Action
9:10 – 9:15  1. Approve Minutes of the January 15, 2015 meeting  p. 2-4

Information/
Discussion  2. Announcements
9:15 – 9:25  A. Chair of the Graduate Council
9:25 – 9:35  B. CCGA Representative
9:35 – 9:45  C. Graduate Student Council Representative
9:45 – 9:55  D. Dean of the Graduate Division

Discussion/  3. Courses and Programs Subcommittee
Action  9:55 – 10:10  A. Approval of Program Changes:
1. SOBA (MPAc) – Change to Admission Requirements  p. 5-11
2. English – Proficiency in American Sign Language as an option to fulfill language proficiency requirement  p. 12-15
3. Dance – Changes to MFA requirement  p. 16-31
4. Art History – Change to catalog to incorporate a sixth-quarter review for PhD students
5. Proposed School of Medicine MD-Anthropology/Bioengineering/Biomedical Sciences/Psychology PhD Track – procedures & requirements  p. 32-38

Discussion  4. Revised MSOL Admission Criteria  p. 58
Action: Review and vote to approve.

Discussion  5. Policies to cover instances when graduate students fail to progress:
10:20 – 11:00  1. Student failing to identify a thesis mentor prior to qualifying exam/advancement to candidacy.
2. Student who has advanced to candidacy but failing to make adequate progress toward degree.

Information
The following courses were approved by the Courses & Programs Subcommittee and should be approved electronically by the full Graduate Council prior to the full GC meeting:
1. AHS 286 (NEW) - Curatorial Seminar
2. AHS 287 (NEW) - Curating as Critical Practice
3. AHS 299 (CHANGE) - Research for Thesis or Dissertation
4. ETST 205 (NEW) - Feminism, Race, and the Politics of Knowledge
5. MUS 297 (CHANGE) - Directed Research
Present:
David Lo, Chair, School of Medicine
Tom Payne, Vice Chair, Computer Science & Engineering
Malcolm Baker, Art History
Ted Garland, Jr., Biology
Ryan Julian, Chemistry
Chris Laursen, Political Science
Rene Lyslof, C&P Chair, Music
Rollanda O’Connor, GSOE
Rick Redak, Fellowships Chair, Entomology
Amit Roy Chowdhury, Electrical Engineering
Jorge Silva-Risso, SoBA
Joe Childers, Graduate Dean (ex-officio)

Absent:
Alicia Arrizon, Gender & Sexuality Studies
Wendy Ashmore, Secretary, Anthropology
Michael Coffey, Plant Pathology & Microbiology
John Kim, CCGA Rep., Comparative Literature & Foreign Languages
Preston Williams, GSA Student Representative

Guests:
Linda Scott, Graduate Division

Approval of Minutes
The minutes from the December 11, 2014 meeting were unanimously approved as written.

Chair’s Announcements
Chair Lo mentioned the discussions from the last Executive Council meeting. The meeting included a presentation from the Vice Provost for Academic Personnel in which salary inequities were discussed. The Committee on Committees will be assigning faculty volunteers to participate in working groups to address these inequities.

Other Announcements
CCGA Representative, John Kim – Professor Kim was absent.

GSA Student Representative, Preston Williams – Mr. Williams was absent so Dean Childers reported on his behalf. GSA is helping to provide for students involved with outreach (especially K-12). GSA has set aside a small fund for outreach that the Graduate Division is matching.

Graduate Dean Joe Childers – Dean Childers had no announcements.
Courses and Programs
Graduate Council voted to approve/return the following program changes as indicated:

1. Biomedical Sciences Designated Emphases – approved

The following courses were approved by the Courses & Programs Subcommittee and approved electronically by the full Graduate Council prior to the meeting:

1. BPSC 200A (CHANGE) - Plant Biology Core
2. EDUC 275 (NEW) - Race and K-12 Educational Inequality
3. EDUC 303A (DELETE) - Level II Induction: Mild/Moderate Specialist
4. EDUC 303B (DELETE) - Level II Summative Evaluation: Mild/Moderate Specialist
5. EDUC 304A (DELETE) - Level II Induction: Moderate/Severe Specialist
6. EDUC 304B (DELETE) - Level II Summative Evaluation: Moderate/Severe Specialist
7. EDUC 336C (CHANGE) - Supervised Teaching in the Elementary School
8. EDUC 376C (CHANGE) - Supervised Teaching in the Secondary School
9. ENGR 296V (NEW) - Professional Project Design
10. PLPA 200 (CHANGE) - Fungal Diseases of Plants

Online MS in Engineering – Addition of Specializations in the catalog
The Graduate Council voted to approve the new specializations as written to be entered in the catalog.

Graduate Council Policy on Graduate Program Catalog Entry
The Graduate Council approved the Policy with revisions. Sarah will make the revisions to the Policy and circulate a new draft for the Council’s approval by email.

Reviews: Management Ph.D. internal review – approval of draft F&R
The Graduate Council approved the F&R with minor revisions. The draft will be revised and forwarded to the program for a response.

Online M.S. in engineering admission assessment – presentation by Prof. Kambiz Vafai
Prof. Vafai discussed the Online MS in engineering program with the Graduate Council. Prof. Vafai informed the Council that the program would like to waive the GRE requirement for incoming students who have proficient work experience in an Engineering firm. Letters from employers will be used to determine the applicant’s work experience and ability to succeed in the program. The Council did not agree that work experience was equivalent to taking the GRE or FE. The Council firmly believes that an exam measuring a student’s competence must be a required component in determining their ability to succeed in a graduate program.

Prof. Vafai agreed to submit language for the Council’s consideration that states the GRE or FE and a Bachelor’s degree in a related field are required for admission to the program. This language will include an asterisk that says the GRE/FE may be waived by exception with an appeal made by the student.

Campus Review of Proposal to Merge Campus Colleges
Members of the Council discussed the proposal to merge the College of Humanities, Arts and Social Sciences (CHASS) with the College of Natural and Agricultural Sciences (CNAS). The current CNAS redesign proposal was also mentioned. A few members discussed how the faculty in their departments feel about the proposal. Some faculty in CNAS support the proposal to merge the colleges only so that the current administrative structure of CNAS is changed. Many of the members did not believe that merging the colleges would solve the CNAS problems.
mentioned in the proposal. The committee argued that most of the reasons listed for the college merge can be handled ad hoc and believes there are easier, cheaper and more successful solutions than merging the two colleges. The members present voted as follows to move forward with the proposal to merge the colleges: (1) in favor; (9) opposed; (2) abstentions. Absent members will be polled for their vote by email.
To be adopted:

A Request for Approval to Change admission requirements to the M.P.Ac Program

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposal</th>
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<tbody>
<tr>
<td>UCR Catalog 13-14 p. 86-87</td>
<td>The M.P.Ac. program provides emerging professional accountants and auditors with advanced education in audit and assurance, taxation, accounting information systems and ethics. Accountants and auditors help to ensure that public, private and not for profit entities are run efficiently. Accountants and auditors analyze, verify and communicate financial information for various entities. They may also be involved with budget analysis, tax analysis, management consulting, financial and investment planning, information technology consulting as well as a broad array of assurance services. The M.P.Ac. degree is offered as a one year program (48 units) for graduates with a baccalaureate degree with a concentration or major in accounting. Other students without the equivalent of a baccalaureate degree with a concentration or major in accounting may be admitted to the program with the understanding that additional coursework may be required to earn the M.P.Ac. degree. Candidates will be admitted for the fall quarter only.</td>
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<table>
<thead>
<tr>
<th>UCR Catalog 13-14 p. 316</th>
<th>The Master of Professional Accountancy program provides emerging professional</th>
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</thead>
<tbody>
<tr>
<td>Master of Professional Accountancy (M.P.Ac.)</td>
<td>The Master of Professional Accountancy program provides emerging professional</td>
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NC
accountants and auditors with advanced education in audit and assurance, taxation, accounting information systems and ethics. The M.P.Ac. will be offered as a one year program (48 units) for graduates of a baccalaureate degree with a concentration or major in accounting. These students typically will be graduates of accounting programs from UCR and other colleges and universities. Students admitted to the program will have an academic profile similar to those students admitted to other master's level programs in the Anderson Graduate School of Management.

| 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. Applications are accepted for fall term. Students will be deemed to have a concentration or major in accounting if his or her prior work includes 48 semester (72 quarter) units of accounting, auditing and business-related subjects, including a minimum of 24 semester (36 quarter) units in accounting and auditing subjects. The remaining 24 semester (36 quarter) units may include additional accounting subjects or other business-related subjects as listed below. Accounting and auditing courses must include Introductory Financial Accounting, Introduction to Auditing, Managerial Accounting or Cost Accounting, Intermediate Financial Accounting—at least 2 semesters or 3 quarters, and Income Taxation of Individuals or Business Entities. Business-related subjects may include courses in Accounting Information Systems, Advanced Accounting, Advanced Auditing, Advanced Taxation, Business Administration, Business Communications, Business Law, Ethics, Business Management, Computer Science/Information Systems, Economics, Finance, Marketing, Statistics, and Management | 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 University Graduate Council. Applications are accepted for fall term. Students will be deemed to have a concentration or major in accounting if his or her prior work includes 48 semester (72 quarter) units of accounting, auditing and business-related subjects, including a minimum of 24 semester (36 quarter) units in accounting and auditing subjects. The remaining 24 semester (36 quarter) units may include additional accounting subjects or other business-related subjects as listed below. Accounting and auditing courses must include Introductory Financial Accounting, Introduction to Auditing, Managerial Accounting or Cost Accounting, Intermediate Financial Accounting—at least 2 semesters or 3 quarters, and Income Taxation of Individuals or Business Entities. Business-related subjects may include courses in Accounting Information Systems, Advanced Accounting, Advanced Auditing, Advanced Taxation, Business Administration, Business Communications, Business Law, Ethics, Business Management, Computer Science/Information Systems, Economics, Finance, Marketing, Statistics, and Management |
Other students without the above background would be admitted to the program if they have attained undergraduate record that satisfies the standards established by the University Graduate Council. These students will have to take an intensive course of study at UCR the summer prior to entry. Once the course work is completed a final assessment will be made on admission.

All applicants must submit scores from the Graduate Management Admissions Test (GMAT) or Graduate Record Exam, General Test (GRE). Applicants whose first language is not English are required to submit acceptable scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) unless they have a degree from an institution where English is the exclusive language of instruction.

Additionally each applicant must submit three letters of recommendation, at least two of which must be academic references. All other application requirements are specified in the graduate application or in the General UCR catalog.
Candidates must complete 48 units to earn the degree. Of the 48 units, 20 units are required:

- MGT 225. Professional Accounting and Auditing Research
- MGT 229. Sustainability and Ethical Control Systems
- MGT 240B. Advanced Taxation
- MGT 278A. Auditing and Assurance Services: Theory and Practice
- MGT 278B. Information Technology Auditing and Assurance

The balance of the 28 elective units will include other courses in accounting and auditing, courses offered by AGSM in other graduate programs and by other departments in UCR.

