AGENDA
GRADUATE COUNCIL MEETING
Thursday October 20, 2011
9:00 - 11:00 AM
ACADEMIC SENATE CONFERENCE ROOM
ROOM 220 UNIVERSITY OFFICE BUILDING

1. Approval of Minutes of September 29, 2011  Page 1-4

2. Announcements
   a. Chair of the Graduate Council
   b. CCGA Representative
   c. Graduate Student Council Representative
   d. Dean of the Graduate Division

3. Courses and Programs Subcommittee
   Attendance Sheet  Page 5
   for Review:
   1. CS 207 - Advanced Programming Languages
   2. CS 290 - Directed Studies
   3. EDUC 335C – Seminar in Special Education, Change
   4. GEN 220 Computational Analysis of High Throughput Biological Data, New
   5. PSYC 309A, Professional Development and Research Ethics for Early Career
      Graduate Students
   6. PSYC 309", Professional Development and Research Ethics, Change

Program Changes and Proposals

A Proposal for a Flexible Fully-Employed MBA Program  Page 6 - 72
Proposal for a Master of Arts in Finance  Page 73 -103
Proposed Changes to Ethnic Studies PhD Program  Page 104 - 110
Proposed revisions to PHD Education, Higher Education
   Administration and Policy area group curriculum  Page 111 - 115

5. Graduate Program Review Subcommittee
   a. Status Report  Page 116
   b. Update on CMBD Graduate Review
   c. Update on Spanish Program Review

6. Fellowship Subcommittee Report

7. New Business
   a. CNAS Restructuring  Page 117
   b. Graduate Council Bylaw  Page 118 - 128
   c. Graduate Council Procedures  Page 129 - 132
   d. Systemwide review of SR 610 (residency) proposal  Page 133 - 138
   e. Amended Graduate Council Annual Report  Page 139 - 143
Present:

Kenneth Barish, Chair
Lynda Bell, History
Christopher Chase-Dunn, Sociology
Iryna Ethell, Biomedical Sciences
Mohsen El-Hafsi, SoBA
Gloria Gonzalez-Rivera, Economics
Daniel Gallie, Biochemistry
Ertem Tuncel, Electrical Engineering
Connie Nugent, Cell Biology and Neuroscience
Mike Vanderwood, GSOE
Shizhong Xu, Botany and Plant Sciences
Joe Childers, Graduate Dean (ex-officio)

Absent:
Morris Maduro, Biology (Vice Chair)
Nosang Myung, Chemical Engineering
Deborah Wong, Music
___ (Graduate Student Representative)
___ (Graduate Student Representative)

Guests:

Approval of Minutes
The agenda was unanimously accepted as written.

Conflict of Interest Statement:
The conflict of interest statement was unanimously approved as written.

Announcements:
Chair of the Graduate Council:
Chair Barish welcomed the new members and briefly went over the functions of the Graduate Council including the Subcommittees. He indicated that the Fellowship Subcommittee is the only GC subcommittee being staffed by the Graduate Division. He reiterated that most of the Graduate Council business takes place within the subcommittees and thus it was important to attend meetings regularly. Chair Barish also discussed the issue of scheduling and the difficulty in getting a consensus for a meeting date and time. As a result, the Graduate Council members agreed to meet on the third Thursday of every month at 9:00 to 11:00 AM. Courses and Programs subcommittee will
meet at the same time the week before the full Graduate Council meeting. All attempts will be made to ensure that agendas are distributed the Friday prior to the meeting.

Chair Barish mentioned that this year the budget will overshadow almost everything. He briefly mentioned that the Chair of the Senate, Prof. Mary Gauvain had held a Committee Chair’s retreat on September 22, 2011 and at that meeting, two issues that were discussed were the funding streams and rebenching.

CCGA Representative: Mike Vanderwood, CCGA representative, indicated that CCGA had not met and that there was nothing to report.

Graduate Student Council Representatives: There were no graduate students present, and thus nothing was reported.

Dean of the Graduate Division: Dean Childers indicated that for 2011/12, UCR expects a 4% shortfall in number of Graduate students. He will be sending a letter of congratulations to the faculty to thank them for their efforts in recruiting graduate students. Regarding the budget, Dean Childers indicated that in all likelihood, the cost for graduate education will go up. To help offset the increase in fees, he promoted the idea of putting in place professional Science Masters programs. Students interested in this kind of Master’s program would pay a professional fee, and the funds collected would stay with the programs. These would be put forward as regular, state-supported programs, and would not duplicate offering by California State Universities. He indicated that Agriculture, Engineering, Environmental sciences were viable areas for this kind of degree. He also mentioned that these degrees would not be a gateway to Ph.Ds.

Dean Childers also discussed the GradPREP program and indicated that the program will provide graduate students with resources to empower their ability to perform as professionals. Kim Palmore has been hired to head the Program. They also have the University Teaching Certificate which is a quarter long program, and has about 50 students. The Graduate Division is also putting forward courses to be taught by the Graduate Division. These courses will be part of the professional development requirement.

Finally, the Graduate Division is trying to encourage graduate students to apply for external funding, such as NSF predoctoral fellowships. This year Graduate Division is applying for a Bridges to the Doctorate grant from the NIH and is also nominating graduate students for fellowships from the HHMI.

Courses and Programs Subcommittee: The following courses and programs were unanimously approved:

Courses

1. BIEN 272 (Special Topics in Biomaterials and Tissue Engineering) - New
2. CS 207 (Advanced Programming Languages) - Change
3. CS 213 (Multiprocessor Architecture and Programming) - Change
4. CS 241 (Advanced Topics in Network Measurements and Security)- Change
5. CS 298I (Individual Internship) - Change
6. CS 299 (Research for Thesis or Dissertation) - Change
7. CWPA 260 (Shakespeare and Film) - Change
8. ETST 254 (Asian American Cultural Critique and Theory) - New
9. HIST 262L Museum Studies Practicum - Change
10. HIST 262 Museum Studies - Change
11. HIST 260L Preservation Conservation Practicum - Change
12. HIST 260 Historic Preservation - Change
13. SOC 297 (Directed Research) - Change

**Program Changes:**

- Proposed Addition to Graduate Program Requirements for Biochemistry – unanimously approved as written.
- Restriction of Admission Term for the General Education M.Ed – unanimously approved as written.

**Graduate Program Review Update:**
The following programs will be reviewed in 2011-12:

- Entomology Graduate Program – Jan 12-13 2012
- English Graduate Program – April 30 – May 1, 2012
- Environmental Science - TBD
- Biomedical Sciences - TBD
- Bioengineering - TBD

**Neuroscience internal Review:** Graduate Council reviewed the draft findings and recommendations of the Neuroscience internal review and unanimously approved them for onward transmission to the Program.

**Fellowship Subcommittee Report:** There was nothing to report.

**New Business:**
The Graduate Council unanimously approved the new regulation GR1.6 for Professional Development Requirement for Graduate Students.

Graduate Council Charge – was deferred to the next meeting. Analyst asked to look at the charge for other campuses and add it to the agenda.

Graduate Council Procedures – was deferred to the next meeting.

Meeting adjourned at 11:00 AM
Connie Nugent, Secretary
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<td>1</td>
<td>Mike Vanderwood, GSOE, Chair</td>
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<td>Lynda Bell, History</td>
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<td>Mohsen El Hafsi, SoBA</td>
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<td>Gloria Gonzalez-Rivera, Economics</td>
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<td>Daniel Gallie, Biochemistry</td>
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<td>Morris Maduro (Biology), Graduate Council</td>
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<td>Ertem Tuncel, Electrical Engineering</td>
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**GUESTS**
UNIVERSITY OF CALIFORNIA, RIVERSIDE
SCHOOL OF BUSINESS ADMINISTRATION
The A. Gary Anderson Graduate School of Management

A PROPOSAL FOR A FLEXIBLE, FULLY-EMPLOYED MBA (Flex MBA, FEMBA) PROGRAM

First Draft Date: May 21, 2010
Revised Draft Date: March 25, 2011
Third Draft Date: April 24, 2011
Fourth Draft Date: May 18, 2011
Fifth Draft Date: June 2, 2011
EXECUTIVE SUMMARY

Proposal

It is proposed that the School of Business Administration’s (SOBA) A. Gary Anderson Graduate School of Management at the University of California, Riverside offer a new, alternative delivery of its current MBA degree offerings. The degree conferred will be the same MBA degree currently conferred by SoBA. The new program is different only with respect to its target audience (fully-employed professionals), its delivery schedule (evenings and weekends), and the length of the program (27-33 months). This new more flexible mode of delivery will focus on working professionals and managers who wish to pursue the MBA on a part-time basis. The new FEMBA will be a self-supporting program, with an estimated launch date of the fall quarter of 2012. Courses will be taught at the UC Riverside main campus, and/or at other locations in Southern California, such as Southwest Riverside County, Pasadena, and South Orange County.

The School is already authorized to offer the MBA on a part-time basis and approximately a half dozen students are enrolled on a part-time basis each year. However, in the current mode of delivery, students must take courses with the full-time students, which creates scheduling problems and requires 4-5 years for degree completion. These factors reduce the appeal of the current program for working adults. This new delivery will make the program more accessible and appealing to students who wish to pursue the MBA on a part-time basis and complete the degree in a more timely fashion. This new program will also bring our part-time program into alignment with the part-time MBA programs offered on other UC Campuses.
Rationale

There are six compelling reasons why SoBA should launch this new program:

1. The program fits the overall strategy of SoBA to increase its presence and reputation regionally, nationally, and internationally. The FEMBA is a part of the portfolio of offerings of most major business schools and such programs are routinely ranked in Business Week and the Financial Times, independent of the full-time MBA and Executive MBA offerings. Regionally, UCLA, UCI, UCSD, and USC all have very successful FEMBA programs.

2. Graduates of the FEMBA program have the potential to become influential and supportive alumni soon after they complete their degree, given that many have already had successful careers, and have been identified by their organizations as top-tier executive leaders.

3. The program will meet untapped market demand among working professionals who live/work in the Inland Empire and surrounding areas (stretching from the San Gabriel Valley to Northern San Diego County) and who are looking for a part-time educational option while maintaining full-time employment. SoBA is the only graduate school of management affiliated with a major research university in the Inland Empire and surrounding areas. These areas have experienced substantial population and economic growth in recent decades. The new UCR FEMBA program will attract working professionals who value the impact an MBA from a leading business school will have on
their careers, but want to complete their degree in less than three years (we are proposing a 27- to 33-month delivery format, with possibilities for acceleration).

4. The program will facilitate development of stronger relationships with the corporate and professional communities. The program will meet the need for workforce development of organizations and firms in the region by providing a “local” option for the development of management talent. It is also likely that some students in the program will receive some support from their employer.

5. The program will enhance SoBA’s revenue, diversify existing sources of revenue, and reduce our dependence on state funding.

6. The program will support the hiring of additional faculty members, enabling the School to develop a critical mass of faculty in key strategic areas.

Purpose

The proposed FEMBA program will provide a more convenient and accessible route to an MBA degree for working adults who wish to pursue the degree on a part-time basis. The program is especially well-suited for the region given the growth of its economy and employment base. The program will also increase the diversity of SoBA’s MBA students since underrepresented minorities are more likely to pursue the MBA on a part-time basis than on a full-time basis (40% of SoBA’s Executive MBA students are underrepresented minorities). The program will also help SoBA grow in terms of skills,
capabilities, and resources. This new program delivery will enhance SoBA’s reputation within the corporate community and among business schools. The development of management talent is critical to the growth of the region. This program will play a significant role in workforce development. It will also generate much needed revenue for UCR and SoBA. In addition, the program will enhance our capabilities and reputation in part-time management education.

Fit with SoBA’s Strategy

The proposed FEMBA program is consistent with several of SoBA’s strategic goals. First, the FEMBA program will contribute to our developing a reputation for leadership in management education, to our recruiting outstanding faculty, and to the diversification of our sources of revenue, which will help SoBA maintain financial stability and independence and reduce dependence on state funding. The program also fits well with SoBA’s strategies for building reputation by hiring high-quality faculty who demonstrate excellence in both research and teaching. In most leading business schools, resources for research and salary support are supplemented by the FEMBA program and other self-supporting programs due to the lack of general grant opportunities for business school faculty. The absence of a FEMBA program makes it difficult for SoBA to recruit and retain top business faculty.

SoBA’s strategic plan seeks to place the School in a leadership role in economic development and the development of a professional managerial workforce. A part-time MBA program will contribute to the reputation of the School by building closer
relationships with the business community. Part-time MBA programs are also routinely ranked by such publications as *U.S. News and World Report* and *Business Week*.

**Market for the Program**

The SoBA FEMBA will be targeted at emerging managers with an interest in general management and with strong records of professional achievement that are looking for a part-time educational option while maintaining full-time employment. Part-time MBA students are generally older and more experienced than full-time MBA students. At the same time, part-time MBA students tend to have somewhat less managerial experience than executive MBA students and typically desire a program that is spread over a longer period of time than the EMBA.

A significant source of students for the program will be referrals and sponsorships of high potential, fast-track managers and professionals who have been identified by their organizations as future leaders whom they wish to nurture and develop. This program will be targeted at working professionals in a region that extends from the San Gabriel Valley to Northern San Diego County, including (but not limited to) the following areas: Rancho Cucamonga, Chino Hills, Ontario, San Bernardino, Riverside, Redlands, Indio, Temecula, and Corona. The two-county region has a population of approximately 4.3 million people (2010); the larger area including the San Gabriel Valley and Northern San Diego County adds to the available population\(^1\) and the region is home to a large and diverse base of businesses. There are 1.4 million working-age residents in the two

\(^1\) The School’s current EMBA program draws students from the San Gabriel Valley and Northern San Diego County as well as the two-county Inland region.
counties alone, of which about 20% have college degrees. Thus, an upper bound on the market size is about 300,000 people. If annually 0.1% of this population is interested in, and qualified for, pursuing the FEMBA program, it would lead to an enrollment of 300 FEMBA students. The general region has experienced, and continues to experience, significant population and economic growth (Riverside County was the fastest growing county in California during 2010). Enrollment in other part-time MBA programs in the region exceeds 3,000 students annually.

**Positioning**

The SoBA FEMBA program will be a high-quality professional degree program for individuals possessing a university degree who want to prepare themselves for senior management careers and for organizations seeking demanding educational and developmental experiences for their high-potential employees. The delivery format will allow participants to complete an MBA degree without interrupting their careers. The premium pricing of the program will support the positioning of the program as delivering a high-quality University of California degree designed to prepare fast-track managers and professionals for general management roles.

**Delivery Format**

The SoBA FEMBA program is a 27- to 33-month general management degree program designed for working professionals. The range of time for completion is typical of other FEMBA programs and is dependent on how rapidly a student wishes to progress through the program, as well as completion of any needed prerequisite preparation.
Students in the FEMBA program will take two or three courses per quarter, including summer. Courses will meet on evenings and/or on Saturdays from 8:30 a.m. to 4 p.m. The program will also have more extended in-residence courses where students would be in residence for one week at a time. As with the School’s other MBA offerings the first half of the program is an “established” core of courses with content prescribed by the School’s accreditation association. Each cohort would take this core together. The second half of the program includes a set of elective courses where students select from a variety of MBA elective offerings and where there is greater flexibility with respect to the number and timing of courses scheduled.

Relation to Other Programs

The proposed FEMBA program is designed to address working professionals with a profile similar to those in our full time MBA program but who are looking for a part-time educational option while maintaining full-time employment, or students who do not have the requisite managerial experience to enroll in the EMBA program. SoBA’s full-time MBA program is targeted to professionals who have an average of 3-4 years of work experience, who desire managerial careers and who wish to pursue the MBA on a full-time basis. In contrast, SoBA’s EMBA program is designed to address the more advanced and focused needs of more seasoned executives who aspire to, and/or whose employers have identified them for, general management positions. Thus, the FEMBA program will serve a distinct segment of individuals interested in graduate management education and will complement our other degree offerings. Experience in other UC FEMBA programs, as well as other part-time MBA programs suggests that the typical FEMBA student is older and has more work experience than full-time MBA students but is generally
younger and less experienced than EMBA students. This portfolio of MBA offerings is very similar to that found at other UC business schools.

It is expected that the program will be staffed by a combination of ladder faculty members and academically or professionally qualified adjunct faculty members. In the case of ladder faculty members it is expected that teaching will be on an overload basis. There are two advantages to such overload teaching. First, overload teaching provides a means to enhance the compensation of faculty members who might otherwise be attracted by opportunities elsewhere. This is a common approach within business schools to enhance compensation and remain competitive in terms of total compensation. Second, by UC policy such overload teaching counts toward the consulting days allowed faculty members. Thus, faculty members teaching in this program will do so rather than seek other consulting opportunities that may require time away from Campus. This is likely to have a favorable impact on faculty presence on Campus, accessibility to students and colleagues, and research productivity. This has been the experience of other Schools of Business.

The School will also carefully manage the rollout of the program to minimize start-up costs and achieve break-even as quickly as possible in order to avoid taking financial support from other programs. The recently launched Executive MBA program has broken even in its second year of operation.

**Startup Issues**

There are significant costs associated with the launch of the program. These costs include program development and marketing. SoBA currently has sufficient
resources to provide the necessary seed funds for program development and marketing. When the program is launched, there will be additional pressure on faculty staffing, until we are able to hire new faculty. In the long term, we expect to hire new faculty members to support the program. The program will also generate revenue for scholarly research. Indeed, absent the revenue generated by this program, the EMBA, and other self-supporting programs in the planning stage, SoBA will not be able to compete for faculty by providing competitive research support and resources.

**Administration**

The FEMBA program will be directed by the Faculty of the SoBA through its Executive Committee and its Graduate Program Committee, which will have oversight responsibility for all MBA programs offered by SoBA. There will also be a coordinating faculty committee with a specific focus on the FEMBA program. Consistent with the current organization of the full-time MBA program, there will be both a faculty coordinator (who will focus on faculty and curriculum issues) and a full-time staff director (who will focus on recruiting and student services). Administrative support personnel will be added as the program is built out. Over the long term as the program expands, SoBA anticipates the need for a full-time administrative support person for each class.

**Curriculum**

The FEMBA program is spread over a 27- to 33-month period. FEMBA students will typically take two to three classes per quarter, including summers, in order to
complete the program in the shorter time period. The content of the curriculum of the program will be identical to the current SoBA MBA program. All of the core courses will be identical, though they will be offered in a reorganized fashion to accommodate the differences in class schedules. FEMBA students focus on core courses in the first half of the program and focus on elective courses in the second half of the program.

**Financial Information**

SoBA has developed financial projections for the FEMBA based on very conservative assumptions. We assume that UCR fees for the program will initially be lower than prices for similar FEMBA programs offered by UCLA, UCI, and USC. We have also assumed a continuing class size of 90. We believe that we can deliver a high-quality program to as many as 75-100 students per cohort. UCLA’s entering FEMBA class for fall 2009 was 247 students. With 30 enrolling students for the first year of the program and a program cost at $64,000 ($800 per unit), we project that the FEMBA program will break even after the first year of operations. The program will produce a net operating surplus in its first year of existence.
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1. INTRODUCTION

It is proposed that the School of Business Administration’s (SoBA) A. Gary Anderson Graduate School of Management at the University of California, Riverside offer a new, alternative delivery of its current MBA degree offerings. The degree conferred will be the same MBA degree currently conferred by SoBA. The new program is different only with respect to its target audience (fully-employed professionals), its delivery schedule (evenings and weekends), and the length of the program (27-33 months). This new mode of delivery will focus on working professionals and managers who wish to pursue the MBA on a part-time basis. The new FEMBA will be a self-supporting program, with an estimated launch date of the fall quarter of 2012. Courses will be taught at the UC Riverside main campus, and/or at other locations in Southern California, such as South Riverside County, Pasadena, and South Orange County.

The School is already authorized to offer the MBA on a part-time basis and approximately a half dozen students are enrolled on a part-time basis each year. However, in the current mode of delivery of the part-time program students must take courses with the full-time students, which creates scheduling problems and requires 4-5 years for degree completion. The schedule is also not convenient for working adults since they must schedule some classes during business hours. As a result of these factors part-time enrollment in the MBA has remained very modest even as demand for such programs nationwide has increased. These factors reduce the appeal of the current program for working adults. This new delivery will make the program more accessible and appealing to students who wish to pursue the MBA on a part-time basis and complete the degree in a more timely fashion. This new program will also bring our part-time
program into alignment with the part-time MBA programs offered on other UC Campuses and create a program to serve the needs of the fastest growing segment of the MBA student population, the part-time student.

2. RATIONALE FOR THE PROGRAM

There are six compelling reasons why SoBA should launch this new program:

1. The program fits the overall strategy of SoBA to increase its presence and reputation regionally, nationally, and internationally. The FEMBA is a part of the portfolio of offerings of most major business schools and such programs are routinely ranked in Business Week and the Financial Times, independent of the full-time MBA and Executive MBA offerings. Regionally, UCLA, UCI, UCSD, and USC all have very successful FEMBA programs.

2. Graduates of the FEMBA program have the potential to become influential and supportive alumni soon after they complete their degree, given that many have already had successful careers, and have been identified by their organizations as top-tier executive leaders.

3. The program will meet untapped market demand among working professionals who live/work in the Inland Empire and surrounding areas (stretching from the San Gabriel Valley to Northern San Diego County) and who are looking for a part-time educational option while maintaining full-time employment. SoBA is the only graduate school of management affiliated with a major research university in the Inland Empire and
surrounding areas. These areas have experienced substantial population and economic growth in recent decades. The new UCR FEMBA program will attract working professionals who value the impact an MBA from a leading business school will have on their careers, but want to complete their degree in less than three years (we are proposing a 27- to 33-month delivery format, with possibilities for acceleration).

4. The program will facilitate development of stronger relationships with the corporate and professional communities. The program will meet the need for workforce development of organizations and firms in the region by providing a “local” option for the development of management talent. It is also likely that some students in the program will receive some support from their employer.

5. The program will enhance SoBA’s revenue, diversify existing sources of revenue, and reduce our dependence on state funding.

6. The program will support the hiring of additional faculty members, enabling the School to develop a critical mass of faculty in key strategic areas.

3. CONSISTENCY WITH SoBA’s STRATEGY

SoBA’s strategic plan, which was adopted unanimously by the SoBA faculty in late 2008, called for the School to develop a number of new degree delivery offerings that would create a portfolio of offerings similar to our sister UC business schools. The creation of other MBA program deliveries complementary to the Full-time MBA has
been recommended in numerous external reviews of the School. The FEMBA program is one of these programs.

The proposed program complements and enhances the goals of SoBA to be a quality leader in U.S. business education and to develop exceptional students and business leaders in a global society. The program will also strengthen our commitment and ability to create an environment that supports and encourages exceptional research and teaching. Scholarly inquiry and creative teaching are essential to the achievement of SoBA's Mission and Vision.

The FEMBA program, along with the EMBA program, will bring faculty members into contact with practicing professionals and managers who will help identify important issues in management practice, provide settings and resources for research, and provide important synergies with our other degree and non-degree offerings. Resources generated by the proposed program will help SoBA hire and retain outstanding teachers and scholars by providing support for faculty with up-to-date facilities, information, resources, and technology. The proposed FEMBA, along with the existing EMBA, will further enhance the development of new initiatives to further integrate teaching with research and scholarly activities.

The School of Business Administration has been investing in key resources to accomplish these goals: (1) hiring and retaining faculty who are excellent in research and teaching and (2) investing in technology to facilitate high-quality education and learning. The School desires to develop a strong reputation for the provision of high-quality management education. The new program delivery fits with this strategy, and it will enable us to continue to hire high-quality faculty and staff.
4. MARKET FOR THE PROGRAM

The SoBA FEMBA will be targeted at emerging managers with an interest in general management and with strong records of professional achievement, who are looking for a part-time educational option while maintaining full-time employment. Over the past decade part-time MBA programs have been the fastest growing segment of the MBA market on a national basis. Part-time MBA students are generally older and more experienced than full-time MBA students. At the same time, part-time MBA students tend to have somewhat less managerial experience than executive MBA students and typically desire a program that is spread over a longer period of time than the EMBA.

The primary market for the FEMBA program will be working professionals in a region that extends from the San Gabriel Valley to Northern San Diego County, including (but not limited to) the following areas: Rancho Cucamonga, Chino Hills, Ontario, San Bernardino, Riverside Redlands, Indio, Temecula, Corona. The two-county region alone has a population of approximately 4.3 million people (2010); the larger area including the San Gabriel Valley and Northern San Diego County adds to the available population and the region is home to a large and diverse base of businesses. The population of this region is larger than Orange County (where UCI offers a very successful FEMBA program) and larger than San Diego County (where UCSD offers a successful part-time program).

There are 1.4 million working age residents in the two counties alone, of which about 20% have college degrees. With portions of the San Gabriel Valley and Northern San Diego County included, a very conservative estimate of the upper bound on the

2 The School’s current EMBA program draws students from the San Gabriel Valley and Northern San Diego County as well as the two-county Inland region.
market size is about 300,000 people. If annually 0.1% of this population is interested in, and qualified for, pursuing the FEMBA program, it would lead to an enrollment of 300 FEMBA students. It is also useful to note that there are more than 3,000 students enrolled in the various part-time MBA programs in the region. The general region has experienced, and continues to experience, significant population and economic growth (Riverside County was the fastest growing county in California during 2010). It is therefore expected that the new FEMBA program will initially enroll 30 students in the first-year class and will grow to 60 students when a second class is seated.

We expect to draw a substantial portion of the students for the program from a wide belt of geography that stretches from Claremont to Rancho Cucamonga to Chino Hills, to Corona, to Murrieta and Temecula. This region includes a concentration of affluent households with a high percentage of college graduates (approaching 40% with college degrees).

Enrollment in the program will generally be composed of domestic students or foreign nationals who already hold visas that allow them to live and work in the United States. However, there may be circumstances in which an international student would prefer to enroll in the FEMBA program on a full time basis. Both UCLA and Berkeley have such students enrolled in their FEMBA programs. The structure of the program can accommodate such students though we expect such cases to be rare. The School has recently implemented the Hobson’s recruiting software package (also used at UCLA and UCI) that will enable the admissions staff to track prospects into the MBA program most suitable for their qualifications and interests. This should minimize the frequency with which prospects pay an application fee only to discover they have applied to the wrong
program (and thus might request a refund of the application fee). The School will be responsible for any such refunds, but we expect them to be rare.

An important source of students for the program will be referrals and sponsorships of high potential, fast-track managers and professionals who have been identified by their organizations as future leaders whom they wish to nurture and develop. Thus, the market is not only defined by potential students but also by organizations and firms seeking a “local” option for developing management talent.

5. INVESTMENTS AND COSTS

SoBA currently has a reserve that will allow it to launch and market this program without having to reduce funds allocated to existing programs and hiring initiatives, or request start-up funds from the university. To launch the program, time will be required from current faculty for program development. However, many of SoBA’s MBA courses are already taught in three-hour blocks that will be characteristic of the proposed program’s design, which will reduce the development costs that might otherwise be associated with redesign of a course to accommodate an alternative delivery. Faculty members already routinely teach courses in the late afternoons and evenings and Saturdays, so the School already has experience with evening and Saturday course delivery. The budget for development of the program includes funds to compensate faculty members for program development and course redesign where needed.

