.A. degree in Sociology. If the M.A. is awarded or if the student already has an M.A. in Sociology, the faculty then votes on whether the student should continue in the Ph.D. program. If a student is allowed to continue in the Ph.D. program, the faculty then votes on whether to accept the two areas of specialization in which the student requests to be examined.

f) Research colloquium: Soc 293 (required once each year until student is advanced to candidacy)
g) Research practicum: SOC 250
h) A minimum of one course from each of two specialization areas

Note Students who have had extensive graduate training in a core course area at another graduate school may submit a petition to the graduate affairs assistant for possible course substitution which may exempt students from a core requirement.

M.A. Thesis and Oral Examination Each student must complete a thesis for completion of the master’s degree. This paper reflects the student’s areas of theoretical and substantive interest since entrance into the program, and it is written in a form, content, and style appropriate for publication or presentation to a sociological audience. A three-person faculty committee oversees the evaluation of the paper and the oral defense of the thesis. The thesis must be completed by the end of the student’s sixth quarter of enrollment. The thesis must be submitted electronically to the Graduate Division, following the formatting guidelines provided on the Graduate Division web page.

On the basis of a favorable recommendation from the three-person faculty committee, the faculty votes to recommend the awarding of the M.A. degree in Sociology. If the M.A. is awarded or if the student already has an M.A. in Sociology, the faculty then votes on whether the student should continue in the Ph.D. program. If a student is allowed to continue in the Ph.D. program, the faculty then votes on whether to accept the two areas of specialization in which the student requests to be examined.
**Period of Specialization** After admission to the period of specialization, students are expected to consult with faculty who constitute the membership of each standing specialization committee. Under the faculty’s guidance, a student is expected to work out a program of graduate seminars, directed reading courses, and research experiences that prepare the student for examination in the chosen two areas of specialization. The primary areas of specialization offered in the department are as follows:

1. Criminology and Sociolegal Studies
2. Evolutionary Sociology
3. Family and Social Psychology
4. Gender Studies
5. Organizations and Institutions
6. Political Economy and Global Social Change
7. Race and Class Inequality
8. Sociological Theory

A student’s program must include at least one academic quarter of supervised research experience through enrollment in SOC 297 and/or by working as a research assistant. Also required is the equivalent of at least one academic quarter of classroom teaching experience at the college level. A student must complete three courses in each of the two specialization areas with a grade of "B" or better in each course.

**Professional Development Training** Each student must complete the following professional training courses: Soc 232 and Soc 293. Normally Soc 232 (Proseminar in Sociology) is completed in the fall of the first year as part of the core program. Soc 293 (Research Topics in Sociology) is required once each year until a student is advanced to candidacy. In addition, Sociology 301: Directed Studies in the Teaching of Sociology is required prior to or concurrent with the completion of teaching assistantships in the program.

**Period of Specialization** After admission to two areas of specialization (see M.A. Thesis and Oral Examination, above), students are expected to consult with faculty who constitute the membership of each standing specialization committee. Under the faculty’s guidance, a student is expected to work out a program of graduate seminars, directed reading courses, and research experiences that prepare the student for examination in the chosen two areas of specialization. The primary areas of specialization offered in the department are as follows:

1. Criminology and Sociolegal Studies
2. Evolutionary Sociology
3. Family and Social Psychology
4. Gender Studies
5. Organizations and Institutions
6. Political Economy and Global Social Change
7. Race and Class Inequality
8. Sociological Theory and Evolutionary Sociology

A student’s program must include at least one academic quarter of supervised research experience through enrollment in SOC 297 and/or by working as a research assistant. Also required is the equivalent of at least one academic quarter of classroom teaching experience at the college level. A student must complete three courses in a primary specialization area and two courses in a secondary specialization area (see the Graduate Student Handbook on the department’s website for the course requirements and options for each
Examination Sequence
1. Standing committees composed of faculty in each area administer the written qualifying examination in the student’s two areas of specialization. A student must complete written examinations in each of the two areas of specialization before the end of the fourth year of graduate study.
2. Upon completion of 1) the two written area examinations, 2) the selection of a dissertation committee approved by the graduate advisor, and 3) a dissertation proposal, the student must complete and pass an oral examination covering the areas of specialization and the dissertation proposal. The oral examination is conducted by a committee of at least five faculty members, including 1) at least one faculty member from each of the two specialization areas, 2) three members of the student’s dissertation committee (who may also represent the areas of specialization), and 3) one “outside member” from another department representing the faculty as a whole.