**Plan I (Thesis) is not an option for the M.P.Ac. degree program.**

**Plan II (Comprehensive Examination)** Plan II requires that at least 18 units be in graduate-level courses taken at a UC campus. None of these may be in courses numbered 297 or 299. Every candidate must take a comprehensive examination, the content of which is determined by AGSM faculty. Students must pass a comprehensive examination, which is taken after advancing to candidacy and at the end of all coursework (in the last week of the Spring Quarter), to receive the degree. The exam will be computerized and approximately three (3) hours in length, and will cover the topics taught throughout the entire program. This exam is designed to ensure that all students receiving the degree have internalized the central knowledge, problem solving and ethical skills necessary if they are to act as overseers of public trust.

**Normative Time to Degree** 3 quarters
Justification

Currently, the MPAc program is designed for graduates of a baccalaureate degree with a concentration or major in accounting. These students typically will be graduates of accounting programs from UCR and other colleges and universities.

To broaden the appeal of the program we would like to make it possible for graduates of a baccalaureate degree WITHOUT a concentration or major in accounting to be admitted to the program. To accomplish this goal, we proposed (and the Committee on Courses approved our proposal on 02/12/2014) a set of intensive courses (MGT 400 A,B,C,D & E) for those applicants that do not have sufficient background in accounting, auditing and information systems. These intensive courses (will probably be offered in the summer) will cover basic elements of accounting, auditing, taxation and accounting information systems and will provide sufficient background in these subject areas to be able to take courses in the MPAc program.

Given that these courses have been approved, it is now possible for us to propose changes to the admission criteria to the program such that those applicants that lack sufficient accounting and auditing background can still be admitted, but their progress in the program is contingent upon successfully completing the intensive courses.

Approved by SoBA EC January 9th 2015
Approved by SoBA Faculty October 23, 2014
December 16, 2014

To: Prof. Richard Savich, Academic Director  
Master of Professional Accountancy (MPAc) Program

From: Rene Lysloff, Chair  
Courses & Programs Subcommittee of the Graduate Council

Re: Proposed Changes to the Master of Professional Accountancy

The Courses & Programs Subcommittee of the Graduate Council reviewed the proposed changes to the MPAc admission requirements. The changes being proposed are not in compliance with Graduate Division requirements, which are a minimum of three letters of recommendation and two essays. Because Graduate Division already requires essays for admission, the program should clarify that the proposed essay is an additional requirement. The Subcommittee would also like the program to specify the proposed essay topic.

The Subcommittee is concerned that the program is proposing to no longer require academic references.

The Subcommittee would like the program to remove the reference to the Graduate Division and University Graduate Council in the proposed catalog copy.
November 24, 2014.

TO: Prof. Lynda Bell, Chair of the Graduate Council.

FROM: Richard Savich, Academic Director of the Master of Professional Accountancy (MPAc) Program

RE: Request for approval on changes to Master of Professional Accountancy (MPAc) Program

The attached documents are a request from the School of Business Administration and the A. Gary Anderson Graduate School of Management to change the admission requirements for the MPAc program. We propose that graduates without an accounting undergraduate major from accredited universities be admitted into the program. To facilitate this we have prepared a set of courses that would be offered in the summer before the program begins. The University has already approved these courses. In addition, we are requesting that only one letter of recommendation and one essay be required with the application. These changes would go into effect for the academic year beginning fall 2015.

Our justification is included in the documents, but to summarize, we propose to expand the potential pool of applicants and students by including other than just accounting majors. Also, other universities have reduced the number of recommendation letters and essays. We do not want to restrict applicants by requiring too many hurdles to possible acceptance.

Regards,

Richard S. Savich
Coversheet for Request for Approval
To Modify Graduate Program Degree Requirements

Program

<table>
<thead>
<tr>
<th>Is this an interdepartmental program?</th>
<th>☑ Yes</th>
<th>☐ No</th>
</tr>
</thead>
</table>

If an interdepartmental program, list other involved programs

Department/Academic Unit/School
DePARTMENT of English/CHASS

Date
2.6.15

Proposed Effective Date
immediately

Faculty Contact:
Susan Zieger, Director of Graduate Studies
Email: susan.zieger@ucr.edu
Phone: 6265901469

Prepared by:
|
Email: |
Phone: |

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

☐ Admission requirements
☐ Unit requirements
☐ Professional Development Plan
☐ Examination requirements
☐ Time-to-degree
☐ Designated Emphasis
☐ Course requirements—course changes/new courses MUST be submitted in CRAMS simultaneously with program change/new program submission.
☐ Specializations
☒ Other (please describe): Language requirement

☐ Does this program change affect any other programs? If yes, check the box.

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

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

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

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

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

Faculty Approval Date: Indicate the date of the faculty vote

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

Checklist of Required Attachments/Appendices (please check to verify inclusion):
☒ Dean/Associate Dean/Chair or Program Advisor Cover Letter.
☒ Completed Coversheet for Request for Approval To Modify Graduate Program Degree Requirements.
Revised Catalogue/Website Copy in proper table format including Justification as indicated above. Must be signed and dated.
To: Graduate Council Chair David Lo  
From: Susan Zieger, Director of Graduate Studies, Department of English  
6 February 2015

On 1 December 2014, the English department unanimously passed a slightly altered version of the following resolution. We request Graduate Council to address its request in its February meeting.

The Graduate Division at UCR does not currently accept proficiency in American Sign Language (ASL) as an option for graduate students to fulfill the language proficiency requirement for the M.A. and Ph.D. programs in English. The English department believes this rule needs to be revised to recognize ASL’s widely accepted status as a language and thus its relevance to graduate level work in English. ASL is not simply miming. It makes use of linguistic aspects such as phonemes and grammar; as with English, subjects agree with verbs, tense can be indicated, and dialects such as Black American Sign Language exist. ASL is also no mere derivative of English: its verbal aspect and classifier systems are arguably richer and more structurally varied than those of English. ASL is used by over 500,000 people in North America alone, and is the sixth most-used language after English, Spanish, Italian, German and French. Unsurprisingly, ASL has given rise to a body of literature by and about its users; there are ASL texts in oral and written modes, which include the folk heritage of Deaf people. As a language, ASL’s relevance to graduate study in English is abundantly clear, since this discipline investigates communication, aesthetics, histories, subjectivities, and other matters pertaining to language. Scholars of Linguistics, Communication, History, Cognitive Science, and Disability Studies have increasingly turned their attention to ASL. At present ASL plays a role in graduate and faculty scholarship in the English department. In sum, though ASL does not have a written component, it is a language; it is and will remain relevant to Ph.D. work in our department; and it is and can be routinely assessed for proficiency and fluency. The English department believes these facts should be recognized by the Graduate Council and the Graduate Division.
Existing

Language Requirement Students entering with a B.A. must demonstrate proficiency in two languages other than English before advancement to candidacy. Students entering with an M.A. from institutions that required proficiency in a language other than English for the master’s degree must demonstrate proficiency in a second language before advancement to candidacy. In lieu of a second language, students from both groups may complete one of three alternatives involving the first language or a related field approved by the Graduate Committee. For details consult the graduate advisor or english.ucr.edu.

Students entering with an M.A. from institutions that did not require proficiency in a language other than English for the master’s degree must demonstrate proficiency in one language other than English. Alternatives described above are not available to these students.

Proposed

Language Requirement Students entering with a B.A. must demonstrate proficiency in two languages other than English before advancement to candidacy. Students entering with an M.A. from institutions that required proficiency in a language other than English for the master’s degree must demonstrate proficiency in a second language before advancement to candidacy. In lieu of a second language, students from both groups may complete one of three alternatives involving the first language or a related field approved by the Graduate Committee. The department recognizes ASL as a language. For details consult the graduate advisor or english.ucr.edu.

Students entering with an M.A. from institutions that did not require proficiency in a language other than English for the master’s degree must demonstrate proficiency in one language other than English. Alternatives described above are not available to these students.

Justification: this change has no impact on time to degree, and a positive impact on employment prospects and recruitment. Current students will be able to take advantage of the revisions, with the approval of the Director of Graduate Studies.

Faculty Approval Date: English Department (12/1/14)

Graduate Program Director Susan Zieger

February 6, 2015
MEMO: David Lo,  
Chair, Graduate Council

FROM: Anthea Kraut  
Graduate Advisor

RE: Request for Revisions to Requirements for the MFA in Experimental Choreography Program

DATE: January 15, 2015, revised January 21, 2015 (revisions in blue)

The Dance Department requests revisions to the curriculum requirements for the MFA in Experimental Choreography. These revisions serve to convert newly approved courses into requirements, to provide more appropriate pedagogical training to MFA students, and to give MFA students more flexibility in how they meet the coursework requirements for the degree. These revisions require no new resources for the department.

Revisions:

While the core course requirements for the MFA will remain the same, the proposed new requirements would be as follows:

Students must take 4 units in each of the following: [Note: none of these courses was required in the past]:
- Dance 180R: Dance Practicum: Pedagogy (4 units)
- Dance 239: Introduction to Graduate Study of Dance [This is a recently approved new course.] (4 units)
- Dance 244 (Special Topics in Dance Making ) (4 units)

In addition, students must complete 8 units from the following dance history and theory courses: [Note: previously, students were required to take 16 units out of the following and a fifth 260 level seminar]
- Dance 254: Political Approaches to Dance Studies (4 units)
- Dance 255: Historical Approaches to Dance Studies (4 units)
- Dance 257: Rhetorical Approaches to Dance Studies (4 units)
- Dance 258: Cultural Approaches to Dance Studies (4 units)

Students must also take Dance 301 (which does not count toward the total 54 units required for the degree) plus 4-6 graduate-level units of electives either within or outside the Dance Department. These units should be taken for a letter grade and can include, but are not limited to: any of the core PhD courses (Dance 254-258) not previously taken; a Dance 200-level seminar course in history and theory; Dance 280 (the Colloquium); the bundling of an upper-division undergraduate-level course with 2 units of 292 (Concurrent Analysis).

An additional 12-14 units are taken through Dance 297 or Dance 299 for work on phases of the final project.

[Note: the unit flexibility in the two above clauses gives students the option of either taking more units of seminar or colloquium coursework, or more units of work on their independent research projects.]
Justification:

These proposed revisions serve three functions simultaneously:

1. They make two recently developed courses - DNCE 239 and DNCE 244, both of which were designed to serve MFA students – requirements for the degree. DNCE 239 serves as an introduction to the field of critical dance studies. As a course that will be offered every fall and that will be required of PhD and MFA students alike, it will cultivate collegiality across our graduate programs and ensure that all graduate students start with the same base of knowledge as they move forward in their respective degree programs. DNCE 244, meanwhile, focuses on the intersections between theoretical and practical approaches to dance and will serve as an important supplement to the dance-making training MFA students receive in the four core MFA courses.

2. The revisions solve a pedagogy problem that faculty have become increasingly aware of. Presently, all graduate students who wish to serve as a TA for DNCE 5: Introduction to Dance, are required to take DNCE 14: Introduction to Choreography, in conjunction with 2 units of DNCE 302. This arrangement has meant that graduate students are taking spots in one of the gateway courses for Dance majors. DNCE 180R, a pedagogy course that is already on our books, will eliminate the need for this ad hoc arrangement and will give graduate students more focused guidance as they prepare to teach in the dance studio. (Note: Although MFA students are also required to take DNCE 301, that course prepares students to teach lecture and seminar courses in dance history and theory. DNCE 180R, in contrast, prepares students to teach practice-based studio courses.)