The School has aggressively recruited senior faculty members who have the ability to teach more experienced and demanding students. In its second year of operation, when classes are offered to both a first- and a second-year class, we anticipate
that the program will require the teaching services of 5 FTE faculty members if all classes are taught by ladder-rank faculty members. However, we anticipate the program will require fewer incremental FTE as is the case for similar programs offered by other campuses in the UC system. We anticipate making use of some adjunct faculty members, who will be recruited from the local community, much as we now do for our current full-time MBA and EMBA offerings. The School has been successful in identifying academically qualified adjunct professors and lecturers. These individuals will be recruited by the School’s academic departments with the assistance of the program’s academic director. The performance of faculty members teaching in the program will be monitored by the academic director, the relevant department chair and the governing faculty committee for the program. In addition, the standards of our accreditation association impose significant standards for the qualifications of faculty members teaching in our business programs.

6. PROGRAM DESIGN

Like the full-time MBA program, this new FEMBA program will consist of 80 quarter units. The program spreads over a 27- to 33-month period. Students of the FEMBA program will take two or three courses per quarter, including summers. There will be a residential for each year, where students will take classes equaling two courses. A more convenient location closer to larger clusters of students (for example, the new educational facility in Murrieta, Ontario, or the like, or at a corporate location) may be substituted for an on-campus location.
See Exhibits 1 and 2 for information about the proposed curriculum, courses, and academic requirements. Exhibit 3 maps the course content of the proposed program into the current content of SoBA’s full-time MBA program. The first year of the proposed program is identical in course content to the first year of the full-time program. The second year of the proposed program differs from the current MBA program only in that a smaller array of elective courses will be offered. SoBA aims to maintain flexibility in the design of schedule in order to respond to the needs of the market as the program is marketed.

7. FACULTY AND INSTRUCTIONAL RESOURCES

As is common in other FEMBA programs and SoBA’s current full-time MBA and EMBA programs, courses will be staffed by a combination of ladder faculty members and academically or professionally qualified adjunct faculty members. The organization that accredits schools of business, the Association for the Advancement of Collegiate Schools of Business (AACSB), requires that at least 50% of courses be taught by academically qualified faculty members and that at least 90% of courses be taught by faculty members who are academically qualified or professionally qualified. It is our expectation that the proposed program will exceed these requirements. Teaching in the program will either be in-loaded into ladder faculty members’ normal teaching load or, as is more common in other UC programs, compensated on an overload basis. SoBA has lost faculty candidates in recent years because it has not had such overload teaching available, as these are typical for most business schools.
Teaching assistants and readers will be available to support faculty members in the same way they support faculty teaching in the current full-time MBA program. Instructional technology will be used to maintain contact with and manage students during periods when students are not in residence for classes.

8. PROGRAM ADMINISTRATION AND REGULATIONS

Program administration will consist of a full-time staff director and a faculty coordinator. The full-time program director will be responsible for day-to-day operations of the program, marketing of the program, and the processing of applications. Admissions decisions will be under the guidance of the supervising Faculty Committee and will follow the academic regulations of the program. The director will manage the program budget and make annual recommendations for program fees to the dean. The director will also write a report for the dean and the faculty of the School at the end of each year assessing the quality and relative success of the program. It is anticipated that an administrative assistant, who will be assigned to each entering class, will assist the director of the program. Thus, one administrative assistant will be hired in the first year of the program and will assist students with registration, payment of fees, coordination of events and activities when students are in residence, preparation of course materials and related activities. A second administrative assistant will be added to support the second entering class.

The faculty coordinator will be responsible for coordinating curriculum design, course delivery, scheduling and faculty deployment and coordination.
An Academic Committee composed of faculty members who teach in the program will oversee the program. This committee will report to the School’s MBA committee, which is appointed annually by the School’s executive committee. The role of the academic committee is to make recommendations regarding curriculum changes, ensure the continued quality and improvement of the program, deal with academic standards and integrity, and provide feedback to the School’s faculty. The staffing model for the program is similar to that used in most FEMBA programs.

9. ADMISSION AND STUDENT PROFILE

Standards for admission to the FEMBA program will be similar to those of the full-time MBA program. All successful applicants to the FEMBA program will possess a four-year undergraduate degree. Applicants to the FEMBA program will submit the same materials submitted by applicants to the full-time program, including an application, transcripts of all college work, scores on standardized tests (the GMAT or GRE), at least three letters of recommendation, including one from an employer where appropriate and essays related to career goals and achievements. The same minimum academic criteria that apply to the full-time program will apply to the FEMBA program. They must satisfy all admission requirements as specified in the graduate application and by the Graduate Council. However, more weight will be given to work experience and career accomplishments. Appendix 3 provides a representative copy of catalog content that describes the program and its admission requirements.

3 The current plan is to require either the GMAT or GRE as most competitors do. If the market changes and such scores are dropped by competitors we will need to revisit this requirement.
At the present time we expect to admit an entering cohort only in the fall quarter. However, as the program grows we anticipate the need for other admission dates. For example, UCI’s FEMBA program admits a cohort in the fall quarter and another in the spring quarter.

Students in the proposed FEMBA program will be mid-career professionals. It is anticipated that the average student age will be in the late 20s to early 30s. As is typical of most FEMBA programs, less emphasis will be placed on undergraduate performance and test scores as admissions criteria and more emphasis will be placed on employer recommendations, management experience and accomplishments, and interviews designed to assess motivation and commitment to the program. It is expected that some of the students will be partially supported by their employers. Some professionals, entrepreneurs and business owners may be self-supporting. At minimum, it will be required that all students be recommended by their employer (if they are not self-employed), who will allow them to take time away from their jobs to attend classes. The recommendation and support of employers are strong motivation for student success in the program.

All applicants to this program must have completed a Bachelor's degree or its approved equivalent from an accredited institution and to have attained an undergraduate record that satisfies the standards established by the Graduate Division and University Graduate Council.

10. PROGRAM FEES

It is anticipated that the total fee for the program will be $64,000. We will price the program on a per unit basis of $800/quarter hour. This program fee compares
favorably with the prices of other FEMBA programs in Southern California (see Table 1 below). Some students may receive funding from their employers. SoBA will also work with students to obtain student loans to finance their education. The FEMBA generally has the effect of significantly increasing the future earnings of FEMBA graduates. These future earnings make loans easier to repay. Low cost government Stafford and Grad Plus loans are available to FEMBA students who are U.S. citizens or permanent residents. The School will also assist students in obtaining private loans through such organizations as Access Group and Nellie Mae.

We do not expect to offer any scholarships or other forms of financial aid, other than employer assistance and loans for this program in the foreseeable future. While we can envision some such support from private sources in the future, this will not be a high priority for our development efforts, which will remain focused on the undergraduate, full-time MBA and Ph.D. programs.

11. LOCATION AND FACILITIES

The FEMBA program will utilize instructional classroom space at UCR, as well as available information and communications technology currently possessed by UCR. The class instruction will primarily be conducted in Anderson Hall South, alternatively using off-campus locations if class demographics and other conditions allow. Residentials will be conducted at the Palm Desert Graduate Center, Lake Arrowhead Conference Center or similar venues.
12. COMPETITIVE ANALYSIS

The Fully-Employed MBA is an alternative vehicle for delivery of the MBA degree. The program is called a Fully-Employed MBA to describe its target audience rather than to identify a different degree. Graduates of the FEMBA program receive the same MBA degree awarded to students in full-time MBA programs. FEMBA programs have existed for several decades. Hundreds of such programs now exist worldwide and a specialized organization of these programs exists under the umbrella of the Association for the Advancement of Colleges and Schools of Business (AACSB), the organization that accredits schools of business. Apart from small dips in the most recent year (due to poor general economic conditions), applications to Fully-Employed MBA programs have been growing, and enrollment in part-time MBA programs has been the fast sector of MBA program growth over the past decade. The top programs in the nation are offered at New York University, UCLA, Northwestern, Chicago, Michigan, Minnesota, Maryland, and Carnegie Mellon University. In addition to UCLA, UCI, USC, UCSD, and Claremont all offer the FEMBA in Southern California. A summary of these programs and their features are given in Table 1 below.
Table 1. Comparison of Southern California FEMBA Programs.

Although the SoBA program will compete for students at the periphery of the service area defined above with such universities as UCLA, UCI, USC, UCSD, and Claremont, there is no other major school of business affiliated with a research university operating in the Inland Empire. Furthermore, none of the competing universities have sought to enter the service area that SoBA has identified as its potential market. Inland Southern California is an underserved area for the Fully-Employed MBA degree. The cachet of a University of California degree, the convenience of an inland southern California location, the presence of strong ladder and adjunct faculty, and the appeal of a more flexible program should constitute significant market advantages for SoBA’s relative to current MBA programs offered in Inland Southern California.

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4 UCSD and UCI attract some students from the region and USC does some recruiting in the region for its EMBA program.
13. **FINANCIAL PROJECTIONS**

SoBA has developed financial projections for the FEMBA based on very conservative assumptions. We have assumed that UCR fees for the program will initially be lower than the fees for similar FEMBA programs offered by UCLA, UCI, and USC. We have also assumed an entering and continuing class size of 90. We can break even with as few as 30 students in each class. Exhibit 4 provides a detailed financial analysis of the program.

We believe that we can deliver a high quality program to as many as 100 students per cohort. UCLA and USC currently admit FEMBA classes of up to 250.

We are working with the campus’s Office of Budget and Planning to refine our projections. We have also requested that the campus forego the indirect costs associated with the program during the first three years of operation.

14. **Relation to Other Programs**

The proposed FEMBA program is designed to address working professionals with a profile similar to those in our full time MBA program but who are looking for a part-time educational option while maintaining full-time employment, or students who do not have the requisite managerial experience to enroll in the EMBA program. SoBA’s full-time MBA program is targeted to professionals who have an average of 3-4 years of work experience, who desire managerial careers and who wish to pursue the MBA on a full-time basis. In contrast, SoBA’s EMBA program is designed to address the more advanced and focused needs of more seasoned executives who aspire to, and/or whose employers have identified them for, general management positions. Thus, the FEMBA program will
serve a distinct segment of individuals interested in graduate management education and will complement our other degree offerings. Experience in other UC FEMBA programs, as well as other part-time MBA programs suggests that the typical FEMBA student is older and has more work experience than full-time MBA students but is generally younger and less experienced than EMBA students. This portfolio of MBA offerings is very similar to that found at other UC business schools.

It is expected that the program will be staffed by a combination of ladder faculty members and academically or professionally qualified adjunct faculty members. In the case of ladder faculty members it is expected that teaching will be on an overload basis. There are two advantages to such overload teaching. First, overload teaching provides a means to enhance the compensation of faculty members who might otherwise be attracted by opportunities elsewhere. This is a common approach within business schools to enhance compensation and remain competitive in terms of total compensation. Second, by UC policy such overload teaching counts toward the consulting days allowed faculty members. Thus, faculty members teaching in this program will do so rather than seek other consulting opportunities that may require time away from Campus. This is likely to have a favorable impact on faculty presence on Campus, accessibility to students and colleagues, and research productivity. This has been the experience of other Schools of Business and is not unlike a “practice model” found in other professional schools such as medicine and dentistry. The APM’s discussion of conflict of commitment specifically addresses this type of teaching and states that it is an exception to Category I reporting, like teaching in UNEX programs, as long as the teaching time is counted against allowable consulting days.
The School will also carefully management the rollout of the program to minimize start-up costs and achieve break-even as quickly as possible in order to avoid taking financial support from other programs. The recently launched Executive MBA program has broken even in its second year of operation.
EXHIBIT 1 - Curriculum Overview of Proposed FEMBA Program

Program Format and Delivery

The FEMBA program will be an 80-credit unit curriculum that will provide a comprehensive framework for the strategic management of business organizations. The purpose of the proposed curriculum is to meet the programmatic objectives and requirements of both SoBA’s MBA and EMBA programs. In terms of requirements, the proposed curriculum meets or exceeds the core and general credit requirements of the current SoBA MBA program. The program is intended to be primarily a general business management curriculum and thus, provide a solid foundation across management disciplines. The program is designed as a cohort model with all students taking the same courses (core courses) over the first part of the program (five quarters). In the second part of the program students choose from several electives to fit their personal academic needs.

Similar to SoBA’s current full-time MBA program, the proposed FEMBA program is designed around a common half program length core involving a cohort model with all students taking the same courses.\(^5\) Despite the similarity of the two programs, there are principal differences. These include program calendar and class schedule, the age and experience profile of entering FEMBA students, majors and electives, the sponsoring relationship with the current employer, and student lifestyle (extracurricular activities and interaction). The program, for instance, will include an international trip to a location of emerging importance in global business.

\(^5\) The EMBA program follows a similar cohort model but all students take the same courses together throughout the program.
The objectives of the curriculum are to meet the needs of the unique aspects of the proposed program. This has three elements:

(1) it provides a solid foundation in management theory and practice. This foundation includes both the designated 'core' business courses found in all MBA programs, and courses on leadership, teamwork and other relevant organizational and interpersonal skills. All currently designated core requirements of SoBA’s current full-time MBA will be met by the program.

(2) the curriculum goes beyond the basics in each core area to include more advanced material relevant to a general manager, including strategic and tactical issues, as well as introducing a more global perspective.

(3) it provides an international project and more integrated global and strategic content to meet the needs of the intended target student population.

Preparatory Prerequisites

As is typical in other FEMBA programs, the preparatory prerequisites are intended to provide the foundation to better prepare those students with deficits in skills such as linear algebra, calculus, basics of accounting, communications and computer skills and prepare students for the FEMBA experience rather than as a part of the course requirements for the degree. The purpose of the prerequisites is therefore to increase the likelihood of success for students who have been away from the classroom for many years and who may need to refresh or fill in gaps in their knowledge of basic skills in
mathematics, financial reporting, and communication in an academic environment. It is our expectation that many students in the program will be able to waive these prerequisites by virtue of prior coursework, waiver examinations, or prior relevant experience (e.g., A CPA would not be expected to take preparatory work in accounting).

**MGT 403 (4 units):** Review of Quantitative Methods for Management. This course allows students to brush up on their quantitative skills. It covers topics ranging from linear algebra to elementary probability concepts and calculus.

**BUS 20 (4 units):** Accounting Principles. This course will serve those students who lack the basic principles of accounting. It exposes students to the concepts of measurement and communication of financial data as well as the preparation of financial statements. Students may opt to take a follow-up course to BUS 20, BUS 21 (4 units). The latter emphasizes accounting principles in the corporation and covers topics such as stock and bond issuance, present value concepts, consolidation and inter-corporation investments, financial statement analysis, etc. These courses expose students to the concepts of measurement and communication of financial data as well as the preparation of financial statements.

**MGT 404 (2 units):** Communications, Leadership, Teams, and Ethics: The course uses case discussions, presentations, and readings to develop communication, presentation, and leadership skills. It examines the principles of effective teamwork and exposes students to ethical issues facing today’s managers.
The prerequisites are covered using two methods. Some courses will be delivered using online technologies, and the courses can be completed before the start of the first quarter. Other courses, such as leadership and communications, may be packaged into a pre-quarter session, which is custom-designed and delivered specifically for entering FEMBA students drawing on the content of some of the courses listed in the above paragraph. This session will take place prior to the beginning of the first year of the FEMBA program, and also contain specific training on how to use UCR’s electronic systems (Blackboard, Adobe Connect, the library system). The cost of this session is not included in the program fees for the FEMBA. Students that desire more in-depth treatment of these foundation areas may elect to take the full courses.

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6 SoBA is currently working with UNEX to create preparatory coursework for the MBA program similar to coursework currently offered by UCI and UCLA UNEX.
EXHIBIT 2 - Prototypical FEMBA Curriculum

**First Year**

**Summer-Early Fall:** Preparatory Coursework (as needed)

**Residential (before fall quarter)**

- MGT 200 (4 units): Organizational Behavior and Theory
- MGT 205 (4 units): Information Systems

**Fall Term**

- MGT 201 (4 units): Quantitative Analysis
- MGT 209 (4 units): Marketing Management

**Winter Term**

- MGT 203 (4 units): Economics for Management
- MGT 211 (4 units): Financial Accounting

**Spring Term**

- MGT 202 (4 units): Financial Management
- MGT 207 (4 units): Operations Management for Competitive Advantage

**Summer Term**

- MGT 298I (4 units): Fieldwork in Management
- MGT 2xx (4 units): Elective
Second Year

Fall Term

MGT 235 (4 units): Strategic Management

MGT 2xx (4 units): Elective

Winter Term

MGT 272 (4 units): Global Strategy and Management

MGT 2xx (4 units): Elective

Spring Term

MGT 238 (4 units): Management Synthesis (Capstone course)

MGT 2xx (4 units): Elective

Summer Term

MGT 2xx (4 units): Elective

MGT 2xx (4 units): Elective

Residential (after summer quarter)

MGT 2xx (4 units): Elective

MGT 2xx (4 units): Elective
EXHIBIT 3 - Comparison of SoBA's MBA Programs

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>Full-Time</th>
<th>FEMBA</th>
<th>EMBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>21 months</td>
<td>27-33 months</td>
<td>19 months</td>
</tr>
<tr>
<td>Total Cost</td>
<td>$58,164 (in state)</td>
<td>$64,000 ($ 800/unit)</td>
<td>$75,00</td>
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<tr>
<td></td>
<td>$82,650 (out of State)</td>
<td></td>
<td>$80,000 for Fall, 2012</td>
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<tr>
<td>Format</td>
<td>Full-time</td>
<td>Part-time</td>
<td>Full-time</td>
</tr>
<tr>
<td>Days of delivery</td>
<td>M-F</td>
<td>Evenings/Saturday + Residential</td>
<td>Friday-Saturday + Residential</td>
</tr>
<tr>
<td>Time of delivery</td>
<td>Day-time; Few classes in evening</td>
<td>Evenings; All Day Saturday</td>
<td>All day and evening on weekends (every 2nd weekend)</td>
</tr>
<tr>
<td>Location</td>
<td>Campus</td>
<td>Campus or Local (Pasadena, Costa Mesa, S. OC, S. RC)</td>
<td>Palm Desert Center</td>
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<td>Internship/Consulting</td>
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<td>Consulting</td>
<td>Consulting</td>
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<td>Global Component</td>
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<td>No</td>
<td>Yes</td>
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<tr>
<td>Program Start</td>
<td>Fall/Spring</td>
<td>Fall/Spring</td>
<td>Fall</td>
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<td>Courses:</td>
<td>20</td>
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<td>20</td>
</tr>
<tr>
<td>Core</td>
<td>11</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>Electives</td>
<td>7-9</td>
<td>8</td>
<td>2</td>
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<tr>
<td>GMAT/GRE Required</td>
<td>Yes</td>
<td>Yes</td>
<td>At Request of Admissions Committee</td>
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<td>GPA</td>
<td>3.0</td>
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<tr>
<td>Work experience</td>
<td>0-5</td>
<td>3-10</td>
<td>5-7 Min</td>
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<tr>
<td>Typical Age Range</td>
<td>22-29</td>
<td>27-35</td>
<td>30 and older</td>
</tr>
<tr>
<td>Career Stage</td>
<td>Professionals seeking to advance or redirect their careers</td>
<td>Mid-level managers, functional managers, team leaders, analysts or engineers seeking to advance or redirect their careers</td>
<td>Experienced managers, Leaders, professionals or entrepreneurs who are interested in gaining broad scope strategic and leadership capabilities</td>
</tr>
</tbody>
</table>
# FEMBA Budget Projection

## Annual Budget Projections

<table>
<thead>
<tr>
<th>Number of Courses</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011-12</td>
<td>2012-13</td>
<td>2013-14</td>
</tr>
<tr>
<td><strong>NUMBER OF COURSES</strong></td>
<td></td>
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<tr>
<td>Cohort I</td>
<td>10</td>
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<td>30</td>
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<tr>
<td>Cohort II</td>
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<td>10</td>
</tr>
<tr>
<td>Cohort III</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td><strong>ENROLLMENT</strong></td>
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<tr>
<td>Cohort I</td>
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<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Cohort II</td>
<td>0</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Cohort III</td>
<td>0</td>
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<td>30</td>
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<td><strong>UCR OVERHEAD CHARGE</strong></td>
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<tr>
<td><strong>ACADEMIC PERSONNEL</strong></td>
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<tr>
<td>Faculty (Overload)</td>
<td>5</td>
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<tr>
<td>Adjunct/Lecturers</td>
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<tr>
<td><strong>ADMINISTRATIVE STAFF</strong></td>
<td>FTE</td>
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<tr>
<td>FEMBA director</td>
<td>1.0</td>
<td>$35,000</td>
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<tr>
<td>Staff - AAII</td>
<td>0.25</td>
<td>$18,750</td>
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<td>Student Assistants</td>
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<td>Employee Benefits @ 28%</td>
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<td>$30,450</td>
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<td><strong>GENERAL OPERATING EXPENSES</strong></td>
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<td>Travel - Instructors</td>
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<tr>
<td>Supplies &amp; Materials</td>
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<td>$5,000</td>
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</tr>
<tr>
<td>Mail Services &amp; Freight</td>
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<td>$2,500</td>
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<td>Printing/Reproduction</td>
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<td>$10,000</td>
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</tr>
<tr>
<td>Equipment</td>
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<td>$10,000</td>
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<tr>
<td>Facility Rental</td>
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<td>$20,000</td>
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<td>Marketing</td>
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<td>Residential #1</td>
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<tr>
<td><strong>TOTAL REVENUES</strong></td>
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<tr>
<td><strong>TOTAL EXPENSES</strong></td>
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<tr>
<td><strong>BALANCE</strong></td>
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**Assumptions:**

1. Base Fee = $64,000 (800/credit hour); does not include: Books, Food, Lodging or International Trip
APPENDIX 1 – Links to Competing High-Quality FEMBA Programs

UCLA:

http://www.anderson.ucla.edu/x24270.xml

UCI:

http://merage.uci.edu/fullyemployedmba/

USC:

http://www.marshall.usc.edu/mbapm

UCSD:

http://management.ucsd.edu/mba/flex/
APPENDIX 2: Course Descriptions

BUS 020. Financial Accounting and Reporting (4) Lecture, 3 hours; discussion, 1 hour. A study of the concepts and techniques for measurement and communication of financial information. Includes interpretation of financial statements.

BUS 021. Generation of Financial Accounting Information (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): BUS 020 with a grade of "C-" or better. A detailed study of the process of measuring, recording, and communicating financial accounting information.

MGT 200. Organizational Behavior and Theory (4) Lecture, 3 hours; extra reading, 1.5 hours; outside projects, 1.5 hours. Prerequisite(s): MGT 404 or consent of instructor. Enhances student understanding of complex organizational life using multiple perspectives at the micro and macro levels. Addresses theories and research pertaining to organizational structure, culture, group dynamics, interpersonal relations, and social psychological factors with the goal of developing students’ capabilities for diagnosing organizational problems and identifying appropriate solutions.

MGT 201. Quantitative Analysis (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): MGT 403 or equivalent; familiarity with Microsoft's Excel spreadsheet software. Addresses the process of generating decision-making information from data and solving management problems using common computer tools. Covers problem identification and formulation, model selection and use, and interpretation of the results of statistical analysis. Topics include estimation, hypothesis testing, analysis of variance, simple and multiple regression, time series, and forecasting. May not be taken for degree credit by students in statistics undergraduate or graduate programs.

MGT 202. Financial Management (4) Lecture, 3 hours; extra reading, 1.5 hours; outside projects, 1.5 hours. Prerequisite(s): MGT 201, MGT 211, or equivalents. Provides a foundation in theories of finance. Topics include time value of money, security valuation, financial institutions, theories of risk measurements, managing a firm’s investment decisions, capital structure, and sources of financing for a firm.

MGT 203. Economics for Management (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): MGT 403 or equivalent. A study of the use of microeconomics and macroeconomics in managerial decision making. Topics include demand and supply, production and cost functions, competition, labor supply, national income accounting, aggregate output,
MGT 204. Cost and Management Accounting (4) Lecture, 3 hours; outside projects, 3 hours. Prerequisite(s): MGT 211 or equivalent. A study of accounting information for managerial planning and control. Topics include managerial applications for product costing, budgeting, and performance evaluation; accounting techniques for modern manufacturing systems; activity-based accounting and cost management; international cost accounting systems; and the behavioral implications of accounting information.

MGT 205. Information Systems (4) Lecture, 3 hours; laboratory, 1 hour; outside projects and extra reading, 2 hours. Prerequisite(s): graduate standing; familiarity with basic computer operations and software packages. Examines the operation and management of information systems as applied to the business environment. Topics include hardware, software, databases, decision support, and systems analysis. Software packages are used to integrate information systems concepts and business applications.

MGT 207. Operations Management for Competitive Advantage (4) Lecture, 3 hours; outside projects and extra reading, 3 hours per week. Prerequisite(s): MGT 201, spreadsheet skills. Focuses on managing the activities involved directly in the creation of products and services, such as design, production, and distribution. Provides managers with the skills and tools to analyze, optimize, and improve production processes for competitive advantage. Explores issues through lectures, cases, and videos pertaining to various industries.

MGT 208. Business, Government, and Society (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): graduate standing. Provides a managerial perspective on the relationship between business and its external stakeholders. Primary focus is on the impact of public policy on business and the management of public issues in a global environment. Case studies and teamwork are emphasized.

MGT 209. Marketing Management (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): MGT 403 or equivalent. Analyzes the marketing process, the environment within which it operates, institutions involved, and the functions performed. Examines the relationships and trends in a market-based economic system. Develops concepts and terms applied to marketing decisions from the perspective of a manager.

MGT 210. Human Resources Management (4) Lecture, 3 hours; outside projects and reading, 3 hours. Prerequisite(s): MGT 200. Introduces methods for managing the firm’s human resources within the context of regulatory and economic conditions and changing workforce demographics. Topics include recruitment and selection, compensation and reward systems, employee development and appraisal, and information systems for meeting HRM objectives.

MGT 211. Financial Accounting (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Covers financial accounting concepts and the analytical tools needed to understand and interpret financial statements. Examines the uses of financial accounting information.
MGT 215. International Comparative Management (4) Lecture, 3 hours; outside projects and readings, 3 hours. Prerequisite(s): graduate standing. Comparative analysis of significant management practices. The impacts of cultural, political, social, and economic factors on decision making within the international arena are examined.

MGT 216. Managing a Diverse Work Force (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): MGT 200 or consent of instructor. Covers management issues arising from a work force that is increasingly diverse in terms of gender, race, age, ethnicity, culture, and health status. Topics include participation patterns and career development, stereotyping, communication styles, work-family conflicts, reasonable accommodation and other legislative requirements.

MGT 217. Management-Labor Relations (4) Lecture, 3 hours. Prerequisite(s): MGT 210 or equivalent and consent of instructor. The social forces leading to collective employee action in public and private institutions are examined in light of labor legislation, labor law, labor economics, collective bargaining, and the aspirations of social groups.

MGT 218. Ethics in Management (4) Lecture, 3 hours. Examines ethical dilemmas faced by managers and organizations and extends decision analysis to include the ethical dimension present in most policy decisions. Seeks to increase the students’ ability to identify and respond to ethical issues in organizations, including such areas as affirmative action, bribery, deception, working conditions, product safety, environmental impact, and international relations.

MGT 220. Negotiations for Managers (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Develops student understanding of the theory and processes underlying a broad spectrum of negotiation problems. Students attain competence in negotiations by applying analytic and interpersonal skills learned from readings and lectures to negotiation exercises and debriefings.

MGT 221. Decision Making Under Uncertainty (4) Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 207 or consent of instructor. Introduces basic tools for using data to make informed managerial decisions under uncertainty. Addresses modeling, performance evaluation, and optimization of systems with uncertain parameters. Topics include Markov chains, Markov decision processes, and probabilistic linear and dynamic programming. Applications are drawn from operations, finance, marketing, and other management fields.