Before advancement to candidacy is approved, a student must successfully complete a minimum of eight courses: three in each of the two specialization areas and one in each of two other specialization areas, with a minimum grade of “B” in each of the courses.

Students who pass the oral examination and all course requirements are advanced to candidacy for the Ph.D. degree.

Dissertation and Final Oral Examination The dissertation is normally completed within one year after advancement to candidacy. After the dissertation is prepared according to the rules and format of the Graduate Division and signed and approved by a student’s dissertation committee, an oral defense of the dissertation is held. The defense may be waived in exceptional circumstances. The dissertation must be filed electronically with the Graduate Division.
The dissertation is prepared according to the rules and format of the Graduate Division and signed and approved by a student’s dissertation committee, an oral defense of the dissertation is held. The defense may be waived in exceptional circumstances.

**Justification for proposed changes:**

1. Since the application deadline for various fellowship programs is January 5, we are choosing this as our new deadline to complete our admissions for fall quarter.

2. We have redesigned our core course requirements so that students receive additional training in research design and methods. This will improve our students’ methodological training and make it more in line with the training provided by top-ranked Sociology graduate programs in and outside of the UC system. It also provides greater balance in students’ exposure to qualitative and quantitative methods.

3. We propose to move from an examination system to a master’s thesis system. Since students complete a professional paper for their M.A. degree, the master’s thesis system is more appropriate. Students complete the course work they need to write the master’s thesis by taking Sociology 250 (an existing course) in the fall of their second year. By requiring students to complete their thesis by the end of their sixth quarter instead of the currently allowed fall quarter of their third year, we will bring our practices more into line with those of comparable graduate programs in Sociology, and make it less likely that this step will become a reason for students to fall behind the normative time to the Ph.D.

4. We propose clarifying our professional development training courses in a new section in response to Graduate Division’s request. To prevent Sociology 293 Research Topics in Sociology from becoming a source of delay in students’ academic progress, we propose changing the Sociology 293 requirement from the current two units per quarter to two units per academic year. For many years the Department has required students serving as Teaching Assistants to take Sociology 301 Directed Studies in the Teaching of Sociology. Because this training contributes to students’ professional development, we have added a formal acknowledgement of that requirement to this section.

5. We propose eliminating one course from one of the student’s two areas of specialization and one breadth course in order to improve the timely completion of the Ph.D. program while providing additional training in methods. For similar reasons, we propose the elimination of the requirement that students complete two units of Sociology 297 Directed Research. Our proposed requirement of 6 substantive courses for the PhD is comparable to the substantive course requirements found at four other UC campuses, including UC Berkeley (a top 10 program).

**Faculty Approval Date:** April 17, 2013

<table>
<thead>
<tr>
<th>Department Chair/Program Director</th>
<th>Raymond Russell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature:</td>
<td>Raymond Russell</td>
</tr>
<tr>
<td>Date Signed:</td>
<td>April 30, 2013</td>
</tr>
</tbody>
</table>
MEMORANDUM
TO: Graduate Council
FROM: Katja M. Guenther, Graduate Adviser, Sociology
RE: Viability of proposed curricular reform
DATE: February 16, 2014

The faculty members in the Department of Sociology are eager to offer our updated curriculum to graduate students beginning in fall, 2014. The document “Proposed Changes to the UCR Sociology Graduate Program, April 28, 2013,” details these changes. Members of the Graduate Council expressed specific concern about staffing issues, which could delay student progress if required seminars are not offered in a timely and regular manner; the focus of this memo is solely on the viability of this new curriculum and the ability for students to make timely progress in the pre-ABD curriculum.