3. The revisions will give a great deal more flexibility to MFA students in deciding which history/theory seminars are most relevant to their choreographic research agendas. The previous requirements – that MFA students take three out of the four core PhD courses (DNCE 254-258) – meant that MFA students were often burdened with seminar courses heavy on reading and writing during their second year in the program, as they were working intensively on the completion of their final choreographic project. They also meant that MFA students had no room in their schedules to take elective seminars that overlapped more closely with their research interests. The proposed requirements still insist on the scholarly rigor that has been a distinguishing feature of our MFA program and still place PhD and MFA in close contact with one another, but they do so in a way that lets MFA students pursue a more individualized course of study that benefits their own research projects.

The faculty voted unanimously in favor of these revisions on January 15, 2015.
M.F.A. in Experimental Choreography

The Master of Fine Arts (M.F.A.) program in Experimental Choreography constructs opportunities for highly motivated choreographers to conduct both research in dance and an assessment of contemporary issues in dance aesthetics, history, and culture. The focus of this program is the development of experimental choreography that challenges cultural assumptions and is informed by a critical and reflective perspective. Core courses focus on what constitutes an experiment in contemporary dance, improvising choreography, systems of representation used to create choreographic meaning, and the collaborative process. Through close cooperation with the Ph.D. program in Critical Dance Studies, students explore the dynamic relationships between theory, method, and object of study. A final project demonstrates a thorough investigation and committed execution of a defined choreographic problem. Financial assistance includes teaching assistantships and fellowships for community projects through the Gluck Fellows Program of the Arts.

PROPOSED:

M.F.A. in Experimental Choreography

The Master of Fine Arts (M.F.A.) program in Experimental Choreography constructs opportunities for highly motivated choreographers to conduct both research in dance and an assessment of contemporary issues in dance aesthetics, history, and culture. The focus of this program is the development of experimental choreography that challenges cultural assumptions and is informed by a critical and reflective perspective. Core courses focus on what constitutes an experiment in contemporary dance, improvising choreography, systems of representation used to create choreographic meaning, and the collaborative process. Through close cooperation with the Ph.D. program in Critical Dance Studies, students explore the dynamic relationships between theory, method, and object of study. A final project demonstrates a thorough investigation and committed execution of a defined choreographic problem. Financial assistance includes teaching assistantships and fellowships for community projects through the Gluck Fellows Program of the Arts.
**Admission** Applicants to the program should demonstrate significant professional experience as an active choreographer making and producing work, must have a B.A. or B.F.A. degree from an accredited institution. It is recommended that applicants take the GRE if their GPA is below a 3.0. A video sample of choreography is required. Contact the department for specific details. The program is especially designed for the practicing artist who desires to return to an institutional context for advanced study.

The program seeks applicants who desire to contextualize their aesthetic inquiry through the study of historical, cultural, and political perspectives on dance. Students will be asked to examine their own artistic production from these various perspectives, as they produce new work. They will be involved in a rigorous investigation of contemporary aesthetic issues as formulated in their own research projects.

**Course Work** Requirements consist of 40 units of course work (10 courses) and 12 units of independent research for a final project. The core curriculum, normally to be completed in the first two years of residency, shall comprise the following 16 units:

- DNCE 240 (Improvising Choreography: Scores, Structures, and Strategies)
- DNCE 241 (Creating the Experiment: Identifying the New)
DNCE 242 (Dancing Representation: Figures, Forms, and Frames)

DNCE 243 (Collaborating in Dance Making: Materials, Methods, and Interactions)

In addition, students must complete 16 units from the following Critical Dance Studies courses:

DNCE 254 (Political Approaches to Dance Studies)
DNCE 255 (Historical Approaches to Dance Studies)
DNCE 257 (Rhetorical Approaches to Dance Studies)
DNCE 258 (Cultural Approaches to Dance Studies)

One 4-unit DNCE 200-level seminar course in history and theory, excluding DNCE 280 and DNCE 290 to DNCE 299.

Students must also take 4 units in each of the following:

DNCE 180R (Dance Practicum: Pedagogy)
DNCE 239 (Introduction to Graduate Study of Dance)
DNCE 244 (Special Topics in Dance Making)

In addition, students must complete 8 units from the following Critical Dance Studies courses:

DNCE 254 (Political Approaches to Dance Studies)
DNCE 255 (Historical Approaches to Dance Studies)
DNCE 257 (Rhetorical Approaches to Dance Studies)
DNCE 258 (Cultural Approaches to Dance Studies)

Students must also take Dance 301, as well as 4 graduate-level units of electives, to be determined in consultation with their chair, that are relevant to their specific research project. These 4 additional units should be taken for a letter grade and can include a graduate-level seminar.

Students must also take Dance 301, (which does not count toward the total 54 units required for the degree) plus 4-6 graduate-level units of electives either within or outside the Dance Department. These units should be taken for a letter grade and can
within or outside of the department, Dance 280 (the Colloquium), or the bundling of an upper-division undergraduate-level course with 2 units of Dance 292 (Concurrent Analysis).

An additional 12 units are taken through DNCE 297 or DNCE 299 for work on phases of the final project. During the second year, students form a committee consisting of three faculty members, one of whom may be outside the department.

The committee approves the project proposal and supervises the final project. The student’s progress through the program culminates in the final project, which reflects a serious investigation of a specific choreographic problem.

Foreign Language Requirement None

Written and/or Oral Qualifying Examination During the second year, the student writes a 5–15-page proposal for the final project to be approved by the committee.

Final Project The final project could take the form of a concert of dances or some other performance event in which the student’s research is made evident. Because of the experimental nature of the program, it is difficult to specify the exact form the project may take. For example, students may 1) undertake to create site-specific dances occurring in different locales over several months, 2) organize opportunities for interactive choreography with distinct groups of performers, or 3) choreograph a dance

include, but are not limited to: any of the core PhD courses (Dance 254-258) not previously taken; a Dance 200-level seminar course in history and theory; Dance 280 (the Colloquium); the bundling of an upper-division undergraduate-level course with 2 units of 292 (Concurrent Analysis).

An additional 12-14 units are taken through DNCE 297 or DNCE 299 for work on phases of the final project. During the second year, students form a committee consisting of three faculty members, one of whom may be outside the department.

The committee approves the project proposal and supervises the final project. The student’s progress through the program culminates in the final project, which reflects a serious investigation of a specific choreographic problem.

Foreign Language Requirement None

Written and/or Oral Qualifying Examination During the second year, the student writes a 5–15-page proposal for the final project to be approved by the committee.

Final Project The final project could take the form of a concert of dances or some other performance event in which the student’s research is made evident. Because of the experimental nature of the program, it is difficult to specify the exact form the project may take. For example, students may 1) undertake to create site-specific dances occurring in different locales over several months, 2) organize opportunities for interactive choreography with distinct groups of performers, or 3) choreograph a dance
to be viewed on CD-ROM. Whatever its final form, the project must demonstrate a thorough investigation and committed execution of a defined aesthetic concern. The final project includes a written requirement to be completed within one quarter following the performance event. This document, 20-40 pages long, outlines the aesthetic focus of the student’s research and provides a historical and philosophical contextualization for the project.

**Normative Time to Degree** 9 quarters

---

**Graduate Courses**

**DNCE 239 Introduction to Graduate Study of Dance (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisites(s): graduate standing or consent of instructor. A graduate-level introduction to the field of critical dance studies. Focus is on the foundational works and issues that have shaped the field. Topics to be covered include: genealogies of dance studies, approaches to embodiment, the influences of cultural studies and critical theory, and the research of Dance Department faculty.

**DNCE 240 Improvising Choreography: Scores, Structures, and Strategies (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. An evaluation of the use of the score or structure as a predetermining guide to the production of choreography. Students create choreography in ensemble, co-choreographing dances in choreography with distinct groups of performers, or 3) choreograph a dance to be viewed on CD-ROM. Whatever its final form, the project must demonstrate a thorough investigation and committed execution of a defined aesthetic concern. The final project includes a written requirement to be completed within one quarter following the performance event. This document, 20-40 pages long, outlines the aesthetic focus of the student’s research and provides a historical and philosophical contextualization for the project.

**Normative Time to Degree** 9 quarters

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the moment of performance and assessing immediately the efficacy of a given approach. Course is repeatable to a maximum of 8 units.

**DNCE 241 Creating the Experiment: Identifying the New (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. An inquiry into what constitutes an experiment in contemporary dance, critically examining how artists bring new dance into existence. Questions the working process in originating movement, sequencing, and images for dance and assesses this process with respect to larger historical and cultural frameworks. Course is repeatable to a maximum of 8 units.

**DNCE 242 Dancing Representation: Figures, Forms, and Frames (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. An examination of the systems of representation used to create choreographic meaning. Considers the bodily codes and the cultural associations attached to distinct qualities of movement and the conventions of space, time, and narrative through which a dance achieves its meaning. Course is repeatable to a maximum of 8 units.

Students create choreography in ensemble, co-choreographing dances in the moment of performance and assessing immediately the efficacy of a given approach. Course is repeatable to a maximum of 8 units.

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DNCE 243 Collaborating in Dance Making: Materials, Methods, and Interactions (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. An examination of the function of the choreographer as principal director of the dance project. Analysis of various approaches to the making of dance works that involve distinctive forms of collaboration with artists working in allied media. Course is repeatable to a maximum of 8 units.

DNCE 244 Special Topics in Dance Making (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Study of emerging issues in embodied practice, dance creation, and/or dance production. Focus varies by quarter. Topics may include intersections between theoretical and practical approaches to dance; dance and digital technologies; cultural specificity and dance making; curatorial practices; concepts or models of dance production; and embodying dances past. Letter Grade or Satisfactory/No Credit (SN/C); no petition required. Course is repeatable as content changes.

DNCE 243 Collaborating in Dance Making: Materials, Methods, and Interactions (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. An examination of the function of the choreographer as principal director of the dance project. Analysis of various approaches to the making of dance works that involve distinctive forms of collaboration with artists working in allied media. Course is repeatable to a maximum of 8 units.

DNCE 244 Special Topics in Dance Making (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Study of emerging issues in embodied practice, dance creation, and/or dance production. Focus varies by quarter. Topics may include intersections between theoretical and practical approaches to dance; dance and digital technologies; cultural specificity and dance making; curatorial practices; concepts or models of dance production; and embodying dances past. Letter Grade or Satisfactory/No Credit (SN/C); no petition required. Course is repeatable as content changes.
DNCE 254 Political Approaches to Dance Studies (4) Seminar, 3 hours; consultation, 1 hour. Prerequisite(s): reading knowledge of a language other than English; working knowledge of notation; graduate standing or consent of instructor. The study of power relations reflected in and enacted by dance practice and performance. Topics include nation formation, imperialism, race, commodification, globalization, economic and class relations, gender, and political affiliation and resistance.

DNCE 255 Historical Approaches to Dance Studies (4) Seminar, 3 hours; studio, 2-3 hours. Prerequisite(s): reading knowledge of a language other than English; working knowledge of notation; graduate standing or consent of instructor. The study of dances past and how dance practices have changed over time. May include study of changing modes for production and reception of dance, shifting constructions of bodies and movement, theories of dance reconstruction, and conceptualizations of historical evidence.
DNCE 257 Rhetorical Approaches to Dance Studies (4) Seminar, 3 hours; consultation, 1 hour. Prerequisite(s): reading knowledge of a language other than English; graduate standing or consent of instructor. The study of dance structure and of the structure of dance study. May include the analysis of narrative or representational structures in dance; narrative structures in dance writing; dance semiotics; dance philosophy; and the accuracy, reliability, and value of critical studies of dance.