MGT 222. Organization Development and Change (4) Lecture, 3 hours. Prerequisite(s): MGT 200 or consent of instructor. Stresses the initiation and management of organizational change through the use of applied behavioral science knowledge. Emphasizes the diagnosis of organizational problems followed by the development of an improved plan and the strategies and tactics for implementing that plan.
**MGT 224. Managing for Quality Improvement (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): MGT 201 or consent of instructor. Discusses the operational aspects of quality improvement in manufacturing and service organizations. Focuses on the broader issues of total quality management, statistical process control, and the difficulties in implementing quality efforts in organizations.

**MGT 225. Professional Accounting and Auditing Research (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing. Provides an in-depth examination of the professional accounting and auditing research process. Includes issue identification; location and evaluation of authority using online and electronic accounting, auditing, and tax research databases; developing conclusions and recommendations; and communication of research results.

**MGT 226. Fraud and Forensics Auditing (4)** Lecture, 3 hours; extra reading, 1.5 hours; outside projects, 1.5 hours. Prerequisite(s): MGT 204 or equivalent. Addresses forensic accounting and fraud examination in how it pertains to both civil and criminal matters. Develops a basic understanding of the characteristics of fraud, fraud prevention and detection, investigative techniques, asset recovery, and use of information technology.

**MGT 227. Fixed-Income Securities and Markets (4)** Lecture, 3 hours; extra reading, 1.5 hours; outside projects, 1.5 hours. Prerequisite(s): MGT 201. Covers analytical techniques related to fixed-income securities. Includes basic analytical tools in fixed-income markets. Topics include relative pricing of fixed-income securities, yield-curve estimation, securities with embedded options, and trading strategies. Utilizes interest rate swaps, mortgage-backed securities, and credit derivatives.

**MGT 228. Consumer Behavior (4)** Lecture, 3 hours; consultation, 1 hour. Prerequisite(s): MGT 209 or consent of instructor. Analyzes why people buy and examines purchase decision processes and outcomes. Studies current models of consumer behavior. Topics include brand equity, customer delight, global marketing, behavior modification, and strategic market analysis.

**MGT 230. Databases for Management (4)** Lecture, 3 hours; outside projects and readings, 3 hours. Prerequisite(s): MGT 205. Examines the features and capabilities of database management systems, including database classification, data structures, file organizations, evaluation, and management of database systems.

**MGT 231. Corporate Finance (4)** Lecture, 3 hours; extra reading, 1.5 hours; outside problem sets, 1.5 hours. Prerequisite(s): MGT 202. An intensive analysis of the effects of corporate financial policy decisions on firm value. Examines the interrelation of firm value, financing policy, investment decisions, and other considerations. Provides an understanding of the theoretical issues involved in the choice of these policies.
MGT 232. Derivatives and Asset Pricing (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): MGT 202. Explores the pricing of derivatives-based securities. Covers various topics in derivatives markets. Introduces pricing techniques for forwards, futures, options, swaps, and other derivatives. Utilizes empirical data and financial modeling.

MGT 233. Marketing Research (4) Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 201, MGT 209; or consent of instructor. Examines how marketing-related data is gathered from individuals and organizations. Explores the importance of integrating problem formulation, research design, questionnaire construction, and sampling so as to yield the most valuable information. Also studies the proper use of statistical methods and the use of computers for data analysis.

MGT 235. Strategic Management (4) Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): graduate standing. Studies the formulation, implementation, and evaluation of business unit and corporate strategies and the organizational policies and managerial practices that support them. Applies theory to actual general management problems using cases, group exercises, and other simulations of strategic challenges.

MGT 236. Decision Making Under Certainty (4) Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 207 or consent of instructor. Introduces basic tools for using data to make informed managerial decisions under certainty. Covers modeling and solution methods in network optimization, integer and nonlinear programming, and multiple criteria decision analysis. Examines applications and case studies in operations, logistics, finance, and marketing.

MGT 237. International Financial Management (4) Lecture, 3 hours; extra reading, 1 hour; outside projects, 2 hours. Prerequisite(s): MGT 202. Focuses on the nature, risks, and management of foreign exchange exposure in a corporate setting. Covers trade and international investment theories. Topics include the international financial systems, balance of payments, foreign exchange markets, measurement of foreign exchange risk, hedging, international asset pricing, and trade financing.

MGT 238. Management Synthesis (4) Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 200, MGT 201, MGT 202, MGT 203, MGT 205, MGT 207, MGT 209, MGT 211, MGT 235. A team-taught, integrative case course that focuses on managing the complex tasks of the total organization. Examines the interdependence of the functional areas of management. Student teams analyze cases involving several functional areas and recommend actions for improvement.
MGT 239. Simulation for Business (4) Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 201, MGT 205. Introduces computer simulation as a tool for analyzing complex decision problems. Analyzes and discusses the theory and practice of modeling through simulation. Topics include modeling uncertainty and collecting input data, basic simulation principles, Monte Carlo simulation techniques, model verification and validation, and analysis of simulation output. Examines applications in manufacturing, finance, health services, and public policy.

MGT 240A. Taxation (4) Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 211 or equivalent or consent of instructor. Covers federal income tax laws as they apply to individuals, partnerships, and corporations. Also discusses tax planning, tax policy, and other special tax issues.

MGT 240B. Advanced Taxation (4) Lecture, 3 hours; outside case analysis, 3 hours. Prerequisite(s): MGT 240A or equivalent. Articulates advanced topics in federal taxation and tax planning. Explores many facets of the complex body of tax law including tax research, alternative minimum tax, investment losses, employee compensation, corporate distributions, and federal transfer taxes.

MGT 241. Accounting Systems and Control (4) Lecture, 3 hours; extra reading, 1.5 hours; outside projects, 1.5 hours. Prerequisite(s): MGT 204 or equivalent. A study of the design and implementation of internal control systems. Emphasizes auditing, accounting information systems, ethical and trust systems, and related issues.

MGT 243. Product Development (4) Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 209 or consent of instructor. Develops a framework for the development of product concepts through new product introduction. Emphasis is given to tactical and strategic decisions in product positioning and policy. Relies on extensive computer based analysis.

MGT 244. Corporate Risk Management (4) Lecture, 3 hours; written case analyses and reports, 3 hours. Prerequisite(s): MGT 202. Provides an overview of derivative financial instruments. Focuses on the use of derivatives to manage risk in a corporate setting. Utilizes the case-method to develop strategies and policies for managing the risk exposure of an enterprise, as well as to assess the relations between risk management and value creation.

MGT 245. Financial Statement Analysis (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): MGT 211 or consent of instructor. Explains the role of financial statement analysis in an efficient capital market. Data from financial statements of major corporations is analyzed to develop skills necessary to interpret financial accounting information. Designed for future professionals who will be intensive users of financial accounting reports (e.g., security analysts, credit analysts).
MGT 246. Entrepreneurial Management (4) Lecture, 3 hours; outside projects, 3 hours. Prerequisite(s): MGT 202, MGT 209; or consent of instructor. Study of the entrepreneurial process, its challenges, and the driving forces behind it—the managerial skills, mental attitudes, and basic knowledge necessary for creating and growing a new venture. Topics include opportunity assessment; building the management team; marshalling capital and other critical resources; and harvest strategies.

MGT 247. Advertising Management (4) Lecture, 3 hours. Prerequisite(s): MGT 228 or consent of instructor. Examines the role and use of advertising within the marketing function. The models and research methods appropriate to the field will be explored with special attention given to objective setting, copy decisions, media decisions and budgeting. Social/economic issues are also examined.

MGT 248. Global Marketing (4) Lecture, 3 hours; outside research, 2 hours; extra reading, 1 hour. Prerequisite(s): MGT 209 or consent of instructor. Analyzes global markets and opportunities. Provides an understanding of global environments and the marketing management required to meet the demands of global markets in a dynamic setting.

MGT 249. Pricing Strategy (4) Lecture, 3 hours; consultation or discussion, 1 hour. Prerequisite(s): MGT 209 or consent of instructor. The concepts of competitive pricing, price leadership, price discrimination, price warfare, and the strategic implication of skimming versus penetration strategies with respect to the experience curve will be developed.

MGT 250. Marketing Channels and Sales Force (4) Lecture, 3 hours; outside project, 3 hours. Prerequisite(s): MGT 209. Examines decisions related to distribution channels and sales force. Discusses how to select the most appropriate marketing channel. Channel management topics include distribution intensity, power, control, and channel conflict. Covers issues in sales-force management, compensation, structure, and size.

MGT 251. Market Assessment (4) Lecture, 3 hours; outside project, 3 hours. Prerequisite(s): MGT 209. Examines advanced topics in marketing, with emphasis on quantitative tools to aid marketing decision making. Topics include demand and market-share forecasting, conjoint analysis, market segmentation and cluster analysis, brand positioning and competitive market structures, and assessing market response to price, advertising, promotion, distribution, and sales force.

MGT 252. Investments and Portfolio Management (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): MGT 202. Discusses standard asset pricing models, portfolio theory, and empirical uses of securities data. Addresses pricing in the capital markets and empirical issues in testing asset pricing models. Other topics include risk-adjusted portfolio performance, term structure, bond pricing, and bond portfolio management.
MGT 253. Internet Marketing (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): MGT 209 or consent of instructor. Examines the role of the Internet in an organization’s overall marketing framework. Discusses marketing applications of personalization, traffic generation, online search, community, online experience, and other current Internet-enabled marketing techniques. Emphasizes Internet retailing.

MGT 254. Internet Retailing Project (4) Lecture, 3 hours; extra reading, 1.5 hours; outside projects, 1.5 hours. Prerequisite(s): MGT 209; consent of instructor. A practical examination of the Internet retailing customer chain from a managerial perspective. Involves special-topic lectures, directed readings, active discussion, and student presentations. Culminates in a class-written book comprised of chapters focusing on team-developed solutions to industry problems. Course is repeatable to a maximum of 8 units.

MGT 257. Marketing Strategy (4) Seminar, 3 hours; consultation, 1 hour. Prerequisite(s): MGT 209 or consent of instructor. A framework is developed for strategic marketing planning. Topics emphasized include market audits and futures research, product-market identification, product portfolio balancing, target market strategy, and integrated marketing program planning. Relies heavily on an extensive computer-based market simulation.

MGT 258. Logistics and Supply Chain Management (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): MGT 207 or consent of instructor. Studies the integration of value-creating elements in supply, procurement, manufacturing, distribution, and logistics processes, using information technologies as a main enabler. Topics include distribution networks, demand management, sourcing, transportation, pricing, supply chain coordination, information technology, and e-business.

MGT 259. Operations Planning and Control (4) Seminar, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 207. A study of the design of systems used for controlling assets, planning, and scheduling in manufacturing and service operations. Includes analysis of operating systems and discussion of planning and scheduling methods, heuristics, and interfaces with MRP and JIT inventory systems. Emphasizes the importance of integration, flexibility, and automation of the operation system.

MGT 260. Contemporary Issues in Management (4) Seminar, 30 hours per quarter; individual study, 30 hours per quarter. Prerequisite(s): graduate standing or consent of instructor. Focuses on recent developments and selected topics in contemporary management practices. Discusses innovative practices in areas such as marketing, finance, accounting, information technology, production, and distribution. Includes presentations by students, invited scholars and business professionals. Course is repeatable as topics change to a maximum of 8 units.
MGT 261. Contemporary Issues in Entrepreneurship (4) Seminar, 30 hours per quarter; individual study, 30 hours per quarter. Prerequisite(s): graduate standing or consent of instructor. Addresses current issues and innovations in entrepreneurial management to develop a broad understanding of the interrelationship among all functions of management, including marketing, finance, accounting, information technology, production, and distribution. Discusses topics such as family business management, entrepreneurial marketing, managing growth, strategies for innovation, and market entry and exit decision making.

MGT 262. Advanced Topics in Management (4) Seminar, 30 hours per quarter; outside research, 30 hours per quarter. Prerequisite(s): graduate standing or consent of instructor. Intensive study of selected topics in management. Includes readings, discussion, and presentation of research. Requires completion of an analytical research paper based on recent advances in management strategy. Topics include leadership, change, value creation, and innovations in strategies related to the functional areas of management. Course is repeatable as topics change to a maximum of 8 units.

MGT 263. Advanced Topics in Entrepreneurship (4) Seminar, 30 hours per quarter; outside research, 30 hours per quarter. Prerequisite(s): graduate standing or consent of instructor. Explores various topics relevant to the development of entrepreneurial skills in a variety of management functions, including marketing, finance, and operations. Includes lectures, case studies, presentations by entrepreneurs, and exercises to provide students with a realistic understanding of entrepreneurial challenges.

MGT 264. Information Systems Resources Management (4) Seminar, 3 hours; outside research, 2 hours; extra reading, 1 hour. Prerequisite(s): MGT 205 or consent of instructor. Provides an understanding of the issues, strategies, and tactics involved in managing information systems in large organizations. Topics include cost allocation, capacity planning, congestion problems, and distributed information systems. Relies heavily on case studies.

MGT 265. Decision Support and Expert Systems (4) Seminar, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 205, MGT 207; or consent of instructor. Covers advanced topics in management support systems, including problem theory, decision support, and expert systems. Examines key issues involved in using information systems for decision making. Examines how information systems are used to solve management problems.

MGT 266. Project Management (4) Seminar, 3 hours; extra reading and project, 3 hours. Prerequisite(s): MGT 207 or equivalent. Addresses issues of project planning and control. Topics include differences between projects and production systems; project selection; project teams; breakdown structures of organization and work; scheduling and budgeting; resources management; project control and evaluation; and current project management software.
MGT 267. Applied Business Forecasting (4) Seminar, 3 hours; outside project, 3 hours. Prerequisite(s): MGT 201 or equivalent. Provides experience in developing forecasting models and applying them to problems in marketing, production, inventory management, business economics, and other fields. Discusses issues in data acquisition, data analysis, modeling of relations between variables, trend analysis, and seasonal forecasting. Uses case studies and applications from a variety of management areas.

MGT 268. Entrepreneurial Finance and Venture Capital (4) Seminar, 3 hours; extra reading, 1 hour; case studies, 2 hours. Prerequisite(s): MGT 202. Covers financing of nonpublic and early-stage venture. Includes financial modeling, cash needs assessment, valuation, deal structure, financing alternatives, and harvesting.

MGT 269. The New Venture and the Business Plan (4) Seminar, 3 hours; outside research, 2 hours; case study preparation, 1 hour. Prerequisite(s): MGT 246 or consent of instructor. Focuses on the entrepreneurial process from conception to birth of a new venture. Explores the process of developing an opportunity assessment, structuring and rewarding the founding management team, and marshalling necessary critical resources through the development of a full-scale business plan.

MGT 270. Corporate Social Responsibility (4) Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing. Addresses managerial and ethical issues in the social, political, and legal environments of business. Focuses on strategies that firms employ to enhance performance, given their multiple stakeholders (e.g., consumers, suppliers, government, local communities, activists, nongovernmental organizations). Uses domestic and international cases to illustrate the strategic use of corporate social responsibility.

MGT 272. Global Strategy and Management (4) Seminar, 3 hours; outside projects, 3 hours. Prerequisite(s): MGT 200, MGT 202, MGT 209; or consent of instructor. Provides an overview of the strategic issues that multinational firms and managers encounter in a global marketplace. Topics include the globalization of the world economy, mode of entry into markets, analysis of political risk, global strategic alliances, and competing in emerging economies.

MGT 274. Special Topics in Finance (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): MGT 202. Explores the latest developments in theoretical and empirical finance. Topics include asset pricing, performance evaluation, derivative securities, market microstructure, corporate finance, and corporate control and governance.

MGT 276. Financial Strategy and Corporate Control (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): MGT 202. Covers the nexus among finance, strategy, governance, and corporate control. Examines the theory and empirical evidence for models of corporate financial policy and the market for corporate control. Emphasizes critical evaluation of the evidence for different models of corporate financial policy.
MGT 277. Advanced Financial Accounting (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): BUS 165C or equivalent (may be taken concurrently). Covers advanced financial accounting and reporting practices. Emphasizes topics such as consolidated financial statements, branch accounting, foreign transactions, segment reporting, partnership accounting, and accounting for nonprofit organizations.

MGT 278. Auditing and Assurance Services: Theory and Practice (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): BUS 165B or equivalent. An in-depth examination of audit processes and procedures. Develops audit judgment skills through the identification and resolution of issues associated with the auditing practice.

MGT 280. Business Issues in Electronic Commerce (4) Seminar, 3 hours; outside project, 3 hours. Prerequisite(s): MGT 205 or consent of instructor. Provides an understanding of the various business strategies, management issues, and pertinent technologies related to electronic commerce. Explores several of the problems surrounding electronic commerce including security issues, privacy, encryption, safeguarding of intellectual property rights, acceptable use policies, and legal issues.

MGT 281. Systems Analysis and Design (4) Seminar, 3 hours; outside project, 3 hours. Prerequisite(s): MGT 205, MGT 230; or consent of instructor. Provides an understanding of the systems development life cycle with emphasis on the analysis and design phases. Familiarizes students with the tools and processes used by system developers to analyze, design, and construct computer-based systems. Provides experience in analyzing and designing a computer-based system.

MGT 282. Business Data Communications (4) Seminar, 3 hours; outside project, 3 hours. Prerequisite(s): MGT 205. Provides insight into the role of telecommunications in business, with an emphasis on information management. Specific topics include data communications (hardware components, interfaces, and link protocols), architecture and technology (protocols, local area networks, and emerging digital services), and network management (control and security).

MGT 284. Issues in Asian and American Business Interactions (4) Seminar, 3 hours; individual study, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Studies American and Asian business interactions, including international trade, outsourcing, joint-venture agreements, foreign direct investments, and multinational organizations. Develops an understanding of the opportunities for business and trade between American and Asian organizations and the skills required to manage resources and successfully implement multinational business strategies.

MGT 290. Directed Studies (1-6) Prerequisite(s): consent of instructor. Directed studies and research in selected problems or theories of management for advanced graduate students to pursue special areas of interest. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.
MGT 297. Directed Research (1-6) Prerequisite(s): consent of instructor. Directed research in selected problems of management for graduate students with special research interests. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

MGT 298-I. Fieldwork in Management (1-4) Field, 3-12 hours; consultation, 1 hour. Prerequisite(s): consent of instructor. Supervised field experience culminating in a final report or other academic component. May be repeated for up to 8 units of credit toward the degree.

MGT 299. Research for Thesis or Dissertation (1-12) Prerequisite(s): consent of instructor. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

MGT 302. Apprentice Teaching (1-4) Seminar, 1-4 hours. Prerequisite(s): limited to departmental teaching assistants; graduate standing. Supervised individual instruction in teaching including monitoring of teaching assistant’s activities and regular consultation with assistant concerning teaching responsibilities. Graded Satisfactory (S) or No Credit (NC). May be repeated; not for degree credit.

MGT 403. Review of Quantitative Methods for Management (4) Lecture, 3 hours; laboratory, 1 hour; individual study, 2 hours. Prerequisite(s): graduate standing. Reviews quantitative concepts and techniques related to the various functional areas of management. Topics include properties of functions, systems of equations and matrices (linear algebra), differentiation and integration (calculus), and basic probability concepts. Not for degree credit. Satisfactory (S) or No Credit (NC) grading is not available.

MGT 404. Communications, Leadership, Teams, and Ethics (2) Lecture, 7 hours per quarter; workshop, 28 hours per quarter. Prerequisite(s): graduate standing. Uses case discussions, presentations, and theoretically informed readings to develop communication, presentation, and leadership skills; examine the principles of effective teamwork; and introduce representative ethical issues confronting managers. Not for degree credit.
APPENDIX 3: DRAFT CATALOG COPY

MASTER’S DEGREE PROGRAMS

The Anderson Graduate School of Management offers a variety of programs leading to the MBA (Master of Business Administration) degree. These include a two-year, full-time MBA program, a 19-month Executive MBA program, and a Fully-Employed MBA program, which may be completed in 27-33 months.

Fully Employed Master of Business Administration Program (FEMBA)

The Fully-Employed MBA (FEMBA) program provides emerging managers an opportunity to earn an MBA degree with minimal disruption to their professional lives. Students attend classes on weeknights and/or Saturdays during the program. The FEMBA Program admits new students for enrollment in spring or fall.

The program consists of both core courses and electives, allowing students to establish a solid foundation of traditional business skills and then customize their education based on personal interests and goals. The curriculum provides constant interaction between information presented in the classroom and what is being used on the job, reinforcing and enhancing the student's learning experience. In addition to classroom work, students attend three residential sessions. In this concentrated setting, students and faculty have an opportunity to explore in depth a variety of business challenges and how those challenges can best be met using contemporary management tools.
Further information may be obtained by contacting the University of California, Riverside, Fully-Employed MBA Program Office, ……

**General Admission Requirements**

Students interested in pursuing the MBA degree program at UC Riverside’s Anderson Graduate School of Management (AGSM) must have earned a BA, or its equivalent, with training comparable to that provided by the University of California. Evaluation of the applicant's file for admission to the FEMBA degree program is similar to that of the full-time MBA program and will consist of an integrated assessment of all materials (test scores, transcripts of previous academic work, essays, and letters of recommendation).

Applicants are required to submit scores on either the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE). A minimum scholastic average of 3.0 or better is required for course work completed in upper-division or prior graduate study. No specific undergraduate major or course work is required for admission, though preparation in quantitative methods (such as calculus and statistics) is strongly encouraged. Students who do not have adequate quantitative preparation at the time of admission will need to complete preparatory coursework in mathematics in addition to the courses required for the degree.

The admissions committee assesses professional and organizational experience in terms of scope or level of responsibility, evidence of contribution or success, and evidence of career progression or of growth in responsibility. Students in the FEMBA program are working professionals; no specific number of years of work experience is required.

Applicants must submit three letters of recommendation from individuals who can attest to their professional and leadership skills and to their potential for business leadership.

Normative Time to Degree is 27-33 months.
June 14, 2011

TO: Mary Gauvain, Chair  
    Academic Senate, Riverside Division

FROM: John Laursen, Chair  
      Committee on Library and Scholarly Communications

RE: SoBA Proposal for a Fully-Employed MBA Program

The Committee on the Library and Scholarly Communications approves the SoBA proposal for a Flexible, Fully-Employed MBA Program.
July 7, 2011

TO:  MARY GAUVAIN, CHAIR
     RIVERSIDE DIVISION

FM:   Y. PETER CHUNG, CHAIR
      PLANNING AND BUDGET

RE:   A PROPOSAL FOR A FLEXIBLE, FULLY EMPLOYED MBA PROGRAM IN
      THE SCHOOL OF BUSINESS ADMINISTRATION

Planning and Budget met and reviewed the proposal for a flexible fully-employed
(Flex MBA, FEMBA) Program within the School of Business Administration.

Planning and Budget voted unanimously (7 yes 2 absent and 0 no) to approve the
proposal.
Response to Comments Re FEMBA Received May 17, 2011.

First, on the cover page that listed our previous question and then FEMBA's responses, there is still the question about them planning to require the GMAT or GRE. The EMBA no longer requires the GMAT or GRE - is FEMBA really going to require either the GMAT or GRE?

As the proposal states, we plan to require the GMAT or GRE (see pages 24, 37, and 53). Footnote 3 on page 24 notes that should the competitive landscape change we will revisit this requirement. Most of our competitors require the GMAT or other standardized test for their FEMBA program unlike the EMBA where major local competitors, such as UCI, USC, and Claremont, do not require the GMAT.

2. Page 8 - first sentence of first paragraph states that "will take two or three courses per quarter, including summer." On page 10, the last sentence in the last paragraph states "... will typically take two classes per quarter, including summers..." Then, on page 21, second sentence of second paragraph states "... two (or possibly three courses per quarter, on an accelerated schedule, including summers)." All of this wording has to be consistent. They need to decided exactly what they are going to require and then make sure that it is worded consistently throughout the document.

We have changed the wording to consistently read 2 or 3 courses per quarter. This is a part-time program and students will have flexibility to accelerate or slow their progress toward the degree in response to work schedules, family needs, and desire to speed degree completion.
3. Page 9, second paragraph, there is a typo. The word "management" should actually be "manage."

We have repaired this typo.

4. Page 19 - third paragraph. This paragraph is problematic, as it indicates that foreign nationals who already hold visas that allow them to live and work in the United States will be allowed to apply/enroll in the program. However, once the application is open to foreign students, there is no way to prohibit foreign students who do not have currently have visas that allow them to live and work in the United States from applying. Any foreign student will be able to apply, and once they apply the Graduate Division will not issue a refund. This issue must be dealt with.

We now address this in more detail on pages 19-20. There are international students enrolled on a full time basis in the FEMBA programs at UCLA and Berkeley. We believe we can track students into the program delivery most appropriate for their qualifications and interests. The School will be responsible for any refunds related to application to the "wrong" program.

5. Page 24, under 9. Admissions and Student Profile. First, the "s" should be dropped from this header. Next, midway through the paragraph, it states that "... at least two letter so recommendation" are needed. Three letters of recommendation for the application, therefore this statement needs to be corrected to state that "three letters of recommendation" are needed. In addition footnote number 4 at the bottom of the page needs to be removed. There is no way that the Council would allow a
blanket approval to allow a program to add or delete admission dates. Admission dates are published both on the Graduate Division website as well as the General Catalog. Changes such as this need to be documented each time that they are changed.

We have dropped the “s” in the header. Footnote 4 has been removed. We are not sure what point is being made about the number of letters required. Our desire is to request two letters of recommendation.
FEMBA proposal comments from Grad Council and responses from SoBA.

1. Page 3 mentions a 33-month delivery format; elsewhere, e.g., page 6, it states that the program is a 25 month program. Is the actual length of the program 25 or 33 months?

For consistency we now refer to time to completion throughout the proposal as 27-33 months. This is consistent with the way in which competitive programs represent time to completion.

We apologize for the confusion. We should have used a range for completion of the degree as our sister campuses do. Time to completion is dependent on several factors with 25 months being the minimum time required to complete the program. Should a student need to complete some preparatory prerequisite coursework prior to beginning the program this would require an additional two months in advance of starting the program. Depending on how many courses a student elects to take and whether they choose to take elective courses in the summer program, completion can stretch to 33 months.

2. Page 18 indicates a “full time staff director” will be responsible for many things including the “admission of students”. Only the approved faculty graduate advisor may recommend admission to the Dean of the Graduate Division and the Dean is the only one who can formally admit a graduate student to a program. This statement needs to be revised.

Only the graduate advisor in consultation with the admissions committee recommends admissions. The director manages the process involved in recruiting applicants, program administration, processing of applications, and other administrative tasks related to the program. We now make this clear in the proposal.

2. Page 19: There is mention of employers allowing students time away from their jobs to attend classes, but we were led to believe that the intent of this program is to offer courses entirely on evenings and weekends, so what is meant by this statement?

A commitment to attend a 2-year+ MBA program on weeknights and weekends will take coordination with both the student’s family and work. This program also relies on some “in residence” periods, which must be coordinated with the student’s vacation time at work or otherwise provided by an employer. Also, depending on where a student might work, there might be a need to leave work early in order to travel to attend classes or a need to rearrange work schedules or otherwise arrange for coverage on the job. As such, there is need for understanding from employees for these kinds of programs. These issues are common for FEMBA programs and FEMBA students.
4. Page 23: The financial projections section has a note stating “needs revisions” -- was it revised?

This was a note intended to indicate that we expected to make some revisions in the budget. Those changes are now reflected in the revised proposal.

5. Page 24, Exhibit 1: The curriculum overview is somewhat vague with statements like “prerequisites such as”, “core courses may include”, and discussion of a possible pre-quarter session. On the other hand Exhibit 2 apparently shows the definitive curriculum. Please provide a draft of the catalog copy text so that we can clearly see the proposed program requirements.

The revised proposal now elaborates on the possible pre-quarter session, which would focus on preparatory coursework for those students who need a review of basic mathematics, elementary accounting principles, and related topics. The program is identical to the current MBA program, which currently can be taken on a part-time basis. There are no new courses. The difference is solely related to how and when the courses are scheduled. A draft catalog description, similar to that now used to describe the EMBA, is attached as Appendix 3.

6. Admission requirements must be spelled out---it is recommended that this be under a heading ADMISSION REQUIREMENTS AND ACADEMIC PREPARATION. Then both should be spelled out. [Currently the information for undergraduate or academic preparation is listed under Pre-Requisites on page 25]. Below is sample text that proposals must indicate for admission purposes...

“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.” Per Graduate Council regulations, the minimum GPA for admission is 3.00. This is also the minimum GPA required for graduation.

In addition, prerequisites should be clearer---admitted students should not be taking these alongside their actual program classes and their preparation should be specific so not misleading (which courses are required or considered as adequate preparation, etc). More specific information on the “pre-quarter session” for academic preparation that will be offered prior to initial matriculation into this program needs to be provided. Will this pre-quarter session be offered in the Summer prior to the initial Fall term or will it be offered in the previous Spring term, and what about applicants who are admitted late (like in August or September) who have deficiencies---how will
they be accommodated by the ‘pre-quarter session’. Also, what is the specific cost of this session?

It must also be indicated in this section whether admission is possible only Fall term or for all three academic terms.

Below is sample text relating to required test scores---this must be explained in the proposal; i.e, the GMAT is not required but encouraged....etc]

All applicants must submit scores from the Graduate Record Exam, General Test (GRE). The GRE subject test in Computer Science or Electrical Engineering is recommended but not required. Applicants whose first language is not English are required to submit acceptable scores from the TEST of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) unless they have a degree from an institution where English is the exclusive language of instruction. Additionally each applicant must submit three letters of recommendation, at least two of which must be academic references. All other application requirements are specified in the graduate application [official transcripts for all institutions attended since high school are required]

Admission criteria are the same as for the current full-time/part-time MBA program: “Applications for the .... MBA program are accepted for fall, winter, and spring entry. The Program is open to eligible students from all undergraduate majors. Quantitative methods (business calculus, linear algebra) is a prerequisite to the program. Qualified students who have not taken this prerequisite course may be admitted, but must meet this requirement during their first two quarters in residence. Admission to the graduate program [in management] is based on several criteria including the quality of previous academic work, scores on the Graduate Management Admission Test (GMAT), letters of recommendation, and managerial experience.” (2010-2011 General Catalog, page 319). We have now incorporated appropriate discussion of this in the proposal. Admission criteria are also described in the draft catalog copy included in Appendix 3. We have also clarified the role of preparatory prerequisites.

7. Under normal circumstances, international applicants (requiring visa) cannot enroll in this program. This is not specified in the proposal, but if not addressed in all marketing information, program could be responsible for reimbursement of application fees should an international applicant submit a formal application. It may be prudent to limit the application process to domestic applicants only.

The proposal now explicitly states that the target population for the program is domestic students or working adults who already possess visas that entitle them to live and work in the United States. There are a significant number of international residents legally working in the region, and these individuals would be potential candidates for the program, within Riverside County alone there are over 500 establishments owned by foreign firms/investors, not to mention the significant number of international residents employed by
domestic firms in the region. Students who enroll in the FEMBA program would be expected to possess appropriate visas that allow them to live and work in the United States.

8. Page 29, Exhibit 3 lists five management graduate programs, but in reality, only two graduate programs in management currently exist. This chart is misleading, and should either be revised, or at a minimum indicate which programs are currently in the review/approval process. In this same exhibit, it states that a minimum GPA of 2.5 will be required for admission. Since a 3.0 GPA is required for admission as well as for graduation, it is inappropriate to list such a low GPA.

We have revised Exhibit 3. The Exhibit now compares only the full-time/part-time state-supported MBA with the self-supporting Executive MBA and the proposed Fully-Employed Program.

9. Could a student in the FEMBA program take courses outside of the FEMBA delivery method and count them towards the degree? E.g., if a student takes a one-quarter leave and falls behind her cohort, must s/he wait until the next cohort is offered the classes s/he needs or can s/he take them through the full-time program? Would situations like this be problematic?

Such situations would not be problematic. We expect such situations to be rare and experience in other UC FEMBA programs confirms this. However, there are cases where a student might need to take a leave for personal or job-related reasons. These situations can be accommodated. The nature of the accommodation would be dependent on the individual needs of a student. In some cases the student might take courses in the full-time program. In other cases the student might rejoin the original cohort on return to the program and complete the program with another cohort. Yet another option is to join the next cohort (which would make sense if the student took a leave early in the program). The nature of the accommodation would depend on where in the program the student needed to take a leave. In general, the greater the progress toward a degree the greater the number of options open to a student for completion of the degree.

10. If the program does not become self-supporting within 3 years, will SoBA be prepared to have the program closed? Does the track record with the EMBA so far bode well for the expected financial benefits expected to accrue from FEMBA? Did SoBA accurately project the generation of revenue by year 02 of the EMBA program?

The School will continuously assess whether the program is on track to achieve financial viability and will close the program if it becomes apparent that our objectives will not be achieved. New programs take time to build awareness and reputation. Self-supporting programs in management at other
UC campuses have had significant ramp times. SoBA’s first EMBA cohort numbered 10; the second cohort numbered 13. With 23 students in the program the EMBA is at breakeven. We indicated in our EMBA program proposal that we thought we would break even with 24-25 students).

Interest and applications for the EMBA for fall of 2011 are well ahead of last year. The School will sunset any program that does not meet expectations as it did with the state-supported full-time MBA program that was offered at the Palm Desert Graduate Center.

11. Will ladder-ranked faculty be willing to teach nights/weekends/summers? If the program depends on adjuncts, will there really be any quality control?

Yes. Ladder-ranked faculty members in the School of Business Administration already teach numerous courses in the late afternoon and evening. They do so to accommodate the small number of part-time students who are enrolled in the current MBA program. Our EMBA program schedules classes on Friday evenings and Saturdays. As with similar programs at other UC campuses we expect to staff the program with a combination of ladder faculty and adjuncts.

The proposal includes a discussion of faculty oversight of program and of quality control. In addition Accreditation requirements for business schools require specific staffing profiles. In the School’s current EMBA offering about half of the courses are staffed by ladder faculty members who teach on alternating Fridays and Saturdays. The other half of the courses are staffed by adjuncts and lecturers, all of whom possess a doctorate and meet AACSB requirements for being academically qualified. We are able to tap a pool of capable and experienced adjunct faculty. For example, accounting in the EMBA program is taught by a Ph.D. and former faculty member at USC who remains very active in the accounting profession. A former member of the staff of the Center for Creative Leadership teaches leadership and organization behavior. This individual also holds a Ph.D. and remains an active scholar. A Ph.D. in astrophysics and successful serial entrepreneur teaches the entrepreneurship course.

The nature of the student body for the FEMBA will also impose quality requirements on faculty. Adult learners pursuing a self-supporting MBA while also working are quite discerning and demanding.
Please find below additional comments/concerns regarding the revised EMBA proposal.

First, in the previous comments sent from the Graduate Division, the program was requested to add the following statement regarding admission requirements. The statement was not added. This statement **must be** added on page 23, section 9. *Admissions and Student Profile* so that students are aware of the minimum requirements needed in order to be admitted.

"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." Done

p. 23. Again under the section 9. *Admissions and Student Profile*. The following sentence needs to be added mid-way through the first paragraph (at the end of the third sentence). "They must satisfy all admission requirements as specified in the graduate application and by the Graduate Council." Done

p. 24. At the end of the first paragraph on this page, it states "At minimum, it will be required that all students be recommended by their employer (if they are not self-employed), who will allow them to take time away from their jobs to attend classes." How will this be done? If this indeed will be an admission requirement, should this be listed under the admission requirements? Also, should one Letter of Recommendation then be required of the employer? Done

p. 50. Under section *General Admission Requirements*, it states that "Applicants are required to submit scores on either the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE)..." Is the program really going to require the GMAT or GRE, or they going to want to change the requirements to match what is currently required for the EMBA? The current plan is to require either the GMAT or GRE. If the market changes and such scores are dropped by competitors we will need to revisit this requirement.

Further, it is our understanding that graduate students who are enrolled in self-supported graduate programs **may not** take state-supported classes. It is simply not permissible for students who are not paying the same fees as state-supported graduate students to attend the same classes. This policy needs to be made clear to SoBA because the Graduate Division will not approve any petitions to do so, and this may create unanticipated delays for students who are not aware of the policy. Thus the program's response to our comment/concern #9 that was previously sent remains problematic (see sentence in blue below). **We request that the Graduate Council ensure that this question about mixing classes be resolved.** As we have discovered mixing is permissible as long as we do the accounting properly. Our answer below and in the proposal was based on consultation with the other UC schools of management.

**Graduate Division question:**
9. Could a student in the FEMBA program take courses outside of the FEMBA delivery method and count them towards the degree? E.g., if a student takes a one-quarter leave and falls behind her cohort, must s/he wait until the next
cohort
is offered the classes s/he needs or can s/he take them through the full-time
program? Would situations like this be problematic?

Program's response:
Such situations would not be problematic. We expect such situations to be
rare and experience in other UC FEMBA programs confirms this. However,
there are cases where a student might need to take a leave for personal or job
related
reasons. These situations can be accommodated. The nature of the
accommodation would be dependent on the individual needs of a student. In
some cases the student might take courses in the full-time program. In other
cases the student might rejoin the original cohort on return to the program
and complete the program with another cohort. Yet another option is to join
the next cohort (which would make sense if the student took a leave early in
the program). The nature of the accommodation would depend on where in the
program the student needed to take a leave. In general, the greater the
progress toward a degree the greater the number of options open to a student
for completion of the degree.

Also, one additional note, when the draft catalog copy is submitted whoever reviews it will need
to keep in mind that, as Dean Stewart wrote, "this is not a new program but rather an alternative
delivery of our existing MBA program." The implication of this is that the curricular
requirements for the FEMBA should not deviate materially from those for the MBA.

--
Virginia Bustamante
Graduate Division
University of California, Riverside
Phone: 951-827-4302
Fax: 951-827-2238
October 16, 2011

Courses and Programs Sub Committee of the Graduate Council
University of California, Riverside
Riverside, CA 92521

RE: FULLY EMPLOYED MASTER OF BUSINESS ADMINISTRATION (FEMBA)

Dear Committee Members:

I am writing to endorse the proposed Fully Employed Master of Business Administration (FEMBA) program. This is a well designed program to expand SoBA's self-supporting program offerings. The program has the potential to attract students from a big pool of candidates who live or work in the Inland Empire and have the ambition to obtain an MBA degree. The program will provide a major stream of revenue to help the School deal with the financial difficulties.

Like our faculty, I enthusiastically support the program.

Sincerely

Yunzeng Wang
Interim Dean
PROPOSAL FOR A MASTER OF ARTS IN FINANCE

Department of Finance and Management Science

A. Gary Anderson Graduate School of Management

School of Business Administration

University of California Riverside

April 2011

Status:

Approved by School of Business Administration Executive Committee: January 25, 2011

Approved by School of Business Administration Faculty: February 4, 2011

Submitted to Graduate Division: February 28, 2011

Revised per comments from Graduate Division: April 12, 2011
GRADUATE DEGREE PROGRAM PROPOSAL

Lead Proposers:

- The faculty of the School of Business Administration and the A. Gary Anderson Graduate School of Management
- The faculty of the Department of Finance and Management Science
  - Peter Chung
  - Bajis Dodin
  - Mohsen El Hafsi
  - Sarkis Khoury
  - Yunzeng Wang
  - Long Gao
  - Thomas Kim
  - Yun Liu
  - David Mayers (emeritus)
  - Richard Smith, Chair

Contact Information:

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1 The School of Business Administration is in the process of reorganizing as a single department. While the new structure will significantly affect personnel processes within the School, discipline-based functional areas will be retained and will continue to play important roles in curriculum-related matters. Thus, the restructuring will not affect implementation or administration of the MA in Finance degree program.
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PROPOSAL FOR A MASTER OF ARTS IN FINANCE

EXECUTIVE SUMMARY

The proposed Master of Arts degree in Finance at the A. Gary School of Management will bring greater visibility to UCR and the School, contribute positively to the reputation of the School nationally and internationally, serve the growing needs of the region for well educated finance professionals, and provide significant positive free cash flows to the School and UCR from inception. The program is consistent with the UCR and SoBA strategic plans and will give us an important edge over our competition as we move to take advantage of the fact that our geographical area is underserved in this sphere, and will elevate our national and international visibility as we move to do our part to meet the vast untapped demand for trained finance professionals. While the program is structured as state-sponsored, it is designed to leverage the existing capacity of the School and will be cash-flow-positive from the first term it is offered.

This proposal describes the rationale for the degree program, outlines how the program advances our strategic plan, and provides background on the market for the degree. It proposal includes information comparing the proposed program to those offered by other schools nationally and internationally, and includes details of the curriculum of the one-year degree program. The program requires no material front-end investment because all the courses in the curriculum are already offered by routinely by SoBA.

Rationales for the Program

• The program will enable finance executives to gain the specialized finance expertise required for professional advancement.

• The regional market for finance professionals is underserved by institutions of higher education. The program will enable UCR to address the regional market need for professional education in finance.

• The MA in Finance will be an immediate source of net revenue for the School and UCR.

• The programs will enable us to maintain and build critical mass of faculty in finance and related fields.

• The program is expected to become a source of well-qualified Ph.D. students and to advance the research mission of the School.

• The program will position the school to achieve AACSB accreditation in finance, which accreditation will benefit all programs of the school.

• The program is congruent with the UCR and SoBA strategic plans

• Graduates of the program can be of immediate value in helping the School to place its graduates in attractive professional employment and finance alums can quickly become important prospects for campus development efforts.

• The particular strengths of UCR will enable the program to help bring greater socioeconomic diversity to the profession
Strategic Fit

The MA in Finance can help to advance the strategic plans of both UCR and the SoBA.

UCR 2010: The Path to Preeminence places significant emphasis on increased focus on “professional and graduate education that will benefit a region that is in dire need of practitioners in a variety of professional fields.”

- UCR’s most successful graduate programs are those that integrate graduate education with academic research and creative activity, and that to achieve the profile of an AAU institution, UCR must increase its proportion of graduate and professional students.
- The plan points to the potential for professional programs to provide revenue enhancements to the campus.

The SoBA strategic plan identifies “empirical finance” as one of five spires of excellence.

- The term, empirical finance, implies that students will have hands on opportunities to work with data, to learn advanced empirical methods relevant to finance, and that there will be significant complementarities between teaching and research in finance.

Market and Competition

Southern California is greatly underserved in graduate finance education.

- UCLA, Claremont McKenna, and Pepperdine University are the only other schools in Southern California that currently offer advanced degrees in finance.
- Schools on the East Coast are in the forefront of development and introduction of specialized graduate degrees in finance.
- It is only a matter of time before our local competitors will introduce such programs.

The MA in Finance will provide a comprehensive overview of the entire field of finance, with an emphasis on empirical methods and applications.

- Berkeley, and UCLA, the two UC campuses that offer advanced degrees in finance, both offer degrees in financial engineering.
- More theoretically oriented programs often call their offerings a Master in Financial Economics, while programs more focused on computational applications offer a Master’s in Computational Finance.

Curriculum

The degree can be completed in one year of full-time coursework. All required courses are currently offered by AGSM.

Quarter 1

- MGT 201 Quantitative Analysis
- MGT 202 Financial Management
- MGT 211 Financial Accounting

Quarter 2
• MGT 231 Corporate Finance
• MGT 232 Derivatives and Asset Pricing
• Elective

Quarter 3
• MGT 227 Fixed Income Securities and Markets
• MGT 244 Corporate Risk Management
• MGT 252 Investments and Portfolio Management
• Elective

Financial Projections
The MA in Finance program will be state-sponsored but will generate positive free cash flow beginning in the first term it is offered.

• The program will draw entirely upon existing courses that are routinely offered by the SoBA.
• There is sufficient excess capacity in the classes that are currently offered to be able to absorb the start-up enrollment without adding sections.
• During the start-up, administrative staff of the existing programs can be leveraged to handle the administrative needs of the program.
• Initial marketing and recruitment efforts will focus on web traffic and the necessary web pages can be prepared at low cost.

Impact on Existing Programs
The MA in Finance will positively impact the existing SoBA programs:

• Because the degree will initially use the capacity of existing courses, there will be no reduction in the capacity of the existing faculty to serve existing graduate and undergraduate programs.
• As the program grows, it will be necessary to add faculty in finance, as well, possibly, as accounting and management science. The program will provide sufficient sustainable free cash flow to support the lines.
• Faculty will help build critical mass in the School, advance the school’s research mission, and support the finance component of the Ph.D. in Management.
• While the program may be attractive to some students who otherwise would apply to the school’s MBA program, it will also generate its own stream of applicants, some of which will be better suited to the MBA.
• Students admitted to the MA in Finance program will be strong quantitatively and contribute positively to the MBA classroom experience and learning.
• Students of the MA in Finance program are often interested in the Ph.D.
• **Proposal for a Master of Arts in Finance**

1.0 PROPOSAL

In view of the vast untapped demand for trained finance professionals as subsequently discussed in the proposal, the Department of Finance and Management Science of the A. Gary Anderson Graduate School of Management proposes to offer a Master of Arts degree in Finance (MA in Finance). The new degree program will consist of a full-time one-academic-year program (or its equivalent on a part-time basis). The program will be state-sponsored and have a professional degree fee similar to the current MBA Program. However, because the program is designed to initially leverage existing capacity of the School, it will be cash-flow positive from the first term it is offered.

The School of Business Administration currently offers a Bachelor of Science in Business Administration. A student may choose a concentration in a specialized area of which one field of concentration is finance. However, coursework culminating in a baccalaureate degree with a concentration in finance is not usually sufficient for advanced finance professionals. A student may also earn an MBA with a concentration in Finance in the Anderson School of Management; however an MBA is a generalist degree by design, and is perceived as such by employing firms.

2.0 CONTEXT

Deregulation of financial services in the last three decades, accompanied by seminal conceptual synthesis in financial economics that unleashed unprecedented financial innovation, has led to rapid growth of the financial sector both in the US and elsewhere. Despite the recent financial crisis, there are strong indications that financial sector will continue to remain a critical part of the US economy. Shifts in regulatory regimes are often accompanied by and sometimes precipitate new rounds of financial innovation. The newly enacted regulations in the US and BASEL III in the international arena, and ongoing debate of issues surrounding the financial crisis underscore the importance of advanced professional education in finance.

In brief, globalization, rapid advances in computational technology, unprecedented financial innovation, and shifting regulatory regimes, all contribute to job opportunities for additional finance professionals with education beyond the baccalaureate degree.

3.0 RATIONALE FOR THE PROGRAM

There are at least eight compelling reasons why the School of Business Administration, the Anderson School, and the Department of Finance and Management Science should launch this new degree program:

1. **Finance executives require increasingly high levels of specialized expertise for professional advancement:** A master’s degree or a doctorate is a prerequisite in several specialized fields such as medicine and law for example. As a result of an exponential increase in the knowledge and skills needed for successful discharge of professional
responsible in the field of finance, industry has come to expect potential entrants to the finance profession to have a command of finance as a structured body of knowledge with its own paradigms that can only be acquired by pursuing an advanced degree in the field.

2. **The regional market is underserved:** The MA in Finance program will meet an untapped demand for graduate finance education in the region served by UCR. While the region is not known to have a large financial services sector, it nonetheless does have a significant population of finance professionals who are involved in banking, insurance, investments, financial planning, real estate, and other fields, who could benefit from a specialized masters degree in finance. AGSM is the only graduate school of management affiliated with a major research university in Riverside and San Bernardino Counties.

3. **The MA in Finance will be an immediate source of net revenue:** The program will enhance SoBA and UCR revenues net of all expenses, help build the resource base, diversify existing sources of revenue, and reduce dependence on state funding. In the short-run, revenue generated by the program will help address the current budget challenges of the School. Longer-term, the program’s professional degree fees will provide a means for expanding faculty, support faculty research, and provide funds to support the School’s Ph.D. program. In addition, program revenues will contribute to improvement of the educational experience of students in all of the degree offerings of the School.

4. **Building the Faculty:** Currently, SoBA has only five ladder faculty in finance. While the small faculty, supplemented with about 50% lecturer-taught courses, is marginally sufficient to meet current needs, the quality of the educational experience is compromised by large class sizes in undergraduate courses and by lean menus of course offerings in both graduate and undergraduate courses. Moreover, the research productivity of the finance faculty in the department is adversely affected by heavy administrative burdens and lack of efficient scale. The program will help us to address these problems by hiring additional faculty members. Doing so will also enable the School of Business Administration to develop critical mass of faculty in key strategic areas of finance.

5. **Improved prospects for AACSB accreditation in finance:** The program will increase the prospects for earning finance accreditation from The Association to Advance Collegiate Schools of Business (AACSB International). AACSB accreditation is the most prestigious accreditation for finance and business programs. The AACSB is the most widely accepted and highly regarded accrediting body for business-related degree programs. AACSB accreditation mandates that our department must maintain international standards of excellence specifically designed for undergraduate finance programs. Many universities find these finance standards to be difficult to meet. While more than 550 universities have business programs that are accredited by the AACSB, fewer than 170 have separately accredited finance programs. Currently there are only five AACSB-accredited finance programs in California, none of which is on a UC campus. UC Berkeley Haas School has indicated that it will seek finance accreditation in the future. Our department is committed to continuous improvement in curriculum, faculty, and student quality these accreditation standards require.
6. **Congruence with the UCR and SoBA strategic plans**: The program fits the overall strategic plans of UCR and the School of Business Administration to increase its presence and reputation regionally, nationally, and internationally. As described more fully under the heading of “Strategic Fit”, the graduate degree in finance is a part of the portfolio of offerings of many major business schools, and such graduate master’s degree finance programs are routinely ranked in such publications as *US News*, *Businessweek*, and the *Financial Times*. The program will fund acquisition of databases important to finance, provide stipends and other support for Ph.D. students, engage professional students in empirical finance research, connect the campus more firmly with the professional finance community, and strengthen our ability to place our students in significant professional positions.

7. **Alumni and Development**: Graduates of the Master of Arts in Finance program have the potential to become influential and supportive alumni soon after they complete their degree. Based on the experience of similar programs at other schools, including the experience of some of our own faculty, recent graduates tend to become important contributors and resources for the programs within months of completion of their graduate degrees. The Master of Arts in Finance program will facilitate development of stronger relationships with the corporate and professional communities, especially, but not exclusively in the financial sector. It is anticipated that most students in the program will be recruited for important positions after graduation.

8. **Diversity in the Profession**: The Program will meet an untapped demand for under-represented minority graduates. Many firms that recruit our graduates have inclusiveness initiatives with a goal of attracting individuals with diverse backgrounds and experiences. UCR has one of the most diverse campuses in the country and is in a unique position to meet the demands of these firms.

### 4.0 STRATEGIC FIT

The proposed MA in Finance degree program advances the objectives of UCR as reflected in its recently developed strategic plan, *UCR 2020: The Path to Preeminence*. This strategic plan places significant emphasis on increased focus on “professional and graduate education that will benefit a region that is in dire need of practitioners in a variety of professional fields.” The plan notes that UCR’s most successful graduate programs are those that integrate graduate education with academic research and creative activity, and that to achieve the profile of an AAU institution, UCR must increase its proportion of graduate and professional students. The plan points to the potential for professional programs to provide revenue enhancements to the campus.

The strategic plan calls for relative growth of graduate education, including professional education; serving the region by preparing students well for professional employment; reducing dependence on public funds through development of self-supporting (and even surplus generating) graduate programs; connecting professional education to academic research; connecting more closely to the region; and developing the profile of an AAU university.
The MA in Finance is aligned with all of these objectives. We are in an environment where specialized post-graduate education is increasingly demanded. No longer is specialization just for academic Ph.D.s. As the recent financial crisis, and other famous financial failures (the Orange County bankruptcy, Long-Term Capital Management, and others) demonstrate, people with important decision rights related to finance need strong educational backgrounds to help them and their organizations to be successful. Appropriate education for finance professionals is similar to that of finance Ph.D.s. In fact, many of the technological advances in finance have come not from the universities, but from the private sector. Finance professionals working in the Riverside/San Bernardino area need to be dynamic and innovative because the economy of the region is destined to be the most rapidly growing portion of the California economy in the foreseeable future, and that growth is closely tied with the development and increasing professionalism of the financial sector.

Although the MA in Finance is nominally state-sponsored, it will be self-sufficient and cash-flow positive from its first term, and will become an important source of net revenues for the School and campus. Those revenues will help to support our Ph.D. program, fund the acquisition of databases where we have lost library support, and contribute to the overall revenue needs of the campus.

The proposed MA in Finance program is also consistent with the strategic goals of the School of Business Administration. The SoBA strategic plan identifies “empirical finance” as one of five spires of excellence. The term, empirical finance, implies that students will have hands on opportunities to work with data, to learn advanced empirical methods relevant to finance, and that there will be significant complementarities between teaching and research in finance.

The MA in Finance program will address an unmet need for graduate finance education in Southern California in general and specifically Inland Southern California and is therefore consistent with the School of Business Administration’s mission to service the educational needs of businesses in the region. The program will contribute to our developing a reputation for leadership in U.S. higher education, to recruiting outstanding faculty, and to the diversification of our sources of revenue, which will help the School of Business Administration maintain financial stability and independence and reduce dependence on state funding. The program also fits well with the School of Business Administration’s strategies for building reputation by hiring high quality faculty who demonstrate excellence in both research and teaching.

While the SoBA strategic plan defines empirical finance as one of its five spires of excellence, we have been frustrated in developing this spire because as state funds to the campus declined, the library discontinued several databases important to empirical research and teaching in finance. The school has struggled to maintain access to some of these databases, but currently we fall well short of our needs. This has adversely impacted our research output and our ability to bring empirical finance to the classroom to the extent we aspire to do. Launch of the MA in Finance will enable us to address this problem. Databases acquired through funds generated by

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2 In the event that a process is approved for converting or reconstituting state-sponsored programs to self-supporting, and the full-time MBA program is converted to self-supporting, it is anticipated that the MA in Finance will converted concurrently.
the program will be available campus-wide and are likely to be useful to faculty and to Ph.D. students in several disciplines.

The program will also generate resources that can support the hiring of additional faculty members, eventually enabling the School of Business Administration to build a critical mass of faculty in key strategic areas.

5.0 MARKET FOR THE PROGRAM

Over the last three decades, not only has the financial sector come to occupy a larger part of the US and global economy, the extent of sophistication in the expanding range of services that financial sector firms make available to their clients has also increased. As a result, the number of professionals employed by the financial sector firms to design and market new financial products has expanded. At the same time, the consumers of these new financial offerings need their own set of financial professionals, and it is now routine for non-financial firms to hire risk professionals in the CFO’s office to advise the Chief Financial Officer of the firm to make intelligent choices. Financial Accounting Standards Board (FASB) has recently mandated new rules for expensing Employee Stock Options, and for periodic analysis of impairment of intangible assets. The Sarbanes-Oxley Act has added its own regime of compliance requirements. All these developments have greatly expanded the need for trained finance professionals in the corporate sector as a whole. These trends are likely to be strengthened by new national and international financial regulations that have recently been passed (the Dodd-Franks Act) or are under active consideration (BASEL III). As the financial sector adapts to these changes, the demand for trained finance professionals will grow even further. By moving rapidly we can help UCR graduates to reap the benefits of this expanding demand.

The enduring strength of nationwide demand for an advanced master’s degree in finance and an underserved market here in Southern California offer an opportunity to gain an advantage over other Universities in the area. The last two decades have seen rapid growth both in the range of advanced finance degrees available and in the number of schools that have moved to make these programs available.

To meet the expanding need for advanced skills in risk management and derivatives pricing, Master in Financial Engineering (MFE) was among the first new degree in finance that Universities have begun to offer. Berkeley, and UCLA, the two UC campuses that offer advanced degrees in finance, both offer an MFE. More theoretical programs call their offering a Master in Financial Economics, while programs more focused on computational applications offer a Master’s in Computational Finance (MCF). Master of Quantitative Finance (MQF), Master of Science in Financial Services (MSFS) are some of the other degrees. It should be noted that these University offerings are distinct from, but complementary to, professional accreditation programs such as CFA and CFP.

It is remarkable that apart from UCLA, Claremont McKenna and Pepperdine University are the only other schools in Southern California that currently offer advanced degrees in finance. Southern California is greatly underserved. In contrast, Texas has programs offered by as many as six schools. Schools on the East Coast are in the forefront of development and introduction
of specialized graduate degrees in finance. It is only a matter of time before our local competitors will introduce such programs.

The strength of UCR Faculty is in empirical finance, and we propose to position our degree offering accordingly. The Master of Arts in Finance that the SoBA will offer is designed to provide overview of the entire field of finance, with an emphasis on empirical methods and applications, and with elective offerings that draw upon the strengths of our faculty.

While we seek to serve the financial sector firms in our geographical area by making available to them a pool of trained finance professionals, we shall not restrict ourselves to admitting only those from Southern California. Expanding the potential market to the pool of students beyond California to the national arena, and beyond US borders to the international arena will ensure that we are able to recruit students who are well-qualified to stand the rigors of the proposed program. As non-residents pay a higher tuition, admitting students from outside California will also have a positive impact on the revenue.

6.0 FINANCIAL INFORMATION

The MA in Finance program will be will generate positive free cash flow beginning in its first term. We can say this with complete confidence for the following reasons:

- The program will draw entirely upon existing courses that are routinely offered by the Anderson Graduate School of Management of the School.
- There is sufficient excess capacity in the classes that are currently offered to absorb the start-up enrollment without adding sections.
- During the start-up, administrative staff of the existing programs can be leveraged to handle the administrative needs of the program.
- Initial marketing and recruitment efforts will focus on web traffic and the necessary web pages can be prepared at low cost. During the start-up phase, efforts such as program marketing and recruitment will focus on the internet and be negligible in terms of expense (e.g., with no special recruiting activities, no print marketing materials).
- Addition of course sections, development of other specialized courses, addition of support staff, and expansion of marketing and recruitment efforts all will be tied to attained enrollment in the program, and will occur out of accumulated surplus of positive cash flows.

Based on experience the experience of other specialized masters programs in finance, the MA in Finance program is expected to grow steadily without significant marketing expenditures. In the Pro Forma financial model shown in Exhibit II, we have projected steady growth at a rate of about 10 students per year. While student FTE growth is always subject to uncertainty, the program is structured to be cash flow positive even if the growth targets are not achieved as quickly as projected. Moreover, there is significant potential that these projections will be exceeded due to the high demand for specialized masters degrees in finance and the near absence of significant local competition.
As presented in detail in the Pro Forma model, the Master of Arts in Finance degree program can be launched at a modest expenditure of $35,000 or less in development, recruitment and administrative costs. While we have projected $35,000, the actual start-up costs will probably be less. We do not plan to add staff to support launch of the program. Hence, the start-up expense projections are mainly allocations of expenses the School would incur in any event, just to maintain and grow its current programs. Existing staff at the SoBA are expected to have the capacity to contribute modestly to administrative and recruitment effort for the new degree at the initial launching stage.

The finance faculty already offers a comprehensive range of required and elective courses in finance, accounting, and statistics to MBA students. As discussed in Exhibit III (Courses), the curriculum of the new degree will be fashioned out of the existing menu of course offerings. As a result, staffing costs in the first year of operation are expected to be negligible. We plan to add special MA in Finance sections to these courses only as we are justified in doing so by demand and constraints on capacity of the MBA program.

Because we initially can leverage the existing capacity of the MBA program, both for staff support and for instruction, the MA in Finance program is expected to be cash flow positive even in its first term. As the program grows and begins to generate its own revenue stream, it is envisaged that it will have its own small administrative staff. As shown in the financial projections, we anticipate the addition of one FTE staff person, probably as part-time temporary staff, at around the point when the program reaches 10 FTE students. These staff members would be involved in student recruitment, application oversight, and administrative oversight of the program. At around 30 student FTE, we anticipate expanding the staff to include one full-time recruiter and one program administrator.

The Pro Forma model shows that if the program is launched with 10 students in the first year of operation, the University can expect a gross surplus in excess of $300,000, and a net surplus in excess of $250,000. Because we anticipate launching the MA in Finance as a state-sponsored program, the pro forma statements are prepared based on assumptions consistent with those state-sponsorship. Specifically, we allocate one-third of professional fees to financial aid (a percentage that would be appropriate for the program in any case), and show an allocation of educational and non-resident fees back to the campus. Allowing for UCR overhead, the SoBA is expected to retain a surplus in excess of $150,000 at the end of the first year. Assuming reasonable growth both in the size of the program and in the student fee, the program is expected to contribute a net surplus in excess of over $650,000 per year to SoBA beginning in about the fifth year.

The MA in Finance program will be subject to continuous review by the faculty of the School of Business Administration relative to projections. Reasons for deviations between projected and actual enrollments will be examined and revisions to the program and to financial projections will be made as appropriate.

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3 We may have to offer an additional section of MGT 202 in the Fall, the cost of funding which with a lecturer is minimal.
7.0 APPLICATION AND ADMISSION TO THE MA IN FINANCE PROGRAM

The MA in Finance will be offered as a one year program (48 units) for graduates of a baccalaureate degree in a field that provides sufficient quantitative background to enable successful completion of the program. Appropriate undergraduate majors include business, engineering, mathematics, statistics, and physics, among others. Students admitted to the program will have an academic profile somewhat different from those likely to be admitted to other master’s level programs in the Anderson Graduate School of Management. In particular, the MA in Finance places substantially greater emphasis on quantitative background as reflected in undergraduate degree, courses taken, and scores on quantitative portions of admissions tests. In comparison to the MBA, the MA in Finance places less emphasis on work experience. However, over time we expect that the cohort will include individuals with significant relevant work experience.

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. 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.

8.0 ADMINISTRATION

The program will be directed by the Faculty of the School of Business Administration through its Executive Committee and a Graduate Programs Committee, which have oversight responsibility for all Graduate Programs offered by AGSM. The School of Business Administration anticipates no need for additional full-time or part-time administrative support for this program during the launch or in the initial years. 4

7.0 IMPACT ON EXISTING SOBA PROGRAMS

We expect that the MA in Finance program will positively impact the existing programs of the AGSM:

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4 Refer to the financial projections in Section 6.0 and Exhibit 1.
• Because we plan to offer the degree initially using the capacity of existing courses, there will be no reduction in the capacity of the existing faculty to serve the teaching missions of the existing graduate and undergraduate degree programs.

• As the program grows, it will be necessary to add a small number of faculty in finance, as well as, possibly, in accounting and management science. The program will provide sufficient sustainable free cash flow to support the addition of lines.

• Faculty hired in response to growth of the program will help build critical mass in the school, help to advance the school’s research mission, and help to support the eventual launch of the finance component of the Ph.D. in Management.

• While the program may be attractive to some students who otherwise would apply to the school’s MBA program, it will also generate its own stream of applicants, some of which will be better suited to the MBA. Based on experience of other schools, the net effect is substantially positive for recruitment to the MBA program.

• Students admitted to the MA in Finance program will be quite strong quantitatively and will contribute positively to the classroom experience and learning of MBA students.

• Students of the MA in Finance program also are frequently interested in pursuit of the Ph.D. so that the program will provide a means of attracting and screening Ph.D. candidates.

The experience of other universities that offer similar specialized degrees in finance shows that additional degree offerings in finance tend to complement and ultimately augment the MBA programs of the school, bringing dividends of additional prestige to the school, as well as benefits of networking with the firms in the financial services industry. While the MA in Finance degree program will share resources with the MBA program, it will attract its own pool of applicants. Because we can achieve sustainability at a very low level of students, and because MBA staff will also be involved in MA in Finance admissions, we can control the admission of students to the appropriate programs. Overall, the MA in Finance program is expected to have a positive impact on the web traffic from students who are interested in the UCR MBA.

There is ample evidence in the experience of other schools that those who apply for Master’s degrees in finance tend to have stronger quantitative background than MBA applicants. Therefore, not just the market but the selection criteria for admission to the MBA and MA programs will differ. However, our marketing efforts for attracting students to the MA program will result in a boost to the profile of the school as a whole. Students in the two programs will attend several courses together, and the presence of students with stronger quantitative background will tend to elevate the experience of both sets of students.

The effort to place graduates of the MA program, coordinated with the placement effort for MBAs will help us to better place students into the cohorts that best suit them.

8.0 CURRICULUM
As presented in Exhibit III, in the first quarter of Master of Arts in Finance degree program, students will be expected to take core courses in quantitative methods, finance, and financial accounting. This grounding is sufficient to expose students, in the second quarter, to two main sub-fields of finance: corporate finance and asset pricing. In the final quarter, the students are expected to build on what they learned in the second quarter by taking more advanced courses in the two areas, such as Corporate Risk Management, and Fixed Income Securities. The students are expected to choose an elective both in their second and third quarter of study from an extensive range of electives, such as International Finance, Entrepreneurial Finance, Decision-making Under Uncertainty, and Financial Strategy and Corporate Control in Finance, in addition to relevant courses such as Financial Statement Analysis, Advanced Financial Accounting, Applied Business Forecasting, etc. from other disciplines in Business.

Students should be able to complete the coursework for this program in one academic year. Admission is intended to be primarily in the fall quarter in order to match graduation timing with the normal recruiting cycle. However, the current offerings of AGSM do enable us to consider students for admission beginning in other terms or on a part time basis. Required courses and sufficient elective courses will be offered every year.

The program requirements will position students well to pursue professional certification as Chartered Financial Analysts (CFA), Certified Financial Planners (CFP), or members of the Global Association of Risk Professionals (GARP).

Plan I (Thesis) will not be an option for the MA in Finance program. Given this would be typically a one-year program it is unlikely that a Plan I (Thesis) option will be feasible for students.

Plan II (Comprehensive Examination) 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 the department or program. In most cases, units from courses numbered 291 cannot be used. Candidates for the degree are required to complete all of the general requirements specified by Graduate Studies. The program is intended to conform to Plan II.

9.0 DEMAND AND COMPETITION

The demand for candidates with a master’s degree in finance has been growing since the 1980s, and, as the financial sector emerges from the crisis and starts responding to new regulation, the trend is expected to continue. The Financial Times of London ranks various degree offerings in finance every year, and the fact that 2010 rankings list nearly 200 schools all over the world is testimony to the continued strength in the demand for a master’s degree in finance. It is to be noted that the US has been slow to confront the trend toward specialized masters degrees - of the nearly 200 programs listed, only 31 are offered by schools in the US. Among the US programs listed are those offered by UCLA, University of California at Berkeley (among the UCs), Boston College, Boston University, Carnegie-Mellon, Case Western University,  

Indiana University, Vanderbilt University, and Washington University at Saint Louis, to name a few. UCR will have the distinction of joining Berkeley and UCLA among the UC campuses offering an advanced degree in finance. Most of the programs listed in the Financial Times are on the East Coast, which clearly suggests an open and uncrowded competitive field for UCR in our geographical area.

To put the development of these programs in finance in historical context, the decade of 1970s witnessed great theoretical advances in the field of financial economics. At the same time, advances in computational technology brought about financial disintermediation, which combined with deregulation in the 1980s, contributed to the emergence of the modern financial sector, and the prominent role it has come to play in the US economy. As firms in this rapidly expanding financial sector demanded people who were exposed to the paradigms that gave rise to financial innovation, Universities both in the US and abroad started offering specialized degrees in finance to meet this need.

10.0 ADVISORY BOARD

Several firms in the financial sector in our geographical area have expressed keen interest in working together with the school. We can harness this interest by inviting senior executives of prominent financial sector firms in the area to serve on the advisory board for the program. The resulting coordination will lead to a closer relationship with future employers of graduates of the program. These senior executives serving on the advisory board will be available for events such as formal talks, and occasional classroom visit for a case discussion or select topic on real-world experience. These events will enrich the experience of students in all programs offered at the school.
## EXHIBIT I Financial Projections

### Master of Arts in Finance Program - Pro Forma

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<th>FTE Students</th>
<th>Educational fee per year</th>
<th>Non-resident fee per year</th>
<th>Professional fee per year</th>
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<th>Percent of students in-state</th>
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### Initial Assumptions/Basis
- **FTE Students:** Based on Winter 2011 rates
- **Educational fee per year:** Based on Winter 2011 rates
- **Non-resident fee per year:** Based on Winter 2011 rates
- **Professional fee per year:** Based on Winter 2011 rates
- **Fee growth rate:** Based on recent increases and return to more normal rates
- **Percent of students in-state:** Assumed high initial pct. Intl., but long-term market more local
- **Ladder faculty percent of courses:** Using/partially using capacity in MBA classes until 30 FTE
- **Gross revenue per FTE student:** One-third of professional fees
- **Direct teaching cost per FTE student:** $24 per student/course times 10 courses
- **Salary inflation:** Due to increasing expected inflation
- **Incremental courses required:** Using partially using capacity in MBA classes until 30 FTE

### Financial Projections

#### Yearly Projections

- **Gross tuition and fee revenue:** $376,542
- **Financial aid:** $65,900
- **Net tuition and fee revenue:** $310,642
- **Faculty salaries and benefits:** $0
- **Student workers:** $2,400
- **Total course staffing cost:** $2,400
- **Gross surplus:** $308,242
- **Program administration:** $20,000
- **Website development:** $5,000
- **Student recruiting:** $5,000
- **Total administrative personnel costs:** $30,000
- **Operating expenses:** $5,000
- **Total administration and operating costs:** $35,000
- **Net surplus:** $(35,000)

#### Financial Aid

- **Revenue:** Gross tuition and fee revenue
- **Cost:** Faculty salaries and benefits, Student workers, Total course staffing cost, Program administration, Website development, Student recruiting, Total administrative personnel costs, Operating expenses

### UCR Overhead

- **$113,658**
- **$242,333**
- **$380,271**
- **$513,336**
- **$649,172**

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**Educational and Non-resident Fees**
EXHIBIT II CURRICULUM AND COURSES

Masters of Finance
Proposed Curriculum

Quarter 1
- MGT 201 Quantitative Analysis
- MGT 202 Financial Management
- MGT 211 Financial Accounting

Quarter 2
- MGT 231 Corporate Finance
- MGT 232 Derivatives and Asset Pricing
- Elective

Quarter 3
- MGT 227 Fixed Income Securities and Markets
- MGT 244 Corporate Risk Management
- MGT 252 Investments and Portfolio Management
- Elective

Partial List of Elective Options
- MGT 221 Decision Making Under Uncertainty
- MGT 237 International Financial Management
- MGT 239 Simulation for Business
- MGT 245 Financial Statement Analysis
- MGT 267 Applied Business Forecasting
- MGT 268 Entrepreneurial Finance and Venture Capital
- MGT 276 Financial Strategy and Corporate Control
- MGT 277 Advanced Financial Accounting
Course Descriptions:

1. Required Courses:

MGT 201. Quantitative Analysis (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): MGT 403 or equivalent; familiarity with Microsoft’s Excel spreadsheet software. Addresses the process of generating decision-making information from data and solving management problems using common computer tools. Covers problem identification and formulation, model selection and use, and interpretation of the results of statistical analysis. Topics include estimation, hypothesis testing, analysis of variance, simple and multiple regression, time series, and forecasting. May not be taken for degree credit by students in statistics undergraduate or graduate programs.

MGT 202. Financial Management (4) Lecture, 3 hours; extra reading, 1.5 hours; outside projects, 1.5 hours. Prerequisite(s): MGT 201, MGT 211, or equivalents. Provides a foundation in theories of finance. Topics include time value of money, security valuation, financial institutions, theories of risk measurements, managing a firm’s investment decisions, capital structure, and sources of financing for a firm.

MGT 211. Financial Accounting (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Covers financial accounting concepts and the analytical tools needed to understand and interpret financial statements. Examines the uses of financial accounting Information.

MGT 227. Fixed-Income Securities and Markets (4) Lecture, 3 hours; extra reading, 1.5 hours; outside projects, 1.5 hours. Prerequisite(s): MGT 201. Covers analytical techniques related to fixed-income securities. Includes basic analytical tools in fixed-income markets. Topics include relative pricing of fixed income securities, yield-curve estimation, securities with embedded options, and trading strategies. Utilizes interest rate swaps, mortgage-backed securities, and credit derivatives.

MGT 231. Corporate Finance (4) Lecture, 3 hours; extra reading, 1.5 hours; outside problem sets, 1.5 hours. Prerequisite(s): MGT 202. An intensive analysis of the effects of corporate financial policy decisions on firm value. Examines the interrelation of firm value, financing policy, investment decisions, and other considerations. Provides an understanding of the theoretical issues involved in the choice of these policies.

MGT 232. Derivatives and Asset Pricing (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): MGT 202. Explores the pricing of derivatives-based securities. Covers various topics in derivatives markets. Introduces pricing techniques for forwards, futures, options, swaps, and other derivatives. Utilizes empirical data and financial modeling.

MGT 244. Corporate Risk Management (4) Lecture, 3 hours; written case analyses and reports, 3 hours. Prerequisite(s): MGT 202. Provides an overview of derivative financial instruments. Focuses on the use of derivatives to manage risk in a corporate setting. Utilizes the case-method to develop strategies and policies for managing the risk exposure of an enterprise, as well as to assess the relations between risk management and value creation.

MGT 252. Investments and Portfolio Management (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): MGT 202. Discusses standard asset pricing models, portfolio theory, and empirical uses of securities data. Addresses pricing in the capital markets and empirical issues in testing asset pricing models. Other topics include risk-adjusted portfolio performance, term structure, bond pricing, and bond portfolio management.

2. Example Elective Courses:

MGT 221. Decision Making Under Uncertainty (4) Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 207 or consent of instructor. Introduces basic tools for using data to make informed
managerial decisions under uncertainty. Addresses modeling, performance evaluation, and optimization of systems with uncertain parameters. Topics include Markov chains, Markov decision processes, and probabilistic linear and dynamic programming. Applications are drawn from operations, finance, marketing, and other management fields.

MGT 237. International Financial Management (4) Lecture, 3 hours; extra reading, 1 hour; outside projects, 2 hours. Prerequisite(s): MGT 202. Focuses on the nature, risks, and management of foreign exchange exposure in a corporate setting. Covers trade and international investment theories. Topics include the international financial systems, balance of payments, foreign exchange markets, measurement of foreign exchange risk, hedging, international asset pricing, and trade financing.

MGT 239. Simulation for Business (4) Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 201, MGT 205. Introduces computer simulation as a tool for analyzing complex decision problems. Analyzes and discusses the theory and practice of modeling through simulation. Topics include modeling uncertainty and collecting input data, basic simulation principles, Monte Carlo simulation techniques, model verification and validation, and analysis of simulation output. Examines applications in manufacturing, finance, health services, and public policy.

MGT 245. Financial Statement Analysis (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): MGT 211 or consent of instructor. Explains the role of financial statement analysis in an efficient capital market. Data from financial statements of major corporations is analyzed to develop skills necessary to interpret financial accounting information. Designed for future professionals who will be intensive users of financial accounting reports (e.g., security analysts, credit analysts).

MGT 267. Applied Business Forecasting (4) Seminar, 3 hours; outside project, 3 hours. Prerequisite(s): MGT 201 or equivalent. Provides experience in developing forecasting models and applying them to problems in marketing, production, inventory management, business economics, and other fields. Discusses issues in data acquisition, data analysis, modeling of relations between variables, trend analysis, and seasonal forecasting. Uses case studies and applications from a variety of management areas.

MGT 268. Entrepreneurial Finance and Venture Capital (4) Seminar, 3 hours; extra reading, 1 hour; case studies, 2 hours. Prerequisite(s): MGT 202. Covers financing of nonpublic and early-stage venture. Includes financial modeling, cash needs assessment, valuation, deal structure, financing alternatives, and harvesting.

MGT 274. Special Topics in Finance (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): MGT 202. Explores the latest developments in theoretical and empirical finance. Topics include asset pricing, performance evaluation, derivative securities, market microstructure, corporate finance, and corporate control and governance.

MGT 276. Financial Strategy and Corporate Control (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): MGT 202. Covers the nexus among finance, strategy, governance, and corporate control. Examines the theory and empirical evidence for models of corporate financial policy and the market for corporate control. Emphasizes critical evaluation of the evidence for different models of corporate financial policy.

MGT 277. Advanced Financial Accounting (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): BUS 165C or equivalent (may be taken concurrently). Covers advanced financial accounting and reporting practices. Emphasizes topics such as consolidated financial statements, branch accounting, foreign transactions, segment reporting, partnership accounting, and accounting for nonprofit organizations.
ACADEMIC DEGREE PROGRAM PROPOSALS: INFORMATION REQUIRED BYCPEC

1. Name of Program:
   Master of Arts in Finance

2. Campus:
   University of California Riverside

3. Degree/Certificate:
   Master's Degree

4. CIP Classification: (to be completed by the Office of the President)

5. Date to be started:
   September 1, 2012 or sooner, if feasible

6. If modification of existing program, identify that program & explain changes.
   Not Applicable.

7. Purpose (academic or professional training) and distinctive features (how does this program differ from others, if any, in California?)

   Program Differentiation
   There is a large and increasing demand and professional need for specialized masters programs in finance. Whereas many such programs have been established and are operating successfully in the eastern United States, California and the west have been slow to develop specialized masters degrees in finance. To date, only UCLA and UC Berkeley offer specialized finance masters degrees. They both offer degrees in financial engineering. UCR will be unique in the UC system in offering a MA in Finance. The specific positioning of this degree is for students who desire a more specialized graduate education than is provided by an MBA, with substantially more depth in finance; but who are not well suited for or do not seek the very technical kind of graduate finance education that is represented by financial engineering degrees (such degrees place heavy emphasis on applied mathematics and are most closely aligned with degrees in physics or time series statistical processes. The UCR MA in Finance is positioned between these two extremes. The program is designed develop sophisticated financial expertise including modeling, valuation, financial decision making, and financial planning. There are few other schools in California that offer degrees that are similar in focus. In Southern California, the only specialized finance degrees we know of are at UCLA, Claremont, and Pepperdine.

8. Type(s) of students to be served:
   The MA in Finance will be offered as a one year program (48 units) for graduates of a baccalaureate degree in a field that provides sufficient quantitative background to enable successful completion of the program. Appropriate undergraduate majors include business, engineering, mathematics, statistics, and physics, among others. Students admitted to the
program will have an academic profile somewhat different from those likely to be admitted to other master's level programs in the Anderson Graduate School of Management. In particular, the MA in Finance places substantially greater emphasis on quantitative background as reflected in undergraduate degree, courses taken, and scores on quantitative portions of admissions tests. Compared to the MBA, the MA in Finance places less emphasis on work experience, though over time we expect that the cohort will include individuals with significant relevant work experience.

9. If program is not in current campus academic plan give reasons for Proposing program now:

There are at least eight compelling reasons why the School of Business Administration, the Anderson School, and the Department of Finance and Management Science should launch this new degree program at this time:

- Finance executives require increasingly high levels of specialized expertise for professional advancement.
- The regional market is underserved.
- The MA in Finance will be an immediate source of net revenue.
- The program will enable us to build critical mass in the faculty.
- The program will increase the prospects for earning finance accreditation from The Association to Advance Collegiate Schools of Business (AACSB International).
- The program is congruence with the UCR and SoBA strategic plans.
- Graduates of the Master of Arts in Finance program have the potential to become influential and supportive alumni soon after they complete their degree.
- The Program will meet an untapped demand for under-represented minority graduates.

10. If program requires approval of licensure board, what is the status of such approval?

Not Applicable

11. Please list special features of the program:

- Specialized graduate level finance education
- Significant complementarities with existing programs of SoBA
- Will provide an important funding source for databases that are essential to finance research.

12. List all ~ courses required:

All courses are currently offered by the SoBA

Quarter 1
- MGT 201 Quantitative Analysis
- MGT 202 Financial Management
• MGT 211 Financial Accounting

**Quarter 2**
• MGT 231 Corporate Finance
• MGT 232 Derivatives and Asset Pricing
• Elective

**Quarter 3**
• MGT 227 Fixed Income Securities and Markets
• MGT 244 Corporate Risk Management
• MGT 252 Investments and Portfolio Management
• Elective

15. **List any related program offered by the proposing institution and explain relationship.**

We anticipate that the program will help us to attract good candidates to the School’s Ph.D. program in management.

16. **Summarize employment prospects for graduates of the proposed program.**

The program will educate individuals for employment in all parts of the financial sector and for financial positions in non-financial firms. The experience of our faculty with other programs is that opportunities for professional employment are excellent and that it is possible to develop a virtuous cycle where recent graduates who are placed become ambassadors for the program, helping to place subsequent graduates.

17. **Give estimated enrollment for the first 5 years and state basis for estimate.**

We project 10 students in the first year, increasing by 10 per year to reach 50 in five years.

18. **Give estimates of the additional cost of the program by year in each of the following categories: FTE Faculty, Library Acquisitions, Computing, Other Facilities, Equipment. Provide brief explanation of any of the costs where necessary.**

Exhibit I contains our financial projections. Cost to launch the program is negligible. The program will generate positive free cash flow beginning in its first year. Other than slight additions to FTE Faculty, which would only arise if the program is as successful as we project, there should not be any additional costs in any of the categories above.

19. **How and by what agencies will the program be evaluated.**

The program will be evaluated by the AACSBB at UCR's next accreditation review.
EXHIBIT IV: BRIEF BIOGRAPHY OF THE FINANCE FACULTY

1. Richard Smith: Professor Richard Smith has spent a lifetime devoted to the study of finance, having lectured on international venture finance and entrepreneurship in the context of economic growth, and researched such topics as the impact of the SEC's Fair Value Standard on illiquid assets held by mutual funds. He co-authored *Entrepreneurial Finance* (Wiley, 2004, 2ed.), which many consider the definitive text on the subject, its importance attested by the fact that it has been translated into Chinese and Japanese. He has also published over 35 journal articles and other research papers on an array of finance and economics topics. He is often consulted for his broad knowledge of the field.

2. Peter Chung: Professor Peter Chung received his Ph.D. in finance from Ohio State University, an M.B.A. in finance from California State University, Los Angeles, and a B.S. in international trade as well as in foreign service from Sogang University in Korea. His research interests include continuous-time modeling, contingent claim valuation, corporate finance and investments, market microstructure, international finance, and emerging capital markets and investments. Professor Chung has been published in numerous journals such as the *Journal of Finance*, the *Journal of Banking and Finance*, and the *Journal of Financial and Quantitative Analysis*, to name a few.

3. Sarkis Khoury: Professor Khoury received his Ph.D. in international finance from the University of Pennsylvania, his M.B.A. from the Boston University School of Management, and his B.S. from the University of Massachusetts. His research interests include: valuation of financial and real assets, entrepreneurship, foreign exchange markets and risks, international finance/finance/investments, project feasibility analysis, international banking, international mergers and acquisitions, policy issues relating to banking regulations, various commercial banking and monetary policy issues, problems in multinational financial management, and systemic and country risk.

4. Thomas Kim: Thomas Kim earned his Ph.D. in finance at the Owen Graduate School of Business at Vanderbilt University. He earned his M.B.A. in finance from the University of Texas at Austin, and his B.A. in economics from Seoul National University. His research interests include financial markets, investments, financial institutions, corporate finance, and derivatives. He has industry experience as a fixed income securities dealer for Kookmin Bank in Seoul, Korea.

5. Yun Liu: Professor Liu received her Ph.D. in finance at the Robert H. Smith School of Business, University of Maryland, College Park. She earned her M.A. in economics from Simon Fraser University, and her B.Econ. in money and banking from Peking University. Her primary research interests are corporate finance focusing on governance, compensation, mergers and acquisitions, and networks. She has been awarded the Business Dean's Fellowship at the University of Maryland; the Graduate Fellowship at Simon Fraser University; and noted for Excellent Academic Performance, given an Advanced Student Award, and awarded the Sumitomo Bank Scholarship and the Motorola Scholarship at Peking University. For her
teaching, she was the 2006 Winner of the Krowe Award for Teaching Excellence, and the 2006 Winner of the Joseph Wikler Award for Teaching Excellence.

6. Michael Moore: Michael Moore earned his Ph.D. and M.S. from Pennsylvania State University and a B.A. from the University of Washington. He is a certified public accountant. After receiving his Ph.D., Michael joined the faculty of The University of Texas at Austin where he remained for eight years. He was recruited from Texas by the University of Southern California where he served on the faculty for 16 years, seven years as a professor and nine years as the Kenneth Leventhal Professor. He was also director of the Masters of Business Taxation Program. He left USC to serve as chairman of the department of accounting at Colorado State University from 1995 to 1997. In 1997 he left academia for public accounting practice where he was a partner with Hull, Ruhl & Moore for 10 years. During his academic career he has taught accounting and taxation at the undergraduate and graduate levels and has been involved with curriculum design and implementation. He has published extensively in taxation and accounting and has research interests on international topics. Professor Moore is co-author of U.S. Tax Aspects of Doing Business Abroad, now in its sixth edition. His published work has appeared in the Journal of Accountancy, the Journal of the American Taxation Association, The Accounting Review, the Journal of Accounting Research, and the International Tax Journal, among others. He has twice been the recipient of the American Taxation Association's Award for Best Tax Manuscript. He has served on numerous advisory boards and editorial review boards, including the International Tax Journal, and on a number of committees of the American Institute of Certified Public Accountants, the American Taxation Association, and other academic organizations. He is past president of the American Taxation Association. In addition to his experience in public accounting practice, he has been involved in litigation support services in tax and accounting matters and professional standards of practice. He is currently on the board of directors of two nonprofit organizations and has additional duties as treasurer and financial officer.

7. Woody Liao: Woody Liao received his Ph.D. in accounting from the University of Florida in 1974 and his MBA from Illinois State University in 1970. He is a CPA and CMA. Before joining UCR in 1991, he taught at the University of Houston from 1978 to 1990 and was the director of the Ph.D. program in accountancy & taxation from 1985 to 1990. He also taught at VPI & State University from 1974-1978. His areas of expertise and research interests are: management planning and control systems; corporate governance, executive compensation, and earnings management; and risk management and performance evaluation. He has published papers in leading accounting journals such as The Accounting Review; Contemporary Accounting Research; ABACUS; Management Accounting; Accounting Horizons; Behavioral Research in Accounting; International Journal of Accounting; Journal of Business, Finance, and Accounting; Accounting and Business Research; Journal of Accounting Literature; and Decision Sciences. He teaches courses in managerial accounting, financial accounting, intermediate accounting, and advanced management accounting. He has served as visiting professor and speaker at University of Hawaii, Naval Postgraduate School, National Chung Hsing University in Taiwan, and Chinese University and Hong Kong Polytechnic University in Hong Kong. He was named a "Prolific Author in Accounting" in 2002.
8. Birendra Mishra: Birendra (Barry) K. Mishra received his Ph.D. in accounting from the University of Texas at Austin in December 1996. Prior to that, Professor Mishra earned his B.S. in mining engineering from NIT Rourkela and his M.S. in petroleum engineering from the University of Texas at Austin. Professor Mishra's research interests include the areas of accounting disclosure, management and control, operational risk, and information systems security and open source software. He uses a variety of methodologies including game theory, agency theory, and econometric models. He has published articles in major journals including the *Journal of Accounting Research, The Accounting Review, Management Science, Marketing Science, Information Systems Research,* and *IEEE Transactions.* Professor Mishra teaches courses in managerial, financial and accounting information systems. Recently he has been awarded the AICPA grant to study internal control risk using strategic framework.

9. Ted Mock: Prior to joining SoBA, Ted Mock served as a professor of accounting at the University of Southern California and professor of auditing research at Maastricht University in the Netherlands. From 1982 to 2006 he served as the Arthur Andersen Alumni Professor at USC. In 1983 he helped found the USC Audit Judgment Symposium (now the International Symposium on Audit Research). Professor Mock has visited many universities worldwide including the University of Otago in New Zealand as a Fulbright Scholar; the Norwegian School of Economics and Business, Bergen, Norway; Maastricht University as a Fulbright Scholar; Nanyang Technological University as Shaw Foundation Professor; The Australian National University; and The University of Melbourne. Professor Mock's research interests lie primarily in the areas of audit judgment, assurance services, and evidential reasoning. During 1977 to 1978, he was the first audit research fellow at KPMG in New York City. His AICPA research monograph with J. Turner on internal control evaluation was awarded the American Accounting Association Wildman Award and he was a co-author of the American Institute of Certified Public Accounts (AICPA) monograph on collaborative audit research that received the 1998 Joint AICPA/AAA Collaboration Award. In 2003 he received the American Accounting Association's Auditing Section Outstanding Auditing Educator award, and in 2006 the AAA Accounting and Behavior and Organization Section's Notable [Lifetime] Contribution Award.

10. Waymond Rodgers: Waymond Rodgers received a Ph.D. in accounting from the University of Southern California, and a cognitive psychology postdoctorate from the University of Michigan. He is a certified public accountant in California and Michigan. Professor Rodgers's accounting, banking, and management expertise derives from his employment as an auditor at PricewaterhouseCoopers and Ernst & Young. He was also a commercial loan officer for Union Bank and his portfolio includes Fortune 500 companies. His primary research areas are auditing, commercial lending decisions, decision modeling, ethics, trust issues, intellectual capital, and knowledge management. Professor Rodgers has published in the *Communications of the ACM, European Accounting Review, Journal of Business Ethics, Journal of Applied Social Psychology, Journal of Economic Psychology, Journal of the Association of Information Systems,* and *Management Science,* among others. He is also the recipient of major research grants from the Brazilian Research Foundation, Canada Research Foundation, Citibank, Ford Foundation, National Institute of Health, National Science Foundation, Department of Defense, and the Navy Personnel Research and Development Center.
11. Erik Rolland: Prior to entering academia, Erik Rolland was a corporate international IT consultant. Since graduating with his Ph.D. in decision sciences & information systems from the Fisher College of Business at the Ohio State University in 1991, he has been part of the faculty at SoBA, the Fisher School of Business at the Ohio State University, and the Antai School of Management & Economics at the Shanghai Jiaotong University. Professor Rolland was the inaugural director of the University of California's Heckmann International Center of Entrepreneurial Management in Palm Desert, California, and has served as both department chair and associate dean for UCR's business school. His papers have appeared in such journals as *Operations Research*, *The European Journal of Operational Research*, *Decision Sciences* and many others. Professor Rolland was awarded an AICPA grant to study internal control risk using strategic frameworks.

12. Bajis Dodin: Bajis Dodin joined UC Riverside's School of Business Administration in 1984 and has been a member of the faculty ever since. His teaching and research focus on operations management (OM) and project management (PM). He uses operations research (OR) methods in solving practical as well as theoretical problems in the areas of scheduling and PM and their applications. His publications have appeared in leading journals in the fields of OR and OM, including: *Operations Research, Management Science, IIE Transactions, European Journal of Operational Research, and Accounting Review*, among others. His tenure at SoBA includes a number of administrative and faculty governance assignments, including: chairman of the business administration program for 11 years, associate dean for academic affairs (1996 to 2000), associate dean for the undergraduate business program (2000 to 2003), and chairman of the business school faculty. He has also served as director of the UC Education Abroad Program Center in Cairo from 2003 to 2006.

13. Mohsen Elhafsi: Mohsen Elhafsi received both Ph.D. and M.S. in 1995 from the industrial and systems engineering department at the University of Florida and was FKF Honor Graduate. He received a "Qualified Engineer" degree from the Ecole Nationale d'Ingenieurs de Tunis, Tunisia, in 1988. In 1996, he joined SoBA as a visiting assistant professor and became a tenure-track faculty member in 1997. In 2002, he was promoted to associate professor. He was awarded the prestigious Fulbright Fellowship for the 2006 to 2007 academic year to spend his sabbatical year in France at the Ecole Centrale de Lille, one of France's elite engineering schools. There he worked with host researchers at the Industrial and Logistics Laboratory on supply chain management issues ranging from coordination to performance measures and assessment. In 2007, he was awarded a $10,000 COR Research Fellowship (a fellowship program administered by the Academic Senate Committee on Research) for his proposal to work on supply chain issues related to contract manufacturing. His areas of research include operations and supply chain management, manufacturing and service operations, and production and inventory systems. He is the author of numerous articles that have been published in peer-reviewed journals such as: *Management Science, IIE Transactions, European Journal of Operational Research, Production and Operations Management*, and *Global Optimization*.

14. Long Gao: Long Gao earned his Ph.D. in business administration and operations research from Penn State University, and his M.E. and B.E. in engineering physics from Tsinghua University in Beijing, China. His research interests include supply chain management, stochastic
modeling of manufacturing and service systems, Markov decision processes, and simulation. He has published in journals such as Management Science, and Production and Operations Management.

15. David Mayers: David Mayers is a professor emeritus of finance at the University of California, Riverside's School of Business Administration. He received his Ph.D. in business administration from the University of Rochester, his M.B.A. from the University of California, Berkeley, and his B.S. in engineering from the U.S. Naval Academy, Annapolis. His research interests include corporate finance and investments, asset pricing, portfolio performance evaluation, corporate financial policy, and insurance. He has been published in numerous journals, including the Journal of Financial Economics, the Journal of Business, and Economic Inquiry, to name a few.

16. Yunzeng Wang: Yunzeng Wang holds a Ph.D. in operations management from the Wharton School, University of Pennsylvania. Previously, Professor Wang served as a faculty member at the Weatherhead School of Management, Case Western Reserve University, and at the School of Management, University of Texas at Dallas, where he took leadership roles to develop successful graduate programs in supply chain management. Professor Wang's research interests focus on supply chain management. An internationally known scholar in the field, Professor Wang is frequently invited as an expert speaker by top-tier research universities and by professional organizations. He publishes widely and serves on editorial boards for several major academic journals. He has also consulted for major firms to improve the performance of their global supply chains. He is the 1998 recipient of the prestigious George Dantzig Prize from the Institute for Operations Research and Management Sciences (INFORMS), for the theoretical contributions of his research and its relevance to management practice.
<table>
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<tr>
<th></th>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<td><strong>FTE Students</strong></td>
<td></td>
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<tr>
<td>Initial Assumptions/Basis</td>
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<tr>
<td>Modest launch assumption with reasonable growth</td>
<td></td>
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<tr>
<td>Educational fee per year</td>
<td>9312</td>
<td>10057</td>
<td>10660</td>
<td>11087</td>
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<tr>
<td>Non-resident fee per year</td>
<td>12246</td>
<td>13262</td>
<td>14019</td>
<td>14580</td>
<td>15163</td>
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<tr>
<td>Professional fee per year</td>
<td>19770</td>
<td>21352</td>
<td>22633</td>
<td>23538</td>
<td>24480</td>
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<tr>
<td>Fee growth rate</td>
<td>8%</td>
<td>6%</td>
<td>4%</td>
<td>4%</td>
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<tr>
<td>Percent of students in-state</td>
<td>30%</td>
<td>35%</td>
<td>40%</td>
<td>50%</td>
<td>60%</td>
<td></td>
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<tr>
<td>Ladder faculty percent of courses</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
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<tr>
<td>Ladder faculty cost per course</td>
<td>$40,000</td>
<td>$40,400</td>
<td>$41,208</td>
<td>$42,444</td>
<td>$44,142</td>
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<td>Lecturer cost per course</td>
<td>$7,000</td>
<td>$7,070</td>
<td>$7,211</td>
<td>$7,428</td>
<td>$7,725</td>
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<tr>
<td>Student worker cost per FTE student</td>
<td>$240</td>
<td>$242</td>
<td>$247</td>
<td>$255</td>
<td>$265</td>
<td>$24 per student/course times 10 courses</td>
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<td>Salary inflation</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
<td>4%</td>
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<tr>
<td>Incremental courses required</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>10</td>
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<tr>
<td>Gross revenue per FTE student</td>
<td>$37,654</td>
<td>$40,005</td>
<td>$41,705</td>
<td>$41,915</td>
<td>$42,075</td>
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<td>Direct teaching cost per FTE student</td>
<td>$240</td>
<td>$6,176</td>
<td>$8,317</td>
<td>$6,489</td>
<td>$5,452</td>
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<tr>
<td>Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Gross tuition and fee revenue</td>
<td>$376,542</td>
<td>$800,105</td>
<td>$1,251,138</td>
<td>$1,676,592</td>
<td>$2,103,753</td>
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<td>Financial aid</td>
<td>$65,900</td>
<td>$142,344</td>
<td>$226,327</td>
<td>$313,840</td>
<td>$407,992</td>
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<tr>
<td>Net tuition and fee revenue</td>
<td>$310,642</td>
<td>$657,761</td>
<td>$1,024,811</td>
<td>$1,362,752</td>
<td>$1,695,761</td>
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<tr>
<td>Course Staffing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Faculty salaries and benefits</td>
<td>$0</td>
<td>$118,675</td>
<td>$242,097</td>
<td>$249,360</td>
<td>$259,334</td>
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<tr>
<td>Student workers</td>
<td>$2,400</td>
<td>$4,848</td>
<td>$7,417</td>
<td>$10,187</td>
<td>$13,243</td>
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<tr>
<td>Total course staffing cost</td>
<td>$2,400</td>
<td>$123,523</td>
<td>$249,514</td>
<td>$259,547</td>
<td>$272,577</td>
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<td>Gross surplus</td>
<td>$308,242</td>
<td>$534,238</td>
<td>$775,297</td>
<td>$1,103,205</td>
<td>$1,423,184</td>
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<tr>
<td>Program Administration</td>
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<tr>
<td>Program administration</td>
<td>$20,000</td>
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<tr>
<td>Website development</td>
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<tr>
<td>Student recruiting</td>
<td>$5,000</td>
<td>$5,050</td>
<td>$5,151</td>
<td>$5,306</td>
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<td>Total administrative personnel costs</td>
<td>$30,000</td>
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<td>$108,171</td>
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<td>Operating expenses</td>
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<td>Start-up</td>
<td>$5,000</td>
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<td>Total administration and operating costs</td>
<td>$35,000</td>
<td>$40,000</td>
<td>$75,750</td>
<td>$138,771</td>
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<td>Net surplus</td>
<td>($35,000)</td>
<td>$268,242</td>
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<td>$971,811</td>
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<td>Educational and Non-resident Fees</td>
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<td>Surplus Retained by AGSM</td>
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</table>
October 16, 2011

Courses and Programs Sub Committee of the Graduate Council
University of California, Riverside
Riverside, CA 92521

RE: Master in Finance

Dear Committee Members:

I am writing to endorse the proposed Master in Finance program. This is a well designed program to expand SoBA's self-supporting program offerings. Over the last decade, the industry demand for business graduates has been shifting from the general Master for Business Administration (MBA) to specialized Masters. By offering the Master in Finance, SoBA will start to build up capacity to meet the industry demand. The program will provide a stream of revenue to help the School deal with the financial difficulties.

Like our faculty, I enthusiastically support the program.

Sincerely

Yunzeng Wang
Interim Dean
December 3, 2010

Alan Williams, Chair
Graduate Council
UC Riverside
Riverside, CA 92521

Dear Alan Williams:

We have made one minor change to our catalog copy of the Ethnic Studies PhD Program. We have extended the deadline for the Qualifying Written Exams by one quarter. Extending the Qualifying Written Exams deadline to the end of the spring quarter of the second year of study will give our graduate students an additional eleven weeks of preparation. This additional time is necessary because some students may have not finalized their Qualifying Written Exams committee as early as others due to the availability of core departmental and cooperating faculty members for individual meetings, and due to the availability of graduate seminars offered by core departmental and cooperating faculty members. On a secondary note, this additional time will also offset any preparation setbacks due to the rigorous demands of Teaching Assistant duties during the first and second years of study.

Sincerely,

[Signature]

Anthony Macías
Graduate Advisor
Ethnic Studies
## GRADUATE COUNCIL

### PROPOSED CHANGES

#### EFFECTIVE SPRING 2011

Ethnic Studies PhD Program

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
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</thead>
<tbody>
<tr>
<td><strong>Graduate Program</strong></td>
<td><strong>Graduate Program</strong></td>
</tr>
<tr>
<td>The Department of Ethnic Studies offers M.A. and Ph.D. degrees in the interdisciplinary field of Ethnic Studies. The M.A. degree is awarded as part of a student’s required progress towards the Ph.D. degree. Students proceed through the graduate program from coursework to exams to fieldwork and writing the dissertation. The graduate program prepares students for teaching and research careers in the private and public sector.</td>
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</tr>
<tr>
<td><strong>Doctoral Degree</strong></td>
<td><strong>Doctoral Degree</strong></td>
</tr>
<tr>
<td><strong>Admission</strong> Students are admitted for the fall quarter of each academic year only. The basic requirement for admission into the Ph.D. Program is a bachelor's degree or its equivalent from an accredited institution with a major in any subject field. Admission to the graduate program is based on the following criteria: 1. Prior academic performance, especially in undergraduate or graduate classes in Ethnic Studies or related fields. 2. Performance on the Graduate Record Examination. 3. Letters of recommendation from at least three persons familiar with an applicant’s potential for achieving academic</td>
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</tr>
</tbody>
</table>
excellence. Two of the letters must be from professors in the applicant’s major subject.

4. Compatibility between applicant’s areas of interest and department’s research and teaching emphases.

5. Quality of the writing sample. Applicants must submit a scholarly paper not to exceed 15-double spaced pages, such as a term paper, section of a thesis, or published work.

6. Completed application and materials (including transcripts) required from Graduate Division.

The Ethnic Studies website at http://ethnicstudies.ucr.edu/ provides more details on the Ph.D. Program, degree requirements, and application procedures. General Graduate Division university requirements are available on the Graduate Division website at www.graduatedivision.ucr.edu and in the Graduate Studies section of this catalog.

**Coursework**

All students, including those who have a master’s degree at the time of admission, must complete the basic core curriculum.

**Course requirements**

The core Ethnic Studies graduate curriculum consists of two theory courses (ETST 200 and 201), one methodology course (ETST 203), and a graduate proseminar on professionalization (ETST 405). Where appropriate, students are encouraged to take an additional course in methodology (quantitative or qualitative), in addition to ETST 203. Students are also required to enroll in and attend the Ethnic Studies Colloquium during each quarter of the first two years of graduate work.
During the second year students will begin to select courses that are relevant to one or more of the following areas of specialization:

Area I: Theories of Race and Power
Area II: Cultural Politics and Production
Area III: The State, Law, and Social Transformation

Students are also encouraged to supplement regular curricular offerings by initiating individual or small-group reading courses with appropriate Ethnic Studies faculty (ETST 290’s etc.) or with cooperating faculty in other CHASS departments.

First-year core requirements:

- ETST 200 (Fall) History of Ideas in Ethnic Studies
- ETST 201 (Winter) Contemporary Theories in Ethnic Studies
- ETST 203 (Spring) Methods in Ethnic Studies
- ETST 289 (Fall, Winter, Spring) Departmental Colloquium

Second-year core requirements:

- ETST 405 (Fall) Graduate Proseminar on Professionalization
- ETST 289 (Fall, Winter, Spring) Departmental Colloquium

**Research and Teaching Requirements**

A student’s program must include at least one academic quarter of supervised research through enrollment in ETST 297 and/or by working as a research assistant. The equivalent of at least one academic quarter of college classroom teaching is also required of all students.

During the second year students will begin to select courses that are relevant to one or more of the following areas of specialization:

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Area II: Cultural Politics and Production
Area III: The State, Law, and Social Transformation

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**Research and Teaching Requirements**

A student’s program must include at least one academic quarter of supervised research through enrollment in ETST 297 and/or by working as a research assistant. The equivalent of at least one academic quarter of college classroom teaching is also required of all students.
**Grades** A student must complete courses in the core curriculum and the specialization areas with a grade of “B” or better in each course.

**Ph.D. Written and Oral Qualifying Examinations**

**Written Qualifying Examination**

Graduate students are required to successfully complete a Written Qualifying Examination by the end of the winter quarter of their second year. The exam will test the student’s knowledge of the methodological and theoretical foundations of the field of Ethnic Studies and will cover material from the required core courses as well as courses in the student’s area(s) of specialization. This exam is evaluated by a faculty committee. If the student passes this exam, the committee will recommend awarding of the M.A. degree in Ethnic Studies. If the M.A. is awarded, or if the student already has an M.A. in Ethnic Studies, the faculty then votes on whether or not the student should continue in the Ph.D. program.

**JUSTIFICATION:**
Extending the Qualifying Written Exams deadline to the end of the spring quarter of the second year of study will give our graduate students an additional eleven weeks of preparation. This additional time is necessary because some students may have not finalized their Qualifying Written Exams committee as early as others due to the availability of core departmental and cooperating faculty members for individual meetings, and due to the availability of graduate seminars offered by core departmental and cooperating faculty members. On a secondary note, this additional time will also offset any preparation setbacks due to the rigorous
<table>
<thead>
<tr>
<th>Oral Qualifying Examination</th>
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</thead>
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<tr>
<td>Students must compose, in consultation with a committee consisting of three-to-four faculty members, three written field statements that pertain to theoretical, methodological, and substantive foci related to the preparation of their dissertation.</td>
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</tr>
<tr>
<td>Graduate students are required to successfully complete an Oral Qualifying Examination by the end of the winter quarter of their third year in which the student must display mastery over his/her three fields. If the oral exam is passed, the student will advance to candidacy.</td>
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<tr>
<td><strong>Dissertation Prospectus</strong></td>
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</tr>
<tr>
<td>The Ph.D. candidate must also submit, no later than the fall quarter of their fourth year, a written prospectus outlining the topic, thesis, methods, resources, and timeline for the completion of the dissertation. The candidate must hold a Prospectus Meeting with Dissertation Committee members for final approval of the dissertation prospectus.</td>
<td>The Ph.D. candidate must also submit, no later than the fall quarter of their fourth year, a written prospectus outlining the topic, thesis, methods, resources, and timeline for the completion of the dissertation. The candidate must hold a Prospectus Meeting with Dissertation Committee members for final approval of the dissertation prospectus.</td>
</tr>
<tr>
<td>Foreign Language Requirement There is no formal language requirement. However, in certain research areas a language requirement may be required if it is deemed that the language is germane to the student's research. In those cases where foreign language is required, competency can be established either by presenting evidence of satisfactory completion of the UCR Language Placement Exam, or by means of a translation test administered by the Graduate Affairs Committee.</td>
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<tr>
<td>Dissertation and Presentation</td>
<td>Dissertation and Presentation</td>
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<tr>
<td>Doctoral students who have advanced to candidacy will research and write a dissertation under the guidance of a Dissertation Committee. The dissertation should focus on a specific aspect of the candidate’s fields of study, and must conform to the format prescribed by the Graduate Council. After the Dissertation Committee approves the completed dissertation, the candidate must formally present his/her dissertation as part of the Departmental Colloquium series.</td>
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<tr>
<td>Normative time to degree: The normative time for completion of the Ph.D. degree is six years.</td>
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</tr>
</tbody>
</table>
October 6, 2011

TO: Graduate Council
FROM: Margaret Nash, Graduate Advisor for Continuing Students, GSOE
RE: Proposed revisions to Ph.D. in Education, Higher Education Administration and Policy area group curriculum

The Graduate School of Education approved the changes to the PHD Education, Higher Education Administration and Policy area group curriculum. Our efforts are to reduce doctoral students’ course numbers and to give greater focus to dissertation research preparation.

- The changes are modest, we have added one course as an option to the Qualitative Methods Strand (a field methods research course, one which follows from EDUC 223A and B). This course will give attention to data analysis.

- We have changed the unit requirement in the required course work to one less 4 unit course. We added a research seminar (2, 2 unit courses) in order to give students more preparation work on research.

- We have slightly reduced the total number of courses required (making EDUC 248P optional; students will be able to decide between taking EDUC 248U or EDUC 248P).

- We have deleted EDUC 248M and EDUC 248S from the core and made them elective courses which will give more attention to research.

The changes to program area curriculum should facilitate doctoral program completion. As well, such a strategy will ensure that there is greater efficiency in course offering both within the program area and GSOE as a whole. We submit the changes here for review and approval by the Graduate Council.
The study of higher education includes both scholarship and research on institutions, policy, systems, and demographic, historical, political, social, and economic contexts. The goal is to prepare and develop future university faculty, institutional researchers, and practitioners so that they can be knowledgeable scholars and expert professionals.

Higher Education Doctoral Curriculum (students starting 2011-2012)

<table>
<thead>
<tr>
<th>Current (strikeouts would be deleted)</th>
<th>Proposed (underscores are additions)</th>
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</thead>
<tbody>
<tr>
<td><strong>GSOE general requirements:</strong> (4)</td>
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<tr>
<td>EDUC 241A Introduction to Scientific Inquiry</td>
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</tr>
<tr>
<td>EDUC 241B Introduction to Qualitative Methods</td>
<td>EDUC 241B Introduction to Qualitative Methods</td>
</tr>
<tr>
<td>EDUC 241C Introduction to Quantitative Methods</td>
<td>EDUC 241C Introduction to Quantitative Methods</td>
</tr>
<tr>
<td>EDUC 302 College Teaching Practicum</td>
<td>EDUC 302 College Teaching Practicum</td>
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</tbody>
</table>

Student Program Plans will normally consist of the following:

Research Methodology (students will select one strand below):

A. Quantitative Methods Strand (3)
   - EDUC 214 Educational Research: Statistical Inference & Hypothesis Testing
   - EDUC 215: Educational Research: Experimental Design
   - EDUC 216 Educational Research: Advanced Statistics

B. Qualitative Methods Strand (2)
   - EDUC 223A Field Methods for Educational Organizations
   - EDUC 223B Field Methods for Educational Organizations

Higher Education required core courses
- EDUC 248F—Financing Higher Education
- EDUC 248I—Critical Issues in Higher Education
- EDUC 248 N—Higher Education Scholarship and Literature Review
- EDUC 248 O—Organization and Administration in Higher Education
- EDUC 248 U—History of Higher Education in the United States
- EDUC 248 J—Higher Education Policy

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| EDUC 215: Educational Research: Experimental Design |
| EDUC 216 Educational Research: Advanced Statistics |
| B. Qualitative Methods Strand (3) |
| EDUC 223A Field Methods for Educational Organizations |
| EDUC 223B Field Methods for Educational Organizations |
| EDUC 269J Advanced Field Methods |

Higher Education required core courses
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- EDUC 248I—Critical Issues in Higher Education
- EDUC 248 N—Higher Education Scholarship and Literature Review
- EDUC 248 O—Organization and Administration in Higher Education
- EDUC 248 U—History of Higher Education in the United States
   - or- EDUC 248P Historical Perspectives on Campus Life
Specialization and Elective Courses (2 or more)
Students will normally take additional courses relevant to the student’s research interests, selected by the student and his or her Program Guidance Committee. Students are encouraged to undertake study in other program areas in GSOE or other fields (e.g., Sociology, Economics) that are pertinent to dissertation research.

EDUC 248 E— Demographics and Diversity in Higher Education
EDUC 248 G—Higher Education Governance
EDUC 248Q —Foundations of Student Services
EDUC 248R —College Student Development
The study of higher education includes both scholarship and research on institutions, policy, systems, and demographic, historical, political, social, and economic contexts. The goal is to prepare and develop future university faculty, institutional researchers, and practitioners so that they can be knowledgeable scholars and expert professionals.

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- EDUC 248F—Financing Higher Education
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<table>
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<tr>
<th>PROGRAM</th>
<th>DATE OF REVIEW</th>
<th>TEAM REPORT RECEIVED</th>
<th>PRELIM. RESP. DUE</th>
<th>PRELIM. RESP. RECEIVED</th>
<th>F&amp;R SENT</th>
<th>RESPONSE TO F&amp;R DUE</th>
<th>RESPONSE TO F&amp;R RECVD</th>
<th>FINAL RESP. SENT</th>
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<td>for the Performing Arts</td>
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<td>Religious Studies (Internal)</td>
<td>February 14, 2011</td>
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<td>Neuroscience (Internal)</td>
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<td>Anthropology</td>
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<td>English</td>
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<tr>
<td>Genetics, Genomics and Bioinfo</td>
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Revised 10/6/2011
October 20, 2011

TO: THOMAS O. BALDWIN, DEAN
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCE

FR: KENNETH N BARISH, CHAIR
GRADUATE COUNCIL

RE: INTERDISCIPLINARY PROGRAMS AND REORGANIZATION

The Graduate Council recently completed a review of the Graduate Program in Cell, Molecular & Developmental Biology, and many of the recommendations made by the external review team centered on structural issues within CNAS. This is not an isolated case, but rather a trend as similar recommendations have been made by past external review teams for other programs, particularly in the biological sciences. In light of the reorganization discussions in CNAS, we wish to bring these issues to your attention. Reorganization of the college or other policy changes is key to the future health of such programs, and the Graduate Council urges for these considerations to be central in your deliberations.

KNB/se

Cc: Chancellor White
Executive Vice Chancellor & Provost Rabenstein
Dean Childers, Graduate Division
M. Gauvain, Chair of the Academic Senate
8.14.1 This committee consists of at least fifteen members of the Division, including at least one member from each school and college. The Dean of the Graduate Division serves ex officio, and may not serve as Chair or Vice Chair of the Council. One member of the committee will serve as the Divisional representative to the University Coordinating Committee on Graduate Affairs. (Am 5 Nov 87) (Am 29 May 97) (Am Nov 02) (Am 17 Feb 09)

8.14.2 The Graduate Council exercises regulative and coordinating functions in the Graduate Division of the Riverside campus except for the final approval of new programs leading to established graduate degrees and the final recommendation to the Assembly of the Academic Senate on new graduate degrees. It is the duty of the Graduate Council to:

8.14.2.1 Make recommendations to the Coordinating Committee on Graduate Affairs, with the prior approval of the Division, concerning (a) the qualifications of departments and graduate curricula for initiating new programs leading to existing graduate degrees, and (b) the establishment of new graduate degrees;

8.14.2.2 Coordinate the procedures in the Division relating to the conferring of degrees higher than the Bachelor’s Degree;

8.14.2.3 Set policies and standards for admission to graduate status; (En 20 Mar 75)

8.14.2.4 Set standards for appointment of graduate students to be Teaching Assistants, Teaching Fellows, Research Assistants, and recipients of University Fellowships; (En 20 Mar 75)

8.14.2.5 Admit qualified students to candidacy for graduate degrees;

8.14.2.6 Recommend the award of fellowships and graduate scholarships, including honorary traveling fellowships, according to the terms of the various foundations;

8.14.2.7 Appoint committees in charge of candidates' studies, who shall certify that every candidate recommended for a higher degree has fulfilled the requirements of the University pertaining to that degree; (Am 21 Nov 06)

8.14.2.8 Supervise the conduct of public and other examinations for higher degrees;

8.14.2.9 Make final report to the Division on the conferring of graduate degrees;

8.14.2.10 Conduct periodic peer reviews (internal or extramural) of continuing graduate degree programs; and regulate in other ways the work of the Graduate Division, with a view to the promotion of research and learning; (Am 29 May 97)

8.14.2.11 Report and make recommendations to the Division on matters pertaining
to graduate work;

8.14.2.12 Advise the Chancellor concerning relations with educational and research foundations; Limit at its discretion the number of credit hours of students who are employed; (Am 29 May 97)

8.14.2.13 Make rules governing the form of presentation and the disposal of dissertations;

8.14.2.14 Recommend and supervise all graduate courses of instruction in the Division. In discharging this responsibility, the Graduate Council presents its recommendations on courses to the Committee on Courses. (Am 26 Apr 79)

8.14.2.15 Set policy and standards for appointment of postdoctoral scholars or their academic equivalent and for their enrollment by the Graduate Division. (Am 21 Nov 06)

UCB  GRADUATE COUNCIL

A. Membership
   o The Graduate Council shall comprise the Dean of the Graduate Division, ex officio, at least twelve other Senate members, and three graduate students. The Chair and Vice Chair are designated by the Committee on Committees from among the appointed members.

B. Duties
   o The Council exercises administrative and coordinating functions in the Graduate Division at Berkeley in accordance with Senate By-Law 330.
   o The Council may delegate its authority for the approval of graduate courses, numbered 200-299, to the Divisional Committee on Courses of Instruction. (EN 4.22.03)
   o The Graduate Council may adopt bylaws setting out the membership and procedures for appointment of its standing committees. (En. 11.8.05)

UCD  Graduate Council

A. This council shall consist of twelve Senate members (including a chair, a vice chair, and the Dean of Graduate Studies non-voting ex officio), four graduate student representatives (the Graduate Student Assistant to the Dean and Chancellor selected by Graduate Studies, the Graduate Student Association Chair, the GSA Vice Chair, a fourth graduate student selected by GSA) two postdoctoral scholar representatives (the Postdoctoral Scholar Association Chair and another postdoctoral scholar selected by the PSA) and two representatives appointed by the Davis Academic Federation. The Dean of Graduate Studies shall not be chair or vice chair. A chair and vice-chair of this council shall be named by the Committee on Committees. Any member from the Davis Division on the Coordinating Committee on Graduate Affairs who is not a regular member of the Graduate Council shall be an additional ex officio member of this council. The council shall be organized into subcommittees to facilitate the conduct of its business. Subcommittees of the Graduate Council shall be appointed by the Chair and shall serve from the first day of September each year. Deans of Graduate Studies may be appointed to subcommittees but shall not serve as chair of any subcommittee. The Chair of the Graduate Council shall appoint additional Academic Senate members to the subcommittees as deemed necessary.

B. It shall be the duty of the Graduate Council with respect to the Davis campus:
   1. To grant certificates of admission to qualified applicants for graduate status; to admit qualified students to candidacy for degrees to be conferred on graduate students; to appoint committees in charge of candidates' studies, who shall certify
for every candidate before recommendation for a higher degree that the candidate has fulfilled the requirements of the University pertaining to that degree. (Am. 11/25/96)

2. To make final reports to the Executive Council concerning the conferring of graduate degrees.

3. To advise the Chief Campus Officer concerning relations with educational and research foundations.

4. To regulate the conduct of graduate work of the Division with a view to the promotion of research and learning. (Am. 10/22/2002)

5. To supervise the conduct of public and other examinations for higher degrees.

6. To make recommendations to the Representative Assembly and to the statewide Coordinating Committee on Graduate Affairs concerning the establishment of new graduate degrees.

7. To report and to make recommendations to the Representative Assembly on matters pertaining to graduate work.

8. To coordinate the procedures of the various departments and schools on the campus insofar as they relate to the conferring of degrees higher than the Bachelor's degree.

9. To recommend and supervise all new, changed, or deleted graduate courses of instruction in the Division. In discharging this responsibility, the Graduate Council presents its recommendations to and shall maintain liaison with the Committee on Courses of Instruction.

10. Consistent with the rights of the Faculties under the Standing Orders of the Regents (105.2.b), to determine for the Division and to make recommendations to the statewide Coordinating Committee on Graduate Affairs concerning the initiation of new programs by departments and graduate groups and to approve or decline to approve changes in established programs leading to existing graduate degrees, including, but not restricted to, the transfer, consolidation, disestablishment and discontinuation of existing graduate programs. (Am. 11/1/2005, 9/1/2011)

11. To set policies and standards for admission to full- and part-time graduate status. (Am. 10/19/1971)

12. To make rules governing the form of presentation and the disposition of dissertations. (Am. 12/15/1967)

13. To recommend the award of fellowships and graduate scholarships, including honorary travel fellowships, according to the terms of the various foundations. (Am. 12/15/1967)

14. To set policies and standards for appointment of graduate students to be Teaching Assistants, Teaching Fellows, Research Assistants, and recipients of University Fellowships. (Am. 12/15/1967)

15. To limit at its discretion the study lists of students who are employed.

16. To set policies and standards for appointment of postdoctoral scholars or their academic equivalent and for their enrollment by the Graduate Division. (Am. 12/15/1967)

17. To conduct regular reviews of current graduate programs for their quality and appropriateness. (Am. 11/25/1996)

18. To establish policy on and exercise authority on academic disqualifications and/or dismissals as well as over all graduate academic transcript notations. (En. 12/15/1967)

19. To recommend the award of the Outstanding Graduate Student Teaching Award, according to the terms of the Academic Senate. C. The annual report of the Graduate Council will be presented at the first regular meeting of the Representative Assembly in the fall term. (En. 6/4/85) D. At its discretion and consistent with Senate Bylaws 20 and 330(C), the Graduate Council may delegate
to the Dean of Graduate Studies administrative decisions related to the academic
regulations and policies of the Graduate Council. The Dean of Graduate Studies will
report on and Graduate Council will review these delegated decisions annually.
(En. 2/28/05 & eff. 2/28/05)

UCLA

Graduate Council

(A) Membership. The Council is selected to give proper
representation to the academic departments, colleges, professional schools, and inter-
departmental programs that offer graduate curricula. The Council consists of 21
members: 20 appointed members, the Dean of the Graduate Division, \textit{ex officio},
without a vote, and 4 graduate students appointed in accordance with SBL 45. The
chair is designated by the Committee on Committees. [Am 11 Nov 86, 8 Nov 88, 11
Jan 94, 8 Nov 94, 2 June 11] (B) Duties. The Council:

(1) makes policy for graduate education at UCLA and discharges duties in accordance
with the stipulations of Senate Bylaw 330. In exercising its functions under Senate
Bylaw 330, the Council reports directly to the Legislative Assembly.
(2) consistent with SBL 330, recommends to the Legislative Assembly graduate
programs leading to new degrees; it also authorizes, supervises and regulates all
graduate courses and graduate programs of instruction except such courses and
programs as have been exempted by action of the Regents. In discharging this duty
the Council shall maintain liaison with the Undergraduate Council. [Am 11 Jan 94, 25
Apr 95]
(3) periodically reviews and evaluates all graduate programs of study. If the Graduate
Council judges after a review of a graduate program that it should be discontinued,
procedures outlined in Appendix V shall be observed. [See also Appendix III, Part VII]
[Am 11 Jan 94]
(4) is delegated authority from the Los Angeles Division of the Academic Senate to
recommend to the Coordinating Committee on Graduate Affairs (CCGA) proposals for:
(a) new graduate programs leading to existing degrees; and (b) new programs
leading to graduate level Certificates. [Am 11 Nov 86]
(5) appoints the Committees to Administer the Interdepartmental Degree Programs
(CAIDPs) for graduate programs, and, together with the Undergraduate Council
appoints CAIDPs with both graduate and undergraduate programs; members shall
serve for three years. In discharging this duty the Council shall formulate and approve
written policies for the selection of the Administrative Committees and the
Committee Chairs, and shall consult with the Executive Committee of the appropriate
College or schools if an undergraduate degree is also offered by the Program. [En 24
May 88, Am 11 Jan 94, 9 Jun 08]
(6) as allowed in Senate Bylaw 20 and Senate Bylaw 330(C), the Graduate Council
reserves the right to delegate to the Dean of the Graduate Division routine
administrative decisions related to the regulations and policies of the Graduate
Council as described in its delegation guidelines (see Appendix III, Bylaws of the
Graduate Council). The Graduate Council will monitor and review these delegated
decisions on an annual basis, and revise its delegation guidelines accordingly.

UCM

Graduate and Research Council

1. Membership: This Committee consists of at least six Senate members, one
graduate student member, and the Dean of the Graduate Division (ex officio, non-
voting).
2. Duties
   1. Makes policy for graduate education at Merced and discharges duties in
   accordance with the stipulations of Senate Bylaw 330.
   2. Grants certificates of admission to qualified applicants for graduate status;
   admits qualified students to candidacy for degrees to be conferred on
   graduate students; appoints committees in charge of candidates' studies, who
will certify for every candidate before recommendation for a higher degree that the candidate has fulfilled the requirements of the University pertaining to that degree.

3. Makes recommendations to the Senate Coordinating Committee on Graduate Affairs, subject to approval by the Merced Division, concerning new programs for existing degrees higher than the Bachelors degree and the establishment of new degrees higher than the Bachelors degree.

4. Authorizes, supervises and regulates all graduate courses and graduate programs of instruction. The Graduate and Research Council will coordinate with the Undergraduate Council in carrying out these duties.

5. Periodically reviews and evaluates all graduate programs of study in coordination with the Undergraduate Council, as appropriate.

6. Acts on behalf of the Division in reviewing recommendations from the Graduate School concerning the award of graduate degrees, certificates, and honors (see Bylaw IV).

7. Advises the Dean of the Graduate Division on allocation of graduate student support funds and recommends the award of all fellowships and graduate scholarships and prizes.

8. Sets policies and standards for appointment of graduate students to be Teaching Assistants, Teaching Fellows, Research Assistants, and recipients of University Fellowships.

9. Makes recommendations to the Division on the award of prizes to faculty for research and graduate teaching.

10. Considers any graduate student policy issue or relevant aspect of student affairs insofar as these have educational implications or may affect the academic quality of the institution; advises the Graduate Division and the Chancellor or Chancellor’s designee on any such issue. In carrying out this function, the Council will coordinate with the Undergraduate Council.

11. Consistent with Senate Bylaws 20 and 330C, the Graduate and Research Council may delegate to the Dean of the Graduate Division routine administrative decisions related to the regulations and policies of the Graduate and Research Council and other matters to its committees or executive officers.

12. Advises the Committee on Academic Planning and Resource Allocation, the Division, and the Chancellor on planning, management, and budgetary issues related to graduate education, research, and library needs.

13. Formulates a Senate position on all matters pertaining to research in the Division and acts for the Division in overseeing the Office of Research; makes recommendations to the Chancellor concerning applications by members of the Division for research grants and for travel expenses to attend meetings of learned societies; advises the Chancellor or Chancellor’s designee in matters relating to research policy; determines policy pertaining to research funds allocated to the Council; administers and allocates its funds according to established policy.

14. Represents the Division in all matters relating to the review of Organized and Centralized Research Units, centers and institutes, including proposals for and reviews of such units.

15. Acts for the Division in all matters of Library policy and administration, and advises the Chancellor or Chancellor’s designee and the Division accordingly.

16. Advises on graduate matters of University Extension.

UCSD Graduate Council

(A) This committee shall consist of eleven ordinary members of the Division,
including the Dean of Graduate Studies, *ex officio*, who shall not be chair or vice chair. It shall also have two graduate student representatives, who shall not have the right to vote. One member shall serve on the University Coordinating Committee on Graduate Affairs of the Academic Senate [see Bylaw 185(C)(8) and SBL 180].

(B) The Graduate Council of the San Diego Division shall have the authority entailed by the following obligations to the San Diego Division: [Am 5/23/95] (1) The council, with the prior approval of the Division, shall make recommendations to the Coordinating Committee on Graduate Affairs concerning (a) the establishment of new graduate degrees and (b) the qualifications of departments and groups of departments for initiating new programs leading to existing graduate degrees. The council shall obtain Divisional approval of any of these recommendations at a Division or Representative Assembly meeting. After obtaining Divisional approval, the Graduate Council shall transmit its recommendation to the Coordinating Committee on Graduate Affairs. If its recommendation is later altered or rescinded by an appeal under Bylaw 155(B) or by action at a Division or Representative Assembly meeting, the Graduate Council shall so report to the Coordinating Committee on Graduate Affairs.

(2) The council shall have the authority, on behalf of the Division, to review and approve or disapprove changes to existing graduate programs in any department, interdisciplinary programs, or equivalent unit wholly or partially responsible to the Division. [En 3/1/11]

(3) The council shall approve text and other materials describing new and existing graduate programs, schools, and colleges to be included in the publications dealing with educational matters [see Bylaws 200(B)(7)]. In carrying out this duty, the council shall maintain liaison with the Educational Policy Committee. [En 3/1/11]

(4) The council shall coordinate the procedures of the various departments and schools on the campus insofar as they relate to the conferring of degrees higher than the Bachelor's degree.

(5) The council shall set policy and standards for: (a) Admission to graduate status in accordance with the provisions of the Academic Senate;

(b) Appointment of graduate students as Teaching Assistants, Teaching Fellows, Research Assistants, and recipients of University Fellowships;

(c) Appointment of postdoctoral scholars or their academic equivalent and for their enrollment by the Graduate Division.

(6) The council shall make recommendations to the Dean of Graduate Studies on the allocation of the Graduate Division graduate student fellowship support funds to academic departments and programs. [Am 10/28/08]

(7) The council shall appoint committees in charge of candidates' studies, who shall certify for every candidate before he or she shall be recommended for a higher degree that the candidate has fulfilled the requirements of the University pertaining to that degree. The council shall supervise the conduct of candidates.

For purposes of this legislation a postdoctoral scholar is one who:

1. Has been awarded, or has completed requirements for a doctoral degree or foreign equivalent where at least three years of undergraduate study are prerequisite to admission to the graduate degree program, and

2. Has been awarded a Fellowship or Traineeship or equivalent support for studies at the postdoctoral level, and

3. Will pursue a program of research and training approved by a department or research unit and by the Dean of Graduate Studies.

The term "academic equivalent" refers to such appointments as Postgraduate Research-category who are in training status but not to interns and residents. Enrollment as a postdoctoral scholar is limited to a period not to exceed five years.
of public and other examinations for higher degrees and shall admit qualified students to candidacy for higher degrees. The council may annually redelegate all or part of these authorities to the Dean of Graduate Studies. [Am 3/1/11]

(8) The council shall make final report to the Division concerning the conferring of graduate degrees.

(9) The council shall regulate in other ways the graduate work of the Division, with a view to the promotion of research and learning, especially by exercising its responsibility for conducting regular reviews of existing graduate programs for their quality and appropriateness. In carrying out its program review responsibilities, the council shall ensure that the graduate curricula are in compliance with Senate Regulations and educational policies. [Am 3/1/11]

(10) The council shall report and make recommendations to the Division on matters pertaining to graduate work.

(11) The council shall advise the Chancellor of the San Diego campus when requested concerning relations with the educational and research foundations. [Am 3/1/11]

(12) The council shall limit, at its discretion, the study lists of graduate students who are employed.

(13) The council shall make rules governing the form of presentation and the disposal of dissertations.

(14) The council shall authorize and supervise all graduate courses of instruction in the Division. In carrying out this duty the Council shall maintain liaison with the Educational Policy Committee.

(a) The council may grant, on behalf of the Division, final approval of proposed new graduate courses, proposed modifications to graduate courses, and proposed deletions of graduate courses.

(b) The council may, on behalf of the Division, suspend or withdraw approval of graduate courses. The council may, on behalf of the Division, delete graduate courses that have fallen into disuse.

(15) In taking these actions, the council shall give full consideration to the views and conclusions of appropriate departments, faculties, programs, and faculty members. These actions may be appealed in accordance with Bylaw 155. [Am 3/1/11] The council shall consider proposals and academic plans for the establishment of departments, schools, or colleges offering, or intending to offer, graduate and/or professional instruction and degrees. [An academic plan is a set of specifications covering educational philosophy, organizational structure, fields of study, degree requirements, relation of undergraduate and graduate programs, use of facilities, and deployment of faculty]. [Am 3/1/11]

(16) The council shall perform such duties as it is assigned by the Policy and Procedures on Transfer, Consolidation, Disestablishment, and Discontinuance of Academic Programs and Units

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**UCSF Graduate Council:**

Membership: This Committee shall consist of thirteen (13) voting members appointed for staggered three-year terms. The selection of membership shall reflect appropriately the departments, Schools, and graduate curricula of the Division, which offer work toward higher degrees; and the Dean of the Graduate Division, ex officio member, who shall not serve as Chair or Vice Chair. The Chair, or other designated member shall serve as a member of the University Coordinating Committee on Graduate Affairs (CCGA). At the invitation of the Graduate Council, representatives of the Graduate Student Association and of the Postdoctoral Scholars’ Association, the Associate Dean of the Graduate Division, and the Assistant Dean of Postdoctoral Affairs may serve as ex officio non-voting members. The Assistant Dean for Graduate
Academic Affairs of the San Francisco Graduate Division shall act as the Secretary of the Council and as ex-officio non-voting member who is authorized to refer any or all questions, including petitions of students and postdoctoral scholars, to the appropriate Council committees or to the Council. [Am Jun 06, Feb 10]

Duties: (In accordance with Senate Bylaw 330)

1. To set policies and procedures on behalf of the San Francisco Division on matters pertaining to graduate academic programs, conferring of graduate degrees, and on postdoctoral education. [Am 15 April 91]
2. To review and approve new programs for existing graduate academic degrees*, the establishment of new degrees, and any substantial change in existing programs, including but not restricted to, addition or deletion of programs within an existing degree program, joint programs across departments or schools or campuses and discontinuation of a program. The Council will also act as a consultant for new programs for existing professional degrees and provide feedback to the Faculty Council of the relevant school. [Am 1 Sep 03]
3. To recommend policy and regulations for the Coordinating Committee on Graduate Affairs. [Am 15 April 91]
4. To advise the Chancellor concerning graduate academic and postdoctoral matters [Am 15 April 91]
5. To conduct regularly scheduled reviews of existing programs. Such review committees shall include qualified members from comparable institutions of higher learning. [Am 15 April 91]
6. To regulate in other ways the graduate academic programs within the San Francisco Division with a view to the promotion of research and learning.
7. In fulfilling its executive function on behalf of the San Francisco Division, the Council has oversight authority that includes, but is not limited to the following:
   a. University Fellowships and Graduate Scholarships; [Am 1 Sep 03]
   b. Rules governing study lists of graduate academic students;
   c. Membership of committees in charge of a candidate’s studies; fulfillment of the requirements pertaining to the graduate academic degree sought; [Am 15 April 91, 1 Sep 03]
   d. Conduct of examinations for graduate academic degrees;
   e. Admission of qualified academic students to candidacy for degrees;
   f. Rules governing formal presentation and subsequent deposition of dissertations and theses; [Am 15 April 91]
   g. Awarding of graduate academic degrees, and coordination of all academic procedures related thereto including an annual convocation. [Am 15 April 91]
   h. Standards for the appointment of postdoctoral scholars.** [Am 15 April 91]

*The term "professional degree," by definition, shall include only DDS, MD, and PharmD. The graduate “academic” degree, by definition, shall include all other higher degrees recommended by the San Francisco Division.

** Bylaw 330 of the Academic Senate defines a postdoctoral scholar as an individual who: has earned a doctoral degree (e.g. PhD, MD, DDS, PharmD, DVM, DPH, DNS, DPTSc, or foreign equivalent); has been awarded a fellowship or traineeship or equivalent support for studies at the postdoctoral level; and is pursuing a program of research and training approved by a department or
Organized Research Unit and by the Dean of the Graduate Division. Appointment as a postdoctoral scholar is normally for a period of one to three years, and is limited to a period not to exceed five years.

Graduate Council Committees

1. The Chair shall appoint committees of the Council as necessary. The committees shall be appointed each year at the first meeting of the Council for the fall quarter, or at least one month prior to activity required by the committee, and will serve until the first meeting of the Graduate Council of the following year. [Am 15 April 91, 1 Sep 03]

2. List of Council Committees: Powers and Duties:
   a. Administrative Committee of the Graduate Council of the San Francisco Division: Consists of the Dean of the Graduate Division at San Francisco as Chair, and four other members and shall: 1) if necessary or as requested, review for acceptability programs of study presented by applicants for advancement to candidacy for higher degrees or by candidates for higher degrees, subject to the rules of the Academic Senate and the Graduate Council, San Francisco Division; 2) consider other substantial issues pertaining to the welfare of students and postdoctoral scholars. [Am 15 April 91]
   b. Agenda Committee: Consists of the Chair, Vice Chair, and Secretary of the Council and the Dean of the Graduate Division and shall decide on what matters shall be referred to the Council committees, to the meetings of the Council, or to the Dean of the Graduate Division.
   c. Committee on Fellowships and Graduate Scholarships: To recommend the award of fellowships and graduate scholarships. [Am 15 April 91]
   d. Committee on Forms of Theses and Dissertations: To prescribe, subject to the approval of the Council, the forms of theses and dissertations submitted in partial satisfaction of the requirement for higher degrees

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**UCSB Graduate Council**

**A. Purpose.** To set standards for and policy on graduate education; to ensure the viability and quality of graduate programs, and to provide advice and consent on all matters of policy, planning, programs, and practice that impact the quality and diversity of UCSB's graduate students and their educational experience.

**B. Membership.** Members are selected to ensure appropriate representation of the graduate curricula offered by departments, colleges, schools and interdepartmental programs at Santa Barbara, with representation based on the apportionment of the Faculty Legislature as much as possible. The Council consists of fifteen (15) Senate members with vote, appointed by the Committee on Committees. The Dean of the Graduate Division serves ex officio. In addition there is one graduate student representative appointed by the Graduate Student Association. Additional graduate student representatives may be appointed to the standing committees. The Chair and Vice Chair are designated by the Committee on Committees. One member is appointed to the Coordinating Committee on Graduate Affairs by the Committee on Committees. The Chair is a member of the Executive Council.