Overview of the Proposed Changes
By way of brief summary, the major changes through the proposed curriculum reform include the addition of one required methods course prior to the Master’s degree, the reduction of the specialization areas from 8 to 7 (with the absorption of the Evolutionary Sociology specialization into the Sociological Theory specialization), and a reduction in the overall number of 4-credit seminar courses required from 16 to 15. Students will still be expected to enroll in a set of 2-credit courses centered on professional development.

Table 1 shows the expected timeline for the coursework phase of the program. Because our department generally offers first year students fellowships, we cluster the core coursework into the first year when they do not have the added responsibility of a TAship. There are a total of 8 required 4-credit courses for the MA (including SOC 250: Research Practicum, a thesis-writing course), plus up to 4 2-credit courses (assuming that a student begins TAing in the second year). The number of required core courses for the MA is consistent with other sociology graduate programs; UC Berkeley, for instance, requires 7 semester-long seminars plus professional development courses and a thesis in the first two years, while UCLA and UCSB require 9 quarter-length seminars to earn the MA, plus professional development seminars and a thesis.

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>SOC 201A: Sociological Research Design</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SOC 201B: Qualitative Methods I</td>
</tr>
<tr>
<td></td>
<td>SOC 202A: Classical Sociological Theory</td>
</tr>
<tr>
<td></td>
<td>SOC 232: Proseminar (2 credits)</td>
</tr>
<tr>
<td></td>
<td>SOC 293: Colloquium (2 credits)</td>
</tr>
<tr>
<td>Quarter 2</td>
<td>201C: Qualitative Methods II</td>
</tr>
<tr>
<td></td>
<td>SOC 202B: Contemporary Sociological Theory</td>
</tr>
<tr>
<td></td>
<td>SOC</td>
</tr>
<tr>
<td></td>
<td>SOC 203B: Quantitative Methods I</td>
</tr>
<tr>
<td>Quarter 3</td>
<td>SOC 203A: Quantitative Methods II</td>
</tr>
<tr>
<td></td>
<td>Specialization/breadth course 1/6</td>
</tr>
<tr>
<td></td>
<td>Specialization/breadth course 2/6</td>
</tr>
</tbody>
</table>
| Quarter 4                      | SOC 250: Research Practicum (thesis preparation)  
|                               | SOC 293: Colloquium (2 credits)  
|                               | SOC 301: Teaching Practicum (2 credits)  
|                               | Specialization/breadth course 3/6  
| Quarter 5                     | Specialization/breadth course 4/6  
|                               | Specialization/breadth course 5/6  
|                               | Thesis research credits  
| Quarter 6                     | Specialization/breadth course 6/6  
|                               | Thesis research credits  
| Quarter 7                     | Additional quarter for enrollment in any remaining specialization/breadth courses, if needed  
| Quarter 8                     | Completion of written qualifying examination #1  
| Quarter 9                     | Completion of written qualifying examination #2  

1 Students will take 301 annually prior to or concurrent with TAships as part of their professional development.

### Staffing the Proposed Reformed Curriculum

Since proposing our curriculum in 2013, the department has become increasingly aware that we are in a period of transition and growth. Several senior colleagues have announced their retirements this year and in coming years (Burke 2014, Hanneman 2015, Russell 2015, Turner 2015, Parker 2016,), and our colleague, Austin Turk, passed away in February, 2014. We also have a new colleague joining us effective July 1; Sharon Oselin, whose primary research examines pathways out of prostitution for sex workers, is a qualitative sociologist and advanced assistant professor who will contribute to the departmental specializations in Gender, Criminology and Sociolegal Studies, and possibly Social Psychology.