DNCE 258 Cultural Approaches to Dance Studies (4) Seminar, 3 hours; consultation, 1 hour. Prerequisite(s): reading knowledge of a language other than English; graduate standing or consent of instructor. The study of dance in and across cultures including cross-cultural studies of dance; multicultural approaches to dance history; ethnological, ethnographic, and cultural studies approaches to dance analysis; and analysis of the different roles and functions dance plays in cultural systems.

DNCE 260 (E-Z) Seminar in Dance History (4) Seminar, 3 hours; written work, 3 hours. Prerequisite(s): graduate standing; consent of instructor. Studies in E. Periods; F. Styles; G. National Forms; H. Individual Artists; I. Choreographies; J. Aesthetics; K.
Dance Literature; L. Notation. Each segment is repeatable as its content changes.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Type(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE 264 Oral History (4)</td>
<td>Seminar</td>
<td>3</td>
<td>Individual study, 3 hours.</td>
<td>Prerequisite(s): graduate standing or consent of instructor. Theory and practice of oral history as a research technique. Ethnographic, social history, and gender perspectives on oral history; methods for research preparation, interview procedures, transcription, editing, and legal responsibilities. Interview project and analytical paper required.</td>
</tr>
<tr>
<td>DNCE 267 Choreographies of Writing (4)</td>
<td>Seminar</td>
<td>3</td>
<td>Discussion, 1 hour</td>
<td>Prerequisite(s): graduate standing or consent of instructor. An analysis of the types of relationships that may exist between dance and text. Examines the methods and strategies for translating choreographed action into a written description of that action. Students’ writing is a major focus of discussions.</td>
</tr>
<tr>
<td>DNCE 280 Colloquium in Current Topics in Dance Research (2)</td>
<td>Colloquium</td>
<td>2</td>
<td></td>
<td>Prerequisite(s): graduate standing or consent of instructor. Presents current research topics in dance, including selected professional development workshops. Conducted by students, faculty, visiting scholars, and artists. Students attend all colloquium sessions and complete an additional written component. Course is repeatable to a maximum of 4 units.</td>
</tr>
</tbody>
</table>
DNCE 290 Directed Studies (1-6)  
Outside research, 3-18 hours.  
Prerequisite(s): graduate standing; consent of instructor and Department Chair. To be taken to meet special curricular problems. Normally graded Satisfactory (S) or No Credit (NC) only, but students may petition the instructor for a letter grade for specialized topics pursued with close faculty supervision. Course is repeatable.

DNCE 291 Individual Study in Coordinated Areas  
(1-12) Outside research, 3-36 hours.  
Prerequisite(s): graduate standing; consent of instructor and graduate advisor. A program of study designed to advise and assist graduate students who are preparing for written and oral qualifying examinations. Does not count toward the unit requirement for the Ph.D. degree. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

DNCE 292 Concurrent Analytical Studies in Dance  
(1-4) Outside research, 3-12 hours.  
Prerequisite(s): graduate standing; consent of instructor and Graduate Advisor. To be taken concurrently with some 100-series course, but on an individual basis. Limited to research, criticism, and written work of a graduate order commensurate with the number of units elected. Normally

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**DNCE 297 Directed Research (1-6)**
Outside research, 3-18 hours.
Prerequisite(s): consent of instructor and graduate advisor. Individualized studies in specially selected topics in Dance under the direction of a faculty member. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

**DNCE 298-I Individual Internship (1-4)**
Internship, 3-12 hours; term paper, 3 hours; written work, 3 hours.
Prerequisite(s): graduate standing or consent of instructor. Individual study or apprenticeship with an appropriate professional individual or organization to gain experience and skill in activities related to dance studies. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 12 units.

**DNCE 299 Research for the Thesis or Dissertation (1-12)**
Outside research, 3-36 hours.
Prerequisite(s): consent of thesis or dissertation director. Research for and preparation of the thesis or dissertation. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

**Professional Courses**

**DNCE 301 Seminar in Dance Studies Pedagogy and Professional Development (4)** Seminar, 3 hours; consultation, 1 hour. Prerequisite(s): graduate standing or consent of

number of units elected. Normally graded Satisfactory (S) or No Credit (NC) only, but students may petition the instructor for a letter grade for specialized topics pursued with close faculty supervision. Course is repeatable.

**DNCE 297 Directed Research (1-6)**
Outside research, 3-18 hours.
Prerequisite(s): consent of instructor and graduate advisor. Individualized studies in specially selected topics in Dance under the direction of a faculty member. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

**DNCE 298-I Individual Internship (1-4)**
Internship, 3-12 hours; term paper, 3 hours; written work, 3 hours.
Prerequisite(s): graduate standing or consent of instructor. Individual study or apprenticeship with an appropriate professional individual or organization to gain experience and skill in activities related to dance studies. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 12 units.

**DNCE 299 Research for the Thesis or Dissertation (1-12)**
Outside research, 3-36 hours.
Prerequisite(s): consent of thesis or dissertation director. Research for and preparation of the thesis or dissertation. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

**Professional Courses**

**DNCE 301 Seminar in Dance Studies Pedagogy and Professional Development (4)** Seminar, 3 hours; consultation, 1 hour. Prerequisite(s):
instructor. Prepares for the teaching of dance studies in an academic setting and for participating in the dance studies profession. Includes creating course syllabi, discussing a range of practical teaching and professionalization issues, and developing skills necessary to succeed in the academic field of dance. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 8 units.

DNCE 302 Teaching Practicum (1-4)
Lecture, 1-4 hours. Prerequisite(s): graduate standing. Supervised teaching in upper-division Dance History and lower-division Dance courses. Must be taken at least once by all teaching assistants. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.
Justification: see attached memo

Faculty Approval Date: January 15, 2015

Department Chair/Program Director: Jacqueline Shea Murphy

Signature:

Date:
Coversheet for Request for Approval
To Modify Graduate Program Degree Requirements

<table>
<thead>
<tr>
<th>Program</th>
<th>Art History MA/PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Academic Unit/School</td>
<td>Art History/UCR</td>
</tr>
<tr>
<td>Date</td>
<td>2-4-15</td>
</tr>
<tr>
<td>Proposed Effective Date</td>
<td>2015F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Contact:</th>
<th>Kristoffer Neville</th>
<th>Email: <a href="mailto:kneville@ucr.edu">kneville@ucr.edu</a></th>
<th>Phone: 2-5057</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared by:</td>
<td>Kristoffer Neville</td>
<td>Email: <a href="mailto:kneville@ucr.edu">kneville@ucr.edu</a></td>
<td>Phone: 2-5057</td>
</tr>
</tbody>
</table>

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

- [x] Other (please describe): Addition of a sixth-quarter review

1. 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.

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

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

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

Faculty Approval Date: Indicate the date of the faculty vote

<table>
<thead>
<tr>
<th>Department Chair / Program Director:</th>
<th>Please type name(s) as appropriate</th>
</tr>
</thead>
<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):

- [x] Dean/Associate Dean/Chair or Program Advisor Cover Letter
- [x] Proposal in proper table format – signed and dated as appropriate
- [x] Revised and Dated Program Summary
- [x] Revised Catalogue Copy
- [ ] Revised Website Copy
### UC RIVERSIDE GRADUATE DIVISION

**To be adopted:**

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

**Effective Date:** Fall 2015

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

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

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

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

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

2/6/2015 4:54 PM
**Language Requirement** Students must demonstrate proficiency in one research language (in addition to English) appropriate to their area of study. The relevant language is chosen in consultation with the graduate advisor and, if possible, the potential M.A. thesis advisor. Ideally, the student should acquire this language proficiency before entering the program. If this is not the case, the language requirement should be fulfilled before the fourth quarter in residence. This requirement is meant to provide the student with an understanding of a foreign language so that the student can perform graduate level research in this language.

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

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

**Doctoral Degree**

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

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

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

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usually advance to candidacy after one year of coursework.

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

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

Foreign Languages

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

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

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Sixth-Quarter Review All Ph.D. students undergo a comprehensive review no later than the sixth quarter of enrollment in the program, based on a portfolio selected by the student and advisor. The graduate studies committee reviews the student’s record and makes one of the following recommendations: proceed, hold, or terminate. Students receiving a hold may reapply once, within three quarters. Students receiving a terminate may continue enrolling for no more than three quarters to complete M.A. requirements. Only under extraordinary circumstances may a student continue enrolling for more than 9 quarters (including enrollment while an M.A. student at UCR) without permission to proceed to examinations.

Foreign Languages

PhD students are required to demonstrate
Written and Oral Qualifying Examination

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

Advancement to Candidacy

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

Dissertation and Final Oral Examination

A dissertation to be presented as prescribed by the Graduate Council is prepared under the direction of the candidate’s dissertation committee. The dissertation itself must make a significant and original contribution to the competence in two foreign languages before advancement to candidacy. For some fields, additional languages may be required for mastery of the primary and secondary literature. The appropriate languages will be determined in consultation with the student’s academic advisor and approved by the graduate advisor.

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

CHN 006
FREN 004
GER 004
ITAL 004
JPN 006
SPN 006
field of art history, as demonstrated in a final oral examination or defense.

Normative Time to Degree

is 18 quarters counting time spent as UCR MA student or 15 quarters for those entering with an MA from another institution.

method of the proposed dissertation, and should be prepared in consultation with the dissertation advisor, who must approve it before the oral qualifying exam can be scheduled. The oral examination, which is supervised by a faculty committee as stipulated in the regulations of the Graduate Division, concentrates on the students’ preparation of writing a dissertation as indicated by the dissertation prospectus.

Dissertation and Final Oral Examination

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

Normative Time to Degree

is 18 quarters counting time spent as UCR MA student or 15 quarters for those entering with an MA from another institution.

Justification:
The department faculty voted on June 4, 2014, to amend the catalog to add a sixth-quarter review for PhD students. This creates a formal process to review all PhD students that is separate from the field-specific written literature reviews (the AHS general examination).

Effective Date: Fall 2015

Approved by the Art History faculty on 06/04/2014
Department Chair Malcolm Baker

Signature: [Signature]

Date: 02/04/2015
School of Medicine, MD Program:
The mission of the UCR School of Medicine is to improve the health of the people of California, and to serve Inland Southern California by training a diverse workforce of physicians and by developing innovative research and health care delivery programs that will improve the health of the medically underserved in the region and become models to be emulated throughout the state and nation. Students in the medical education program are trained for careers in clinical practice, teaching, research, and public service. Graduates of the program are expected to demonstrate competencies in eight key areas relevant to the practice of medicine: medical knowledge; patient care; interpersonal and communication skills; professionalism; practice-based learning and improvement; system-based practice; scholarship; and community and population health.

Requirements for Admission
MD requirements - Undergraduate course requirements include the basic requirements for admission to medical school: Mathematics (12 quarter units), English (12 quarter units), General college physics with lab (12 quarter units), College chemistry with lab including inorganic and organic chemistry (24 quarter units), General Biology with lab (12 quarter units). Recommended courses include Biochemistry, Spanish, Computer skills, and Humanities courses. In the Biomedical Sciences track, additional coursework in Molecular Biology is recommended; in the Engineering track, additional coursework in Engineering and Molecular Biology is recommended; and in the Population Health Studies track, additional coursework in anthropology or related social science topics is expected. Work toward satisfying a foreign language requirement may be pursued at any time during the program, including prior to admission or during the course of study, though completion of the language requirement is satisfied by passing the necessary language courses or a competency exam. The Medical College Admission Test (MCAT) scores are required but can be used for admission to both MD and PhD programs.

In addition, all applicants must indicate a distinct interest in an anthropological problem by way of their Statement of Purpose and submit a writing sample (preferably a past term paper or course essay) to demonstrate basic skills of scholarship.

MD/PhD Description:
The goal of the MD-PhD program is to develop Medical Scientists who will continue careers as primary researchers and scholars in health related topics. This contrasts with those gaining basic MD degrees or those with MD-Masters degrees (e.g., MPH, MBA, or Masters in Public Policy or Global Health) where the expectation is continued work in active clinical practice, public policy, or administration. Thus, selection of candidates is distinct from the approach toward the conventional medical school applicant population, where an ability to perform well in medical school coursework, commitment to primary care, and communication and clinical skills are given primary consideration. Instead, selection will be primarily on the basis of an aptitude
and commitment to research, whether in a biomedical lab-based setting, translational/clinical research, or population studies, in addition to an ability to perform well in medical school studies. Among a typical medical school class of 50 students each year at UCR SOM, we expect to include one or two combined degree candidates.

The MD-PhD program is a merging of existing MD and PhD programs on campus, but with the goal of enabling both degrees to be completed in an abbreviated time: six years instead of an expected nine years if done sequentially. An additional critical feature of the program is that the main requirements of both the MD and PhD programs are retained, but in an overlapping sequence that enables and encourages a synergistic integration of topics from both courses of study.

**Justification**

While candidates for admission to medical school programs are conventionally considered in the context of establishing a career in clinical practice, many science-inclined students are also strongly interested in careers in medically associated research that does not necessarily involve direct patient interactions or clinical practice. These are often highly motivated, accomplished, and talented students that can lead the next wave of advances in medical practice, drug development, and health policy. The MD-PhD program described here is designed to appeal to these students.

**Admissions Process**

The admissions process and student recruitment will be done in parallel but separately from the medical school admissions process. The MD-PhD admissions committee will have faculty from Anthropology in addition to faculty from the SOM, and candidate interviews will be held separately from the conventional medical school interview process. Given the standards noted above (e.g., demonstrated ability in research, exceptionally strong qualifications for medical school, fit to the SOM mission goals), it is expected that very few applicants will be selected for interview visits, and the criteria for medical school admission - such as fit to the SOM mission - will still be applied. Applicants who are selected for campus visits will have their files reviewed by the Anthropology Department’s faculty who will also decide on offers of admission.

Funding a combined degree is expensive, since the MD-PhD commitment includes six to seven years of fellowship support, including tuition, stipend, and benefits (health insurance). Until we are able to obtain NIH funding for a Medical Scientist Training Program (which provides up to six years support per student), we will have to fund the students through other mechanisms including private philanthropy. In this model, four years of medical school tuition plus stipend will required. Continued support through this program will be based on the same requirements applied to graduate students – a GPA above a 3.0 through the first two years, and additional requirements to be determined. Failure of any block in the first two years will drop the student from continuing in the program. For students that opt to drop out of the MD-PhD program, continuation in the PhD program will be at the discretion of the graduate program.

We have obtained a preliminary potential commitment from Graduate Division for an additional two years of fellowship support to cover one-year GSR support (graduate tuition plus stipend and benefits), and a final year dissertation fellowship. In cases where the PhD work requires an extra year or so, this leaves a requirement for an additional one or two years funding, where we would require that PhD thesis mentors would provide this support (GSR), mainly through extramural grant funds (e.g., NIH F30 or other fellowship) or other funds acquired through the School of Medicine.

Teaching Assistantships will not be permitted during thesis work so that progress toward the PhD is not impaired. MD degrees will not be awarded prior to a PhD thesis defense, and no Masters degree will be awarded prior to an MD or PhD.
In MD-PhD programs supported by NIH MSTP fellowships, the trainees incur only a service payback obligation; however, to encourage trainees to continue establishing their careers in research rather than private clinical practice, incentives (for example, in the form of financial support defined as loans that are forgiven after long term establishment of a research career) may be included as part of any MD-PhD fellowship agreement.

Program of study – Common thread

Students in the combined degree program will begin their studies along with the conventional MD students for the first three years (two years of basic sciences coursework and a year of core clinical clerkships), although in each PhD track they will also have additional coursework in their specific PhD program, lab rotations, and thesis preparation work. In some cases with approval of the graduate advisor and program director, students may opt to take graduate course work and thesis research during the third year, followed by a year of core clinical clerkships in the fourth year. In addition, they will participate in the regular Friday BMSC254 (“Pizza Friday”) series throughout their studies when possible. Students will also participate in a monthly Combined Degree Student Research Colloquium, where research presentations and discussions will be guided by a variety of graduate faculty members.

In the final year of the program when a PhD defense is anticipated, a final series of clinical rotations will also be scheduled in part to develop experience to prepare for residency, as well as “audition” for the residency match in the coming year. These rotations will be designed to enable active clinical experiences as well as time to finish thesis work (lab work as well as writing time).

While the combined degree program effectively compresses the time usually required for each individual degree, this is accomplished in part by courses receiving credit in both degree programs, and also by overlapping much of the degree work during the six to seven years of the program. However, the basic degree requirements for both the MD and PhD degrees are designed to be compatible with the requirements for each stand-alone degree. Some more significant changes are also proposed here, notably dropping the requirement for Teaching Assistantships (TAs) in all PhD programs; the rationale is that the program is intended to train academic researchers who understand how to work primarily from extramural support and not instructors.

Core Medical Curriculum

The basic MD curriculum includes two years of basic sciences (BMSC/MDCL 231 through 235 in the first year; MDCL 236 through 240 in the second year); these years typically involve up to 15-20 hours of didactic lectures per week in addition to clinical skills training. The third year is fully occupied by core clinical clerkships (Course numbers not yet designated). Throughout the three years there is also a Longitudinal Ambulatory Care Experience (LACE) which is an additional clinical care experience, and an associated scholarly activity. In the final year preparation for residency (year 6 or 7), additional clerkships are taken in various clinical specialties. In general, no graduate program courses in the PhD programs can substitute for the medical curriculum course work in the first three years, though there may be overlap and shared credit for course work taken in the final years of the program.

Graduate PhD Program in Anthropology

The Department of Anthropology offers the Ph.D. degree in Anthropology. The program is designed to provide each student with a basic knowledge of anthropology and specialized knowledge within the subdiscipline of the student's choice: archaeology, biological anthropology or cultural anthropology. Areas of particular strengths include: (1) transnationalism and political economy; (2) the archaeology of Mesoamerica and Western North America; (3) space, place, and environment; (4) culture, language, and thought ; (5) gender, kinship and sexualities; (6)
health, body, and medicine; (7) material culture, history, and time; and (8) iconography, aesthetics and performance.

In most cases, students will identify a thesis mentor during the first year, preferably on entering the program but before the end of the 2nd quarter, since unlike biomedical sciences, lab rotations are not common. During the first two years, much of the graduate coursework will also be completed, as schedules permit, not necessarily in sequence during the first year, and in most cases starting in the 2nd quarter of the first year.

For Anthropology, the year-long core ANTH200 series will begin in the Fall quarter of the second year with a comprehensive exam taken in the Spring of the second year. In both programs, credit toward breadth, specialization and advanced coursework will be given for completion of the first two years of the medical block didactic courses, and additional graduate courses and seminars will be required during years four through six as recommended by the student’s guidance committee. Thus, sub-discipline coursework will be best satisfied by a combination of graduate courses and medical school didactic courses in a manner that best integrates Anthropology principals and medical sciences. This may include selection of more advanced clinical rotations that best complements the didactic course work, PhD thesis work, and anticipated post-graduate medical residency. The preliminary research proposal will be prepared by the end of the second year, but a formal proposal and qualifying exam will take place by the fourth year.

By the end of the fourth year, much of the advanced coursework will also be completed, although the language requirement may be satisfied at any time including prior to admission. During all years, participation in BMSC254 and Colloquium will also be required. There is no requirement that field research be carried out locally, though research in SOM-affiliated clinical centers is strongly encouraged, and SOM resources should be available to support these studies. If field work is to be done off site, a detailed plan and strict timeline must be established by the thesis committee and agreed to by the MD-PhD Program Directors, so that completion of the PhD thesis work is completed within the six or seven years of the program. TAships will not be included in this program.

Requirements for completing the PhD degree:

Coursework:
1) During their second year students will complete the year-long Core Theory in Anthropology - 200A (fall quarter), 200B (winter quarter), and 200C (spring quarter). Passing the comprehensive exam at the end of the year-long seminar is a requirement to proceed in the combined degree program.

2) Breadth Requirement by the end of the 12th quarter: Students are expected to acquire a basic understanding of two of the four subfields (archaeology, sociocultural anthropology, biological anthropology, or linguistics) other than their subfield of specialization. To complete the breadth requirement, each student must select two subfields with the approval of the guidance committee and complete one graduate course in each. Examples of these courses could include a biological and cultural anthropology course such as ANTH253: Seminar in Physical Anthropology or ANTH262: Seminar in Medical Anthropology. With the approval of the student’s guidance committee, medical school basic science courses can fulfill one of the breadth requirements.

3) Methodological Skills Requirement by the end of the 9th quarter: Students must complete the methodological skills requirement, which could be a course (ANTH260: Ethnographic Field Methods) or independent study that covers needed methodologies for the thesis project, before taking the Oral Qualifying Exam.
4) Professional Development Training completed by the end of the 9th quarter: Students must complete the professional development training, ANTH210B, or any Graduate Division approved course, before taking the Oral Qualifying Exam. In some cases attendance at BMSC254 will satisfy this requirement.

Public Presentation
By the end of the 9th quarter: Students, drawing on their Research Proposal and Written Qualifying Comprehensive Exam, must make a public oral presentation to the department, at the James Young Colloquium, and/or at a national or international meeting. This performance is intended to provide the student with experience in presenting research papers in a public context.

Language Requirement
Students must demonstrate reading proficiency in at least one language other than English. In certain research fields, students may be required to demonstrate a higher level of proficiency or to demonstrate proficiency in additional languages. The required proficiency can be demonstrated by way of: 1) an exam administered by a UCR Anthropology or language faculty in that area; 2) by completing one year of advanced language course work with a "B" or better in courses; or 3) an independent language study taken with UCR faculty or from qualified language instructor of that language at another UC campus.

Examinations
Students are examined in their research and complementary fields by written examinations and at the PhD oral examination. To take the PhD oral qualifying examination, the student must submit a preliminary draft of the dissertation proposal. Students advance to candidacy after completing all examinations, coursework, and the language requirement.

Dissertation and Final Oral Examination
Candidates must write a dissertation on a topic approved by the dissertation committee and may be required to successfully undergo an oral examination on the dissertation.

Sample course sequence:

<table>
<thead>
<tr>
<th>Year 1 Fall (Start August)</th>
<th>MDCL231, MDCL232; BMSC260</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td>MDCL233, MDCL234; BMSC260; ANTH260</td>
</tr>
<tr>
<td>Spring</td>
<td>MDCL235; BMSC260; ANTH253 or ANTH262</td>
</tr>
<tr>
<td>Summer</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2 Fall</th>
<th>MDCL236, MDCL237; ANTH200A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td>MDCL238, MDCL239; BMSC254 or ANTH210B; ANTH200B</td>
</tr>
<tr>
<td>Spring</td>
<td>MDCL240; ANTH200C</td>
</tr>
<tr>
<td>Summer</td>
<td>Comprehensive exam</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3 Fall</th>
<th>Clinical clerkships; (possible ANTH Breadth)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td>Clinical clerkships; (possible ANTH Breadth)</td>
</tr>
<tr>
<td>Spring</td>
<td>Clinical clerkships; (possible ANTH Breadth)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4 Fall</th>
<th>ANTH Breadth; PhD qualifying exam (dissertation proposal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td>ANTH Breadth; Thesis work</td>
</tr>
<tr>
<td>Spring</td>
<td>ANTH Breadth; Thesis work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5 Fall</th>
<th>Thesis work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td>Thesis work</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Spring</td>
<td>Thesis work</td>
</tr>
<tr>
<td><strong>Year 6 Fall</strong></td>
<td>Thesis work; Clinical subinternships (prep for residency)</td>
</tr>
<tr>
<td>Winter</td>
<td>Thesis writing; Clinical subinternships</td>
</tr>
<tr>
<td>Spring</td>
<td>Thesis writing; Clinical subinternships</td>
</tr>
</tbody>
</table>

Note: All quarters include BMSC254 and monthly MD-PhD colloquium when possible.
MOU between the School of Medicine and Bioengineering
for procedures and requirements related to the proposed
School of Medicine MD – Bioengineering PhD Track
Drafted by David D. Lo
Approved by Bioengineering faculty vote April 17, 2014
Approved by SOM MEC November 20, 2014
Approved by SOM FEC January 13, 2015

School of Medicine, MD Program:
The mission of the UCR School of Medicine is to improve the health of the people of California, and to serve Inland Southern California by training a diverse workforce of physicians and by developing innovative research and health care delivery programs that will improve the health of the medically underserved in the region and become models to be emulated throughout the state and nation. Students in the medical education program are trained for careers in clinical practice, teaching, research, and public service. Graduates of the program are expected to demonstrate competencies in eight key areas relevant to the practice of medicine: medical knowledge; patient care; interpersonal and communication skills; professionalism; practice-based learning and improvement; system-based practice; scholarship; and community and population health.

Requirements for Admission
MD requirements - Undergraduate course requirements include the basic requirements for admission to medical school: Mathematics (12 quarter units), English (12 quarter units), General college physics with lab (12 quarter units), College chemistry with lab including inorganic and organic chemistry (24 quarter units), General Biology with lab (12 quarter units). Recommended courses include Biochemistry, Spanish, Computer skills, and Humanities courses. For the Bioengineering track, additional coursework in Engineering and Molecular Biology is recommended. The Medical College Admission Test (MCAT) scores are required but can be used for admission to both MD and PhD programs.

MD/PhD Description:
The goal of the MD-PhD program is to develop Medical Scientists who will continue careers as primary researchers and scholars in health related topics. This contrasts with those gaining basic MD degrees or those with MD-Masters degrees (e.g., MPH, MBA, or Masters in Public Policy or Global Health) where the expectation is continued work in active clinical practice, public policy, or administration. Thus, selection of candidates is distinct from the approach toward the conventional medical school applicant population, where an ability to perform well in medical school coursework, commitment to primary care, and communication and clinical skills are given primary consideration. Instead, selection will be primarily on the basis of an aptitude and commitment to research and development, whether in a biomedical lab-based setting, translational/clinical research, biomedical industry, or population studies, in addition to an ability to perform well in medical school studies. Among a typical medical school class of 50 students each year at UCR SOM, we expect to include one or two combined degree candidates.

The MD-PhD program is a merging of existing MD and PhD programs on campus, but with the goal of enabling both degrees to be completed in an abbreviated time: six years instead of an expected nine years if done sequentially. An additional critical feature of the program is that the main requirements of both the MD and PhD programs are retained, but in an overlapping
sequence that enables and encourages a synergistic integration of topics from both courses of study.

Justification
While candidates for admission to medical school programs are conventionally considered in the context of establishing a career in clinical practice, many science-inclined students are also strongly interested in careers in medically associated research that does not necessarily involve direct patient interactions or clinical practice. These are often highly motivated, accomplished, and talented students that can lead the next wave of advances in medical practice, drug development, and health policy. The MD-PhD program described here is designed to appeal to these students.

Admissions Process
The admissions process and student recruitment will be done in parallel but separately from the medical school admissions process. The MD-PhD admissions committee will have faculty from Bioengineering in addition to faculty from the SOM, and candidate interviews will be held separately from the conventional medical school interview process. Given the standards noted above (e.g., demonstrated ability in research, exceptionally strong qualifications for medical school, fit to the SOM mission goals), it is expected that very few applicants will be selected for interview visits, and the criteria for medical school admission - such as fit to the SOM mission - will still be applied. Applicants who are selected for campus visits will have their files reviewed through the Bioengineering admission committee who will also decide on offers of admission.

Funding a combined degree is expensive, since the MD-PhD commitment includes six to seven years of fellowship support, including tuition, stipend, and benefits (health insurance). Until we are able to obtain NIH funding for a Medical Scientist Training Program (which provides up to six years support per student), we will have to fund the students through other mechanisms including private philanthropy. In this model, four years of medical school tuition plus stipend will required. Continued support through this program will be based on the same requirements applied to graduate students – a GPA above a 3.0, and additional requirements to be determined. Failure of any block in the first two years will drop the student from continuing in the program.

We have obtained a preliminary potential commitment from Graduate Division for an additional two years of fellowship support to cover one year GSR support (graduate tuition plus stipend and benefits), and a final year dissertation fellowship. In cases where the PhD work requires an extra year or so, this leaves a requirement for an additional one or two years funding, where we would require that PhD thesis mentors would provide this support (GSR), mainly through extramural grant funds (e.g., NIH F30 or other fellowship) or other funds acquired through the School of Medicine.

Teaching Assistantships will not be permitted during thesis work so that progress toward the PhD is not impaired. MD degrees will not be awarded prior to a PhD thesis defense, and no Masters degree will be awarded prior to the PhD.

In MD-PhD programs supported by NIH MSTP fellowships, the trainees incur only a service payback obligation; however, to encourage trainees to continue establishing their careers in research rather than private clinical practice, incentives (for example, in the form of financial support defined as loans that are forgiven after long term establishment of a research career) may be included as part of any MD-PhD fellowship agreement.

Program of study – Common thread
Students in the combined degree program will begin their studies along with the conventional MD students for the first three years (two years of basic sciences coursework and a year of core clinical clerkships), although in each PhD track they will also have additional
coursework in their specific PhD program, lab rotations, and thesis preparation work. In some cases with approval of the graduate advisor and program director, students may opt to take graduate course work and thesis research during the third year, followed by a year of core clinical clerkships in the fourth year. In addition, they will participate in the regular Friday BMSC254 (“Pizza Friday”) series throughout their studies when possible. Students will also participate in a monthly Combined Degree Student Research Colloquium, where research presentations and discussions will be guided by a variety of graduate faculty members.

In the final year of the program when a PhD defense is anticipated, a final series of clinical rotations will also be scheduled in part to develop experience to prepare for residency, as well as “audition” for the residency match in the coming year. These rotations will be designed to enable active clinical experiences as well as time to finish thesis work (lab work as well as writing time).

While the combined degree program effectively compresses the time usually required for each individual degree, this is accomplished in part by courses receiving credit in both degree programs, and also by overlapping much of the degree work during the six to seven years of the program. However, the basic degree requirements for both the MD and PhD degrees are designed to be compatible with the requirements for each stand-alone degree. Some more significant changes are also proposed here, notably dropping the requirement for Teaching Assistantships (TAs) in all PhD programs; the rationale is that the program is intended to train academic researchers and not instructors.

Core Medical Curriculum

The basic MD curriculum includes two years of basic sciences (BMSC/MDCL 231 through 235 in the first year; MDCL 236 through 240 in the second year); these years typically involve up to 15-20 hours of didactic lectures per week in addition to clinical skills training. The third year is fully occupied by core clinical clerkships (Course numbers not yet designated). Throughout the three years there is also a Longitudinal Ambulatory Care Experience (LACE) which is an additional clinical care experience, and an associated scholarly activity. In the final year preparation for residency (year 6 or 7), additional clerkships are taken in various clinical specialties. In general, no graduate program courses in the PhD programs can substitute for the medical curriculum course work in the first three years, though there may be overlap and shared credit for course work taken in the final years of the program.

Graduate PhD Program in Bioengineering

The Bioengineering track will be coordinated with the Bioengineering Interdepartmental Graduate (BIG) Program which is operated through the Department of Bioengineering. BIG combines a solid fundamental foundation in biological science and engineering, and aims to equip the students with diverse communication skills and training in the most advanced quantitative bioengineering research so that they can become leaders in their respective fields. Students have the opportunity to interact with, not only their advisors, but continuously with the BIG Faculty in a host of academic settings. The result is a rigorous, but exceptionally interactive and welcoming educational training for BIG students.

Students are encouraged to begin in the summer prior to medical school classes to start lab rotations in a BIG affiliated lab. During the first three years of the program students will follow along with the first two years of medical school basic sciences and the core clinical rotations in the third year. Students will be expected to pass the Bioengineering written qualifying exam by the end of the second year. The qualifying exam will test the proficiency of the students in at least three core courses in Bioengineering. By this time a thesis mentor will also be identified. In the fourth year, students will take the BMSC260 grad PBLs, and focus on thesis work and preparation of a thesis proposal for passing the oral qualifying exam by the end of the fourth year. Participation in the BMSC254 and Colloquium is required for all years.
Requirements for completing the PhD degree:

Coursework:
1) During the first year, students in this track will also take Fundamentals of Proposal Preparation and Ethical Standards in Bioengineering (BIEN401) in the Fall quarter, and starting in the Winter quarter will begin to take three of the core Bioengineering courses (among BIEN223, 224, 245, 249, 264 and 270) over the next several quarters in place of the BMSC260 grad PBLs (which is deferred to the fourth year). Credit for the required Bioscience course will be given for completion of the first year basic sciences medical school block didactic courses.

2) Other coursework: In the fourth year, students will take the BMSC260 grad PBLs. Participation in the BMSC254 and Colloquium is required for all years. Additional courses may be required by the student’s advisory committee based on the student’s background and fields of interest.

3) Other requirements: Students will be expected to pass the Bioengineering written qualifying exam by the end of the second year. By the beginning of the fourth year a thesis mentor will be identified, and focus on thesis work and preparation of a thesis proposal for passing the oral qualifying exam by the end of the fourth year.

Language Requirement
All international students whose first language is not English must satisfactorily complete the SPEAK test.

Examinations
Students are examined in their research and complementary fields by written examinations and at the PhD oral examination. To take the PhD oral qualifying examination, which must be completed by the end of the fourth year in the program, the student must submit a preliminary draft of the dissertation proposal. Students advance to candidacy after completing all examinations, coursework, and the language requirement.

PhD Dissertation Presentation
A written dissertation on a topic approved by the dissertation committee will be completed by each student in the PhD program. A candidate for the degree of PhD may be required to defend his/her dissertation in a public, oral presentation at a time announced to members of the University community.
MOU between the School of Medicine and Biomedical Sciences
for procedures and requirements related to the proposed
School of Medicine MD – Biomedical Sciences PhD Track
Approved by Biomed program faculty vote (30/0) November 10, 2014
Approved by SOM MEC November 20, 2014
Approved by SOM FEC January 13, 2015

School of Medicine, MD Program:
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MD requirements - Undergraduate course requirements include the basic requirements for admission to medical school: Mathematics (12 quarter units), English (12 quarter units), General college physics with lab (12 quarter units), College chemistry with lab including inorganic and organic chemistry (24 quarter units), General Biology with lab (12 quarter units). Recommended courses include Biochemistry, Spanish, Computer skills, and Humanities courses. In the Biomedical Sciences track, additional coursework in Molecular Biology is recommended. The Medical College Admission Test (MCAT) scores are required but can be used for admission to both MD and PhD programs. The Graduate Record Exam (GRE) is not required.

MD/PhD Description:
The goal of the MD-PhD program is to develop Physician Scientists who will continue careers as medical researchers and scholars in health related topics. This contrasts with those gaining basic MD degrees or those with MD-Masters degrees (e.g., MPH, MBA, or Masters in Public Policy or Global Health) where the expectation is continued work in active clinical practice, public policy, or administration. Selection of candidates for the MD-PhD program at UCR SOM is different from the selection of candidates for the conventional medical school MD program; while in both cases an ability to perform well in medical school coursework, commitment to primary care, and communication and clinical skills are given strong consideration, selection for MD-PhD candidates will also consider an aptitude and commitment to research. Such research may be in any health-related setting, such as a biomedical lab, translational/clinical research, or population studies. Among a typical medical school class of 50 students each year at UCR SOM, we expect to include one or two combined degree candidates.

The MD-PhD program is a merging of existing MD and PhD programs in UCR SOM, but with the goal of enabling both degrees to be completed in an abbreviated time: seven years instead of up to nine years if done sequentially. An additional critical feature of the program is that the main requirements of both the MD and PhD programs are retained, but in an overlapping sequence that enables and encourages a synergistic integration of topics from both courses of study.

Justification
While candidates for admission to medical school programs are conventionally considered in the context of establishing a career in clinical practice, many science-inclined students are also strongly interested in careers in translational research that may or may not involve direct patient interactions or maintaining a clinical practice. These are often highly motivated, accomplished, and talented students that can lead the next wave of advances in medical practice, drug and medical device development, clinical care, and health policy. The MD-PhD program described here is designed to appeal to these students.

Admissions Process

The admissions process and student recruitment will be done in parallel but separately from the medical school admissions process. The MD-PhD admissions committee will have faculty from Biomedical Sciences as well as from the other MD-PhD graduate tracks (presently including Bioengineering, Psychology, and Anthropology) in addition to clinical faculty from the SOM. Candidate interviews will be held separately from the conventional medical school interview process. Given the standards noted above (e.g., demonstrated ability in research, exceptionally strong qualifications for medical school, fit to the SOM mission goals), it is expected that very few applicants will be selected for interview visits; the criteria for medical school admission - such as fit to the SOM mission - will still be applied, so parts of the interview (e.g., MMI) will overlap with the conventional medical school interview process.

Funding a combined degree is expensive, since the MD-PhD commitment includes seven years of fellowship support, including tuition, stipend, and benefits (health insurance). Until we are able to obtain NIH funding for a Medical Scientist Training Program, we will have to fund the students through other mechanisms including private philanthropy. Continued support through this program will be based on the same requirements applied to graduate students – a GPA above a 3.0 through the first two years, as well as satisfactory progress in the clinical portions of the medical school curriculum. Failure to meet the requirements will drop the student from continuing in the program. For students that opt to drop out of the MD-PhD program, continuation in the PhD program will be at the discretion of the graduate program.

We have obtained a preliminary potential commitment from Graduate Division for an additional two years of fellowship support to provide GSR support (graduate tuition plus stipend and benefits) in years 3 and 5 (graduate study year one and a dissertation year, see course study). This leaves a requirement for an additional one or two years funding in cases where the PhD work requires additional time. In that case, we would require that proposed PhD thesis mentors agree to provide this support (GSR), either through extramural grant funds (e.g., NIH F30 or other fellowship) or other funds.

Teaching Assistantships will not be permitted during thesis work so that progress toward the PhD is not impaired. MD degrees will not be awarded prior to a PhD thesis defense, and no Masters degree will be awarded prior to the PhD.

In MD-PhD programs supported by NIH MSTP fellowships, the trainees incur only a service payback obligation; however, to encourage trainees to continue establishing their careers in research rather than private clinical practice, incentives (for example, in the form of financial support defined as loans that are forgiven after long term establishment of a research career) may be included as part of any MD-PhD fellowship agreement.

Program of study – Common thread

Students in the Biomedical Sciences track of the MD-PhD combined degree program will begin their studies along with the conventional MD students for the first two years (two years of basic sciences coursework), although they may also elect to take additional coursework in their specific PhD program, and lab rotations. In most cases students will begin graduate course
work and thesis research during the third year (graduate study year one, except for LACE described below), with the year of core clinical clerkships beginning in their sixth year. In addition, they can participate in the regular Friday BMSC254 (Science Practice and Professionalism) series throughout their studies when possible, such as during the graduate program years (years 3-5). An anticipated one-quarter Responsible Conduct of Research (RCR) course organized through the Graduate Division will also be required. Students will also be required to participate in a monthly Combined Degree Student Research Colloquium, where research presentations and discussions will be guided by graduate faculty members. This Colloquium will provide continuity for MD-PhD students throughout their seven-year program, as well as provide regular interactions with MD-PhD program faculty.

In the final year of the program when a PhD defense is anticipated, a final series of clinical rotations may also be scheduled in part to develop experience to prepare for residency, as well as "audition" for the residency match in the coming year. These rotations will be designed to enable active clinical experiences as well as time to finish thesis work (lab work as well as writing time). Some flexibility in these later years is to be expected, and indeed there is variation among the different MD-PhD tracks.

While the combined degree program effectively compresses the time usually required for each individual degree, this is accomplished in part by courses receiving credit in both degree programs, and also by overlapping much of the degree work during the seven years of the program. However, the basic degree requirements for both the MD and PhD degrees are designed to be compatible with the requirements for each stand-alone degree. Some more significant changes are also proposed here, notably dropping the requirement for Teaching Assistantships (TAs) in all PhD programs.

**Core Medical Curriculum**

The basic MD curriculum includes two years of basic sciences (BMSC/MDCL 231 through 235 in the first year; MDCL 236 through 240 in the second year); these years typically involve up to 15-20 hours of didactic lectures per week in addition to clinical skills training. In the conventional medical curriculum, the third year would normally be occupied by core clinical clerkships (Course numbers not yet designated), but this clinical year will more often be postponed to the sixth and seventh years of the MD-PhD sequence. Throughout the first three years there is also a Longitudinal Ambulatory Care Experience (LACE) which is an additional clinical care experience, and an associated scholarly activity, and this will be retained in the third year of the MD-PhD sequence so that the students continue their clinical experiences even through the first year of the graduate study portion. In the final year preparation for residency (year 7), additional clerkships are taken in various clinical specialties. It is possible that some graduate program courses in the PhD programs might substitute for the medical curriculum course work during the course of the program, and there may be overlap and shared credit for course work taken in the final years of the program. However, any substitutions or dual credit options would have to be reviewed and approved by the Medical Education Committee and the MD-PhD program.

**Graduate PhD Program in Biomedical Sciences**

The mission of the Ph.D. Program in Biomedical Sciences is to train independent research scientists to enable them to bridge the wide gulf that currently exist between basic science research and clinical medicine. Graduate students acquire a broad understanding of human disease, therapeutics and design of predictive experimental model systems through an innovative and rigorous program that integrates medical curriculum with mentored research and critical analysis of research-based modeling of human pathophysiology.

In order to help students identify a thesis mentor as soon as possible, lab rotations may begin in the summer before the first year courses; additional rotations may take place during the
summer after the first year. In some cases, students will identify a thesis mentor by the end of the first year, after a series of at least three or more five to ten week lab rotations, but a mentor must be identified by the third year (which is also the first graduate year). There is no separate written qualifying exam, but an oral qualifying exam, based on a written research proposal, must be taken successfully by the end of the third (but certainly no later than the fourth) year.

Requirements for completing the Biomedical Sciences PhD degree:

Coursework:

1) During their first year of the PhD track students will take the grad PBL seminar course through all three quarters (BMSC260). Through all years the students can attend the “Pizza Friday” series on Science Practice and Professionalism (BMSC254, fall quarter) and Research in progress (BMSC254, winter and spring quarters), and the invited speaker seminar series BMSC252. An anticipated one quarter RCR course will also be required.

Public Presentation

Every year, while Biomedical Sciences graduate students are expected to present a short research talk in the BMSC254 series (winter and spring quarter), this would only apply to MD-PhD students during their graduate program years.

Examinations

Students are examined in their research and complementary fields by written examinations and at the oral qualifying examination. To take the oral qualifying examination, the student must submit a research proposal in the format of a graduate fellowship application (e.g., NIH NRSA). Students advance to candidacy after completing all examinations and coursework. The normal expectation is that this qualifying exam will take place during the third year of the program.

Dissertation and Final Oral Examination

Candidates must write a dissertation on a topic approved by the dissertation committee and may be required to successfully undergo an oral examination on the dissertation. This would normally take place at the end of their fifth year. The expectation is that most students will prepare two or more first-author research papers for submission in peer-reviewed scientific journals and publish the papers by the end of their sixth or seventh year in the program.

Outline of a typical course of study

Year 1 – (MS1) Blocks 1 through 5 of the First year medical school curriculum, clinical PBL, LACE year 1 (possible option to take grad PBL BMSC260), Biomed lab rotations, during Summers before and after year 1.

Year 2 – (MS2) Blocks 6 through 10 of the Second year medical school curriculum, clinical PBL, LACE year 2, and grad PBL (BMSC260)

Year 3 – (GS1) Graduate study year 1, oral qualifying exam

Year 4 – (GS2) Graduate study year 2

Year 5 – (GS3) Graduate study year 3, thesis writing and defense

Year 6 – (MS3) Medical school core clinical curriculum

Year 7 – (MS4) Medical school clinical electives, preparation for residency, possible writing for K award application
MOU between the School of Medicine and Psychology
for procedures and requirements related to the proposed
School of Medicine MD – Psychology PhD Track
Drafted by David D. Lo

Approved by Psychology faculty vote (unanimous) October 10, 2014
Approved by SOM MEC November 20, 2014
Approved by SOM FEC January 13, 2015

School of Medicine, MD Program:
The mission of the UCR School of Medicine is to improve the health of the people of California, and to serve Inland Southern California by training a diverse workforce of physicians and by developing innovative research and health care delivery programs that will improve the health of the medically underserved in the region and become models to be emulated throughout the state and nation. Students in the medical education program are trained for careers in clinical practice, teaching, research, and public service. Graduates of the program are expected to demonstrate competencies in eight key areas relevant to the practice of medicine: medical knowledge; patient care; interpersonal and communication skills; professionalism; practice-based learning and improvement; system-based practice; scholarship; and community and population health.

Requirements for Admission
MD requirements - Undergraduate course requirements include the basic requirements for admission to medical school: Mathematics (12 quarter units), English (12 quarter units), General college physics with lab (12 quarter units), College chemistry with lab including inorganic and organic chemistry (24 quarter units), General Biology with lab (12 quarter units). Recommended courses include Biochemistry, Spanish, Computer skills, and Humanities courses. In the Biomedical Sciences track, additional coursework in Molecular Biology is recommended; in the Engineering track, additional coursework in Engineering and Molecular Biology is recommended; and in the Population Health Studies track, additional coursework in anthropology or related social science topics is expected. A foreign language requirement may be met at any time during the program. The Medical College Admission Test (MCAT) scores are required but can be used for admission to both MD and PhD programs.

MD/PhD Description:
The goal of the MD-PhD program is to develop Medical Scientists who will continue careers as primary researchers and scholars in health related topics. This contrasts with those gaining basic MD degrees or those with MD-Masters degrees (e.g., MPH, MBA, or Masters in Public Policy or Global Health) where the expectation is continued work in active clinical practice, public policy, or administration. Thus, selection of candidates is distinct from the approach toward the conventional medical school applicant population, where an ability to perform well in medical school coursework, commitment to primary care, and communication and clinical skills are given primary consideration. Instead, selection will be primarily on the basis of an aptitude and commitment to research, whether in a biomedical lab-based setting, translational/clinical research, or population studies, in addition to an ability to perform well in medical school studies. Among a typical medical school class of 50 students each year at UCR SOM, we expect to include one or two combined degree candidates.

The MD-PhD program is a merging of existing MD and PhD programs on campus, but with the goal of enabling both degrees to be completed in an abbreviated time: six years instead of
an expected nine years if done sequentially. An additional critical feature of the program is that
the main requirements of both the MD and PhD programs are retained, but in an overlapping
sequence that enables and encourages a synergistic integration of topics from both courses of
study.

Justification
While candidates for admission to medical school programs are conventionally considered
in the context of establishing a career in clinical practice, many science-inclined students are
also strongly interested in careers in medically associated research that does not necessarily
involve direct patient interactions or clinical practice. These are often highly motivated,
accomplished, and talented students that can lead the next wave of advances in medical
practice, drug development, and health policy. The MD-PhD program described here is
designed to appeal to these students.

Admissions Process
The admissions process and student recruitment will be done in parallel but separately from
the medical school admissions process. The MD-PhD admissions committee will have faculty
from Psychology in addition to faculty from the SOM, and candidate interviews will be held
separately from the conventional medical school interview process. Given the standards noted
above (e.g., demonstrated ability in research, exceptionally strong qualifications for medical
school, fit to the SOM mission goals), it is expected that very few applicants will be selected for
interview visits, and the criteria for medical school admission - such as fit to the SOM mission
will still be applied. Applicants who are selected for campus visits will have their files reviewed
by the Psychology Department's faculty who will also decide on offers of admission.

Funding a combined degree is expensive, since the MD-PhD commitment includes six to
seven years of fellowship support, including tuition, stipend, and benefits (health insurance).
Until we are able to obtain NIH funding for a Medical Scientist Training Program (which provides
up to six years support per student), we will have to fund the students through other
mechanisms including private philanthropy. In this model, four years of medical school tuition
plus stipend will required per student. Continued support through this program will be based on
the same requirements applied to graduate students – a GPA above a 3.0 through the first two
years, and additional requirements to be determined. Failure of any block in the first two years
will drop the student from continuing in the program. For students that opt to drop out of the MD-
PhD program, continuation in the PhD program will be at the discretion of the graduate program.

We have obtained a preliminary potential commitment from Graduate Division for an
additional two years of fellowship support to cover one year GSR support (graduate tuition plus
stipend and benefits), and a final year dissertation fellowship. In cases where the PhD work
requires an extra year or so, this leaves a requirement for an additional one or two years
funding, where we would require that PhD thesis mentors would provide this support (GSR),
mainly through extramural grant funds (e.g., NIH F30 or other fellowship) or other funds
acquired through the School of Medicine.

Teaching Assistantships will not be permitted during thesis work so that progress toward the
PhD is not impaired. MD degrees will not be awarded prior to a PhD thesis defense, and no
Masters degree will be awarded prior to the PhD.

In MD-PhD programs supported by NIH MSTP fellowships, the trainees incur only a service
payback obligation; however, to encourage trainees to continue establishing their careers in
research rather than private clinical practice, incentives (for example, in the form of financial
support defined as loans that are forgiven after long term establishment of a research career)
may be included as part of any MD-PhD fellowship agreement.

Program of study – Common thread
Students in the combined degree program will begin their studies along with the conventional MD students for the first three years (two years of basic sciences coursework and a year of core clinical clerkships), although in each PhD track they will also have additional coursework in their specific PhD program, lab rotations, and thesis preparation work. In some cases with approval of the graduate advisor and program director, students may opt to take graduate course work and thesis research during the third year, followed by a year of core clinical clerkships in the fourth year. In addition, they will participate in the regular Friday BMSC254 (“Pizza Friday”) series throughout their studies when possible. Students will also participate in a monthly Combined Degree Student Research Colloquium, where research presentations and discussions will be guided by a variety of graduate faculty members.

In the final year of the program when a PhD defense is anticipated, a final series of clinical rotations will also be scheduled in part to develop experience to prepare for residency, as well as “audition” for the residency match in the coming year. These rotations will be designed to enable active clinical experiences as well as time to finish thesis work (lab work as well as writing time).

While the combined degree program effectively compresses the time usually required for each individual degree, this is accomplished in part by courses receiving credit in both degree programs, and also by overlapping much of the degree work during the six to seven years of the program. However, the basic degree requirements for both the MD and PhD degrees are designed to be compatible with the requirements for each stand-alone degree. Some more significant changes are also proposed here, notably dropping the requirement for Teaching Assistantships (TAs) in all PhD programs; the rationale is that the program is intended to train academic researchers and not instructors.

Core Medical Curriculum
The basic MD curriculum includes two years of basic sciences (BMSC/MDCL 231 through 235 in the first year; MDCL 236 through 240 in the second year); these years typically involve up to 15-20 hours of didactic lectures per week in addition to clinical skills training. The third year is fully occupied by core clinical clerkships (Course numbers not yet designated). Throughout the three years there is also a Longitudinal Ambulatory Care Experience (LACE) which is an additional clinical care experience, and an associated scholarly activity. In the final year preparation for residency (year 6 or 7), additional clerkships are taken in various clinical specialties. In general, no graduate program courses in the PhD programs can substitute for the medical curriculum course work in the first three years, though there may be overlap and shared credit for course work taken in the final years of the program.

Graduate PhD Program in Psychology
The Department of Psychology offers programs leading to the degree of Doctor of Philosophy (PhD) with areas of specialization in Cognitive, Developmental, and Social/Personality psychology, and in Systems Neuroscience. There is also cross-cutting and interdisciplinary study in Quantitative Psychology and in Health Psychology. If students are interested in two of these areas or in a question that overlaps areas, they may fashion individual programs that combine elements from the areas involved.

In most cases, students will identify a thesis mentor during the first year, preferably on entering the program but before the end of the 2nd quarter, since unlike biomedical sciences, lab rotations are not common. During the first two years, much of the graduate coursework will also be completed, as schedules permit, not necessarily in sequence during the first year, and in most cases starting in the 2nd quarter of the first year.

During all years, participation in BMSC254 and Colloquium will also be required. There is no requirement that field research be carried out locally, though research in SOM-affiliated clinical centers is strongly encouraged, and SOM resources should be available to support these
studies. If field work is to be done off site, a detailed plan and strict timeline must be established by the thesis committee and agreed to by the MD-PhD Program Directors, so that completion of the PhD thesis work is completed within the six or seven years of the program. TAships will not be included in this program.

**Requirements for completing the PhD degree:**

**Coursework:**

1) During the first two years, much of the graduate coursework will also be completed, as schedules permit, not necessarily in sequence during the first year (in some cases starting in the Winter quarter of the first year if it is deemed that adequate prior preparation in Statistical methods has been achieved), but more likely beginning in the Fall quarter of the second year coinciding with the second year of medical school basic sciences to keep the initial course sequence intact. For Psychology, this includes courses on statistics and research methods: e.g., PSYC211, 212, 213, and two to three of the specialization core courses in cognitive (PSYC 203A,B,C), developmental (PSYC 207A,B,C), or social/personality areas (PSYC225, 226, 227). It should be noted that Psychology faculty research in areas more easily aligned with lab sciences such as neuroscience (e.g., CNAS faculty) are more appropriately placed in the Biomedical Sciences track. Because the sequence of the statistics core courses is important, the student’s guidance committee may determine whether the student may be able to take the first part of the sequence (PSYC211) in the Fall of the first year, or whether lectures in the first blocks of the medical school curriculum contain enough overlap didactic material to provide sufficient preparation for the following PSYC212.

2) Additional coursework: The department's "further study" requirement would be waived, provided the student satisfactorily completes the first two years of the medical school curriculum. Additional courses may be taken during the third or fourth year. In addition, there is optional attendance at one of Psychology's area proseminars (Cognitive, Developmental, Social/Personality, or Systems Neuroscience; PSYC 283-285, 287).

3) The required “second year project” research presentation would be prepared in the third or fourth year, during a year dedicated to graduate study and research.

4) An MD/PhD student’s program of study will be in one of the department’s four areas of emphasis: Cognitive, Developmental, Social/Personality, or Systems Neuroscience, though the choice of emphasis should be made early in the program with strong preference for topics that best integrate medical sciences. For example, the optional emphases in quantitative psychology or in health psychology are in tandem with the completion of a graduate program in one of the four core areas. Combined areas of emphasis can be undertaken where, for example, a student may be in one core area (e.g., developmental) although their primary advisor is in a different core area (e.g., social/personality).

**Examinations**

Students are examined in their research and complementary fields by written examinations and at the PhD oral examination, both to be completed by the end of the fourth year in the program. The written examination may also be in the form of a research proposal, which would also be the topic of the oral examination. In any case, to take the PhD oral qualifying examination, the student must submit a preliminary draft of the dissertation proposal. Students advance to candidacy after completing all examinations and coursework.

**Dissertation and Final Oral Examination**
Candidates must write a dissertation on a topic approved by the dissertation committee and may be required to successfully undergo an oral examination on the dissertation.
To be adopted: Updated criterion #4 of the On-line Master of Science Program in Engineering requirements.

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* The GRE/FE may be waived by exception with an appeal made by the student who has a verified and substantial work experience (two years or more) in an Engineering company with BS in Engineering or Natural Sciences (such as Physics, Mathematics or Chemistry)

Justification: BCOE would like to get the point across that we value experience to gage technical competence just as much (if not more) as GRE scores after someone has been working awhile. Please note that the MSOL degree is essentially designed for professionals in engineering companies and is basically a terminal degree. Please note that the MSOL Oversight committee, which has representatives from each of the six BCOE departments, will evaluate GRE waiver for the fully eligible students. The students who register for this program are not the type that will go for research work nor are they the type that are expected to perform scholarly work and produce archival papers. This is essentially a professional (similar to a clinical) degree.