**C. Organization.** The Graduate Council consists of four standing committees, and any number of ad hoc committees. In addition, the Council Chair, in consultation with the membership, can appoint any number of individuals or ad hoc committees in

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response to Administrative or joint Administrative/Senate Committee needs, and within the Council’s purview. In so doing, the Chair may consult with the Committee on Committees. Individuals may be appointed from the general Senate membership as necessary. Members so appointed report to the Council. Membership of the standing committees is selected from the Council members by the Council Chair. The Chairs of the standing committees are appointed by the Committee on Committees in consultation with the Council Chair and Vice Chair. The Council and the subcommittees may invite consultants and guests to meetings as deemed appropriate. The subcommittees are as follows:

1. Executive Committee, consisting of the Council Chair, Vice Chair, Chairs of the standing subcommittees and the Coordinating Committee on Graduate Affairs Representative, if different;
2. Committee on Program Review, consisting of a Chair and five (5) Council members;
3. Committee on Graduate Funding and Fellowships, consisting of a chair and four (4) Council members;
4. Student Affairs Committee, consisting of a Chair, two (2) Council members and one graduate student representative. The Vice Chancellor for Student Affairs serves ex officio. [Am 22 Apr 04]

D. Duties. The Council:

1. makes policy for graduate education at UCSB and discharges duties in accordance with the stipulations of Senate Bylaw 330.
2. makes recommendations to the Senate Coordinating Committee on Graduate Affairs, subject to approval by the Santa Barbara Faculty Legislature, concerning new programs for existing higher degrees and the establishment of new higher degrees.
3. except as in 110.D2, authorizes, supervises and regulates all graduate courses and graduate programs of instruction except such courses and programs as have been exempted by action of the Regents. In discharging this duty the Council shall maintain liaison with the Undergraduate Council.
4. periodically reviews and evaluates all graduate programs of study in coordination with the Undergraduate Council and the Program Review Panel.* In addition to working with the Program Review Panel process, the Council has authority to conduct special or unusual reviews of any aspect of graduate programs or training. If the Graduate Council judges after a review of a graduate program that it should be discontinued, it initiates proposals to that effect, according to established procedures.
5. approves, on behalf of the Division, the award of higher degrees, authorizing such minor suspensions of the regulations as are advisable.
6. develops a Senate position on the allocation of Graduate Division graduate student support funds and recommends the award of all fellowships and graduate scholarships and prizes. Annually, determines the Outstanding Teaching Assistant Award.
7. advises the Council on Planning and Budget on budgetary issues related to graduate education, and the Council on Research and Instructional Resources on research, Library, technical and instructional needs for graduate education.
8. considers any graduate student policy issue or relevant aspect of student affairs insofar as these have educational implications or may affect the academic quality of the institution; advises the Graduate Division and the Chancellor on any such issue. In carrying out this function, the Council shall coordinate with
9. consistent with Senate Bylaws 20 and 330C, the Graduate Council may delegate to the Dean of the Graduate Division routine administrative decisions related to the regulations and policies of the Graduate Council and other matters to its committees or executive officers (See Divisional Regulation 250A). The Graduate Council will monitor and review these delegated decisions on an annual basis, and revise its delegation guidelines accordingly. [Am 22 Apr 99; Am 2 Nov 00]

*The Graduate Council delegates to the program Review Panel the conduct of regular, periodic program reviews. The original delegation is recorded in a memorandum, dated March 5, 1982, from Vice Chancellor Robert Michaelson, and is included as Appendix VI in this Manual. The guidelines for the conduct of reviews are approved by both the Graduate Council and the Administration. The delegation and guidelines are subject to review by the Graduate Council. [Am 30 May 02]

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| **13.21.1** There are ten Santa Cruz Division members, plus the Dean of Graduate Studies serving ex officio. In addition, there are one Library representative nominated by the UCSC Librarians Association, no more than three Graduate Student Association representatives, and one Postdoctoral Scholars Association representative. Among the Division members, there are at least one, but no more than three members from each academic division and the School of Engineering. SB 330A specifies that the Dean of Graduate Studies may not serve as Chair or Vice Chair of the Graduate Council. [SB 330A] (Am 6 Dec 67, 22 Jan 69, 3 Dec 69, 13 Oct 76, 9 Nov 2000, 16 May 03; CC 31 Aug 98; EC 2 Sept 69, 1 Aug 76, 18 Oct 91, 31 Aug 99, 31 Aug 04; 31 Aug 06)

| **13.21.2** The Graduate Council coordinates all academic procedures at Santa Cruz which bear on the conferring of higher degrees. It establishes policies regarding admission to candidacy for higher degrees, limitation of graduate study lists, appointment of committees in charge of candidates’ studies and research, and the supervision of examinations for higher degrees. It approves on behalf of the Santa Cruz Division the award of higher degrees.

| **13.21.3** The Graduate Council reviews proposals for new programs for existing higher degrees and for the establishment of new higher degrees. At least five calendar days in advance of its consideration of such proposals, it notifies members of the Santa Cruz Division of the general nature of the proposals and invites interested members to submit memoranda with regard to them. Proposals approved by the Graduate Council and by the Committee on Planning and Budget are recommended by the Council to the Coordinating Committee on Graduate Affairs. (Am 25 May 77; CC 24 Jan 77, 24 Jan 79, 31 Aug 98)

| **13.21.4** The Graduate Council has plenary authority in all matters relating to graduate courses of instruction in the Santa Cruz Division. On these matters, the Council maintains liaison with the Divisional Committee on Educational Policy. [DLI 1987.5A and 1996.10B] (Am 10 May 67, 4 June 69, 26 May 76; CC 1 Aug 77, 28 Jan 81)
MODIFICATION OF GRADUATE DEGREE PROGRAM REQUIREMENTS
UCR Graduate Council

The following guidelines are meant to assist you in preparing program changes to existing graduate programs.

1. A request for approval to modify graduate degree requirements form (see attached) from either the Program Chair or Program Graduate Advisor, addressed to the current Graduate Council Chair, needs to accompany all proposed changes. The memo should briefly describe the proposed changes as well as provide a justification for the changes. In addition, the cover memo should include the date of the faculty meeting when the proposed changes were approved. The cover memo and proposed changes should be sent to the Graduate Council Staff Analyst – Sellyna Ehlers.

2. The proposed changes need to be submitted in "catalog copy" style (two columns). The exact current catalog copy wording should be listed on the left side of the page. The proposed new wording should be listed on the right side of the page. On the current side, you need to strikethrough any text that is to be deleted. On the proposed side of the page, you need to "bold" any text that is being added.

3. If the proposed changes include a change/addition/deletion of any courses, the program should indicate whether the affected courses have already been submitted into CRAMS for review/approval.

4. Proposed changes should be submitted as early in the academic year as possible, but no later than April 1, if the desired changes are to be inserted in the General Catalog for the following year.

5. Once the Graduate Council has approved the changes, no further approval is needed. The program will be notified of the Council's approval, and report the approval in its annual report to the Division.
Request for Approval to modify Graduate program Degree Requirements

<table>
<thead>
<tr>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Academic Unit/School</td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Proposed Effective Date</td>
</tr>
<tr>
<td>Faculty Contact Person_________________________________tel____email____</td>
</tr>
</tbody>
</table>

Prepared by__________________________ Telephone______ E-Mail__________

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

___ Admission requirements
___ Course requirements
___ Unit requirements
___ Examination requirements
___ Professional Development Plan
___ Time-to-degree
___ Other (please describe) _________________________________________________________

1. In a cover letter from the Dean, Associate Dean, Chair, or Program Advisor as appropriate, briefly describe the proposed modifications and provide a justification for the request.

2. Existing Program Requirements | Proposed Revisions

<table>
<thead>
<tr>
<th>Existing</th>
<th>Proposed: Underline the additions and strike the deletions.</th>
</tr>
</thead>
</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:

Signatures (as appropriate)- Please type name(s), sign, and date

Department Chair/Program Director ________________________________________________

Required Appendices:
Revised and Dated Program Summary
Revised Catalogue Copy
Revised Website Copy

form_request to modify degree requirements.
SUBMISSION OF A PROPOSAL FOR A NEW GRADUATE DEGREE PROGRAM
UCR Graduate Council

1. Preparation should be initiated by interested faculty members in consultation with College Deans and Associate Deans. New programs should be listed in the 5-year prospectus, so the Chancellor should be notified as soon as a decision is reached on the new graduate degree proposal. Preparation should include initial proposal guidance and consultation with Graduate Division Dean.

2. Prepare proposal using the CCGA Format for Proposal for Graduate Degree Programs.

3. Send proposal to each participating school Dean for a letter on the academic merit, resource requirement and funding priority of the proposal.

4. Conduct a faculty vote in each participating school. Include date of vote.

5. If the proposal is for an interdisciplinary program, a faculty vote is not necessary. Instead, please provide letters (a short email will suffice) from all core faculty stating their intent to participate.

6. If a self-supporting or professional degree programs, include a plan for funding.

7. A draft proposal needs to be submitted to the Academic Senate who will forward the same to the Graduate Division (Dean and Staff) to review for policy and procedures.

8. Graduate Division will reply directly to the program with comments and recommendations.

9. The Program will respond back to the Graduate Division.

10. The Graduate Division will ensure that the issues have been addressed and then forward the final proposal to the Academic Senate via the Graduate Council Support Staff.

11. The proposal will be submitted to the Planning and Budget and Library for review prior to submission to Courses and Programs Subcommittee of the Graduate Council.

12. If Courses and Programs is satisfied with responses from P&B and Library, the proposal is submitted for full Graduate Council review and then sent to the Division for Divisional vote.

CHECKLIST FOR SUBMITTING A PROPOSAL FOR A NEW GRADUATE DEGREE PROGRAM

☑ Used CCGA format for preparing proposal.
☑ Dean’s letter from each participating school.
☑ Faculty vote
☑ Revised or new Course Action Forms (if applicable)
☑ Additional letter(s) of support (if applicable)
☑ EVC&P’s letter (if applicable)
☑ Plan for funding for self-supporting or professional degree programs (if applicable)

Contact Information:
Sellyna Ehlers
Sellyna.ehlers@ucr.edu
951-827-2544
New Graduate Program Proposals – Routing/Approval Sequence
(Ph.D., M.S., M.A.)

PROPOSING FACULTY

College or School Dean

College Executive Committee*

Chair, Academic Senate

Graduate Division

Related departments

Graduate Division Consults with faculty

Revised Proposal sent back to Senate

Senate Committees
- Planning & Budget
- Library

Courses & Programs Subcommittee of the Graduate Council

Full Graduate Council

Divisional Academic Senate
Fall, Winter, or Spring Meeting

CHANCELLOR

The completed graduate degree program proposal submission packet consists of:
- Graduate degree program proposal
- Letter of support from campus administration
- Letter of approval from divisional Graduate Council
- Faculty curriculum vitae

Coordinating Committee on Graduate Affairs (CCGA)
2 hard copies to CCGA Analyst
1 hard copy to Hilary Baxter, OP
CCGA Analyst as email with PDF

PROVOST & SENIOR VICE PRESIDENT
(Coordinator – Program Review)

Academic Vice President

Chancellor

Department

*Refer to College Bylaws
Re: Request for systemwide review of proposed amendments to Senate Regulation 610 (residency)

Dear Division and Committee Chairs:

I am writing on behalf of Academic Council Chair Anderson to invite comment on proposed legislation put forward by the University Committee on Educational Policy (UCEP) to amend Senate Regulation 610, defining “residency.” The 2010-11 Academic Council approved distribution of this proposal for fall systemwide review at its June 2011 meeting. This review is intended to engage the Academic Senate in discussion of any issues that may need to be resolved before this proposal is submitted to the Assembly.

UCEP’s proposed amendments follow a legislative ruling by the University Committee on Rules and Jurisdiction (UCR&J) that the existing language of SR 610 is ambiguous as to whether a student must be physically present on a University campus to fulfill residency requirements for a degree. UCR&J recommended that the Assembly adopt legislation to resolve the ambiguity. UCEP proposes language that would expressly permit students to be recognized as “resident” on the basis of their enrollment in an approved University of California program of study without regard to their physical location. Additional language would clarify that the definition of “resident” for degree completion purposes is not related to the term “residency” when used to determine whether a student shall be charged tuition as a California resident.

610.
Residence in any regular term is validated by a program of courses or other exercises approved by the Faculty of a student’s college or school, irrespective of physical location or mode of delivery. For undergraduates this shall be at least six units of resident courses of instruction. Graduate students validate residence with programs of instruction or research approved by the appropriate graduate council. This regulation does not address the California Residency Requirement or questions of non-resident supplemental tuition. [See SR 688-690] (Am 9 Mar 83; Am 6 Mar 85)
UCEP’s memo explaining its reasoning and the UCR&J legislative ruling are attached as reference. UCR&J has advised that the proposed legislative language is consistent with the Bylaws and Regulations of the Academic Senate and responsive to its Legislative Ruling.

Please submit comments to senatereview@ucop.edu by Friday, January 13 so that Council can discuss the issue at its meeting on January 25 and determine whether to submit legislation to the Assembly for action in early 2012.

Sincerely,

[Signature]

Martha Kendall Winnacker, J.D.
Executive Director, Academic Senate
Re: RULES AND JURISDICTION RULING ON RESIDENCY

Dear Dan,

In May 2010, UCEP requested an interpretation from the University Committee on Rules and Jurisdiction of SR 610, which defines “residence” as used in various undergraduate and graduate degree requirements (e.g., a requirement that the final 45 quarter units for a bachelor’s degree be earned in residence).

On March 2, 2011, UCRJ issued a ruling that for these purposes, residence is “determined by course approval by the relevant Faculty and Senate governing entities of the University of California, and not linked to the physical presence of a student on campus.”

During its meeting on April 4, UCEP reviewed the UCRJ ruling. UCEP notes that this ruling is consistent with the current practice of permitting a student to participate in UCDC or EAP during the required-residence period and that it would enable students in the same circumstances to use online courses offered by UC. UCEP is in full agreement with this ruling.

UCEP emphasizes that the off-campus or online courses under discussion here are courses offered by UC faculty or otherwise approved by Senate bodies; they do not extend to other courses, offered by other institutions, that may have been approved for transfer credit to UC.

Because UCRJ ruled on a split vote, it recommended, and UCEP concurs, that SR 610 be revised to remove any uncertainty.

- The regulation should explicitly apply to courses approved and offered by the UC campus that will award the degree, or to UC systemwide courses, irrespective of physical location or mode of delivery.
- The regulation should make it explicit that “residence” in this case is not connected to the California Residency Requirement or questions of non-resident supplemental tuition.

UCEP proposes the following language changes for SR 610:
Residence in any regular term is validated by a program of courses or other exercises approved by the Faculty of a student’s college or school, irrespective of physical location or mode of delivery. For undergraduates this shall be at least six units of resident courses of instruction. Graduate students validate residence with programs of instruction or research approved by the appropriate graduate council. This regulation does not address the California Residency Requirement or questions of non-resident supplemental tuition.  [See SR 688-690] (Am 9 Mar 83; Am 6 Mar 85)

UCEP also recommends that as the number of approved UC online courses increases, metrics be employed to determine what proportion of students’ courses of study, particularly in the upper division, are satisfied using online courses. Given the measured adoption of online courses, we believe that simply monitoring their usage is sufficient at this time.

Sincerely,

David G. Kay, Chair
UCEP
A request for Legislative Rulings was received from Chair Williams of the University Committee on Educational Policy (UCEP) of the Academic Senate of the University of California in regard to the interpretation of Senate Regulation 610, which defines “residence” for purposes of degree program requirements for both undergraduate and graduate students. Chair Williams had the required standing to make this request as a member of the Academic Council of the Academic Senate of the University of California. After due deliberation and consideration of background materials (available on request), the Committee on Rules and Jurisdiction of the Academic Senate of the University of California (UCR&J) rendered a decision and now publishes the following Legislative Rulings. As per Senate Bylaw 206.II.A, these Legislative Rulings were presented previously to the Academic Council of the Academic Senate of the University of California for consideration and comment, and to the Assembly of the Academic Senate of the University of California for information.

Robin Fisher (Chair, UCR&J 2010-11)

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**UCR&J Legislative Rulings of 3/2/11 (Item 1)**

The Committee on Rules and Jurisdiction of the Academic Senate of the University of California renders the following Legislative Rulings in regard to the interpretation of “residence” as defined by Senate Regulation 610 (SR 610, “Residence in any regular term is validated by a program of courses or other exercises approved by the Faculty of a student’s college or school. For undergraduates this shall be at least six units of resident courses of instruction. Graduate Students validate residence with programs of instruction or research approved by the appropriate Graduate Council.”(EC 15 Apr 74)(Am 9 Mar 83; Am 6 Mar 85)). At issue are requirements for physical presence and close interactions between faculty and students on sites of campus and approved off-campus instruction and research.

1) By a vote of three ayes and two nays, UCR&J determined that the definition of “residence” endorsed by the Academic Senate Special Committee on Remote and Online Instruction and Residency (residency determined by course approval by the relevant Faculty and Senate governing entities of the University of California, not linked to the physical presence of a student on campus) is consistent with SR 610. The majority opinion was based on a liberal interpretation of SR 610, which may permit on-line, off-campus instruction when courses have been duly reviewed and approved by Faculty and Senate governing entities. The minority opinion was based on a literal interpretation of SR 610, where a requirement for the physical presence of a student at on- and off-campus sites may limit or even exclude on-line, off-campus instruction regardless of review and approval by Faculty and Senate governing entities.

2) By a vote of five ayes and zero nays, UCR&J determined that the interpretation of “residence” employed by SR 610 in its present form is sufficiently ambiguous,
and of such significant consequences, that the issue should be taken under consideration by the Assembly of the Academic Senate of the University of California. The issue should be resolved finally by legislative amendment of SR 610 to reflect explicitly either, but not both, of the liberal or literal interpretations of “residence” proffered by the preceding Legislative Ruling. This recommendation is consistent with Academic Senate Bylaw 205.B.2, whereby it is the duty of UCR&J “to prepare and to report to the Assembly or to any of the Divisions such changes and additions to the Bylaws and Regulations as may seem to it advisable”.

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Dissenting Opinion for Legislative Ruling 1:

SR 610 states that residence for undergraduates will require "at least six units of resident courses of instruction". Senate Regulations do not define the term "resident courses" anywhere, but I believe it was intended to mean courses where a student is physically present at a campus of the University. While definitions can adapt in the presence of new technology, allowing "any course approved by the appropriate Divisional Committee, regardless of the mode or location of delivery" is too big a change to be accommodated by the wording of SR 610.

Such an interpretation would also render meaningless SR 694 which places strong restrictions on "off-campus graduate instruction", including SR 694.2 "No more than one-half of the total unit and residence requirements for the degree of Master of Arts or Master of Science may be satisfied by off-campus graduate study." How can online courses approved by the appropriate Divisional Committee be less restricted than off-campus courses (including those that are approved by the appropriate Divisional Committee)?
The Graduate Council met nine times during the period June 15 through April 30, 2011. The Administrative Committee of the Council met three times during this same period. Complete records of Council activity are on file in the Office of the Academic Senate.

The Courses and Programs Subcommittee made recommendations and the Council acted on 86 Courses; 45 new courses, 40 changes in existing courses, 0 deletions, and 1 restoration. In addition, the Graduate Council acted on requests for changes in requirements for the following graduate programs: Anthropology, Computer Science and Engineering, Creative Writing, Economics, Education, Electrical Engineering, English, Evolution, Ecology and Organismal Biology, History, Management, Material Science and Engineering Graduate Program, Mechanical Engineering, Music, Neuroscience, Philosophy, and Psychology (please refer to the attachment for synopses of these changes).

Since the last report, the Graduate Council Fellowship Subcommittee has awarded Dissertation and Master’s Thesis Research Grants amounting to $20,440.00.

The Graduate Council concluded its regularly scheduled review of the graduate programs in: Visual Arts, Microbiology, Mathematics, Cell Molecular and Developmental Biology, Psychology and Sociology. The following program reviews were initiated during the academic year 2010/11: Economics, Plant Pathology, Spanish, Religious Studies, Southeast Asian Studies and Neuroscience.

Additionally, the following actions were taken by the Graduate Council:

- The Graduate Council considered and responded to request from Systemwide to rename fees as tuition. (Oct 1, 2010)
- The Graduate Council considered and responded to a request from Systemwide to review Council & UCLA Statements on UC Future. (Oct 1, 2010)
- The Graduate Council considered and responded to a request from Systemwide to review Post-Employment Benefits. (Oct 1, 2010)
- At its first meeting of the academic year, the Council adopted a statement regarding possible conflicts of interest by its members. (Oct 1, 2010)
• The Graduate Council discussed the change in Graduate Council Procedures. The staffing for Graduate Council was to be provided by the Academic Senate effective July 1, 2010. (Oct 1, 2010)
• The Graduate Council considered the Change in review policy for courses. (Oct 14, 2010)
• The Graduate Council discussed changes to Graduate Council Handbook. (Oct 14, 2010)
• The Graduate Council Proposed Changes to Regulation R.1 – Grading System. (Oct 14, 2010)
• The Graduate Council discussed the Guidelines for University Oral Exams for Advancement to Candidacy. (Nov 18, 2010)
• The Graduate Council discussed the Conflict of Interest Policy for Composition of Oral Qualifying Exam Committees and Supervisory Committees. (Nov 18, 2010)
• The Graduate Council discussed cross-registration of students with Loma Linda University. (Nov 18, 2010)
• The Graduate Council considered and responded to a request from Systemwide to review the Policy on self-Supporting Part-Time Graduate Professional Degree Programs. (Dec 16, 2010)
• The Graduate Council considered and responded to a request from Systemwide to review the funding streams proposal. (January 14, 2011)
• The Graduate Council Approved the guidelines for a Designated Emphasis (January 14, 2011).
• The Graduate Council considered and responded to a request to revise the iEval Teaching Evaluation Form to include “demonstrations” in the parenthetical list of supplementary materials. (February 18, 2011)
• Graduate Council considered and responded to request from Senate Chair to change the UC Final Exams to 2 hours. (February 18, 2011)
• The Graduate Council considered and responded to request from Senate Chair regarding the Amrik Singh Poonian Endowed Term Chair in Computer Science. (February 18, 2011)
• The Graduate Council considered and responded to a request from Senate Chair regarding the Early Career Chair in Urban Entomology and Winston Chung Endowed Term Professorship in Energy Innovation and the Winston Chung Endowed Term Professorship in Sustainability as well as the Winston Chung Hall and Winston Chung Global Energy Center. (March 18, 2011)
• The Graduate Council considered and responded to a request from the Senate Chair regarding the Givaudan Citrus Variety Collection Endowed Chair in the College of Natural and Agricultural Sciences. (April 20, 2011)
• The Graduate Council considered and responded to the request from Committee on Educational Policy regarding a UCR policy for disestablishments. (April 20, 2011)
• The Graduate Council considered Committee on Educational Policy’s request regarding its role in the review of Graduate Proposals. Approved the request to discontinue practice of routinely sending graduating programs to CEP for comment. (April 20, 2011)
The Graduate Council considered the proposal to disestablish/discontinue departments within the School of Business Administration (April 20, 2011)

**New Graduate Programs:**
The Graduate Council approved the following new Graduate Programs:

1. Proposal for an M.S. Degree in Computer Engineering
2. Proposal for Master of Arts Degree in Accounting, Auditing and Assurance,
   Department of Accounting and Information, School of Business Administration
3. Proposal to Establish a Self-Supporting College-Wide MS in Engineering

The Graduate Council approved the following program changes:

**Economics:** Approved the proposed changes to the Economics Graduate Program which added the need for students to give a presentation on their thesis research within one year of advancing to candidacy (Jun 15, 2010)

**Music:** Approved the proposed changes to the Music Graduate Program which introduced MA and Ph.D. students to digital composition (June 15, 2010)

**Mechanical Engineering:** Approved the changes to the Mechanical Engineering Graduate Program which added unit requirements as well as core course requirements to the Ph.D. degree (June 15, 2010)

**GSOE M.Ed Emphasis in Autism:** Approved the proposed changes to the M.ED (Emphasis in Autism) to clarify the courses and the number of units required for electives (Dec 16, 2010)

**Music:** Approved the proposal to revise the course requirements for the MFA in Experimental Choreography requiring courses to be graduate level units taken for a letter grade (Dec 16, 2010)

**Psychology:** Psychology Qualifying Examinations (Jan 14, 2011)

**Computer Science:** Approved the changes to the Computer Science Graduate Requirements – reducing the depth requirements to 8 units and merged the written and oral exam in an effort to streamline requirements and facilitate presentation and delivery of research to oral committee (Jan 14, 2011)

**Evolution, Ecology and Organismal Biology Graduate Program:** Approved the request to reduce the requirement for each research topic course to 5 quarters prior to advancement to candidacy and 12 quarters prior to completion of the degree (Jan 14, 2011)
Creative Writing and Writing for the Performing Arts: Approved the request to change the course requirements to consist of 56 units of course work (12 courses) and 8 units of master's thesis project (Feb 18, 2011)

Approved the Bylaws for the Graduate Program in Microbiology (Feb 18, 2011)

English: Approved the proposal for a Designated Emphasis in Book, Archive and Manuscript Studies Feb 18, 2011);

History: Approved the proposal for a Designated Emphasis in Middle East and Islamic Studies (Feb 18, 2011);

Philosophy: Approved request to change the program to accept only fall applications (Feb 18, 2011);

SoBA: approved the use of GRE as an alternative to the GMAT for admission of graduate students that require standardized testing (Feb 18, 2011);

Creative Writing: Approved the Exception Request for Thesis Committee in Low Residency MFA (Mar 18, 2011)

Computer Engineering: Approved the proposal for an MS degree in Computer Engineering (Mar 18, 2011)

Bourns College of Engineering: Approved the proposal to Establish a Self-Supporting, College-Wide Online Master-of-Science in Engineering Degree Program (Mar 18, 2011)

Material Science and Engineering Graduate Program: approved the Material Science and Engineering Graduate Program (Apr 20, 2011)

GSOE M.Ed. General Education Teaching Emphasis: Approved the revisions to the General Catalog for the General Education Teaching Emphasis to include a requirement that a total of 36 undergraduate and graduate units are required for the M.Ed. and removed the statement that, “Five of the required courses must be taken during summer session.” (Apr 20, 2011)

Philosophy: Approved the Proposed program changes to graduate program in Philosophy in which students were assigned a single faculty mentor to meet with them at the beginning of each quarter, and which also changed the number of graduate seminars (PHIL 272 to PHIL 283) required for the PhD coursework to 10, and to allow only 5 courses outside of the seminars to count toward the Ph.D. coursework. (Apr 20, 2011)
Amendment to GC Agenda:

The Grad Council "approved" the professional development requirement for graduate students in June 2010.

Morris Maduro (Biology), Graduate Council
Gloria Gonzalez-Rivera (Economics)
Kenneth N. Barish (Physics)
Janet Arey (Environmental Sciences)
Daniel Galie (Biochemistry)
Mohsen El Hafsi (School of Business Administration)
Iryna M. Ethell (Biomedical Sciences)
Paul E. Green (Ethnic Studies)
Yingbo Hua (Electrical Engineering)
Agnieszka Jaworska (Philosophy)
John N. Medearis (Political Science)
Nosang V. Myung (Chem/Environ Engineering)
Connie Nugent (Cell Biology)
Mike Vanderwood (GSOE)
Deborah Wong (Music)
Shizhong Xu (Botany)
Joseph Childers, Ex Officio Dean, Graduate Division
Arash Adami, GSA Representative
Jennifer Wright, GSA Representative