This wave of retirements presents an important opportunity for regeneration that has already begun with Professor Oselin’s recruitment, and the faculty is excited to continue this process. The CHASS Academic Plan for FY 2015-17 specifies departmental growth in sociology from 20 faculty (as of December, 2013) to 22 faculty by the end of FY 2017. We have already been authorized to hire one position each for fall, 2015, and for fall, 2016. For both positions, the capacity to teach methods at the graduate level is a key criteria; in fact, all seven positions in our hiring plan submitted to the CHASS Dean specify the ability to teach qualitative and/or quantitative methods at the graduate level as a key criteria. With both of the core instructors for our graduate theory courses also slated to retire, we also expect to add theory as a criteria for future hires.

The core program of our proposed curriculum involves training in sociological theory and methods, as well as professional development. The proposed curriculum, which can be completed in the first two years in the program, includes one additional course compared to the previous Master’s-level curriculum. Table 2 lists the courses, as well as the faculty available to teach the courses and who we expect will actually teach the courses in the coming years, and evidences that we have sufficient humanpower to staff these courses.
Table 2: Faculty Available to Teach Core Graduate Courses in Sociology

<table>
<thead>
<tr>
<th>CORE COURSE</th>
<th>AVAILABLE TO TEACH</th>
<th>ANTICIPATED TO TEACH</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 201A: Sociological Research Design</td>
<td>All faculty</td>
<td>Estrada-Correa, Nieri</td>
</tr>
<tr>
<td>SOC 201B: Qualitative Methods I</td>
<td>Aguirre, Guenther, Mirande, Oselin, Pyke, Reese</td>
<td>Aguirre, Guenther, Mirande, Oselin, Reese</td>
</tr>
<tr>
<td>SOC 201C: Qualitative Methods II</td>
<td>Aguirre, Guenther, Reese, Pyke, Mirande, Oselin</td>
<td>Aguirre, Guenther, Reese, Mirande, Oselin</td>
</tr>
<tr>
<td>SOC 202A: Classical Sociological Theory</td>
<td>Aguirre, Brint, Maryanski, Russell, Turner</td>
<td>Russell (through 2015), Maryanski</td>
</tr>
<tr>
<td>SOC 202B: Contemporary Sociological Theory</td>
<td>Aguirre, Pyke, Reese, Turner</td>
<td>Aguirre, Reese, Turner (through 2015)</td>
</tr>
<tr>
<td>SOC 203A: Quantitative Methods I</td>
<td>Hanneman (through 2015), Kposowa, Mahutga, Parker (through 2015), Savage</td>
<td>Kposowa, Mahutga, Savage</td>
</tr>
<tr>
<td>SOC 203B: Quantitative Methods II</td>
<td>Correa, Hanneman (through 2015), Kposowa, Mahutga, Savage</td>
<td>Estrada-Correa, Hanneman (through 2015), Mahutga</td>
</tr>
<tr>
<td>SOC 232: Proseminar in Sociology (2 credits)</td>
<td>All faculty</td>
<td>Traditionally taught by the Graduate Advisor</td>
</tr>
<tr>
<td>SOC 250: Research Practicum (thesis preparation)</td>
<td>All faculty</td>
<td>Mahutga</td>
</tr>
</tbody>
</table>

Beyond the core program, changes to our specializations make the curriculum more manageable from a staffing perspective. First, we are proposing to reduce the total number of required 4-credit courses outside of the core (MA-level) curriculum from seven to six, of which three are in a major specialization, two are in a minor specialization, and one is taken for breadth. Second, we have carefully reviewed our courses to identify classes that fit within more than one specialization; these 23 cross-listed courses help provide students with a foundation in their specialization areas, while also allowing them to situate their work within overlapping paradigms. Pragmatically speaking, scheduling even 2-3 of these courses each year will help minimize staffing demands and support students’ progress through the program (please see the 2013-14 graduate course schedule submitted with the April, 2013 memo as an example).

In recent years, the graduate program in sociology has typically needed to offer about 15 4-credit graduate seminars each year, including the core curriculum (MA) courses, in order to meet student needs. The core course for each specialization is typically offered every second year. The proposed curricular reform encourages graduate students to begin taking courses in their intended areas of specialization as early as the first year, which also creates more space for students to satisfy curricular requirements in a timely manner and to become engaged with their areas of research earlier in the program than has been the case. With our current faculty of 20, of whom 15 to 16 are typically available to teach each quarter, we are well-positioned to continue to offer sufficient courses for students to make timely progress. At the end of this document, we list the faculty by areas of specialization.
Moving forward, we anticipate several other changes to the graduate program beyond curriculum reform will facilitate students’ timely progress. A major cause for delay in student progress has been students enrolling in the wrong classes and/or at the wrong time. Our Mentoring Program, implemented in early 2013, sought to address this facet of student delays in the program. Each incoming and continuing student is working with a mentor to help reduce the likelihood of enrollment errors and to ensure students are taking courses they need to satisfy program requirements. Through the student self-evaluation process implemented in 2013, students are also asked to evaluate their progress and identify their next steps at the end of each academic year. This is another mechanism that helps students assess their progress and identify courses needed. We expect these two changes to the program will support students’ timely progress as they become more cognizant of which classes they need to take and when.

In sum, we feel confident about our ability to offer the reformed curriculum and support our students in completing their coursework in a timely manner.

**Faculty available to teach specialization classes**

**Criminology and Socio-Legal Studies**
*Key faculty:* Augustine J. Kposowa, Alfredo Mirande, Tanya Nieri, Sharon Oselin, Robert Nash Parker

**Gender Studies**
*Key faculty:* Katja M. Guenther, Alfredo Mirande, Karen D. Pyke, Jan E. Stets, and Ellen Reese

**Organizations and Institutions**
*Key faculty:* Adalberto Aguirre, Steven Brint, Christopher Chase-Dunn, Robert Hanneman, Matthew Mahutga, Alexandra Maryanski, Scott Savage, Raymond Russell, and Jonathan H. Turner

**Political Economy and Global Social Change (PEGSC)**
*Key faculty:* Steven Brint, Christopher Chase-Dunn, Katja M. Guenther, Robert Hanneman, Augustine J. Kposowa, Matthew C Mahutga, Ellen Reese, and Raymond Russell

**Race & Class Inequality**
*Key faculty:* Adalberto Aguirre Jr., Vanesa Estrada-Corra, Katja M. Guenther, Augustine J. Kposowa, Matthew Mahutga, Alfredo Mirande, Tanya Nieri, Karen D. Pyke, and Ellen Reese

**Social Psychology**
*Key Faculty:* Adalberto Aguirre, Peter J. Burke, Scott V. Savage, Jan E. Stets, and Jonathan H. Turner

**Sociological Theory and Evolutionary Sociology**
*Key faculty:* Adalberto Aguirre, Steven G. Brint, Peter J. Burke, Christopher Chase-Dunn, Robert A. Hanneman, Alexandra Maryanski, Karen Pyke, Raymond L. Russell, Jan E. Stets, and Jonathan H. Turner
June 18, 2013

Raymond Russell, Chair, Sociology
Ellen Reese, Graduate Advisor, Sociology
Katherine Kinney, Vice Chair, Sociology and Assoc. Dean, CHASS
Shaun Bowler, Vice Chair, Sociology and Assoc. Dean, CHASS

RE:  SOCIOLOGY INTERNAL REVIEW, 2012

This is to inform you that the Graduate Council has voted unanimously to lift the moratorium on graduate admissions to the Sociology Graduate Program. The committee was favorably impressed with the work that has been done this past year to improve the Graduate Program, and pleased that the program has been making strong progress meeting most of the Graduate Council’s recommendations from the external and internal review. We fully support the recruitment of an incoming class for the 2014/2015 academic year.

The Graduate Council expects that the program will continue to work this fall to get official approval of the proposed new courses and program changes so that they can be implemented by the fall of 2014.

To follow on the program’s progress, the Graduate Council requests that in one year’s time (end of Spring 2014) the Graduate Advisor submit a formal report summarizing the changes to the program. We strongly recommend that the Graduate Advisor monitor the perceived successes and challenges for the graduate program among the students and faculty. To this end, we would like the Graduate Advisor to internally assess student and faculty opinions on critical issues related to graduate student success and program structure, and to provide Graduate Council with a summary report on the survey.

The Sociology Graduate Program will be reviewed by an external review team in the beginning of 2016. Please keep the overall goals for the graduate program in mind as you move forward: creating well-trained students, structuring the program so that students finish the program within normative time, and providing proper mentoring and preparation so that students place well in the job market.

Yours truly,

Connie Nugent, Chair
Graduate Council
Cc: Interim Chancellor Close Conoley
    EVC and Provost Rabenstein
    Dean Stephen Cullenberg, CHASS
    Dean Joe Childers, Graduate Division
    Chair Jose Wudka, Academic Senate
March 12, 2014

To: Standing Committee Chairs
   Riverside Division of the Academic Senate

From: Jose Wudka, Chair
       Riverside Division

Re: Review of proposed bylaw change

Please see the attached proposal for a bylaw change to the Bylaws of the Riverside Division. Please review with your committee and submit your response by Monday, April 21, 2014.

As always please feel free to contact me if you have any questions.
To Be Adopted

Proposed Change to the Bylaws of the Riverside Division
(Bylaw 8.1.1 – Appointment and Tenure)

PRESENT
8.1.1 Subject to approval by the Division and unless otherwise stated, the Committee on Committees of the Division appoints committees and designates their Chairs and Vice Chairs, if any, from among the appointed members of those committees. An appointee may be Chair of but one standing committee in any one year. (Am 22 Oct 73)

PROPOSED
8.1.1 Subject to approval by the Division and unless otherwise stated, the Committee on Committees of the Division appoints committees and designates their Chairs and Vice Chairs, if any, from among the appointed members of those committees. An appointee may be Chair of but one standing committee in any one year. Members holding an administrative position may not serve as chairs of divisional committees or as divisional representatives in system-wide committees. (Am 22 Oct 73)

Statement of Purpose and Effect: Senate members holding administrative positions have administrative reporting obligations that are in conflict with their role as committee chairs or systemwide divisional representatives.

Submitted by Jose Wudka, Chair, Riverside Division: February 25, 2014

Section below is for Senate use only

Approved by the Committee on Academic Freedom:
Approved by the Committee on Academic Personnel:
Approved by the Committee on Charges:
Approved by the Committee on Committees:
Approved by the Committee on Courses:
Approved by the Distinguished Campus Service Award Committee:
Approved by the Distinguished Teaching Award Committee:
Approved by the Committee on Diversity & Equal Opportunity:
Approved by the Committee on Educational Policy:
Approved by the Faculty Research Lecturer Committee:
Approved by the Committee on Faculty Welfare:
Approved by the Graduate Council:
Approved by the Committee on International Education:
Approved by the Committee on Library, Information Technology & Scholarly Communications:
Approved by the Committee on Physical Resource Planning:
Approved by the Committee on Planning and Budget:
Approved by the Committee on Research:
Approved by the Committee on Preparatory Education:
Approved by the Committee on Rules and Jurisdiction:
Approved by the Committee on Scholarship and Honors:
Approved by the Committee on Undergraduate Admissions:
Approved by the Committee on University Extension:
Approved by the BCOE Executive Committee:
Approved by the CHASS Executive Committee:
Approved by the CNAS Executive Committee:
Approved by the GSOE Executive Committee:
Approved by the SOBA Executive Committee:
Approved by the SOM Executive Committee:

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate:

Received by Executive Council: