AGENDA
GRADUATE COUNCIL MEETING
Wednesday, April 20, 2011
1:30 PM - 3:30 PM
ACADEMIC SENATE CONFERENCE ROOM
ROOM 220 UNIVERSITY OFFICE BUILDING

1. Approval of Minutes of March 18, 2011 (Pages 2-6)

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
   a. Courses
      CMDB 257 (Change), ENTM 201 (Change), ENTM 202 (Change), ENTM 203 (Change), ENTM 262 (Change), GEO 240 (Change), GEO 254 (CHANGE), GEO 257 (CHANGE), MCBL 262 (Change), MCS 280 (new), PHYS (203), SOC 254 (Change), SOC 262 (Change)
   b. Programs:
      1. Philosophy Graduate Program Changes (Pages 7 - 11)
      2. MA in Accounting, Auditing and Assurance, SoBA (Pages 12- 55)
      3. Proposed Catalog Changes to M.Ed. General Education Teaching Emphasis (Pages 56- 72)

4. Graduate Program Review Subcommittee
   a. Status Report (Pages 73 - 74)
   b. Graduate Program Reviews for 2011-12

5. Fellowship Subcommittee Report

6. Old Business
   MSE Program Changes (Pages 75 - 80)
   Policy for Disestablishments – Drafted by CEP (Pages 81 - 85)

7. New Business
   Proposal to disestablish/Consolidate SoBA (Pages 86 - 95)
   Proposed Changes to Academic Integrity Policy and Procedures (Pages 96 - 108)
   Request to modify the cutoff GPA for Fellowships (Pages 109)
   Guidelines for oral examinations (Pages 110 - 112)
   CEP Review of Graduate Programs (Pages 113)
GRADUATE COUNCIL
MEETING MINUTES

MARCH 18, 2011
1:30 TO 3:30 PM

ACADEMIC SENATE CONFERENCE ROOM 220

Present:
Morris Maduro, Chair
Gloria Gonzalez-Rivera
Daniel Gallie
Kenneth Barish
Mohsen El Hafsi
John N. Medearis
Nosung V. Myung
Connie Nugent
Shizhong Xu
J. W. Childers, ex officio
Arash Arami (Graduate Student Representative)
Jennifer Wright (Graduate Student Representative)

Absent:
Iryna M. Ethell
Paul E. Green
Yingbo Hua
A. Jaworska
J.N. Medearis
M. Vanderwood
Deborah Wong

Approval of Minutes
The minutes of the meeting of the February 18, 2011 were adopted as written. A minor change was also made to the agenda to reflect correct name of the online proposal. The correct title is Proposal to Establish a Self-Support, College-Wide Online Master of Science in Engineering Degree Program within the Bourns College of Engineering.
Announcements:

Chair of the Graduate Council:

Chair Maduro informed the Committee that he forwarded a letter to the Chancellor and EVCP Dallas Rabenstein regarding Graduate Council priorities for budget cuts. This letter had been sent out for review to all GC members.

CCGA Representative:

Chair Maduro also mentioned that Mike Vanderwood agreed to be the CCGA representative. He also mentioned that GC will soon need to discuss names to chair Graduate Council Subcommittees.

- Chair Maduro informed the Committee that CCGA had agreed that professional degree fees will now be called supplemental tuition in order to maintain quality.
- Chair Maduro also mentioned that some time back, all program chairs received a letter indicating that graduate programs needing accreditation should have learning outcomes attached to them. Hilary Baxter from OP mentioned at the CCGA meeting that the letter did not come from OP. However, Dean Childers indicated that the request came from WASC and that they were trying to respond to it.
- Finally, Chair Maduro mentioned that UC Planning and Budget will be asked to come up with some way of taxing self-supporting programs and that those funds will be sent back to the campuses.

Graduate Student Council Representatives:

The GSA representative mentioned that discussions are ongoing about the graduate students losing almost $80,000 of their travel funds. The representative also mentioned that at an emergency meeting between the graduate students and the administration regarding health insurance, the students voted unanimously not to opt in. They were also upset that they were only given a week to opt into the health plan.

Dean of the Graduate Division

Dean Childers added that it will be about a $500,000 savings to the campus to opt into the plan which is about $300 per student cheaper. From a financial perspective, there was no incentive to join last year. He agreed that what the graduate students did was appropriate. Dean Childers indicated that after the meeting he met with some graduate student leaders and the administration and one of the things he advocated to the Chancellor and EVCP Rabenstein was that even though the higher administration will opt into the plan, he wanted to go on record that graduate students should have input in the process at the highest level possible. They will also make a commitment to those graduate students who encounter financial difficulty.
Regarding the budget, Dean Childers indicated that units will be getting their target deductions for 2011-12 in about a week and discussions will then begin on how to proceed.

Dean Childers also mentioned to the GC that the Learning Center at UCR receives $1.2 million dollars in student services fees (formerly called registration fees). These fees are paid by all enrolled students regardless of status. However, the Learning Center does not offer any service to graduate students. Dean Childers recently received a proposal for a course that was designed to provide an intensive writing program to students to help them jumpstart their dissertation. This one-week course would be taught through the Learning Center in conjunction with the University Writing Program. This course would cost students $300 per piece and would cost about $45,000 for an instructor. He also mentioned that 12% of the students on campus are graduate students and thus they bring in about $144,000. Dean Childers mentioned that if that money came to the graduate division, they would use it to help graduate students by funding fellowships and supporting the students in thesis preparation. Dean Childers has asked to be placed on the list to present and has been denied an opportunity to do this. He would like to be provided with an analysis of how student fees are used to support graduate students. He would like the graduate students to send a formal request to the Chancellor and to EVCP Dallas Rabenstein with a copy to VC Gretchen Bolar. Chair Maduro indicated that he will write a letter on behalf of the graduate students and request that this issue be reviewed.

Finally, Dean Childers indicated that before the next meeting he will be submitting a rough draft of the strategic plan implementation document for review and input.

Courses and Programs Subcommittee:
Chair Gloria Gonzalez-Rivera mentioned that 21 courses were approved by the Graduate Council. These were: BIEN 272 (New), POSC 225 - New, POSC 227 - New, MGT 202 - Change, MGT 289A - New, MGT 289B – New, MGT 289C - New, MGT 289D - New, MGT 288A - New, MGT 288B - New, MGT 288C - New, MGT 288D - New, CWLR 201 (E-Z - Change), CWLR 222 (E-Z - Change), CWLR 221 (E-Z - Change), CWLR 202 (E-Z - Change), CWLR 212 (E-Z - Change), CWLR 211 (E-Z - Change), MCBL 262 (Change), ENTM 262 (Change), ENTM 240 (Change)

The following programs were approved unanimously:

1. Exception Request for Thesis Committees in Low Residency MFA:

The Graduate Council considered the request for a change to the policy for selection of committee members for students in the UCR Palm Desert low-residency MFA program. The council recognized the difficulty of regularly asking for exceptions to construct thesis committees. However, the council felt that they could not approve the proposal as written, because it would allow for a non-Senate faculty member to be the chair. The Council voted to approve the policy as amended below:

*Low Residency Thesis committees will consist of one Senate faculty member from the Departments of Creative Writing or Theatre [voted on and approved by Creative Writing and Theatre full faculty in June 2010] and two Low Residency Adjunct faculty members or*
on rare occasion one Low Residency Adjunct faculty member and one non-Senate faculty member (i.e., Visiting Assistant Professor) by petition. The Chair of the Thesis Committee shall be a Senate faculty member, or when this is not possible, the Senate faculty member on the Committee shall serve as Co-Chair.

2. MS Degree in Computer Engineering – the Graduate Council voted unanimously to approve this proposal. It will be forwarded to the May Division meeting for a formal divisional vote.

3. Online Degree in Computer Engineering – Graduate Council discussed this proposal and given the fact that there were no established guidelines available to assist in the review, the Graduate Council voted unanimously to approve this proposal. It will be forwarded to the May Division meeting for a formal divisional vote

Graduate Program Review Subcommittee:

The Status Report was reviewed. Chair Maduro indicated that the following programs will be reviewed in 2011-12.

- Bioengineering Graduate Program (internal)
- Genetics, Genomics and Bioinformatics Graduate Program
- Entomology Graduate Program
- English Graduate Program

The Hispanic Studies review was scheduled for April 11 and 12, 2011.

Chair Maduro summarized points raised during the internal review of the Southeast Asian Studies.

Chair Maduro also mentioned that Entomology had requested that their program be reviewed next year rather than this year. However, the GC felt that it has been 10 years since they were reviewed and that it is imperative that they be reviewed soon.

Fellowship Subcommittee Report:

There were around 200 applications this year.

Old Business:
There was no old business to report.

New Business:

Graduate Council discussed the Early Career Chair in Urban Entomology, the Winston Chung Endowed Term Professorship in Energy Innovation and the Winston Chung Endowed Term Professorship in Sustainability. The Council passed a motion to approve the three Chairs and the 12 members present voted unanimously to approve these Endowed Chairs.
The discontinuances issue was tabled as it was sent to Chair Maduro after the agenda had been distributed.

Meeting adjourned at 2:59 PM.
Ken Barish, Secretary
**Graduate Program**
The Department of Philosophy offers the M.A. and Ph.D. degrees in Philosophy.

**Admission**
Domestic applicants must supply GRE scores for the aptitude tests. All applicants must submit a statement of interest and a writing sample.

Upon entering the program, students are assigned a committee of two faculty advisors. Students consult with the graduate advisor and their advisory committees twice a year, in September and January, to discuss their individual course of study, progress in the program, and recent performance. In the first year, students (whether they have entered with an M.A. or a B.A.) take three proseminars for first-year graduate students, two in Metaphysics and Epistemology, and one in Moral Philosophy (PHIL 275A, PHIL 275B, PHIL 275C). The proseminars are designed to acquaint first-year students with the current state of discussion in central areas of contemporary philosophy and to impart the skills needed to conduct their own research.

**Master’s Degree**
The Department of Philosophy offers the M.A.
degree in Philosophy under Plan I (Thesis).

**Course Work** Students must complete, with a grade of “B” or better, course work totaling 48 units of graduate credit in philosophy. Of these, 12 units must be in the three proseminars for first-year graduate students, and an additional 12 units must be seminars and workshops in the 272-283 series. Up to 16 units may be in the 100 series or 220–266 series courses, depending on the student’s interests and background. These courses are to be chosen only in consultation with the student’s advisory committee and the graduate advisor. Courses taken on a Satisfactory (S)/No Credit (NC) basis cannot be used to satisfy course requirements.

Students should note that although they need not complete distributional requirements or a language requirement to acquire the M.A. degree, there are strict distributional and language requirements for the Ph.D. degree, as well as a colloquium and professional development workshop requirement (described below under the Ph.D requirements). Students who expect to continue on in the Ph.D. program must begin to fulfill these requirements immediately upon entering the program if they expect to acquire the Ph.D. degree within the prescribed period of time.

**M.A. Logic Requirement** The logic requirement for the M.A. degree is completion of PHIL 124 with a grade of “B” or better. Students may be excused from this requirement if they show sufficient knowledge of logic upon entering the graduate program, as indicated by an optional diagnostic examination administered at the start of each academic year. Students who are unsure about the adequacy of their background are encouraged to take the test for diagnostic purposes.

**M.A. Paper** Students select a paper to submit to the graduate advisor as their M.A. paper no later than the end of the spring quarter of their degree in Philosophy under Plan I (Thesis).

**Course Work** Students must complete, with a grade of “B” or better, course work totaling 48 units of graduate credit in philosophy. Of these, 12 units must be in the three proseminars for first-year graduate students, and an additional 20 units must be seminars and workshops in the 272-283 series. Up to 24 units may be drawn from PHIL 125, courses in the PHIL 220-266 series, or PHIL 290-292, depending on the student’s interests and background. These courses are to be chosen only in consultation with the student’s advisory committee and the graduate advisor. Courses taken on a Satisfactory (S)/No Credit (NC) basis cannot be used to satisfy course requirements.

Students should note that although they need not complete distributional requirements or a language requirement to acquire the M.A. degree, there are strict distributional and language requirements for the Ph.D. degree, as well as a colloquium and professional development workshop requirement (described below under the Ph.D. requirements). Students who expect to continue on in the Ph.D. program must begin to fulfill these requirements immediately upon entering the program if they expect to acquire the Ph.D. degree within the prescribed period of time.

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**M.A. Paper** Students select a paper to submit to the graduate advisor as their M.A. paper no later than the end of the spring quarter of their
second year. M.A. papers can be seminar papers, revised seminar papers, or any other paper that the student has written (of 25 pages or less). Further information on what constitutes an acceptable paper is available from the graduate advisor.

Upon the submission of this paper, the graduate advisor selects three faculty members to serve as the M.A. committee, which conducts an oral examination on the paper. Normally the oral examination will be completed before the end of the student’s second year, but it may be postponed until the fall quarter of the student’s third year. Failure to pass the M.A. oral examination after two opportunities constitutes grounds for dismissal from the program. In addition, completion of the M.A. requirements does not guarantee permission to continue in the Ph.D. program.

Doctoral Degree
The Department of Philosophy offers the Ph.D. degree in Philosophy.

Admission Students are invited to continue toward candidacy for the Ph.D. degree on the basis of performance in courses and seminars, satisfactory completion of the M.A. requirements, and the recommendation of their advisory committee in consultation with the graduate advisor. A student’s course of study is supervised by an advisory committee, in consultation with the graduate advisor until the student’s dissertation committee is appointed. Students with a master’s degree in Philosophy from other universities are eligible for admission. These students must enroll in the first-year proseminars.

Course Work Students must complete 12 more units in philosophy, with a grade of “B” or better, in addition to the 48 units for the M.A. degree. Of the student’s 60 graduate units in philosophy, 12 units must be in the area of the history of philosophy, with 4 of these in ancient philosophy, 4 units in addition to the proseminar (PHIL 275A, PHIL 275B) in the second year. M.A. papers can be seminar papers, revised seminar papers, or any other paper that the student has written (of 25 pages or less). Further information on what constitutes an acceptable paper is available from the graduate advisor.

Upon the submission of this paper, the graduate advisor selects three faculty members to serve as the M.A. committee, which conducts an oral examination on the paper. Normally the oral examination will be completed before the end of the student’s second year, but it may be postponed until the fall quarter of the student’s third year. Failure to pass the M.A. oral examination after two opportunities constitutes grounds for dismissal from the program. In addition, completion of the M.A. requirements does not guarantee permission to continue in the Ph.D. program.

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area of metaphysics and epistemology, and 8 units in addition to the proseminar (PHIL 275C) in the area of ethics, political philosophy, and aesthetics. Thirty-two of these 60 units must be seminars and workshops in the 272-283 series. Courses taken on a Satisfactory (S)/No Credit (NC) basis cannot be used to satisfy course requirements.

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<td><strong>Language Requirement</strong></td>
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<td><strong>Normative Time to Degree</strong> 18 quarters</td>
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Proposal for a Master of Arts in Accounting, Auditing and Assurance

ACADEMIC SENATE APPROVALS:

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<td>March 29, 2011</td>
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Proposal for a Master of Arts in Accounting, Auditing and Assurance

Department of Accounting and Information Systems

School of Business Administration

A. Gary Anderson Graduate School of Management

University of California Riverside

February 2011 Revision
GRADUATE DEGREE PROGRAM PROPOSAL

Preparation Date: May 2010

Lead Proposers:

- The faculty of the School of Business Administration and the Anderson Graduate School of Management
- The faculty of the Department of Accounting and Information Systems
  - Woody Liao
  - Barry Mishra
  - Theodore J. Mock
  - Michael L. Moore, Chair
  - Waymond Rodgers
  - Erik Rolland

Contact Information:

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Acknowledgments:

This proposal is a result of a collaboration of many individuals, both faculty and members of the accounting and auditing profession. Special acknowledgment is given to Waymond Rodgers for his vision of an auditing and assurance specialization and for his efforts on developing an accounting master’s program in 2007 that this program is built upon. Also many ideas in this program were generated from the 2020 Student Workshop organized by Michael Moore and Ted Mock and co-sponsored by Ernst & Young and UCR.
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Executive Summary

Proposal

The School of Business Administration currently offers a Bachelor of Science in Business Administration and a student may choose a concentration in a specialized area of Accounting. A baccalaureate degree with a concentration in accounting is not sufficient education to satisfy the education required to begin a career as a professional accountant. A student may also earn an MBA with a concentration in Accounting in the Anderson School of Management; however, an MBA is a generalist degree by design. In response to the educational needs of the Accounting Profession, the Department of Accounting and Information Systems at the School of Business Administration (SoBA) and A. Gary Anderson Graduate School of Management (AGSM) is proposing a Master of Arts in Accounting, Auditing and Assurance. The new degree program will consist of a full-time one-year program (48 units) leading to a Master of Arts degree in Accounting, Auditing and Assurance. This program will be a self-supporting program.

Rationale

1. The accounting profession’s need for additional education beyond the baccalaureate is similar to other professions’ experience such as medicine, law, pharmacy, architecture, and engineering.
2. The Program will meet an untapped demand for accounting graduate education in the region.
3. The Program will meet an untapped demand for underrepresented minority graduates.
4. The program will enhance the School of Business Administration’s revenue and resource base, diversify existing sources of revenue, and reduce our dependence on state funding.
5. The program will support the hiring of additional faculty members, enabling the School of Business Administration to develop a critical mass of faculty in key strategic areas, particularly in the area of audit and assurance services identified in the School of Business Administration strategic plan as a “spire of excellence.”
6. The program will be beneficial for increasing prospects for earning future Accounting Accreditation from The Association to Advance Collegiate Schools of Business (AACSB International).
7. The program fits the overall strategy of the School of Business Administration to increase its presence and reputation regionally, nationally, and internationally.
8. Graduates of the program have the potential to become influential and supportive alumni soon after they complete their degree.
Purpose

Accountants and auditors help to ensure that public, private and not for profit entities are run efficiently. Accountants and auditors analyze, verify and communicate financial information for various entities. They may also be involved with budget analysis, tax analysis, management consulting, financial and investment planning, information technology consulting as well as a broad array of assurance services.

Nearly 20 years ago there was a groundswell of support from professional and academic organizations such as the American Institute of Certified Public Accountants and the American Accounting Association for 150 semester hours of education for professional accountants. As with most professions with an expanding knowledge base it became increasingly difficult to prepare a candidate for the profession with just a baccalaureate degree.

Over the intervening years since this early recommendation for a fifth year of education for CPAs, there has been a geometric increase in the knowledge and skills needed for successful discharge of professional responsibilities. Globalization, a revolution in technology and increased regulation affecting both internal accountants and external auditors have all contributed to the demands for additional accountants and auditors with education beyond the baccalaureate degree.

Fit with the School of Business Administration and the Anderson Graduate School of Management Strategy

The proposed MA in Accounting, Auditing and Assurance is consistent with several goals of the School of Business Administrations and AGSM. First, the MA in Accounting, Auditing and Assurance program will meet an unmet need for graduate accounting education in Inland Southern California and is therefore consistent with the School of Business Administration’s mission to service the graduate 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 and AGSM maintain financial stability and independence and reduce dependence on state funding. The program also fits well with our strategies for building reputation by hiring high quality faculty who demonstrate excellence in both research and teaching.

Market for the Program

The market for this program will be School of Business Administration graduates with a concentration in accounting and graduates of other baccalaureate programs from the United States and abroad with an accounting major or concentration.

*The 2008 Trends in the Supply of Accounting Graduates and the Demand for Public Accounting Recruits* (American Institute of Certified Public Accountants), reports that
between 2004 and 2007 the numbers of master’s degrees increased 18% at accounting and business accredited programs and between 2000-01 and 2006-07 graduates of master’s programs increased from 8,700 to 16,559. In addition it was reported that the largest firms hire master’s degree holders as a greater percentage of their total hires (35%) than other firms.

Program Design

The MA in Accounting, Auditing and Assurance degree will be offered as a one year program (48 units) for graduates with a baccalaureate degree with a concentration or major in accounting. Other students without the equivalent of a baccalaureate degree with a concentration or major in accounting may be admitted to the program with the understanding that additional coursework may be required to earn the MA degree. Candidates will be admitted for the fall quarter only.

Administration

The program can be launched initially without additional costs to the University and without reducing funds already allocated to other programs. Graduate programs in the Anderson Graduate School of Management are directed by the Faculty of the School of Business Administration through its Executive Committee and a Graduate Programs Committee, which will have oversight responsibility for all Graduate Programs offered by AGSM. AGSM anticipates no need for additional full-time or part-time administrative support for the program.

Curriculum

The content of the curriculum is described later in the proposal. All of the courses already exist. The program will include elective courses offered by other departments at the School of Business Administration and UCR.

Financial Information

The School of Business Administration has developed financial projections for the proposed Master of Arts in Accounting based on conservative assumptions. We plan to offer this program using the self-supporting model with a per credit fee. The UCR per credit fee for the program will be lower than prices for a similar graduate accounting program offered by the University of Southern California, which is currently the only strong competitor in the region. The projections assume an initial class size of 20. We believe that we can deliver a high quality program to as many as 40 students per year utilizing current resources. We project that the program will produce a net operating surplus with a class size of 20. Conservative assumptions include low marketing cost with the majority of applicants currently UCR students, and modest incremental costs of instruction.
1.0 INTRODUCTION

In response to the educational needs of the Accounting Profession, the Department of Accounting and Information Systems at A. Gary Anderson Graduate School of Management is proposing a Master of Arts in Accounting, Auditing and Assurance degree. The new degree program will consist of a full-time one year program (48 units) for those graduates from UCR and other universities with a concentration in or a major in accounting. The year will be a professional degree program that will be self-supporting. 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 accounting. Coursework culminating with a baccalaureate degree with a concentration in accounting is not sufficient education to qualify to become a certified public accountant in the majority of jurisdictions in the United States and will not qualify in California beginning in 2014.

2.0 RATIONALE FOR THE PROGRAM

There are eight compelling reasons why the School of Business Administration, the Anderson School and the Department of Accounting and Information Systems should launch this new degree program:

1. The accounting profession’s need for additional education beyond the baccalaureate is similar to other professions’ experience such as medicine, law, pharmacy, architecture, and engineering. Those professions that are involved with serving the public are held to high standards of practice. In the accounting area, most states and other jurisdictions with laws governing certified public accountants (CPAs) have reacted to these needs by requiring additional education beyond the baccalaureate for those licensed to practice as a Certified Public Accountant (CPA). As of this date there are 54 jurisdictions that require CPA candidates to earn 150 semester hours of acceptable college credit as well as a baccalaureate or higher degree in order to become licensed as a CPA. Legislation requiring 150 semester hours to become a CPA in California was signed on October 11, 2009 to take effect in 2014. Further, most states including California require a CPA candidate to obtain various amounts of actual experience before a license to practice is granted.

This new law will change the educational landscape in California. Given the 150-hour requirement, many qualified students will pursue a master’s degree in accounting rather than take additional year of coursework that does not lead to a degree. This will undoubtedly increase the demand for masters’ degrees in accounting.

In addition, besides the CPA certification there are other certifications for professional accountants and auditors that require advanced education such as Certified Management Accountant, Certified Internal Auditor, IT Auditor, other
recognized specialties by the American Institute of Certified Public Accountants and a host of management positions in the public and private sector.

2. The Program will meet an untapped demand for accounting graduate education in the region. AGSM is the only graduate school of management affiliated with a major research university in Riverside and San Bernardino Counties. The University of Southern California is the only major research institution in the Southern California area currently offering a graduate degree in accounting.

3. The Program will meet an untapped demand for underrepresented minority graduates. In 2008, nearly 30 percent of undergraduate business students stated an ethnic origin in an underrepresented minority group.

4. The program will enhance the School of Business Administration’s revenue and resource base, diversify existing sources of revenue, and reduce our dependence on state funding.

5. The program will support the hiring of additional faculty members, enabling the School of Business Administration to develop a critical mass of faculty in key strategic areas, particularly in the area of audit and assurance services, identified in the School of Business Administration strategic plan as a “spire of excellence.” This area of specialization is unique to Department of Accounting and Information Systems and we will have the strengths to distinguish our program from other programs in our market geographic area and the United States.

6. The program will be beneficial for increasing prospects for earning Accounting Accreditation from The Association to Advance Collegiate Schools of Business (AACSB International). AACSB accreditation is the most prestigious accreditation for accounting and business programs. The AACSB is the most widely accepted and highly regarded accreditation agency for degree programs in accounting. AACSB accreditation mandates that our department must maintain international standards of excellence specifically designed for undergraduate accounting programs. Many universities find these accounting standards difficult to meet. While more than 550 universities have business programs that are accredited by the AACSB, less than 170 of these universities have separately accredited accounting programs. Currently there are only five AACSB-accredited accounting programs in California, none of which include a UC campus. UC Berkeley Haas School has indicated that it will seek accounting accreditation in the future. Our department is committed to continuous improvement in curriculum, faculty, and student quality these accreditation standards require.

7. The program fits the overall strategy of the School of Business Administration to increase its presence and reputation regionally, nationally, and internationally. The graduate degree in accounting is a part of the portfolio of offerings of many major business schools and such graduate master’s degree accounting programs
are routinely ranked in such publications as *US News* and the *Public Accounting Report*.

8 Graduates of the Master of Arts in Accounting, Auditing and Assurance Program have the potential to become influential and supportive alumni soon after they complete their degree. The program will facilitate development of stronger relationships with the corporate and professional communities. It is anticipated that most students in the program will be highly recruited for positions after graduation.

3.0 PURPOSE

Accountants and auditors help to ensure that public, private and not for profit entities are run efficiently and effectively by facilitating the development and communication of relevant and reliable information for all stakeholders. Accountants and auditors analyze, verify and communicate financial information for various entities. They may also be involved with budget analysis, financial and investment planning, information technology consulting as well as a broad array of assurance services in such areas as health care and environmental policy. In addition, accountants are involved with tax planning and compliance, consulting, and a host of other services that require additional education and training.

Nearly 20 years ago there was a groundswell of support from professional and academic organizations such as the American Institute of Certified Public Accountants and the American Accounting Association for 150 semester hours of education for professional accountants. In accounting, as with most prestigious professions that serve the public such as medicine, law, pharmacy, architecture, and engineering because of an expanding knowledge base it became increasingly difficult to prepare a candidate for the profession with only a baccalaureate degree. Over the intervening years since this early recommendation for a fifth year of education for CPAs, there has been a geometric increase in the knowledge and skills needed for successful discharge of professional responsibilities.

Globalization, a revolution in technology and increased regulation affecting both internal accountants and external CPAs have all contributed to the demands for additional accountants with education beyond the baccalaureate degree. Also with the passage of the Sarbanes-Oxley Act of 2002 (SOA), CPA firms must be registered with the Public Company Accounting Oversight Board (PCOAB) to perform an independent audit on a public registrant. In addition, the SOA requires independent reporting on a registrant’s internal controls. All these developments have produced an increased demand for qualified CPAs.
4.0 FIT WITH THE SCHOOL OF BUSINESS ADMINISTRATION AND AGSM STRATEGY

The proposed MA in Accounting, Auditing and Assurance program is consistent with several goals of the School of Business Administration. First, the program will meet an unmet need for graduate accounting 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.

5.0 MARKET FOR THE PROGRAM

The MA in Accounting, Auditing and Assurance program will be targeted for undergraduate business graduates with a major or concentration in accounting. It is anticipated that a significant number of students attracted to the program will be School of Business Administration graduates from UCR, and graduates from other baccalaureate programs in California, the United States and abroad. For example, in 2010 there were 56 of our UCR accounting students with GPAs in excess of 3.2. If only half of these students applied for and were accepted in the program we would have a respectable number of admissions from this group alone.

The University of Southern California had an entering class for its one-year Masters of Accounting program for the 2009-2010 academic year of approximately 90 students and it appears that that the market for graduate accounting education is robust enough that we will be able to attract a sufficient number of students to our graduate accounting program.

According to the Bureau of Labor Statistics, Occupational Outlook Handbook, 2008-09 Edition, employment of accountants and auditors is expected to grow by 18 percent between 2006 and 2016, which is significantly faster than the average for all occupations. The accounting profession is projected to add almost 226,000 new jobs over the next decade. An increase in the number of businesses, changing financial laws, and corporate governance regulations, and increased accountability for protecting an organization’s stakeholders will drive growth. Strong growth of accounting and auditor jobs over the 2006-16 decade is expected to result from stricter accounting and auditing regulations, along with an expanding economy.

The Department of Labor also projects that those who earn a CPA should have excellent job prospects. After most States instituted the 150-hour rule for CPAs, enrollment in accounting programs temporarily declined. However, enrollment is again growing as more students have become attracted to the profession by the desire to serve the public
and the high demand for such services. In the aftermath of several highly publicized accounting failures, professional certification is even more important to ensure that accountants’ credentials and knowledge of ethics are sound. Regardless of specialty, according to the Department of Labor, accountants and auditors who have earned professional recognition through certification or licensure should have the best job prospects. According to Department of Labor, applicants with a master’s degree in accounting or a master’s degree in business administration with a concentration in accounting will have an advantage.

The 2008 Trends in the Supply of Accounting Graduates and the Demand for Public Accounting Recruits (American Institute of Certified Public Accountants), reports that between 2004 and 2007 the numbers of master’s degrees increased 18% at accounting and business accredited programs and between 2000-01 and 2006-07 graduates of accounting master’s programs increased from 8,700 to 16,559. In addition it was reported that the largest firms hire master’s degree holders as a greater percentage of their total hires (35%) than other firms. Despite these increases in national demand for and supply of accountants, California has lagged the nation in the production of professional accountants.

California law regarding CPA licensing will require that in 2014, all California CPA candidates must have 150 semester hours (225 quarter hours) of college education prior to licensing. Beginning in 2014, the requirements for CPA candidates will be:

- A bachelor’s degree
- 36 quarter units (or 24 semester units) in accounting-related subjects
- 36 quarter units (or 24 semester units) in business-related subjects (accounting courses beyond the 36 required quarter units (or 24 required semester units) may apply toward the business units.
- 225 quarter units (or 150 semester units) of education including 45 quarter units (30 semester units), beyond the 180 quarter units (120 semester units), in accounting, business courses related to accounting and ethics.
- Passing the Uniform CPA Examination.
- One year of general accounting experience supervised by a CPA with an active license, and
- Passing an ethics course.

6.0 INVESTMENTS AND COSTS

The School of Business Administration currently has a reserve that will allow it to launch and market this program without having to reduce funds allocated to existing programs, hiring initiatives or request start-up funds from the university. To launch the program, time will be required from current faculty for program development. All of the courses that will be offered are already developed and the majority is currently taught in AGSM’s MBA program.
7.0 PROGRAM APPLICATION AND ADMISSION

The MA in Accounting, Auditing and Assurance will be offered as a one year program (48 units) for graduates of a baccalaureate degree with a concentration or major in accounting. These students typically will be graduates of accounting programs from UCR and other colleges and universities. Students admitted to the program will have an academic profile similar to those students admitted to other master's level programs in the Anderson Graduate School of Management. These criteria prescribe a 3.2 grade point average and a 560 GMAT score.

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 will 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. The current AGSM staff consists of four Student Affairs Officers who will provide advisory services to the MA in Accounting, Auditing and Assurance program, one Career Services Officer and one Administrative Assistant. In addition, the Dean's staff will provide support for this program that includes two Academic Personnel Officers and one Administrative Assistant that provides support to the faculty.

9.0 CURRICULUM

Accounting education is fast moving away from a rules-based approach to education and is adopting a concept-based approach that emphasizes a broad array of skills and knowledge as follows: Communication Skills. Accounting and auditing requires the ability to transfer and receive information with ease.
- Intellectual Skills. These intellectual skills include the ability to solve diverse and unstructured problems in unfamiliar settings, the ability to comprehend an unfocused set of facts; identify and, if possible, anticipate problems; and find acceptable solutions, the ability to identify ethical issues and apply a value-based reasoning system to ethical questions, and the ability and judgment to select and assign priorities within restricted resources and organize work to meet tight deadlines when necessary.

- Interpersonal Skills. These include learning to work effectively in groups with diverse members to accomplish a task and the ability to influence others; organize and delegate tasks; motivate and develop other people; and withstand and resolve conflict.

- Knowledge and technical skills required for the Accounting and Auditing Profession. This includes a sufficiently large, broad and deep general education component to yield a level of knowledge that is characteristic of broadly educated persons; organizational and business knowledge for the understanding of the economic, social, cultural and psychological forces that affect organizations; and a strong fundamental understanding of accounting information systems and auditing and how to use accounting data, exercise judgments, evaluate risks and solve real-world problems.

- Executive Presence. The accounting and auditing profession demands a high level of professionalism. Students wishing to enter the field must strategically manage the impression they are making to employers during networking events, interviews and other interactions.

These areas are also emphasized by AACSB accreditation standards.

The knowledge component includes specialized accounting and auditing education appropriate for a master's level degree. These would include specialized courses and advanced study in several of the core practice areas of auditing and assurance, financial accounting, management accounting, taxation, information systems, government (or nonprofit) accounting, international accounting and a project or thesis. One area of specialization that is unique to Department of Accounting and Information strengths is in the audit and assurance area. We currently have faculty who can distinguish our program from other programs in our geographic area and the United States.

Candidates must complete 48 units to earn the degree. Of the 48 units, the following 24 units are required:

MGT 225. Professional Accounting and Auditing Research
MGT 229. Sustainability and Ethical Control Systems
MGT 238. Management Synthesis
MGT 240B. Advanced Taxation,
MGT 278A. Auditing and Assurance Services: Theory and Practice,
MGT 278B. Information Technology Auditing and Assurance
The balance of the 24 elective units will include other courses in accounting, courses offered by AGSM in other graduate programs and by other departments in UCR. (Exhibit I)

Plan II students should be able to complete the coursework for this program in one academic year. Admission is only fall quarter in order to minimize any scheduling and sequencing conflicts. Required courses and sufficient elective courses will be offered every year. The program requirements will satisfy external accreditation standards and the education requirements for California CPA licensing.

Plan I (Thesis) is not an option for the MA in Accounting, Auditing and Assurance degree 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). The program is intended to conform to Plan II. Forty-eight units are required; 24 are in graduate core course work and others are elective units. None of those may be 291, 297 or 299 units. Every candidate must take a comprehensive exam.

10.0 FINANCIAL INFORMATION

The School of Business Administration has developed financial projections for the proposed Master of Arts in Accounting based on conservative assumptions. We plan to offer this program using the self-supporting model with a per credit fee. The UCR per credit fee for the program will be lower than prices for a similar graduate accounting program offered by the University of Southern California, which is currently the only significant competitor in the region. The projections assume an initial class size of 20. We believe that we can deliver a high quality program to as many as 40 students per year utilizing current resources. A net operating surplus is projected with 20 students enrolled in the fifth year. Conservative assumptions including low marketing cost with the majority of applicants currently UCR students, and modest incremental costs of instruction. Of the courses listed, only three, MGT 225--Professional Accounting Research, MGT 278B—IT Audit and Assurance, and MGT 278C—Internal Auditing, are new courses which are not currently taught by Accounting and Information Systems Department faculty.

11.0 OTHER GRADUATE ACCOUNTING PROGRAMS

A number of nationally ranked universities such as University of Illinois (Master in Accountancy), University of Texas at Austin (Master in Professional Accounting) and University of Southern California (Master of Accounting) offer graduate programs in accounting. The graduate masters level accounting programs at these three universities are nationally ranked in the top five in graduate program by Public Accounting Report. Other highly ranked universities offering graduate masters level programs in accounting
include University of Michigan, Ohio State University, Indiana University, University of North Carolina and University of Notre Dame. In southern California there are four universities offering a graduate degree in accounting; University of Southern California; San Diego State University, California State University at Fullerton and California State University at San Bernardino. Among the University of California campuses, none currently offer graduate masters degrees in accounting. The University of California Berkeley’s Haas School of Business has submitted a Master of Professional Accountancy degree proposal to the University of California system. University of California Davis has a submitted a similar proposal.
EXHIBIT I: COURSES

Required Courses

MGT 225. Professional Accounting and Auditing Research (4). Lecture 3 hours, outside research 5 hours, scheduled research 4 hours. Provides and in-depth examination of the professional accounting and auditing research process and the communication of research results. This includes practice in issue identification, location and evaluation of authority using online and electronic accounting, auditing, and tax research databases, developing conclusions and recommendations and communication of results.

MGT 229. Sustainability and Ethical Control Systems (4) Lecture 3 hours, outside projects and readings 3 hours. Prerequisite: MGT 204 or equivalent. Provides an overview of the Sarbanes-Oxley Act (SOX), including a brief history of the issues SOX was designed to address. The class will focus on internal control features, ethical systems, biometrics, key regulatory provisions: Issuer Reporting (management certifications/internal controls); Governance (directors and executive officer requirements); and other key provisions. Evaluates the effectiveness of these regulatory requirements in light of current applications and recent developments.

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 278A. Auditing and Assurance Services: Theory and Practice (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): BUS 165B or equivalent or permission of instructor. Examines the history, demand, and foundations of audit & assurance. Focuses on judgment and fundamentals of evidential reasoning. Topics include risk assessment; internal control; audit evidence; independence and objectivity; measurement theory; suitable criteria; standards and regulation; framing; heuristics and biases; and the role of technology.

MGT 278B. Information Technology Auditing and Assurance (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite: MGT 278A or permission of instructor. Basic concepts and techniques that are used in the provision of IT audit and assurance services. Topics include IT security; risk assessment; internal control; nature of audit evidence; independence and objectivity; suitable criteria; the role of standards and technology and ethical issues.

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.
Examine the interdependence of the functional areas of management. Student teams analyze cases involving several functional areas and recommend actions for improvement.

**Recommended Electives**

**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 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 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 278C. Internal Auditing (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite: MGT 278B or permission of instructor. Examines the nature and practices of internal (operational) audit and assurance, the management audit process and the use of internal auditing by top management and governing boards. Develops skills to understand, analyze and critically evaluate internal audit research.

**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 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 273. International Accounting and Auditing (4). Lecture 3 hours, extra reading and term paper, 3 hours. Prerequisite: MGT 211 or equivalent. Offers an introduction to the field of International Accounting and Auditing; an introduction to the field of International Financial Reporting Standards (IFRS), tracing the history of the International Accounting Standards Board (IASB) from its early roots through to the recent changes and future developments. Also includes topic-by-topic exploration of specific International Standards on Auditing.

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.

Other Elective Courses

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 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 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 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 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. Explores 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 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.

**ENSC 201. Environmental Management (4)** Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): MGM 404 or consent of instructor. An introduction to economic instruments used to make environmental policy to address pollution control and natural resource protection on local and international scales. Investigates public and private incentives for single and multiple polluters to reduce pollution and conserve exhaustible and renewable resources.
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.

ENSC 202. Principles and Applications of Environmental Modeling (4) W, Alternate Even Years Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Introduction to the principles of transport modeling, including mass balance and flux laws, boundary conditions, and rate processes. Discusses and demonstrates the use of compartmental and differential models of specific environmental processes. Also examines case studies and environmental modeling software applications. May be taken Satisfactory (S) or No Credit (NC) by students advanced to candidacy for the Ph.D.

MGT 202. Financial Management (4) Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 201, MGT 211, or equivalents. Examines primary corporate finance theories and how to use them to solve problems. Topics include time value of money, net present value analysis, security valuation, portfolio theory and asset pricing models, capital budgeting decision, dividend policy, capital structure decision, mergers and acquisitions, and multinational financial management.

MGT 203. Managerial Economics (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): MGT 403 or equivalent. Studies the micro-, macro-, and global economic environments of managerial decisions. Topics include demand and supply, production and cost functions, competition, labor supply, national income accounting, aggregate output, interest rates, fiscal and monetary policy, inflation, economic growth and business cycles, exchange rates, and international relationships in trade and finance.

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.

ENSC 206. Environmental Policy and Law (4) S, Even Years Seminar, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing, POSC 010 or POSC 010H, POSC 020 or POSC 020H; or consent of instructor. An introduction to the process and politics of environmental regulation in the United States and the negotiation and implementation of international environmental accords. Uses social scientific methods of analysis to investigate specific issues such as air quality, energy, and biodiversity. Cross-listed with POSC 206.
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 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 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 227. Financial Institutions and Markets (4) Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 201. Discusses characteristics of financial assets, financial markets, and financial institutions. Covers the simple relationships between these financial entities and basic macroeconomic variables such as wealth, income, and interest rates. Studies the demand and supply of money, loanable funds, the determinations of real rates of interest, and the term structure of interest rates.

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 229. Management Control Systems (4) Lecture, 3 hours; outside projects and readings, 3 hours. Prerequisite(s): MGT 204 or equivalent. Discusses the role of accounting information in the design and implementation of management control systems. Responsibility accounting and performance evaluation will be emphasized. Complex issues related to management control systems will be discussed through cases.
MGT 231. Corporate Finance and Investment (4) Lecture, 3 hours; outside problem sets and extra reading, 3 hours. Prerequisite(s): MGT 202. An intensive analysis of the effects of various corporate financial policy decisions on the value of the firm, including a discussion of the effects of taxes, bankruptcy costs, and agency costs on these decisions. Examines the interrelation of financing policy with executive compensation, leasing, hedging, and payout policies. Provides an understanding of the theoretical issues involved in the choice of these policies.

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. Multinational Financial Management (4) Lecture, 3 hours; outside projects and readings, 3 hours. Prerequisite(s): MGT 202. The fundamentals of financial management on an international scale are examined. Topics covered include the international financial systems (past, current and proposed), balance of payments, foreign exchange markets (spot, forward, futures, options), the Euromarkets, measurement of foreign exchange risk, hedging foreign exchange risk, the international capital asset pricing model, 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 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 241. Accounting Systems and Control (4) Lecture, 3 hours; outside projects and readings, 3 hours. Prerequisite(s): MGT 204 or equivalent. Study of the design and implementation of accounting systems including those for sales, receivables, purchases, payables, cash receipts and disbursements, payroll, production control, etc. Topics on auditing, internal accounting control, and related issues will be emphasized.

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. Cases in Financial Management (4) Lecture, 3 hours; written case analyses and reports, 3 hours. Prerequisite(s): MGT 202, MGT 231. Provides intensive exercise in valuation methods and the economic analysis of problems of corporate financial policy. Specific case topics include advanced capital budgeting, cost of capital estimation, corporate valuations, merger and takeover transactions, recapitalizations, capital structure policy, security issuance and repurchase, risk management, and dividend policy. Case reports, both written and oral, are required.

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. Analyses 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 252A. Securities Markets (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): MGT 202. Discusses portfolio theory, including the Markowitz model. Addresses pricing in the capital markets with an emphasis on the Capital Asset Pricing Model and the Arbitrage Pricing Theory. Covers empirical issues in testing these models. Other topics addressed include risk-adjusted portfolio performance, term structure of interest rates, bond pricing, and bond portfolio management.

**MGT 252B. Speculative Markets (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): MGT 201, MGT 202; MGT 252A or consent of instructor. Covers various topics in derivatives markets. Introduces pricing techniques for forwards, futures, options, swaps, and other derivatives. Addresses risk management and investment strategies with derivatives.

**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 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 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. **Funding the Entrepreneurial Venture (4)** Seminar, 3 hours; case studies, 2 hours; reading (extra), 1 hour. Prerequisite(s): MGT 246 or consent of instructor. Provides a working knowledge of the many financing vehicles and techniques employed in financing new and emerging ventures. Topics include identifying opportunities; deal structure; sources of debt and equity financing; valuation techniques; later-stage financing strategies; and the harvest.

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

MGT 275. **International Banking (4)** Seminar, 3 hours; research, 3 hours. Prerequisite(s): MGT 202, MGT 227. Discusses the motives behind the multinationalization of commercial banking activities, the international banking markets, international banking services—swaps, underwriting, foreign exchange, portfolio management, immunization techniques, etc., and the set of risks unique to international operations.

MGT 276. **Corporate Financial Policy and Control (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): MGT 231 or equivalent. Examines the theory and empirical evidence for models of corporate financial policy. Includes analysis of new issues of securities, asset sales, recapitalizations, stock repurchases, and the market for corporate control (tender offers, mergers, proxy fights, and corporate voting rights).
Emphasizes critical evaluation of the evidence for different models of corporate financial policy.

**MGT 279. Investment Management (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): MGT 252A or equivalent. Covers advanced topics in equity management. Discusses portfolio theory, market microstructure, security analysis, valuation, investment management strategies, and essential backroom operations such as accounting and reporting. Provides hands-on experience in investment management.

**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 285 (E-Z). Special Topics in Management (4)** seminar, 3 hours per week or 30 hours per quarter; assignment of the remaining hours varies from segment to segment. Prerequisite(s): graduate standing; consent of instructor. Additional prerequisites are required for some segments of this course; see the School. Covers topics not contained in a regular course. Topics are announced at the time of offering.

**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 298-1. 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.
EXHIBIT II. LADDER FACULTY—DEPARTMENT OF ACCOUNTING AND INFORMATION SYSTEMS

Woody M. Liao is Professor of Accounting at University of California - Riverside. He received his Ph.D. degree in Accounting from University of Florida in 1974 and Master of Business Administration degree 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: (1) Management planning and control systems, (2) Corporate Governance, Executive compensation, and Earnings Management, (3) 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 been invited and 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.

Birendra (Barry) K. Mishra, Ph.D., is Professor of Accounting and Information Management and the faculty advisor to the Accounting Society at University of California at Riverside. He received his Ph.D. in Accounting from University of Texas at Austin in December 1996. Prior to that Barry has earned his Bachelors in Mining engineering from NIT Rourkela and his Masters of Science degree in Petroleum engineering from University of Texas at Austin. Barry's research interests are quite diverse including the areas of accounting disclosure, management and control, operational risk, 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 Journal of Accounting Research, The Accounting Review, Management Science, Marketing Science, Information Systems Research and IEEE Transactions. Barry teaches courses in managerial, financial and accounting information systems. Recently Prof. Mishra has been awarded the AICPA grant to study internal control risk using strategic framework.

Dr. Theodore J. (Ted) Mock, Ph.D. is Distinguished Professor of Auditing and Assurance at UCR. From 1982 – 2006 he served as Arthur Andersen Alumni Professor at the University of Southern California (USC). Ted has visited many universities worldwide including the University of Otego 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. Ted's teaching and research interests lie primarily in the areas of audit and assurance services. During
1977-78, 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 AICPA monograph on collaborative audit research that received the 1998 Joint AICPA/AAA Collaboration Award. In 2003 he received the AAA Auditing Section Outstanding Auditing Educator award and in 2006 the AAA ABO Notable [Lifetime] Contribution Award. Ted has served many positions within the American Accounting Association including editor of Auditing: A Journal of Practice & Theory, Director of Research, and President of the Auditing Section. He currently serves on the advisory boards of the Maastricht University Accounting & Auditing Research Center and the USC SEC & Financial Reporting Institute.

Michael L. Moore, Ph.D., CPA, is Professor of Accounting and Chair of the Department of Accounting and Information Systems. He received his Ph.D. and M.S. degrees from The Pennsylvania State University and his B.A. from University of Washington. He has been on the faculties of The University of Texas at Austin, University of Southern California and Colorado State University. Michael’s research areas are international taxation and tax policy. He has published articles in Journal of Accounting Research, The Accounting Review, Journal of the American Taxation Association, Tax Adviser and Journal of Taxation among others. His book, U.S. Tax Aspects of Doing Business Abroad is in its sixth edition. He is past president of the American Taxation Association. Michael teaches courses in taxation and financial accounting at the undergraduate and graduate level. His current outreach activities include membership on the Board of Directors and Treasurer of Arts Manhattan and membership on the Board of Directors and Financial Officer of Richstone Family Center, not for profit organizations.

Waymond Rodgers, Ph.D., CPA, is a professor in the School of Business Administration at the University of California in Riverside. His degrees are from University of Southern California, Ph.D. in accounting, and a cognitive psychology post doctorate from the University of Michigan. He is a Certified Public Accountant in California and Michigan. Dr. Rodgers' accounting, banking and management expertise derives from his employment as an auditor at PricewaterhouseCoopers and Ernst & Young. Also, he was a commercial loan officer for Union Bank and his portfolio included 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, Management Science, among other journals. Finally, he is the recipient of major research grants from the Brazilian Research Foundation, Canada Research Foundation, Citibank, Ford Foundation, National Institute of Health, National Arts Foundation, Department of Defense, and the Navy Personnel Research and Development Center and others.
Erik Rolland, Ph.D., is Professor of Information Systems in the Department of Accounting and Information Systems at the Anderson Graduate School of Management & School of Business Administration at the University of California - Riverside. 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 on the faculty of the Anderson Graduate School of Management at UC Riverside, the Fisher School of Business at the Ohio State University (Columbus, Ohio), and a visiting professor with the Antai School of Management & Economics at the Shanghai Jiaotong University (Shanghai, China). He has held a cooperating faculty appointment in the Department of Computer Science Engineering with the Bourns College of Engineering at UCR. Dr. 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 in the Anderson Graduate School of Management at UC Riverside. Erik’s research embodies a broad range of management and engineering areas, electronic commerce, service science, and modeling of complex technology and management problems. He has published more than 70 articles in academic journals and texts on information systems, technology management, operations research, leadership, and strategy. Erik has served on the editorial board of Operations Research, Decision Sciences, INFORMS Journal on Computing, and many other top journals in information systems. Erik is the recipient of the 2009 American Institute for Certified Public Accountants’ (AICPA) Management Accounting Research Fellowship for his work on Enterprise Risk Management, and the 2010 IBM Faculty Award for his work on understanding patent value.
Exhibit III

ACADEMIC DEGREE PROGRAM PROPOSALS: INFORMATION REQUIRED BY CPEC

This questionnaire is to be completed by sponsoring faculty (department of group). It will be used by Systemwide Administration to prepare a report to the California Postsecondary Education Commissions. If more space is required, please attach as many additional sheets as necessary. Attach to full proposal.

1. Name of Program: Master of Arts in Accounting, Auditing and Assurance
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

Our innovative program will have a primary focus in the audit and assurance area and the knowledge and skills necessary to be successful well rounded leaders in this critical area of the accounting profession. There are few programs in the country that offer such a focus and none in California. One area of specialization that is unique to Department of Accounting and Information strengths is in the audit and assurance area. We currently have faculty who can distinguish our program from other programs in our geographic area and the United States.

In addition to providing specialized accounting education appropriate for a master’s degree level, including specialized accounting courses and advanced study in several of the core practice areas of auditing and assurance, financial accounting, management accounting, taxation, information systems, government (or nonprofit) accounting, international accounting and an integrative course, this program will focus on five distinct elements:
• Knowledge recommended for the Accounting and Auditing Profession. This includes a sufficiently large, broad and deep general education component to yield a level of knowledge that is characteristic of broadly educated persons; organizational and business knowledge for the understanding of the economic, social, cultural and psychological forces that affect organizations; and a strong fundamental understanding of accounting information systems and auditing and how to use accounting data, exercise judgments, evaluate risks and solve real-world problems.

• Communication Skills. Accounting and auditing requires the ability to transfer and receive information with ease.

• Intellectual Skills. These intellectual skills include the ability to solve diverse and unstructured problems in unfamiliar settings, the ability to comprehend an unfocused set of facts; identify and, if possible, anticipate problems; and find acceptable solutions, the ability to identify ethical issues and apply a value-based reasoning system to ethical questions, and the ability and judgment to select and assign priorities within restricted resources and organize work to meet tight deadlines when necessary.

• Interpersonal Skills. These include learning to work effectively in groups with diverse members to accomplish a task and the ability to influence others; organize and delegate tasks; motivate and develop other people; and withstand and resolve conflict.

• Executive Presence: The accounting and auditing profession demands a high level of professionalism. Students wishing to enter the field must strategically manage the impression they are making to employers during networking events, interviews and other interactions.

8. Type(s) of students to be served:

Students interested in entering a CPA certificate or other professional auditing certification in order to become professionals in such endeavors as partners in accounting firms, corporate financial officers or controllers or consultants would be attracted to this program.

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

Nearly 20 years ago there was a groundswell of support from professional and academic organizations such as the American Institute of Certified public Accountants and the American Accounting Association for 150 semester hours of education for professional accountants. The State of California will required 150 semester hours of education for new CPA licensing beginning in 2014, thereby joining over 50 jurisdictions with the 150 hour requirement. As with most professions with an expanding knowledge base it became increasingly difficult to prepare a candidate for the profession with just a baccalaureate degree. Over the intervening years since this early recommendation for a fifth year of education for professional accountants and auditors, there has been a geometric increase in the
knowledge and skills needed for successful discharge of professional responsibilities. Globalization, a revolution in technology and increased regulation affecting both internal accountants, external accounting and auditing professionals have all contributed to the demands for additional education.

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:

   Emphasis in the following areas:

   • Audit and assurance  
   • Ethical values  
   • Compliance with educational requirement for CPA certification

12. List all new courses required:

   Courses which have been developed specifically for this program include:

   • MGT 225--Professional Accounting and Auditing Research  
   • MGT 278B—IT Audit and Assurance  
   • MGT 229—Sustainability and Ethical Control Systems

13. List all other required courses

   • MGT 278A—Auditing and Assurance Services: Theory and Practice  
   • MGT 240B—Advanced Taxation  
   • MGT 238—Management Synthesis

14. List UC campuses and other California institutions, public or private, which now offer this program or closely related programs:

   • No UC campuses currently have a master of accounting program, although UC Berkeley and UC Davis each have proposals under system review for a master of accounting program.  
   • University of Southern California has masters of accounting program.  
   • Several California State University campuses offer masters programs in accounting.
15. List any related program offered by the proposing institution and explain relationship.

- None exist

16. Summarize employment prospects for graduates of the proposed program. Give results of job market survey if such have been made.

- A partial list of employers currently hiring students with a Bachelor of Science, Business Administration with an accounting concentration from UCR that would continue to be prospects should a be offered include:
  - KPMG
  - PriceWaterhouseCoopers
  - Ernst & Young
  - Deloitte & Touche
  - McGladrey & Pullen
  - Genske Mulder
  - Squar Milner
  - County of San Bernardino
  - The Walt Disney Company
  - Moore, Stephens, Wurth
  - Southern California Edison
  - Wells Fargo Financial

- Based on experience of other programs, it is expected that most AGSM graduates will have multiple job offers.

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

- We estimate entering enrollment of at least 20 students increasing to 40 entering students within the first few years.

- There were 56 seniors with accounting as a concentration for Fall 2010 with a grade point average of 3.2 or better.

- Based on feedback from these students, it is expected that at least half of graduates such as these would opt for the program.

- The State of California (and most other jurisdictions) require or will require 150 semester hours of coursework to be licensed CPAs.
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.

- Other than additions to FTE Faculty that would be needed regardless of this program, there should not be any additional costs in each of the categories above.

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

- The program will be evaluated by the AACSB at UCR’s next accreditation review. It will also be in conformance with the AICPA’s general guidelines for Master’s programs in Accounting, Auditing, and Assurance.
EXHIBIT IV: OUTSIDE LETTERS
December 8, 2009

Michael L. Moore, Chair  
Department of Accounting and Information Systems  
School of Business and Anderson Graduate School of Management  
University of California, Riverside  
Riverside, California 92521

Dear Professor Moore,

I am writing with great pleasure to express Ernst & Young’s (E&Y’s) continued support for the ongoing advancement of the A. Gary Anderson School of Management (AGSM) and its efforts to launch a successful Master of Science in Accounting and Assurance (MAcc) program at the University of California, Riverside (UCR). E&Y, a leading global professional services firm providing assurance, tax and advisory services to a broad array of clients throughout the world, provided the funding for the 2020 Student Workshop that was one of the catalysts for the development of this proposal.

The rigors of the accounting profession are increasing, and the level of technical and academic training necessary to fulfill our professional duties has increased substantially. The requirements for licensure as a certified public accountant are increasing in many jurisdictions, including California, and will generally require an additional year of academic study. We only hire candidates who have the academic coursework that enables them to qualify for licensure in California, and we expect an employee to be licensed in the states in which they provide service to their clients. The proposed MAcc program would provide students with the academic coursework to pursue licenses as certified public accountants just as the requirements imposed by California and other states are increasing.

The current economic environment has created significant challenges for businesses in all industries. Our clients have looked to us as advisors to facilitate critical decisions that are impacting the future viability of their businesses. Through our assurance services, we continue to play a critical role of maintaining confidence in the global capital markets by ensuring that investors are provided with complete and accurate financial information to make informed investment decisions. We take this responsibility very seriously, and it requires us to attract and retain the best professionals available in order for us to successfully deliver on our promise to investors. The current economic conditions, and the associated impact on the companies that we serve, underscore the importance of our responsibility to the investor community.
In addition to the challenges brought about by the current economic conditions, the impending transition to international financial reporting standards (IFRS) in the near future will create new challenges for businesses and our profession. Changing from the U.S. accounting rules to the new global rules will be an unprecedented challenge for our clients and the investor community. It will require the implementation of new accounting systems and management decision-making tools beyond the obvious changes to financial reporting and accounting. We see an increasing demand for qualified candidates in our profession with the skill set to handle these evolving challenges.

Given these drivers, we are truly at a transformational time in our industry. Accounting and information systems will take on a larger role in future of business decisions. The rigors of the profession will only increase and as a result, this will continue to be a high growth industry. We will need to hire more talented, highly-trained college graduates. Currently, the University of Southern California (USC) is the only major research university that offers a graduate accounting degree in Southern California. The supply of adequately trained talent has lagged demand for many years, and the need for this talent has never been greater in the current circumstances. UCR is uniquely qualified to meet this need for accountants and information systems graduates, and the offering of a graduate degree in accounting would enhance the reputation of UCR in Southern California and would meet this ever-growing need.

UCR has one additional strength that can be further leveraged by the development of the proposed MAcc program. E&Y has identified inclusiveness as our major transformational priority in the long-term. Attracting and retaining outstanding professionals with diverse backgrounds and experiences are key to our strategy. UCR clearly excels in inclusiveness and, as one of the most diverse campuses in the country, is positioned to meet one of our firm’s highest priorities. It also positions UCR to forge its future, as inclusiveness and diversity are key initiatives for many other high-performing organizations worldwide.

For these reasons, I am enthusiastically supportive of the efforts of AGSM leadership as it works to support the business community in Southern California with a graduate degree in accounting.

Warmest Regards,

Andrew J. Sale
Partner, Assurance and Advisory Business Services

cc: David W. Stewart, Dean
Anderson Graduate School of Management
December 7, 2009

Dear Professor Moore:

I am writing this letter of support for the Initiative at the University of California, Riverside A. Gary Anderson Graduate School of Management (AGSM) to create a Master of Science in Accounting and Assurance (MAcc) program.

Demand for quality graduate education in accounting is on the rise. This is due in part to the recent substantial equivalency regulation passed in the State of California requiring CPA candidates to meet a five-year university education requirement. Currently the University of Southern California (USC) is the only major university offering an accounting graduate degree in Southern California. The current shortage of qualified accountants now and in the foreseeable future will create many opportunities for graduates from the proposed AGSM program.

The MAcc program proposal is testimony to AGSM’s forward-looking vision and commitment to the business community. The resulting program and students graduating with a Master of Science in Accounting and Assurance (MAcc) answers an important call. The MAcc program will also have an important trickle-down effect by answering regional demand by businesses seeking value-adding accountants. Firms like mine will reap the benefits of recruiting graduates equipped with the excellence needed to help our companies succeed in the accounting industry.

I support AGSM’s leadership as it works to meet the growing needs of the accounting profession in Southern California and throughout the West Coast.

Sincerely yours,
Squar, Milner, Peterson, Miranda & Williamson, LLP

Craig A. Weaver, CPA
Partner-In-Charge, Tax Services
Michael L. Moore  
Chair, Department of Accounting and Information Systems  
A. Gary Anderson Graduate School of Management  
University of California Riverside  

Dear Professor Moore:

It is with great pleasure that I write this letter of support for the initiative at the University of California, Riverside A. Gary Anderson Graduate School of Management (AGSM) to create a Master of Science in Accounting and Assurance (MAcc) program. I have been waiting for over 20 years for the college to develop an accounting degree and I look forward to this important step forward and am anxious to meet the highly qualified accounting students that UCR will produce.

Demand for quality graduate education in accounting is on the rise. This is due in part to the recent substantial equivalency regulation passed in the State of California requiring CPA candidates to meet a five-year university education requirement. Currently the University of Southern California (USC) is the only major university offering an accounting graduate degree in Southern California. The current shortage of qualified accountants now and in the foreseeable future will create many opportunities for graduates from the proposed AGSM program.

The MAcc program proposal is testimony to AGSM’s forward-looking vision and commitment to the business community. The resulting program and students graduating with a Master of Science in Accounting and Assurance (MAcc) answers an important call. The MAcc program will also have an important trickle-down effect by answering regional demand by businesses seeking value-adding accountants. Firms like mine will reap the benefits of recruiting graduates equipped with the excellence needed to help our companies succeed in the accounting industry.

I am wholeheartedly in support of AGSM’s leadership as it works to meet the growing needs of the accounting profession in Inland Southern California and beyond.

Sincerely yours,

Joseph P. Barr, Principal

Cc: David W. Stewart, Dean
November 2, 2009

Michael L. Moore, Chair
Department of Accounting and Information Systems
Anderson Graduate School of Management
University of California Riverside
Riverside, CA 92521

Dear Professor Moore:

I support the proposal by the University of California Riverside A. Gary Anderson Graduate School of Management (AGSM) to create a Master of Science in Accounting and Assurance ("MAcc") program.

The MAcc program will provide for the needs of several constituencies: students seeking to enter the accounting profession (and especially those seeking a license as a Certified Public Accountant), the accounting firms that are the major initial employers of accounting graduates, and the regional business community that demands accountants who are well-educated, critical thinkers. This program will equip its graduates with the excellence needed to succeed.

Accounting is a highly-regarded, highly-competitive, highly-diverse, generally well-compensated profession that many students seek to enter. They can do so only after obtaining a comprehensive university education that allows them to focus on course material that qualifies them for the profession and enables them to become positive and creative forces in the community.

Demand for quality graduate education in accounting continues to rise. This is due in part to the substantial regulation recently passed in California that requires future CPA candidates to meet a five-year university education requirement. The growth in accounting demand also reflects the need by businesses, government, and the not-for-profit sector, in addition to firms engaged in public accounting, to deal accurately and correctly with a vast canvas of increasingly complex issues. Professionals indoctrinated in the accounting discipline are well-suited to meet these demands, and the need for them will create many opportunities for graduates of the proposed AGSM program.

The MAcc program proposal reinforces AGSM's forward-looking vision and
Michael L. Moore  
November 2, 2009  

commitment to the business community in general to and the Inland Empire in particular. In addition to providing potential future business leaders, this program will also help answer demands by regional businesses seeking value-adding accountants.

Currently, the University of Southern California is the only university, other than several campuses of the California State University system, offering a graduate accounting degree in southern California. Clearly, AGSM's MAcc will provide a viable alternative and an outstanding source of future accountants.

As a practicing CPA for over 50 years, I look forward to this important step forward and support AGSM's leadership as it works to meet the growing needs of the Inland Southern California and beyond.

Yours truly,

Sheldon Richman

Sheldon Richman, B.S., J.D., C.P.A. and attorney, was a partner of Deloitte & Touche for more than 25 years, where he had significant client and professional assignments. Now retired from Deloitte, he has also served as the executive vice-president of a large importer of motor vehicles and the vice-president finance and administration of a southern California integrated real estate developer-operator. Richman continues to consult with businesses on a variety of matters and has been a Lecturer in Accounting in both the UCR undergraduate program and the California State University Fullerton MAcc program.
To: Dr. Morris Maduro, Chair
Graduate Council

From: Dr. Anne Jones, Assistant Dean
Graduate School of Education

Re: Request for Changes to the General Catalog for GSOE Programs

The Graduate School of Education is seeking approval for revisions to the General Catalog descriptions for M.Ed, M.A, Ph.D and credential programs.

These revisions were approved in December, 2010. We are requesting the following:

1. Removal of the 40 unit requirement for teaching credential units. The teaching credential has course requirements but there is not a unit requirement. Further, unit and course requirements vary depending on what specific credential is being sought and how many courses have been completed prior to the credential year.

2. Removal of the statement, “Five of the required courses must be taken during summer session.” The program design requires summer session attendance but does not mandate students to take five courses during the summer session. Again, the actual number of courses completed in the summer will vary.

3. Deletion of the ELP program, the Master of Education with Leadership Emphasis, the dual Multiple Subject and Education Specialist Program, and the Level II Education Specialist Program. These programs have been discontinued.

4. Restore the Moderate/Severe Program. This program should not have been deleted as it is currently approved, accredited, and accepting applications.

5. Change the name of the Curriculum & Instruction to Education, Society and Culture, per faculty vote in order to more accurately reflect the focus of this area group.

6. Update the requirements for the Special Education emphasis to enhance clarity and accuracy.

7. Delete the sample written academic work requirement. This was entered incorrectly, only PhD students are required to submit a writing sample.

8. Add readmission of PhD students in winter and spring quarter to reflect GSOE policy.

Thank you for your consideration of this request.
General Catalog Proposed Changes  
Approved by the Faculty 12/7/2010

Update list of faculty (page 234)

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<td>John S. Levin, Ed.D., Interim Dean, Graduate School of Education</td>
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<tr>
<td>George A. Marcoulides, Ph.D., Associate Dean</td>
<td>Anne Jones, Ed.D., Assistant Dean</td>
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<tr>
<td>Melanie Sperling, Ph.D., Graduate Advisor</td>
<td>Melanie Sperling, Ph.D., Graduate Advisor</td>
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<tr>
<td>John S. Wills, Ph.D., Graduate Advisor</td>
<td>John S. Wills, Ph.D., Graduate Advisor</td>
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<td>1124 Sproul Hall</td>
<td>1124 Sproul Hall</td>
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<tr>
<td>Graduate Program (951) 827-6362</td>
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<td>Credential Programs (951) 827-5225</td>
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<td>education.ucr.edu</td>
<td>education.ucr.edu</td>
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**Professors**

Janet B. Blacher, Ph.D.
Steven T. Bossert, Ph.D.
Sharon A. Duffy, Ph.D.
V.P. Franklin, Ph.D. *President’s Chair*  
(Education/History)
John S. Levin, Ed.D. *Bank of America Chair in Education Leadership*  
George Marcoulides, Ph.D.
Douglas E. Mitchell, Ph.D.
Rollanda E. O’Connor, Ph.D.
Reba N. Page, Ph.D.
Melanie Sperling, Ph.D.
H. Lee Swanson, Ph.D. *Peloy Chair in Learning Disabilities*  

**Professors Emeriti**

Irving H. Balow, Ph.D.
Robert C. Calfee, Ph.D.
Jerry S. Carlson, Ph.D.
James T. Dillon, Ph.D.
Dan M. Donlan, Ph.D.
E. Mark Hanson, Ph.D.
Irving G. Hendrick, Ed.D.
Donald L. MacMillan, Ed.D.
Richard S. Newman, Ph.D.
Flora I. Ortiz, Ph.D.

**Associate Professors**

Begoña Echeverria, Ph.D.
Margaret A. Nash, Ph.D.
Robert K. Ream, Ph.D.
Michael L. Vanderwood, Ph.D.
John S. Wills, Ph.D.

**Assistant Professors**

Natalie C. Becker, Ph.D.
Sara Castro Olivo, Ph.D., NCSP
Luciana N. Dar, Ph.D.
Marsha M. Ing, Ph.D.
Lindsey E. Malcom, Ph.D.
Michael J. Oroso, Ph.D.
Gregory Palardy, Ph.D.

**Cooperating Faculty**
**Cooperating Faculty**

Steven G. Brint, Ph.D. Sociology

Mary Gauvain, Ph.D. Psychology

Director of Teacher Education Services
Anne Jones, Ed.D.

CURRENTLY IN THE CATALOG

**Graduate Program**

General university requirements, such as residence and unit requirements, are in the Graduate Studies section of this catalog. *Policies and Procedures for Graduate Degree Programs* may be obtained from the Graduate Degree Program Office.

**Admission**

Admission is based upon GPA and letters of recommendation from writers knowledgeable about the candidate’s ability to succeed in graduate study. In addition, M.A. and Ph.D. applicants must submit scores from the GRE General Test (verbal, quantitative, analytical), no more than five years old from the date of their matriculation. Students intending to specialize in School Psychology are also required to submit GRE scores for the subject test in Psychology. Ph.D. applicants must submit a writing sample. The GRE is not required of applicants seeking admission to credential programs or to the M.Ed. program. The Ph.D. program admits students in the Fall quarter only.

**Master of Arts**

Two types of M.A. degrees are available.

**Type A—Education** (with a cooperating department)

At present, 13 departments and programs cooperate with the Graduate School of Education in this program. They include Anthropology, Biology, English, French, Geological Sciences, Germanic Studies, History, Mathematics, Music, Political Science, Psychology, Sociology, and Spanish.

**Plan II (Comprehensive Examination)**

Students must complete a minimum of 40 upper-division and graduate units, including a minimum of 18 units in Education and 18 in the cognate discipline. Baccalaureate level training in the cognate field is presumed. The candidate must pass comprehensive examinations in Education and the cognate field.

**Type B—Education**

Candidates enrolled in this program normally have completed an undergraduate major or its equivalent in a subject field other than education. General areas of specialization include Education, Society and Culture, Educational Psychology, Higher Education Administration and Policy, Special Education, and School Psychology (for students working toward the Ph.D.). Only students matriculating in a Graduate School of Education Ph.D. program may earn a concurrent, Type B, Education Masters degree in School Psychology.

CHANGE TO

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Masters degree in School Psychology (Plan I Thesis option only). Course requirements for the programs may be obtained from the Graduate Degree Program Office, 1124 Sproul Hall. Before the end of the first quarter, the student’s advisor develops a program plan.

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<td>That specifies the courses the student will take. The M.A. program gives students (with the exception of School Psychology students) the option of completing a thesis or taking a comprehensive written examination. <strong>Plan I (Thesis)</strong> Students complete a minimum of 36 upper-division and graduate units. At least 24 of these units are in graduate courses. A maximum of 12 units may be in graduate research for the thesis. At the beginning of the second, and generally not later than the third quarter of full-time work, candidates submit a plan for the thesis to their committee. <strong>Students must pass an oral defense of the thesis.</strong> Candidates also list courses to be taken for developing competence in their area of specialization. The plan is reviewed and approved by a committee of three faculty members. Upon completion of the thesis, the candidate submits it to this committee for approval. Upon successful completion of the thesis, the student is recommended to the Graduate Division for the M.A. degree. <strong>Normative Time to Degree</strong> 6 quarters from admission to the M.A. program</td>
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<td>This emphasis allows qualified students to complete requirements for a California teaching credential and a master’s degree in one academic year and two summers.</td>
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<tr>
<td>The General Education Teaching Emphasis welcomes UCR graduates and graduates from other institutions.</td>
<td>Prospective students must submit an application to the Graduate Division.</td>
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<td>To be considered for the General Education Teaching Emphasis, prospective students must submit an application to the Graduate Division. Apply at: <a href="http://graduate.ucr.edu/grad_admissions.html">http://graduate.ucr.edu/grad_admissions.html</a></td>
<td>Concurrent admission into the Multiple Subjects or Single Subject credential program is required for this emphasis. Students not admitted to the M.Ed. degree can be considered for credential only program. Those who already possess California teaching credentials are not eligible for this program but may apply for admission to the other graduate degree programs offered by the GSOE.</td>
</tr>
<tr>
<td>Students not admitted to this M.Ed. emphasis can still be accepted into the Multiple Subjects or Single Subject credential program to earn a teaching credential. However, students cannot be in this emphasis without concurrent enrollment in the credential program. Those who already possess California teaching credentials are not eligible for this graduate degree but may apply for admission to the M.A. program in Education.</td>
<td>Admission The following are requirements:</td>
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<tr>
<td>Students can complete this M.Ed. emphasis at the same time or after teaching credential requirements have been met.</td>
<td>1. A baccalaureate degree from an accredited institution</td>
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<td><strong>Admission</strong> The following are requirements:</td>
<td>2. A minimum GPA of 3.2 based on the last 90 quarters units in the baccalaureate program</td>
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<tr>
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<td>3. Passage of Basic Skills and Subject Matter Requirements</td>
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<td>4. 3 Letters of Recommendation</td>
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<td>3. Verification of subject matter proficiency through completion of an approved program or passing the appropriate test</td>
<td>5. Official transcripts</td>
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<td>4. Passage of the California Basic Educational Skills Test (CBEST) or equivalent</td>
<td><strong>Course Work</strong> This M.Ed. emphasis requires up to 72 units, 36 units are in upper division and graduate level courses; at least 18 of the 36 units must be completed in graduate level courses (Plan II). Students must successfully complete their credential requirements to earn the degree. This program requires courses that are taken during summer sessions.</td>
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<td>5. Possession of a Certificate of Clearance from the California Commission on Teaching Credentialing</td>
<td><strong>Analytical Project</strong> The analytical Project centers on comprehensive, critical self-analyses of instructional practice in K-12 classrooms. A final version of the analytical project is submitted to the Graduate School of Education in electronic form for faculty committee review.</td>
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<td>6. Submission of letters of Recommendation and official transcripts</td>
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courses. Five of the required courses must be taken during summer sessions.

**Analytical Project** The analytical Project centers on comprehensive, critical self-analyses of instructional practice in K-12 classrooms. A final version of the analytical project is submitted to the Graduate School of Education in electronic form for faculty committee review and may become part of a larger electronic portfolio developed by all credential students.

**Teaching requirement** Students complete supervised teaching assignments in elementary or secondary classrooms.
Currently in the Catalog

Special Education Teaching Emphasis
M.Ed. and California Specialist Special Education Credential

This emphasis is earned with a California Specialist Level I Preliminary Credential program or California Clear Level II Education Specialist Credential program in either Mild/Moderate or Moderate/Severe Disabilities. Three credential courses taken during the credential year can be credited toward both the Level I credential and the Special Education Teaching Emphasis M.Ed. Two courses will be credited toward both the Level II credential and the M.Ed. Students entering the credential and M.Ed. program with prerequisites completed can finish the Level I credential in one year and the M.Ed. plus two courses toward the Level II credential in Winter of the second year. Students enrolled in the Dual Credential program earning general and special education credentials may also be admitted to this program.

To be considered for the Special Education Teaching Emphasis prospective students must submit an application to the Graduate Division, available at graduate.ucr.edu/grad_admissions.html.

Admission
The following are requirements:
1. Admission to the Education Specialist Credential program in Mild/Moderate or Moderate/Severe Disabilities
2. Submission of letters of recommendation and transcripts
Admission is based upon GPA and letters of recommendation writers who are knowledgeable about the candidate’s ability to succeed in graduate study.

Course Work
This emphasis requires 36 units (at least 24 of which must be graduate level courses). Three of the following courses, required for teaching certification, can be applied to the master’s degree if the courses were not applied to a previous degree: EDUC116, EDUC120, EDUC129, EDUC130 or EDUC133.

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

Change to

Special Education Teaching Emphasis
M.Ed. and California Specialist Special Education Credential

This degree emphasis is designed to provide a pathway to earn a California Education Specialist Mild/Moderate or Moderate/Severe disabilities teaching credential and Master of Education degree. The program goes beyond best practice by preparing students to critically evaluate the literature on current and future practices and can be completed in less than two years. The first year of course work is designed to meet the requirements for the teaching credential and includes courses that are not applied to the degree requirements.

Admission
The following are requirements:
1. A baccalaureate degree from an accredited institution
2. Admission to the Education Specialist Credential program in Mild/Moderate or Moderate/Severe Disabilities
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| **Admission** The following are requirements:  
  1. Teaching credential in general education or special education or admission to a UCR Specialist Level I Preliminary Credential Program  
  2. Letters of Recommendation  
  3. Strong academic record | **Admission** The following are requirements:  
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  2. Letters of Recommendation  
  3. Strong academic record |
<p>| <strong>Course Work</strong> Required courses are offered in the Graduate School of Education, Summer Session, and University Extension. Some courses are offered only in GSOE, one course is offered only at Extension, and one course is offered in Summer Session. For some course requirements, students may choose from courses with comparable content in GSOE and Extension or Summer Session. A minimum of 36 units is required. | <strong>Course Work</strong> Required courses are offered in the Graduate School of Education, Summer Session, and University Extension. Some courses are offered only in GSOE, one course is offered only at Extension, and one course is offered in Summer Session. For some course requirements, students may choose from courses with comparable content in GSOE and Extension or Summer Session. A minimum of 36 units is required. |
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</table>
| **Diversity and Equity Emphasis**  
This M.Ed. emphasis addresses the diversity in many K-12 student populations and supports teachers in achieving educational equity for all students through the translation of educational theory and empirical research findings into sound educational practice. It is a collaboration between the Graduate School of Education and University Extension and provides qualified students who have addressed issues of student diversity and equity in one of four Extension certificate programs (Reading; Reading with Biliteracy Emphasis; CLAD through CTEL; Education for the Gifted and Talented) opportunities to explore and study equity and diversity in greater depth and breadth through GSOE coursework. Students receive credit for up to 9 units of 400-level certificate courses. | **Diversity and Equity Emphasis**  
This M.Ed. emphasis addresses the diversity in many K-12 student populations and supports teachers in achieving educational equity for all students through the translation of educational theory and empirical research findings into sound educational practice. It is a collaboration between the Graduate School of Education and University Extension and provides qualified students who have addressed issues of student diversity and equity in one of four Extension certificate programs (Reading; Reading with Biliteracy Emphasis; CLAD through CTEL; Education for the Gifted and Talented) opportunities to explore and study equity and diversity in greater depth and breadth through GSOE coursework. Students receive credit for up to 9 units of 400-level certificate courses. |
| **Admission** The following are requirements:  
1. A teaching credential  
2. Strong academic record  
3. Letters of reference  
4. Completion of one of four approved Extension certificate programs | **Admission** The following are requirements:  
1. A teaching credential  
2. Strong academic record  
3. Letters of reference  
4. Completion of one of four approved Extension certificate programs |
| **Course Work** This M.Ed. emphasis requires 37 units, 9 of which are in the 400-series professional courses offered by University Extension that satisfy requirements for one of four certificates relevant to equity and diversity. The remaining 28 units are in 200-series courses offered in GSOE. | **Course Work** This M.Ed. emphasis requires 37 units, 9 of which are in the 400-series professional courses offered by University Extension that satisfy requirements for one of four certificates relevant to equity and diversity. The remaining 28 units are in 200-series courses offered in GSOE. |
| **Analytical Report** Students will complete a final written project that integrates the content of courses taken to address a specific concern regarding diversity and educational equity in their classroom, school, or district. A final version of the project will be submitted to the Graduate School of Education and evaluated by faculty in the Curriculum and Instruction area. | **Analytical Report** Students will complete a final written project that integrates the content of courses taken to address a specific concern regarding diversity and educational equity in their classroom, school, or district. A final version of the project will be submitted to the Graduate School of Education and evaluated by faculty in the Education, Society and Culture area. |
Delete the sample written academic work requirement (page 236). This was entered incorrectly, only PhD students are required to submit a writing sample.

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| **Higher Education Administration and Policy Emphasis**
This M.Ed. emphasis examines scholarship and research on institutions, policy, systems, and demographic, historical, political, social, and economic contexts. It emphasizes reflective practice and prepares practitioners for careers in higher education institutions so that they can be knowledgeable scholars and expert professionals.

**Admission**
The following are requirements:
1. A baccalaureate degree from an accredited institution
2. Career interests in a higher education setting
3. Three letters of recommendation from academic sources
4. Strong academic record, with an undergraduate GPA of at least 3.0
4. A sample of written academic work (e.g., undergraduate essay)

**Course Work**
36 units are required. The majority of courses are offered in the Graduate School of Education and focus on higher education, but program plans may also include relevant courses offered in other departments.

**Analytical Report**
After students complete their course work they will complete a case study report that integrates content from higher education courses with practice.

A final version of the report is submitted to the Higher Education faculty committee in the Graduate School of Education for review and approval.

**Higher Education Administration and Policy Emphasis**
This M.Ed. emphasis examines scholarship and research on institutions, policy, systems, and demographic, historical, political, social, and economic contexts. It emphasizes reflective practice and prepares practitioners for careers in higher education institutions so that they can be knowledgeable scholars and expert professionals.

**Admission**
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**Course Work**
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**Analytical Report**
After students complete their course work they will complete a case study report that integrates content from higher education courses with practice.

A final version of the report is submitted to the Higher Education faculty committee in the Graduate School of Education for review and approval.
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<tr>
<td><strong>Leadership Emphasis</strong></td>
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<td>This M.Ed. emphasis is closely connected to the Educational Leadership and Policy area in GSOE and focuses on the application of educational research and theory to solving problems of professional practice in education. This M.Ed. emphasis consists of nine 4-unit, 200-level courses offered in the GSOE.</td>
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<tr>
<td><strong>Course Work</strong> This M.Ed. emphasis requires 36 units of 200-level courses, including a capstone course described below.</td>
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<tr>
<td><strong>Analytical Report</strong> In the last quarter of this M.Ed. emphasis, a 4-unit capstone course draws on students’ knowledge and skills acquired in other courses. The product is a case study report evaluated by faculty in the Educational Leadership and Policy area. Case study report evaluated by faculty in the Educational Leadership and Policy area.</td>
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| **Reading Emphasis**  
M.Ed. and Reading and Language Arts Specialist Credential.  
This emphasis is a collaboration between the Graduate School of Education and University Extension. It allows qualified students who are completing the requirements for a California Reading and Language Arts Specialist Credential, offered by University Extension, to concurrently earn an M.Ed. with a reading emphasis. Three courses required for the reading credential will be credited toward both the credential and the M.Ed. Two courses are offered during Summer Session.  
To be considered for this M.Ed. emphasis, prospective students must have K-12 teaching experience and first be admitted to the Reading and Language Arts Specialist program offered through University Extension. Students must apply to the M.Ed. program before completing the Specialist credential. | **Reading Emphasis**  
M.Ed. and Reading and Language Arts Specialist Credential.  
This emphasis is a collaboration between the Graduate School of Education and University Extension. It allows qualified students who are completing the requirements for a California Reading and Language Arts Specialist Credential, offered by University Extension, to concurrently earn an M.Ed. with a reading emphasis. Three courses required for the reading credential will be credited toward both the credential and the M.Ed. Two courses are offered during Summer Session.  
To be considered for this M.Ed. emphasis, prospective students must have K-12 teaching experience and first be admitted to the Reading and Language Arts Specialist program offered through University Extension. Students must apply to the M.Ed. program before completing the Specialist credential. |
| **Admission**  
The following are requirements:  
1. A teaching credential  
2. 3 years teaching experience  
3. Admission to Reading and Language Arts Specialist program  
4. Submission of letters of recommendation and transcripts  
Admission is based upon GPA and letters of recommendation from writers knowledgeable about the candidate’s ability to succeed in graduate study. | **Admission**  
The following are requirements:  
1. A teaching credential  
2. 3 years teaching experience  
3. Admission to Reading and Language Arts Specialist program  
4. Submission of letters of recommendation and transcripts  
Admission is based upon GPA and letters of recommendation from writers knowledgeable about the candidate’s ability to succeed in graduate study. |
| **Course Work**  
This M.Ed. emphasis requires 37 units, 9 of which are in the 400-series professional courses offered by University Extension that satisfy requirements for the Reading and Language Arts Specialist credential and are offered by University Extension. The remaining 28 units are in 200-series courses. Two courses will be offered only during Summer Session. The Reading and Language Arts Specialist credential requires additional units that are not part of this M.Ed. curriculum. | **Course Work**  
This M.Ed. emphasis requires 37 units, 9 of which are in the 400-series professional courses offered by University Extension that satisfy requirements for the Reading and Language Arts Specialist credential and are offered by University Extension. The remaining 28 units are in 200-series courses. Two courses will be offered only during Summer Session. The Reading and Language Arts Specialist credential requires additional units that are not part of this M.Ed. curriculum. |
| **Analytical Report**  
Students are given a case study to examine and develop a reading intervention and plan for implementation and assessment. A final version of the case study report is submitted to the Graduate School of Education for faculty committee review. | **Analytical Report**  
Students are given a case study to examine and develop a reading intervention and plan for implementation and assessment. A final version of the case study report is submitted to the Graduate School of Education for faculty committee review. |
The doctoral program in Education is designed to prepare scholars for teaching and research in the area of education. More information about graduate programs in Education, contact the graduate advisor, Graduate School of Education, (951) 827-6362, or visit education.ucr.edu.

**Admission** Admission is based on strong academic preparation at the baccalaureate level and a master’s degree in education such as that offered at UCR or a master’s degree in an ancillary field. Doctoral students begin their programs in the fall quarter.

**Specialization** General areas of specialization include Curriculum and Instruction, Educational Leadership and Policy, Higher Education Administration and Policy, Special Education, Educational Psychology, and School Psychology. The School Psychology Program is accredited by the American Psychological Association (APA) and approved by the National Association of School Psychologists (NASP). School Psychology Ph.D. students can also obtain a Pupil Personnel Services Credential. Following admission to the program, students are assigned a preliminary faculty advisor who guides them during the initial phase of their program. Students work closely with a faculty advisor during their doctoral program. In addition, three faculty committees — a program guidance committee, an oral qualifying examination committee, and a dissertation committee — are formed at various stages of the program.

**Course Work** In the first year of the program students in all areas except School Psychology take a year-long methodology sequence in which students examine the nature of inquiry and uses of qualitative and quantitative research methods in education. All students take specialized area seminars in the first year. Students may take additional specialization courses during the first year.

During the next phase of the program, students pursue in-depth studies in at least two fields of concentration. The student and a three-member program guidance committee identify and document on a program plan the remaining course work in these areas. Preparation in each field consists of sufficient study to allow the students to grasp the essential concepts and inquiry methods of that field.

**Qualifying Examination** After or near completion of course work in the second phase and before being normally, the student and a three-member program guidance committee identify and document on a program plan the remaining course work in these areas. Preparation in each field consists of sufficient study to allow the students to grasp the essential concepts and inquiry methods of that field.
and oral qualifying examinations. The student’s faculty advisor, in consultation with faculty associated with the student’s area of specialization, coordinates the construction of the written examination. Students must

1. Review critical literature in an assigned field
2. Demonstrate competence in research methodologies, and
3. Demonstrate competence over content in fields of specialization.

The faculty associated with the student’s area of specialization evaluate the written qualifying examination. Following the written examination and before the oral qualifying examination, the Graduate Dean appoints an oral qualifying committee consisting of the student’s faculty advisor, three additional faculty members from the Graduate School of Education, and one faculty member from outside the school.

**Prospectus** In preparation for the oral qualifying examination, students develop a prospectus, setting forth the direction of their dissertation. Once the faculty advisor determines that the prospectus is ready for the oral examination, it is distributed to the oral qualifying committee. The committee uses the prospectus as a focus for examining the student, but the questioning may go beyond the prospectus. Students pass the oral qualifying examination when the committee is satisfied that 1) the prospectus, as well as the student’s grasp of the theoretical and empirical issues at its core, leads in a productive direction toward a competent dissertation, and 2) the student has demonstrated competence in areas covered by the written examination that are also addressed in the oral examination. Students in the School Psychology program must complete and pass the oral qualifying examination before starting the required 1500-hour internship.

**Teaching Requirement** Determined by the student’s program guidance committee.

**Foreign Language Requirement** None

**Dissertation** Prior to commencing the dissertation research, students must have a dissertation proposal approved by the dissertation committee. Following completion of the dissertation, the chair of the candidate’s committee schedules an oral defense. The dissertation must be approved by the dissertation committee and the Graduate Council before the candidate is recommended for the degree.

**Normative Time to Degree** 15 quarters from admission to the Ph.D. program

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| **Qualifying Examination** After or near completion | of course work in the second phase and before being advanced to candidacy, the student must pass written and oral qualifying examinations. The student’s faculty advisor, in consultation with faculty associated with the student’s area of specialization, coordinates the construction of the written examination. Students must

1. Review critical literature in an assigned field
2. Demonstrate competence in research methodologies, and
3. Demonstrate competence over content in fields of specialization.

The faculty associated with the student’s area of specialization evaluate the written qualifying examination. Following the written examination and before the oral qualifying examination, the Graduate Dean appoints an oral qualifying committee consisting of the student’s faculty advisor, three additional faculty members from the Graduate School of Education, and one faculty member from outside the school.

**Pre-proposal** In preparation for the oral qualifying examination, students develop a pre-proposal, setting forth the direction of their dissertation. Once the faculty advisor determines that the pre-proposal is ready for the oral examination, it is distributed to the oral qualifying committee. The committee uses the pre-proposal as a focus for examining the student, but the questioning may go beyond the pre-proposal. Students pass the oral qualifying examination when the committee is satisfied that 1) the pre-proposal, as well as the student’s grasp of the theoretical and empirical issues at its core, leads in a productive direction toward a competent dissertation, and 2) the student has demonstrated competence in areas covered by the written examination that are also addressed in the oral examination. Students in the School Psychology program must complete and pass the oral qualifying examination before starting the required 1500-hour internship.

**Teaching Requirement** Determined by the student’s program guidance committee.

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**Normative Time to Degree** 15 quarters from admission to the Ph.D. program |
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<td><strong>Credential Programs</strong></td>
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<td>The Graduate School of Education offers teaching credential programs, and credential for school psychologists. These programs are accredited by the California Teaching Commission. <strong>Admission</strong> to GSOE credential programs is based upon GPA and letters of recommendation from individuals knowledgeable about the candidate's ability to succeed in professional study. Most programs also require an interview. Admission to the teaching credential programs also requires candidates to pass exams in basic skills and subject matter. Course prerequisites depend on the intended program. More information regarding the prerequisites is available on the Prepare to Teach flyer. Admission information and deadlines are available at <a href="http://www.education.ucr.edu">www.education.ucr.edu</a>. Contact GSOE at (951) 827-5225 or at <a href="mailto:creded@ucr.edu">creded@ucr.edu</a>. Information can also be obtained at the GSOE Student Services Office, 1124 Sproul Hall. <strong>Programs for the Preparation of Teachers</strong></td>
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<tr>
<td><strong>Integrated Baccalaureate and Credential Programs</strong></td>
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<td>Qualified students majoring in science, technology, engineering, mathematics (STEM) have the opportunity to prepare for an accelerated program resulting in a preliminary single subject teaching credential. The end goal is to be able to begin “professional” student teaching in the final quarter of the senior year. Students attend an additional two post baccalaureate quarters (many in a paid intern teaching position) to complete the requirements for the preliminary credential. STEM students should contact the California Teach-Science Mathematics Initiative (Ca-TECH SMI) Resource Center, 1104 Pierce Hall, (951) 827-4970 to sign up for an advising workshop. This program requires admission to Teacher Education Services. Prospective candidates submit their applications and supporting documentation during fall quarter of the senior year. Admission information and deadlines are available at <a href="http://www.education.ucr.edu">www.education.ucr.edu</a>.</td>
<td>Qualified students majoring in science, technology, engineering, mathematics (STEM) have the opportunity to prepare for an accelerated program resulting in a preliminary single subject teaching credential. The end goal is to be able to begin “professional” student teaching in the final quarter of the senior year. Students attend an additional two post baccalaureate quarters (many in a paid intern teaching position) to complete the requirements for the preliminary credential. STEM students should contact the California Teach-Science Mathematics Initiative (Ca-TECH SMI) Resource Center, 1104 Pierce Hall, (951) 827-4970 to sign up for an advising workshop. This program requires admission to Teacher Education Services. Prospective candidates submit their applications and supporting documentation during fall quarter of the senior year. Admission information and deadlines are available at <a href="http://www.education.ucr.edu">www.education.ucr.edu</a>.</td>
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<td><strong>Post baccalaureate Teaching Credential Programs</strong></td>
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<td>The Graduate School of Education offers credential programs that result in teacher certification and do not require admission to a master degree program. The following programs are offered:</td>
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<td>• <strong>Multiple Subjects</strong> Generally for the elementary setting. An emphasis in Bilingual, Crosscultural, Language Academic Development (BCLAD) Spanish is available to qualified candidates who want to be authorized to deliver instruction in Spanish as well as English.</td>
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<td>• <strong>Single Subject</strong> Generally for the middle school or</td>
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<td>single subject areas: English, Languages Other than English, Mathematics, Sciences, and Social Science. <strong>Education Specialist</strong> For those who want to be special education teachers. GSOE offers the following specializations: Mild/Moderate or Moderate/Severe Disabilities. All credential programs offer the option of student or intern teaching. The intern option requires candidates to have some teaching experience (ex: substitute teaching or instructional aides) and completion of pre-service requirements prior to admission. Combined teacher credential programs with a Master of Education degree (M.Ed.) are described in the Master of Education section.</td>
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| **The Graduate School of Education**  
Student Affairs:  
1124 Sproul Hall  
(951) 827-5225; fax (951) 827-3942  
education.ucr.edu | **The Graduate School of Education**  
Student Affairs:  
1124 Sproul Hall  
(951) 827-5225; fax (951) 827-3942  
education.ucr.edu |

**Degrees and Credentials**  
The Graduate School of Education offers credential programs for students preparing for careers in elementary, middle school, and high school teaching; and teaching in classrooms for individuals with mild/moderate disabilities. The programs prepare students to teach English learners and students from diverse backgrounds. The School offers a Master of Education (M.Ed.) degree with a General Education Teaching Emphasis. This is for qualified students earning a Multiple Subject or Single Subject credential and is generally completed in one academic year and a summer term. In addition, M.Ed. emphases in Autism, Higher Education Administration and Policy, Reading, Special Education, Diversity and Equity are also offered. A combined M.Ed. and credential in the areas of Leadership, Reading, and Special Education are also available to qualified candidates. The school also offers M.A. and Ph.D. programs in Curriculum and Instruction, Educational Leadership and Policy, Educational Psychology (with both General and Quantitative Methodology Specializations), Special Education, and School Psychology. The MA in School Psychology may be awarded only to students matriculating in the School of Education Ph.D programs. The Ph.D. in School Psychology is offered in combination with a Pupil Personnel Services Credential for School Psychology.  

**Graduate Study**  
Curricula are offered through the Graduate School of Education for the M.A., M.Ed. and Ph.D. degrees. These programs require broad training in education and in a cognate field of study. Further information can be found under Education in the Programs and Courses section of this catalog or visit education.ucr.edu.
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Dear Sellyna,

Please find attached a revised version which addresses many of the issues highlighted. Some of the lacking corrections where oversights or misunderstanding of the original comments, other were highlighted in the document I attached the last time.

In the revised version, there is a longer lead time between written proposal and oral exam that will enable students to hand in their paperwork to graduate division, only after the written proposal is approved. That way, we avoid concerns of burdening Graduate Division excessively with rescheduling of exams.

As to the ability to students to gain first hand insight into their future oral qualifying exams, I believe this is important and this has been discussed and sent to a fro many many times. Is their any way to hear an opinion on this by the Graduate Council in the near future? I believe that it is an excellent approach to allow students prepare themselves realistically for these exams; and the option of the candidate to exclude other students ensures that any desire for confidentially will be honored.

Best,

Ludwig

On 3/16/2011 8:34 AM, UCR Academic Senate, Sellyna Ehlers wrote:
> Dear Dr. Bartels:
> >
> The Courses and Programs Subcommittee met on Monday March 14 and reviewed the MSE proposal as well as the comments they received from the Graduate Division. The committee has asked me to send the copy back to you and find out why the changes that were recommended by the Graduate Division were not made. The comments are contained in the version dated 3-8-11.
> >
> Thanks.

S
> -----Original Message-----
> From: Ludwig Bartels [mailto:bartels@ucr.edu]
> Sent: Monday, February 14, 2011 12:13 PM
> To: UCR Academic Senate, Sellyna Ehlers
> Subject: MSE.edited catalog copy 2_11_11-1.doc
> >
> I attach a ‘clean’ copy with all suggestions accepted with exception of a few. Those are discussed in the other file.

Best,

Ludwig Bartels
Professor of Chemistry
Ph: 951 827 2041, email: Ludwig.Bartels@ucr.edu
Graduate Program

The Department of Materials Science and Engineering offers programs leading to M.S. and Ph.D. degrees. Research focus areas currently include Materials Processing, Semiconductor Materials, Materials Analysis, Nanoscale Materials, Bioinspired Materials, Ceramic Materials, Magnetic Materials and Materials for Spintronics.

Admission

Applicants should have completed a program equivalent to UCR’s B.S. in Materials Science and Engineering, obtained a B.S. in a related discipline and demonstrated particular interest/aptitude for Materials Science and Engineering, or demonstrate the required knowledge and proficiency in the following subjects

- 1. Fundamentals of Materials Science and Engineering (equivalent to MSE 001)
- 2. Fundamentals of Chemistry (equivalent to Chem 1A & Chem 1B & Chem 1C)
- 3. Fundamentals of Physics (equivalent to Phys 40A & Phys 40B and Phys 40C)
- 4. Fundamentals of Materials Synthesis or Processing (for instance, equivalent to Chem 112A)
- 5. Nanostructure Characterization or Materials Characterization (equivalent to MSE 160 or MSE 161).

Under special circumstances, students who have not completed all preparation course requirements may be admitted provided that the deficiencies are corrected within the first year of graduate study. Deficiencies limited to 12 units maximum. Courses taken for this purpose do not count towards an advanced degree.

All applicants must submit official scores for the GRE General Test. All applicants whose native language is not English and who do not have a degree from an institution where English is the exclusive language of instruction must complete the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper-based), 213 (computer-based), or 80 (Internet-based). Beginning with the Fall 2011 application cycle, UCR will accept scores from the Academic Modules of the International English Language Testing System IELTS, which is jointly managed by the British Council, IDP:IELTS Australia and the University of Cambridge ESOL Examinations. The exam must be taken within two years of the time prior to enrollment at UCR. The minimum acceptable scores are: overall band score of 7 with no individual section score less than 6. Please request an official Test Report Form (TRF) of your IELTS. Remember

Comment [VB1]: Ken Baerenklau had previously indicated that he thought that these two sentences were repetitive – no change was made

Response: One of the sentences was removed
to order the TRF from the test center where you took the test and ask the administrator to send the official TRF to:

Graduate Admissions Office
Graduate Division
University Office Building
University of California, Riverside
Riverside, CA 92521 USA

For more information about registering for this exam or to locate the office of any test center, consult the IELTS website.

Applicants must meet the general admission requirements of the Riverside Division of the Academic Senate and the UCR Graduate Council as set forth in the UC Riverside Graduate Student Application.

**Master of Science**

The Program of Materials Science and Engineering offers the M.S. degree in Materials Science and Engineering. Students may obtain an M.S. degree in Materials Science and Engineering through one of two plans: 1) Thesis or 2) Comprehensive Examination

**Plan I (Thesis)**

Students must complete 36 units of graduate or upper-division undergraduate course work, of which 24 must be graduate level units. Student must complete at least one course from 3 of the 5 areas of Materials Science and Engineering (MSE 201-209, 210-219, 220-229, 230-39, 240-249) as well as at least one unit of MSE 200 and at least five units of MSE 250. Students must enroll in MSE 200 the first time it is offered during their residency. At least two units of MSE 250-259 must be taken for a letter grade. Students can take a maximum of 12 units in Graduate Research and a maximum 6 units in Directed Studies. The course of study needs to be approved each quarter by the research advisor (when determined) and the MSE graduate advisor. The degree will be awarded when all these requirements are met and the thesis has been submitted successfully.

**Plan II (Comprehensive Exam)**

All students must complete 36 units of graduate or upper division undergraduate courses, of which 18 units must be graduate level. Student must complete at least one course from each of the 5 areas of Materials Science and Engineering (MSE 201-209, 210-219, 220-229, 230-39, 240-249) as well as at least one unit of MSE 200 and at least four units of MSE 250. At least one unit of MSE 250-259 must be taken for a letter grade. None may be in graduate research (297 or 299). A maximum of 6 units may be in Directed Studies. Students must enroll in MSE 200 the first time it is offered during their residency. The course of study needs to be approved each quarter by the MSE graduate advisor.
Students will take a written comprehensive examination conducted jointly with the Ph.D. preliminary examination. The examination emphasizes the fundamental knowledge of the study area rather than the specifics covered in individual courses.

Students concurrently enrolled in a Ph.D. program in another department must have their course of study approved by the Graduate Advisor. Coursework used to complete requirements in a non-MSE Ph.D. program cannot be used towards the Master’s degree in MSE. An Oral Comprehensive Examination that measures the student’s breadth of knowledge in Materials Science and Engineering will be given after the appropriate course of study has been completed. [This exam is not open to the general public but members of the Academic Senate and, unless requested otherwise by the candidate, UCR graduate students may attend.]

Normative Time to Degree – Six quarters (two years)

Doctoral Degree

The Program of Materials Science and Engineering offers the Ph.D. degree in Materials Science and Engineering.

Admission

In addition to the requirements set forth for a M.S. degree, applicants should demonstrate exceptional achievement that clearly indicates their ability to conduct Ph.D. level studies.

Course Work

There is no comprehensive course requirement for the Ph.D. degree; only a few courses are mandatory. The faculty recommends that the student take a minimum of 36 units of graduate or upper-division undergraduate course work covering all five areas of study in Materials Science and Engineering: Thermodynamic Foundation of Materials, Crystal Structure and Bonding, Materials Characterization Techniques, Functional Materials, and Materials Synthesis and Processing (MSE 201-209, 210-219, 220-229, 230-39, 240-249). Students must enroll in MSE 200 the first time it is offered during their residency. Students must enroll in MSE 250 during all quarters of residency and must obtain a letter grade in an MSE 250-259 course once during each academic year of residency except for the first one.

The courses may include graduate course work used for the M.S. degree. The course of study needs to be approved each quarter by the research advisor (when determined) and the MSE graduate advisor. Students may need to take considerably more than the courses indicated above to prepare for and conduct their Ph.D. research.

Preliminary Examination
The purpose of the preliminary examination is to screen candidates for continuation in the doctoral program. The examination is administered by the graduate program committee jointly with the M.S. comprehensive examination. Candidates must solve at least one problem in each of the five areas of study in Material Science and Engineering. Plan II M.S. candidates who took the combined M.S. comprehensive and Ph.D. preliminary examination and successfully passed at the Ph.D. level are given credit for having passed the Ph.D. preliminary examination.

Dissertation Proposal and Oral Qualifying Examination

After passing the preliminary examination at the Ph.D. level, doctoral candidates must prepare and submit a dissertation proposal to their qualifying examination committee at least one month before the qualifying examination. The format of the proposal is flexible, but the proposal should clearly indicate the proposed problem under study, demonstrate substantial knowledge of the topic and related issues, state the progress made towards a solution, and indicate the work remaining to be done. The new approaches and methods to be used in the research should also be discussed. An extensive bibliography for the problem under study should be attached to the proposal. Within one week after submission, the student is informed whether the proposal meets these standards and the student is permitted to proceed to the oral exam. The oral qualifying examination focuses on the dissertation problem. It includes considerable depth in the student’s area of specialization, as required for a successful completion of the dissertation. The examination is a three-hour session, which begins with the student’s presentation of the dissertation topic and is followed with questions and suggestions by the doctoral committee. This exam is not open to the general public but members of the Academic Senate and, unless requested otherwise by the candidate, UCR graduate students may attend.

Dissertation Examination and Defense

A doctoral dissertation should be an original and substantial contribution to knowledge in the student’s major field. The dissertation must demonstrate the student’s ability to carry out a program of independent advanced research and to report the results in accordance with standards observed in recognized scientific journals. When the doctoral committee determines that a suitable draft of the dissertation has been presented, a dissertation examination and defense for the student is scheduled. The defense consists of a public seminar followed by questions from the committee members and the audience.

Normative Time to Degree 12 quarters (15 quarters for students without an M.S. in Materials Science and Engineering)

Preparation for Careers in Teaching
All doctoral students are encouraged to serve as teaching assistants for at least three quarters during their graduate career. The program offers a Teaching Practicum in Materials Science and Engineering (MSE 301).

**Further Information**

Contact the Graduate Student Affairs Assistant at the Department of Materials Science and Engineering, (951) 827-3392, or visit mse.ucr.edu for information on graduate courses.
**Preamble**

A dynamic educational institution such as UCR requires simple and transparent procedures for modifying its educational programs. Such procedures, however, do not currently exist for the discontinuance, merging or splitting of programs. In view of this the Executive Council has charged the Committee on Educational Policy and Graduate Council with the creation of such procedures; the present document is the result of this charge.

For the case of undergraduate programs, the proposed regulations are offered as an extension of Senate Bylaw 10 that provides "Procedures for approval of New Undergraduate Curricula and Changes in Undergraduate Curricula" ([http://senate.ucr.edu/bylaws/?action=read_bylaws&code=d&section=10](http://senate.ucr.edu/bylaws/?action=read_bylaws&code=d&section=10)).

Whenever curricular changes of the types considered here are envisaged, there is a serious concern that such actions might result in a loss of faculty lines, or even the termination of employed tenured faculty. Though this possibility cannot be forbidden by the Senate, the procedures below are designed to allow as through a discussion as possible, paying particular attention to insuring that all affected faculty will have a voice in the actions being considered. It is to be hoped that any negative effects on the faculty body can be prevented in this consultative process.

When a program is merged, split or disestablished it is also assumed that the reassignment of teaching duties will be handled by the department(s) involved and, if need be, the corresponding dean(s). The process also allows for the Committee on Faculty Welfare to become involved whenever pertinent.

**Introduction**

Any member of the Academic Senate can propose the merger of two or more majors into a new one, the splitting of an existing major into one or more new ones, or the discontinuance of an existing major.

Such a proposal must contain evidence that the proposed action was fully discussed with all the faculty participating in the program(s) being affected, and will be first reviewed by the executive Committee(s) of the college(s)/school(s) housing the affected program(s). This (these) committee(s) will evaluate the merits of the proposal and will determine whether the proposed changes will (i) result in a reduction of the academic and/or research opportunities for students, or (ii) whether the changes amount to a reorganization of teaching and research programs and opportunities.

Actions of the first type will be referred as *disestablishment of the program*; actions of the second type will be referred to as *program mergers or splits* (respectively).

---

1 The regulations are notoriously vague when presenting the conditions under which tenured faculty might be dismissed from the University, except in case of incompetence – as described in the Academic Personnel manual APM-075 ([http://www.ucop.edu/acadadv/acadpers/apm/apm-075.pdf](http://www.ucop.edu/acadadv/acadpers/apm/apm-075.pdf)). The only guideline is contained in the Regent’s Standing Order 103.9 ([http://www.universityofcalifornia.edu/regents/bylaws/so1039.html](http://www.universityofcalifornia.edu/regents/bylaws/so1039.html)), repeated in the Academic Personnel Manual APM – 130 – 0 a. ([http://www.ucop.edu/acadadv/acadpers/apm/apm-130.pdf](http://www.ucop.edu/acadadv/acadpers/apm/apm-130.pdf)), that states “... The termination of a continuous tenure appointment or the termination of the appointment of any other member of the faculty before the expiration of the appointee’s contract shall be only for good cause, after the opportunity for a hearing before the properly constituted advisory committee of the Academic Senate, except as otherwise provided in a Memorandum of Understanding for faculty who are not members of the Academic Senate.”
No programs or units shall be disestablished merged or split until the enrolled students can be accommodated in a fashion that will assure completion of the degree. Arrangements shall be made for the orderly and appropriate accommodations of academic and staff employees whose positions are affected by a decision to disestablish, merge or split programs. These arrangements shall be in accordance with existing personnel policies to the extent that they are adequate for each specific case; where existing policies are not adequate, supplemental policies shall be developed by the Administration in consultation with the Senate whenever appropriate. Until such policies are adopted, historical precedent and established practice shall supplement existing personnel policies. Under no circumstances shall a program be disestablished, merged or split without the full approval of the academic Senate thought the processes described below.

The approval processes of proposals for disestablishment are detailed in item A below; the corresponding process for program mergers or splits is described in item B.

**A. Disestablishment of programs**

The termination of a line of instruction is to be implemented only after the proposal undergoes both an internal (steps 1-4 below) and external (steps 6-8) reviews.

1. The request for disestablishment should be first considered by the relevant College/School Executive Committee(s) irrespective of the originator of the request. This request must contain clear evidence that the proposed action was discussed with all the faculty members involved in the affected program(s), and that a consensus in favor of the action had been reached by that body. The documentation may also involve minority or individual opinions that modify or go counter to the request. The executive committee(s) shall be also diligent in eliciting comments from the participants in any other affected department(s)/program(s).

2. If approved by the College/School Executive Committees the proposal shall be forwarded to the Committee on Educational Policy (CEP) for undergraduate programs, or to the Graduate Council (GC) for graduate programs. This proposal should include supporting documentation form all the affected departments and programs.

3. The CEP or GC will review of the proposal. These committees may elicit comments from any committee whose charge might overlap with the proposed actions; this may include consultation between CEP and GC if either of these committees deems it necessary. CEP or GC may also request comments from the deans of the colleges/schools affected, but neither CEP nor GC shall delegate approval or review authority to these parties or any other administrative unit.

4. If approved by the GC or CEP the proposal shall be forwarded to the chair of the Division to circulate to the relevant Senate Committees, and to solicit advice from any committee whose comments might inform the eventual decision of the Division. Once this consultative process is concluded the internal part of the review is considered closed

5. The Executive Council, in consultation with the College/School Executive Committee(s) and the affected programs, shall convene a Special External Review Panel, consisting of individuals from other campuses or institutions. The Charge for this panel shall be drafted by the CEP or GC for undergraduate or
graduate programs. Upon receipt of the Panel charge the Executive Council shall determine the details of the visit (including the length of the review and the honoraria for the panel participants) in consultation with the Graduate Dean for graduate programs or the Vice Provost for Undergraduate Education for undergraduate programs. The Executive Council will convene the External Review Panel as soon as possible, but within a period not to exceed 2 regular quarters.

6. The report of the Special External Review Panel will be forwarded to the CEP or GC for undergraduate or graduate programs. These committees shall review the reports and forward copies to (i) the Chair of the Division for distribution to the relevant Senate committees, (ii) the program(s) affected, and (iii) the Graduate Dean (for graduate programs) or the VPUE (for undergraduate program), eliciting comments from all these parties. The CEP or GC may also request comments from the VC/P and/or the Chancellor.

7. The CEP (for undergraduate programs) or the GC (for graduate programs), upon receipt of the comments from the involved parties will draft a final recommendation that will be forwarded to the Chair of the Division requesting final comments. As a result of these further review by CEP or GC might be necessary. Upon final approval from GC or CEP the proposal shall be forwarded to the Chair of the Division for a vote at the next meeting of the Division; notifications to the Graduate Dean or VPUE, the VC/P and the Chancellor will also be issued. The Division agenda shall include the full documentary evidence followed in the above process.

8. After completion of the foregoing procedures, the results shall be reported by the Division to the Chancellor. If the decision is to transfer, consolidate, disestablish, or discontinue a program, it shall be reported to the System-wide Administration.

9. The campus will report any transfers, consolidations and discontinuances annually on its Academic Program Inventory.

B. Program mergers or splits

1. The request for program merger or splits shall be first examined by the appropriate College/School Executive Committee(s). This request must contain clear evidence that the proposed action was discussed with all the faculty members involved in the affected program(s), and that a consensus in favor of the action had been reached by that body. The documentation may also involve minority or individual opinions that modify or go counter to the request. The executive committee(s) shall be also diligent in eliciting comments from the participants in any other affected department(s)/program(s).

2. The college/school Executive Committee(s) will determine whether the proposed changes are meritorious, and determine the associated educational and research advantages. If approved, the proposal, together with the supporting documentation form the College(s) will be forwarded to the Committee on Educational Policy (CEP) for undergraduate programs or to the Graduate Council (GC) for graduate programs, or to both of these committees for mixed programs, and to the Planning and Budget Committee (P&B) for a thorough examination. In particular, the CEP and/or GC will provide an independent evaluation of whether the proposed changes constitute a reorganization that will
result in no diminution of the educational and research opportunities for the students. P&B will provide an independent assessment of the resource implications of the proposal.

3. Either P&B or CEP/GC can request additional clarification from the College/School Executive Committee(s) and/or form the program(s) affected; this evaluation process will not last longer than 2 (two) regular academic quarters. In case the proposal is found to require additional resources, P&B and/or CEP/GC may request the College(s)/School(s) obtain commitments from the Deans as a condition for approval.

4. If approved by CEP/GC and P&B the proposal together with all supporting documentation will be forwarded to the Chair of the Division to circulate to the relevant Senate Committees, and to solicit advice from any committee whose comments might inform the eventual decision of the Division; this consultation shall not take longer than one academic quarter. Comments and recommendations from other committees shall be forwarded to the CEP/GC for a final recommendation.

5. If approved by CEP/GC the proposal shall be forwarded to the Chair of the Division for a vote at the next meeting of the Division; notifications to the Graduate Dean or VPUE, the VC/P and the Chancellor will also be issued. The Division agenda shall include the full documentary evidence followed in the above process.

6. After completion of the foregoing procedures, the results shall be reported by the Division to the Chancellor. If the decision is to transfer, consolidate, disestablish, or discontinue a program, it shall be reported to the System-wide Administration.

7. The campus will report any transfers, consolidations and discontinuances annually on its Academic Program Inventory.
Points to clarify

The original language states that the disestablishment of a *program* rests with the senate while that of a *unit* rests with the chancellor. Need to

- Find the definitions of program and unit and see whether they do match this
- Determine whether the stated powers are in fact in the regulations

The types of actions describe involve no personnel actions and the types of resources involved are connected only with the educational mission; there are, however, gray areas. For example,

- If a program is disestablished and this program had a dedicated student affairs officer, what happens to that position?
- If a faculty member has been a long-time participant in a program to be disestablished how will this reflect on his/her future merit and promotion actions
April 8, 2011

Mary Gauvain, Chair  
UCR Division of the Academic Senate

Re: Proposal to Disestablish/Consolidate SoBA Departments

Dear Mary,

Enclosed is a proposal to consolidate and disestablish SoBA’s three departments. The Chancellor is the final decision-maker on this proposal, but the Academic Senate’s judgment is vital to inform that decision. My overall conclusion, based partly upon an external administrative review and individual interviews that the Chancellor and I have had with SoBA faculty, is that the small departments in SoBA are at variance with how other UC business schools are organized. These small departments also tend to worsen a host of other challenges, such as SoBA faculty disengagement from the campus and our traditions and sensibilities around shared governance.

Accordingly, I request that you seek out advice from the appropriate Senate committees per Senate Bylaw App. §7.3 and provide the administration with the Senate’s views in a timely manner (e.g., the May 24th Divisional meeting). My goal and expectation is that this proposal can be put into effect beginning at the start of the new academic year (July 1), which would allow new school-wide academic personnel review procedures in SoBA to be put in place by that time. Thank you for your consideration.

Sincerely,

[Signature]

Dallas Rabenstein  
Executive Vice Chancellor and Provost

cc: Chancellor White  
Dean Stewart  
Senate Vice-Chair Walker  
Vice Provost Bocian
Proposal to Disestablish & Consolidate Departments within the UCR School of Business Administration (SoBA) and to Return to School-Wide Governance

Proposal by Executive Vice Chancellor & Provost Dallas Rabenstein

April 8, 2011

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III. Key Considerations Supporting this Proposal..............................3
IV. Departmental Rights and Related Concerns..................................6
V. Conclusion.................................................................................6

I. Executive Summary

The School of Business Administration (SoBA) has had departments for about a decade. In retrospect, departmentalization within SoBA unfortunately created a more troublesome set of problems than it remedied. The consolidation and disestablishment of departments is a campus-level action in which the Chancellor is the final decision-maker. Evidence from several sources, including an external administrative review, raise significant concerns about the handling of academic personnel matters in SoBA, about faculty morale and engagement, as well as the existence of a fissure between SoBA and the rest of the campus in terms of the understanding of shared governance. In order to uphold the highest standards in academic personnel review, to more closely align SoBA with practices at other UC business schools, and to address these other challenges, I am proposing to Chancellor White that the three departments in SoBA be disestablished and consolidated. In this way, academic personnel input will be channeled through an appropriate school-wide mechanism beginning July 1, 2011. To be clear, this proposal has no impact on the security of employment that SoBA faculty have in their tenured (or tenure-track) positions within the School, nor does it change SoBA’s authority to grant degrees. Rather, this proposal is about changing SoBA’s current department-level structure.
II. Authority & Scope

Under the UC Compendium – which details policy and procedure for reviewing University programs and units – the consolidation and disestablishment of existing departments is a campus-level matter that does not require UC systemwide review:

Actions involving departments are carried out on the ten established campuses and do not involve review by the systemwide office. Such actions include creating a new department, changing the name of an existing department, and consolidating, transferring, or disestablishing an existing department. If approved by the appropriate agencies of the Divisional Academic Senate and by the campus administration, an action involving an academic program that appoints faculty who are members of the Academic Senate and who vote as a unit under Academic Senate Bylaw 55 shall be reviewed as an action involving a department. ¹ (emphasis added)

Moreover, the Chancellor has final decision-making authority with respect to the consolidation and disestablishment of departments, whereas the Academic Senate is vested with the authority to carry out the role of ultimate decision-maker with respect to academic programs.²

The above distinction between units and programs is a consistent part of the division of responsibility between the administration and the Senate under UC’s shared governance traditions.

This proposal is intended to initiate the consultation process with the Academic Senate and other campus stakeholders. I ask that Senate consultation be completed by the May 24th Divisional meeting, so that academic personnel processing and other changes can take effect July 1, 2011. Chancellor White and I have already met with SoBA faculty during two sessions in March where we expressed our concerns and began the informal consultation process about disestablishing/consolidating the SoBA departments.


² UCR Senate Bylaw Appendix 7, Preamble: “The ultimate decision to recommend the transfer, consolidation, disestablishment, or discontinuance of an academic program resides with the Academic Senate of the campus and that of a unit resides with the Chancellor. In the context of these procedures, a program is defined as a course of study leading to a degree, and a unit is a school, college, department, or division within a department, school, or college.” available at http://senate.ucr.edu/bylaws/?action=read_bylaws&code=app&section=07
Under the Compendium, “Disestablishments and discontinuances are two actions that are usually interrelated.” While the current proposal entails disestablishment in the sense that the three departments in SoBA would no longer exist, this proposal differs from typical “disestablishment” actions in that it is not being proposed in tandem with the discontinuation of existing degree programs. Rather, this proposal is to consolidate all existing departments within SoBA while leaving other core aspects of the School unaltered (e.g., current SoBA faculty will maintain their tenured positions within the School; SoBA will still confer degrees). This proposal would, in effect, return SoBA to the organizational structure it had roughly a decade ago prior to departmentalization.

In other circumstances it is natural that academic proposals develop from the “bottom-up” through the interest of affected faculty (e.g., creating a new department or degree program). By contrast, this proposal is primarily motivated by the need to maintain campus-wide and University-wide standards of excellence, so here a “top-down” proposal from the EVC is quite appropriate (and it is recognized in the UCR Senate Bylaw that such proposals can originate with the EVC4).

III. Key Considerations Supporting this Proposal

Our merit-based and labor-intensive academic peer-review process at UC Riverside is a defining feature of what it means to be a world class research university and part of the University of California system.5 Given the relatively modest size of SoBA’s ladder-rank faculty, having three departments within SoBA necessarily means small departments (see graphic below), and this in turn creates a significantly increased risk of questionable and/or compromised departmental input into the UCR academic personnel process. As your EVC/Provost, I believe that consolidating the three departments in SoBA is a necessary first step to ensure that our most cherished values at UCR are rigorously upheld in SoBA and across the campus.

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3 Compendium, page 31.

4 UCR Senate Bylaw Appendix 7.3.

Several developments led me to what is now a firm conclusion: SoBA departments are currently not functioning satisfactorily, including with respect to handling academic personnel matters. I initiated an outside administrative review of SoBA that was conducted last year by three seasoned business school faculty from other UC campuses. The review team made a two-day visit in March 2010, and the team interviewed all SoBA faculty (and several staff) who wished to participate. The review team’s subsequent findings (See Appendix for one-page summary of findings) included the following:

SoBA delegates academic personnel decisions to very small departments in contrast to the norms at the other UC management/business schools that emphasize school-wide voting. We recommend faculty oversight for personnel decisions by an associate dean for academic affairs or through a school-wide body and faculty chair….We also recommend that the School’s academic leaders work with the University leadership to develop a common understanding about how UC shared governance processes apply to SoBA.

Consistent with the review team’s claim, the graphic below depicts the extent to which departmentalization within SoBA marks a clear departure from how other accredited UC business/management schools are administratively organized. Even the UC business schools that are substantially larger than UCR’s SoBA are organized into “academic areas” (UCLA and Irvine) or “academic groups” (Berkeley) rather than departments.6

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6 http://www.anderson.ucla.edu/x24217.xml; http://merage.uci.edu/Faculty/AcademicAreas/index.aspx; http://www2.haas.berkeley.edu/Faculty/Faculty%20Groups.aspx.
Both last year’s external administrative review and a 2006 external evaluation report (part of a Graduate Council program review) identified low morale and a high degree of factionalism among SoBA faculty (consistent with earlier reviews). While faculty morale and conflict are complex issues with multiple causes, I believe such problems are made worse by having three small departments that take away from school- and campus-wide engagement. Likewise, the administrative review team, which interviewed SoBA faculty and Academic Senate leaders, identified shared governance tensions between SoBA and the rest of the campus. This finding rings true based with my overall experience as UCR’s EVC/Provost, as does the finding about sub-optimal academic personnel input.

In light of the external administrative review, Chancellor White and I individually interviewed all available SoBA faculty last fall, and again we met with most SoBA faculty in group meetings a few weeks ago. This proposal is informed by the collective judgment derived from all of the above sources of information. In a nutshell, we must return to prevailing academic norms of UC business schools by disestablishing the departments we now have in SoBA.  

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7 It should also be emphasized that the problem identified is one of organizational structure (and departmental culture); it would be unfair to blame SoBA staff who handle administrative aspects of academic personnel for the problems detailed herein.
IV. Departmental Rights and Related Concerns

“Department” has a particular meaning within UC, including provisions around departmental voting rights (Regents Standing Order 105.2; Academic Senate Bylaw 55). It follows that if the departments in SoBA are consolidated, then faculty in these departments will no longer vote along departmental lines on matters like academic personnel (indeed, that is an aim of the proposal). At the same time, faculty rights and privileges will be maintained in a fundamental sense insofar as other schools at UCR without departments (namely, the Graduate School of Education) and the business schools at other UC campuses all uphold University policy in academic personnel and other matters without voting along departmental lines. In concert with this proposal, Dean Stewart would consult with Vice Provost Bocian on the most appropriate alternative mechanism for handling SoBA academic personnel matters (consistent with e.g., APM 160 Appendix A), and such arrangements would be in place for the next academic year.

While some SoBA faculty might argue that disciplinary differences could raise concerns about the evaluation of their merit and promotion files (e.g., “Marketing professors don’t understand my work”), such an argument is not persuasive given that other large departments on our campus have as great (or greater) degrees of sub-field differences yet are able to fairly and adeptly handle academic personnel evaluations.

Another implication of this proposal is that there would no longer be chairs with departmental responsibilities within SoBA, so note that department chairs serve at the pleasure of the Chancellor and these administrative posts can be terminated at any time with or without cause (APM 245). Thus, for a faculty member holding a chair appointment, ending that chair position (and any associated stipend) does not ordinarily affect his or her fundamental rights and privileges as a member of the Academic Senate.8

V. Conclusion

UCR has individual departments that are larger than the three SoBA departments combined. In this straightforward proposal I recommend that the Chancellor disestablish and consolidate SoBA’s departments, thus paving the way for academic personnel to be handled on a school-wide basis. Disestablishing and consolidating these departments will (1) facilitate improvements in the quality of input into our cherished faculty peer-review system; (2) bring

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8 See e.g., University Committee on Rules and Jurisdiction, Legislative Ruling 10.08 (“Inasmuch as having an at-will administrative appointment is neither a right nor a privilege of Academic Senate members, a divisional Privilege and Tenure Committee does not have jurisdiction to hear a grievance that is asserted with regard to the loss or withdrawal of such an appointment.”).
SoBA into closer alignment with the other UC business schools, as noted by the external review team; and (3) given that shared governance is part of the very fabric of UCR, my hope that this proposal is an important first step toward improving understanding across the campus regarding norms and expectations around shared governance.

(Appendix on Next Page: Executive Summary of the 2010 SoBA External Administrative Review)
Executive Summary

The following summarizes the key findings, conclusions, and recommendations of the Administrative Review Committee on the progress of the SoBA since the Graduate Program review of June 5, 2006. The committee members comprised Professors Paul Griffin (Davis), Ganesh Iyer (Berkeley), and Jane Pearce (Irvine), who met with UC Riverside faculty, staff, and administrators on March 1-2, 2010.

- We found faculty compensation, while high relative to other campus units, as reasonable compared to other UC management/business schools. The School, however, lags the other UC schools in not funding appropriate amounts of compensation through self-supporting programs and professional fees. We recommend a clear road map for resolving SoBA’s funding model by shifting from state funds to professional fees and self-supporting programs as the primary revenue drivers.

- SoBA delegates academic personnel decisions to very small departments in contrast to the norms at the other UC management/business schools that emphasize school-wide voting. We recommend faculty oversight for personnel decisions by an associate dean for academic affairs or through a school-wide body and faculty chair. SoBA delegates academic personnel decisions to very small departments in contrast to the norm at other UC business schools of school-wide votes. We also recommend that the School’s academic leaders work with the University leadership to develop a common understanding about how UC shared governance processes apply to SoBA.

- The School suffers from a serious morale problem, in part, because of differences between newer faculty hired since 2006 and those with longer tenure. The level of distrust and animosity is striking. Even routine issues are seized upon as evidence of the perfidy and corruption of the other group (or senate colleagues). We did not observe strong faculty motivation to repair and rebuild trust. Both groups seem to feel they can prevail, or do not need the collaboration and trust of members of the other group.

- The School’s strategic plan should make clear how and when the School will achieve the twin objectives of sustainable long term growth and program excellence at levels approaching or similar to the other UC graduate management/business schools. If the campus were to invest in SoBA, it should exercise the fullest leverage possible to seek firm and credible commitments from the School and faculty.

- Much of the financial success of the strategic plan hinges on two to-be-implemented programs. These programs require campus and possibly system-wide approval, which can be time-consuming in the UC system. Assuming continuity, we recommend that the School and campus work together to expedite approvals of the MS in Accounting and FEMBA degree programs.

- More emphasis should be placed on the undergraduate business program. In the four years since the earlier review, we did not see strong evidence of an increase in the quality of the undergraduate program. During our interviews with faculty and staff, we heard more about issues of poor teaching and excessive class size.
April 10, 2011

Dallas Rabenstein  
Executive Vice Chancellor and Provost

As Chair of the faculty of the School of Business Administration, on behalf of the faculty of the School, I would like to thank you for initiating the formal process of disestablishing the separate departments within the School. Indeed, the School faculty is committed to moving to a School-wide department model and has been actively working to accomplish this restructuring in time for implementation by July 1. It is perhaps ironic that your message reached us as we were engaged in a structured retreat that was designed to assure that all members of the faculty are given the opportunity to identify any concerns they may have, to provide constructive suggestions for improvement and implementation, and to develop an inclusive process for preparing the memorandum of understanding that you and the Chancellor have requested. I am pleased to report for this retreat that enabled all faculty members but one to participate, was very positive, collegial, and constructive, and that the process agreed to at the retreat will enable all faculty members (as well as all staff members) to engage and contribute.

I believe I can speak for the faculty in saying that we are on board with the proposal to disestablish the three separate departments of the School and to restructure as a single department. In fact, the smaller departments were actually imposed on the School a number of years ago as a perceived solution to personnel-related issues at that time. Thus, the issue of “top-down” or “bottom-up” should not be of concern to the academic senate in deciding how to respond to the request. However, one can reasonably infer from past evidence that simply restructuring as a single department will not necessarily “fix” whatever problems may currently exist. Accordingly, the faculty of the School is heavily invested in developing and thinking through the implementation details that could enable a single-department model to help us to achieve what we all want – a school of business that respects, recognizes and appropriately rewards the individual and unique contributions of all of its faculty; and that is nationally recognized, respected on campus, and delivers excellent education to students at all levels.

Thus, we join with you in asking the academic senate to begin the processes that will enable it to advise the administration in a timely manner. We invite and encourage the relevant academic senate bodies to engage in an open exchange of information with us. In fact, we have already undertaken some outreach efforts both on campus and with other UC campuses for the purpose of developing a single-department model that will become a core strength of the School.

We look forward to a collaborative and collegial process with the academic senate and the administration.

Regards,

Richard Smith, Faculty Chair  
School of Business Administration
January 26, 2011

TO:       KAMBIZ VAFAI, CHAIR
          RULES AND JURISDICTION

FM:       MARY GAUVAIN, CHAIR
          RIVERSIDE DIVISION

RE:       UNIVERSITY OF CALIFORNIA POLICY ON STUDENT CONDUCT AND DISCIPLINE

Attached for your review, please find the newly revised University of California Policy on Student Conduct and Discipline. Please review the policy and submit your response back to me by February 18, 2011. The intention is to submit the policy to all the appropriate Senate Committees and the Division.

Thank you.
University of California Policy on Student Conduct and Discipline

To be adopted: Amended _____

University of California Policies Applying to Campus Activities, Organizations, and Students, Section 100.00 Policy on Student Conduct and Discipline states,

"Chancellors may impose discipline for the commission or attempted commission (including aiding or abetting in the commission or attempted commission) of the following types of violations by students...:

102.1 All forms of academic misconduct including but not limited to cheating, fabrication, plagiarism, or facilitating academic dishonesty.

102.2 Other forms of dishonesty including but not limited to fabricating information, furnishing false information, or reporting a false emergency to the University."

Requirements and Expectations: Research

To foster intellectual honesty with regard to research, all academic units at UCR are encouraged to develop statements that fit the distinctive research climate and needs of their individual disciplines. These guidelines may cover responsibilities of research supervisors, assignment of authorship or credit for publications, training of research apprentices, requirements for record keeping of experimental procedures and data storage.

It is the responsibility of each individual engaged in research at UCR to be informed of University policies relating to research and of the policies and procedures of the agencies funding research. Relevant policies are posted on the UCR Office of Research website.

Allegations of Misconduct in Research

All university members, including faculty members, lecturers, teaching assistants, graduate students, and postdoctoral researchers, should immediately report suspicion of research misconduct by students to the chair of the department, dean of the school or college, or director of the organized research unit. A written report must then be forwarded to the Vice Chancellor for Research.

The Vice Chancellor for Research or his/her designee will review the description of the academic misconduct and all documentation supporting the charge. He/she will determine if misconduct may have occurred, and if so, may undertake a preliminary inquiry or formal investigation, following the guidelines outlined in the UCR Policy on Integrity in Research, posted on the UCR Office of Research website. In the event that the preliminary inquiry or formal investigation finds probable cause with
respect to research misconduct to warrant disciplinary proceedings, charges of misconduct will be processed in accordance with procedures for adjudicating alleged academic misconduct in courses, as outlined below.

**Requirements and Expectations: Courses**

Faculty members (including Visiting and Adjunct Faculty members), lecturers, and other instructional personnel responsible for courses (herein referred to as Faculty) are encouraged to include statements addressing academic integrity as part of the syllabus for every course and to educate students about expectations and standards of the course in order that students may not, through ignorance, subject themselves to the charge of academic misconduct. Faculty are further encouraged to inform students of campus resources available for dealing with academic difficulty.

**Allegations of Misconduct in Courses: Investigation Process**

The Table below shows the steps in the investigation and review process. The steps are the same for undergraduate students and graduate students, with the exception that different investigation bodies will participate in the Reviews.

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsible Body: Undergraduate Students</th>
<th>Responsible Body: Graduate Students</th>
</tr>
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<tr>
<td><strong>Initiation of Cases</strong></td>
<td>Faculty member</td>
<td>Faculty member</td>
</tr>
<tr>
<td>• Faculty member’s suspicion of misconduct in a course, communication with student, and determination of outcome</td>
<td></td>
<td></td>
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<tr>
<td>• Faculty member documents actions via Academic Misconduct Referral Form for Review Stage 1</td>
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<td></td>
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<tr>
<td><strong>Review Stage 1</strong></td>
<td>Student Conduct and Academic Integrity Programs [SCAIP]</td>
<td>Associate Dean for Academic Affairs [Graduate Division]</td>
</tr>
<tr>
<td>• Initial [Administrative] Review of case by:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Review Stage 2</strong></td>
<td>Academic Integrity Committees of each college/school [AICs]</td>
<td>Graduate Academic Integrity Committee [GAIC]</td>
</tr>
<tr>
<td>• Hearings for cases that are complex, egregious, and/or repeated cases of misconduct</td>
<td>Hearing panels constituted from the AICs</td>
<td>Hearing panels constituted from the GAIC</td>
</tr>
<tr>
<td>• Appeals of decisions made at Review Stage 1</td>
<td></td>
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</tr>
<tr>
<td><strong>Review Stage 3</strong></td>
<td>Campus Academic Integrity Executive Committee</td>
<td>Graduate Council</td>
</tr>
<tr>
<td>• Annual assessments of cases addressed at Review Stages 1 &amp; 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Appeals of primary decisions made at Review Stage 2</td>
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</tbody>
</table>
Initiation of Cases

If a Faculty member suspects that an act of academic misconduct has occurred in a course, he or she must promptly communicate with the student regarding the alleged misconduct and the information upon which the allegation is based; the notification process must occur within 30 calendar days from the discovery of the alleged act. The Faculty member may make a request for an extension of time through the Vice Provost for Administrative Resolution. If the discovery is made by a teaching assistant, he or she should immediately communicate to the Faculty member in charge of the course, so that the Faculty member in charge can proceed with the investigation.

Whenever possible, communication with the student should take place through an in-person consultation and should be conducted in a manner that respects the student’s privacy and maintains an environment that supports teaching and learning. When multiple students are involved, Faculty are encouraged to communicate with each student separately.

The Faculty member or the student may request the presence at the consultation meeting of the Ombudsperson or a member of the Student Conduct and Academic Integrity Programs [SCAIP] for undergraduate students or the Associate Dean for Graduate Academic Affairs in the Graduate Division [Graduate Division] for graduate students.

When an in-person meeting is not possible, the Faculty member may communicate with the student in writing. Written communication should be sent to the student's University e-mail address.

The student must be given the opportunity to respond to the allegation of misconduct. When communication is made in writing, students will be given 10 calendar days to respond.

After conferring with the student and/or considering the student’s written response, the Faculty member may determine that there has been no misconduct, in which case the Faculty member may dismiss the allegation and take no further action.

If the Faculty member determines that it is more likely than not that the student committed an act of academic misconduct, regardless of the student’s intent to engage in misconduct, the case moves to Stage 1 in the review process.

Faculty members who will not be available to participate fully in resolving allegations (e.g., Individuals holding part-time or temporary appointments, those on sabbatical or other leave, or those leaving University employment) must provide a copy of all documentation to the chair of the department or the dean of the college/school, who will serve as a proxy for the Faculty member to conclude the case.
If grades are awarded while the case is in progress, the Faculty member is expected to assign a temporary grade placeholder of Grade Delay “GD” pending the outcome of the review process.

B. Review Stage 1: Initial [Administrative] Review

1. If the Faculty member makes a determination of misconduct based on facts that the accused student does not dispute

The Faculty member may impose an appropriate academic action, typically a reduced or failing grade for the assignment or a reduced or failing grade for the course. The action should take into account the clarity of course expectations, the level of the students’ experience or knowledge of principles of academic integrity, the nature of the assignment, and the degree of intentionality and pre-meditation of the misconduct.

Actions taken must be documented through the Academic Misconduct Referral Form addressed to SCAIP [or Graduate Division for graduate students]. The referral form must include the student’s name and student identification number, the name of the class in which the act took place, the date or time period in which the act occurred, a description of the academic misconduct, a summary of actions taken, all original documentation supporting the charge, and the academic sanctions assigned.

Upon receipt of the Academic Misconduct Referral Form, SCAIP [or Graduate Division for graduate students] will formally notify the student of the academic action assigned by the Faculty member, as well as any additional disciplinary sanctions that may be assigned by the University. Such written notification will occur within 20 calendar days of the receipt of the referral by SCAIP [or Graduate Division for graduate students] and will be sent to the student’s University e-mail address. In addition, notification will be sent to the Faculty member and to the Dean (or his/her designated associate dean for academic affairs) of the college/school in accordance with legitimate educational interest criteria as articulated by the Family Education Rights and Privacy Act.

2. If the Faculty member makes a determination of misconduct based on facts that the accused student disputes:

The Faculty member will refer the case to SCAIP [or Graduate Division for graduate students] using the Academic Misconduct Referral Form. The referral form must include the student’s name and student identification number, the name of the class in which the act took place, the date or time period in which the act occurred, a description of the academic misconduct, a summary of actions taken, all original documentation supporting the charge (to include a copy of the course syllabus and other written communication that addresses academic integrity standards and expectations for the course) and the academic actions recommended by the Faculty
The Faculty member is encouraged to evaluate the disputed assignment or examination on its merits and to note the grade to be assigned in the event that the student is not found responsible for violation of the University of California Policy on Student Conduct and Discipline or where insufficient evidence exists to hold the student responsible.

Upon receipt of the Academic Misconduct Referral Form, SCAIP [or Graduate Division for graduate students] will notify the student of the University of California Policy on Student Conduct and Discipline that was allegedly violated, the factual basis for the charges, and the plan to conduct an Initial [Administrative] Review of the case. The student will be advised that the Initial [Administrative] Review is intended as an honest and thorough exposition of all related facts and written materials associated with the alleged misconduct, and that it is not intended as an adversarial criminal or civil legal proceeding. The student will also be informed of his or her right to be assisted by an advisor of his or her choice. Such written notification will occur within 20 calendar days of the receipt of the referral by SCAIP [or Graduate Division for graduate students] and will be sent to the student's University e-mail address.

a. Initial [Administrative] Review process: The Initial [Administrative] Review, conducted by SCAIP [or Graduate Division for graduate students], involves meetings with the student, the Faculty member, and others who may have relevant information. The student will have the opportunity to discuss any extenuating circumstances, causes, and motivations that may have contributed to the alleged misconduct. If SCAIP [or Graduate Division for graduate students] deems it necessary, a joint meeting will be scheduled at a time when both the Faculty member and the student can attend. If the Faculty member is unavailable for a timely Initial [Administrative] Review, the department chair or dean of the school will be asked to serve in place of the Faculty member.

b. Outcome of the Initial [Administrative] Review: If SCAIP [or Graduate Division for graduate students] determines that it is more likely than not that the student is responsible for academic misconduct, the academic actions recommended by the Faculty member, as well as any disciplinary sanctions imposed by the University, will be assigned.

The determination shall be forwarded by SCAIP [or Graduate Division for graduate students] in writing to the student within 20 calendar days of the Initial Review; notice will be sent to the student's University e-mail address and communicated to the Faculty member and to the dean of the college/school in accordance with legitimate educational interest criteria as articulated by the Family Education Rights and Privacy Act. In cases where the Faculty member has held a grade in abeyance pending the
outcome of an Initial Review, he or she shall submit a final grade with the Registrar that is consistent with the determination by SCAIP [or Graduate Division for graduate students] as to the question of misconduct.

3. **Cases involving a student with a record of previous academic misconduct**
or cases that are sufficiently complex to require additional consultation shall be referred directly by the Faculty member by SCAIP [or Graduate Division for graduate students] for a Stage 2 review by the Academic Integrity Committee in the relevant college/school or to the Graduate Academic Integrity Committee for a formal hearing.

4. **A student may not avoid the imposition of a sanction by withdrawing**
from a course. A student officially notified of alleged academic misconduct may not withdraw from the course until the determination of responsibility is made and any sanctions are imposed. A sanction for a violation of academic integrity that affects the course grade will be applied. If the student is found not responsible for academic misconduct, the student will be permitted to withdraw from the course with a grade of "W."

C. **Review Stage 2: Academic Integrity Committees and Hearing Panels**

Review Stage 2 is reserved for cases involving a student with a record of previous academic misconduct or cases that are sufficiently complex to require additional consultation by the Academic Integrity Committee in the relevant college/school or to the Graduate Academic Integrity Committee for a formal hearing. Review Stage 2 also serves as the stage for appeals of decisions made at Review Stage 1.

1. **College/School Academic Integrity Committees for Cases Involving Undergraduate Students**

The Academic Senate’s Committee on Committees will appoint faculty to the undergraduate Academic Integrity Committees for each college/school to serve one-year terms, effective September 1-August 31. Each committee will consist of four to six faculty from the relevant college or school and should include faculty on each committee who are available to participate in hearings during the summer months.

In addition, SCAIP will solicit and review applications from interested undergraduate and graduate students and make recommendations to the Associated Students of UCR and Graduate Student Association regarding students to be appointed to serve on each college/school committee for one-year terms, effective September 1-August 31. The final endorsement of student members will rest with the Committee on Committees. Students are not eligible to serve if they have been suspended or are on academic or disciplinary probation, have been evicted from University Housing for reasons related to conduct, or have a case pending before SCAIP.
Faculty and student members should represent the disciplinary diversity within each college/school, whenever possible. Staff support to the committees will be provided by the office of the Vice Provost for Administrative Resolution, the office of the AVC/Dean of Students, and SCAIP.

2. Graduate Academic Integrity Committee for Cases Involving Graduate Students

The Academic Senate’s Committee on Committees will appoint faculty to the Graduate Academic Integrity Committee to serve one-year terms, effective September 1-August 31, and will appoint one faculty member from the GAIC to serve as chair. The GAIC will consist of at least one member from each school or division and at least two members from each college and should include faculty who are available to participate in hearing during the summer months.

In addition, the Graduate Division will solicit and review applications from interested graduate students and make recommendations to the Graduate Student Association of UCR regarding students to be appointed to serve on the GAIC for one-year terms, effective September 1-August 31. The final endorsement of student members will rest with the Committee on Committees. Students are not eligible to serve if they have been suspended or are on academic or disciplinary probation, have been evicted from University Housing for reasons related to conduct, or have a case pending before the Graduate Division.

Faculty and student members should represent the disciplinary diversity within each college/school, whenever possible. Staff support to the committees will be provided by the office of the Vice Provost for Conflict Resolution and the office of the Associate Dean in the Graduate Division responsible for academic integrity.

3. Hearing Panels

For cases involving undergraduate students, SCAIP, will schedule a hearing panel of three to five members, from the relevant AIC for each case. For cases involving graduate students, the Associate Dean of the Graduate Division, in consultation with the chair of the GAIC, will schedule a hearing panel of three to five GAIC members. A quorum is required for a hearing to proceed and consists of three persons, including at least one faculty member and one student.

For Undergraduates, the Vice Provost for Administrative Resolution or his/her designee will serve as a non-voting, administrative chair of the hearing panel to facilitate the hearing. The chair of the hearing panel shall rule on all questions of procedure and evidence, including but not limited to: the order of presentation of evidence, admissibility of evidence, applicability of regulations to a particular case, and relevance of testimony.
4. Hearing Procedures

- Preparation: Prior to the hearing, panel members will receive and review a copy of the notification of charges and documentary evidence provided by the Faculty member, the University, and the student.

- Introductory comments: At the beginning of the hearing, the chair will ask any panel members to disqualify themselves from participation if they believe that they cannot render a just and fair decision, and will permit the student to request that a member be disqualified if the student believes for an appropriate reason that a panel member cannot render a just and fair decision. If a student or Faculty member of the hearing panel is disqualified, another member will be appointed to fill the same role, if needed for a quorum. The chair will read aloud the charges of academic misconduct, and the student will be asked to respond to the charges by (a) accepting responsibility, (b) accepting responsibility and noting that there are mitigating circumstances, or (c) denying responsibility for the alleged violation of the University of California Policy on Student Conduct and Discipline.

- Presentation of accounts: The Faculty member and the student will be given the opportunity to present their accounts of the incident and to present any witnesses or other individuals who may have relevant information about the alleged academic misconduct. Hearing panel members will be given an opportunity to ask questions of the Faculty member, the student, and witnesses. Each party will then be asked if there is additional information needed, or if any discrepancies or questions need to be presented or addressed.

- Deliberation: The hearing panel will deliberate in private to decide, by a majority vote, if a preponderance of the evidence indicates that the student is responsible or not responsible for alleged violation of University of California Policy on Student Conduct and Discipline.

- Determination of sanctions: If the student is found to be responsible for violations of policies, the hearing panel shall be informed of the student’s prior record of academic misconduct. Based on this information, the committee will determine the sanctions to be assigned, how and for how long the record of the sanctions will be maintained on the student’s permanent record, and the conditions that must be met for the record to be removed, if any.

- Notification of decision: Once the hearing panel has reached a decision, the parties will reassemble, and the results of the deliberation will be presented. Within 20 calendar days, the Vice Provost for Administrative Resolution or designee will send written notification to the student, the Faculty member, and the dean or his/her designated associate dean for student academic affairs of the college/school detailing the decision and the sanctions imposed by the hearing panel. The notification will also outline the appeal process.
• Records: An audio recording of the hearing, but not the deliberations of the hearing panel, shall be made and retained in SCAIP or the Graduate Division as part of the record for as long as the disciplinary record is retained, or for seven years from the date of decision, whichever is shorter (see Section F below). The student may obtain a copy of the recording upon paying the expense of making such copy. Either party may arrange for a stenographer to make a full transcript of the proceedings at his/her own expense. If one party has the proceedings transcribed, arrangements shall be made before the hearing as to how to apportion the cost if both parties want copies. Other than for the purpose of the official record as provided above, mechanical or electronic devices for recording or broadcasting shall be excluded from the hearing.

5. Appeals of Decisions by Faculty Members and/or from Review Stage 1:

The Academic Integrity Committees and the GAIC also function as the appellate bodies for decisions made at Review Stage 1. See Section E below for appeal procedures.

D. Review Stage 3: Annual Assessments of Cases and Appeals from Stage 2

For each hearing, the Vice Provost for Administrative Resolution or his designee shall select one Faculty member and one student from each Academic Integrity Committee to serve as the Campus Academic Integrity Executive Committee for undergraduates. A subcommittee of the Academic Senate Graduate Council will serve in this role for graduate students.

The annual assessments will be conducted for the purpose of providing oversight and ensuring that policies and procedures are appropriately and consistently applied.

The Campus Academic Integrity Executive Committee also serves as the appellate body for primary decisions made at Review Stage 2 for undergraduate students. The Graduate Council serves as the appellate body for primary decisions made at Review Stage 2 for graduate students.

E. Appeals

1. Channels for Appeals

For Undergraduate Students: Primary decisions of SCAIP may be appealed through

1 Primary in the policy refers to the initial review of cases and is sometimes qualified to reflect who is doing this first review (e.g. Primary SCAIP review or Primary AIC review).
the appropriate college/school Academic Integrity Committee. Appellate decisions by a college/school Academic Integrity Committee are final. Primary decisions of a college/school Academic Integrity Committee may be appealed to the Campus Academic Integrity Executive Committee. Appellate decisions by the Campus Academic Integrity Executive Committee are final. In any decision that includes a sanction of dismissal of a graduate student, the Dean of the Graduate Division will be the final arbiter.

For Graduate Students: Primary decisions of the Graduate Division may be appealed to the GAIC. Appellate decisions by the GAIC are final. Primary decisions of the GAIC may be appealed to the Graduate Council. Appellate decisions by the Graduate Council are final. In any decision that includes a sanction of dismissal of a graduate student, the Dean of the Graduate Division will be the final arbiter.

2. Criteria for Appeals

Appeals must be based on one or more of the following:

- New evidence not reasonably available at the time of the original hearing, the absence of which can be shown to have had a detrimental impact on the outcome of the hearing
- Procedural error that can be shown to have had a detrimental impact on the outcome of the hearing
- Errors in the interpretation of University policy so substantial as to deny one of the parties a fair hearing
- Grossly inappropriate sanction having no reasonable relationship to the charges

3. Appeal Procedures

- The Faculty member or the student may appeal a decision in writing to the appropriate body for appeal, as described above. The appeal must be made within 10 calendar days after the written decision is made available.
- Appeals must be authored and signed by the submitting party. Appeals produced by advisors or other non-parties will not be considered.
- The filing of a timely appeal suspends the imposition of sanctions until the appeal is decided. Grades or degrees may be withheld pending conclusion of the appeal.
- When an appeal has been filed, the relevant parties may be requested to respond in writing to the matters in question before a decision about the appeal is made. The non-appealing party, whether student or Faculty member, will be notified of the appeal as soon it has been received by the appropriate appellate body and will be given an opportunity to submit a

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2 Appellate refers to cases that were appealed and reflect the decision of the body reviewing and deciding on the appeal.
written statement for consideration during the appeal process.

- The appellate body will determine whether the grounds for appeal have been satisfied and whether further process is necessary to resolve the appeal. Findings of fact will be accepted as determined by the original adjudicating body, unless the appellate body determines that the original adjudicating body acted in an arbitrary, capricious, or unfair manner.
- The appellate body will make a decision based on the written submissions within 20 calendar days, or indicate in writing what further process is necessary for final resolution.
- The appellate body may approve, reject, or modify the decision and sanction in question. The action taken shall be communicated in writing to the student, the Faculty member, and the original adjudicating body within 20 calendar days after receipt of the appeal and related documents. The decision of the appellate body is final.

F. Maintenance of Records

Student Conduct and Academic Integrity Programs (for undergraduate students) and the Graduate Division (for graduate students) shall serve as the central location where all written, audio, and electronic records of incidents of academic misconduct are kept on file. The records will be readily available for review by the Deans and Associate Deans of each College or School, the Dean of the Graduate Division, the Executive Vice Chancellor and Provost, and the Vice Provost for Conflict Resolution, in accordance with legitimate educational interest criteria as articulated by the Family Educational Rights and Privacy Act.

The file of a student found in violation of campus regulations (including the transcripts or recordings of the hearing) will be maintained for a period of at least five years from the date of the letter providing notice of final disciplinary action, unless otherwise determined by the Vice Provost for Conflict Resolution. When a student is suspended as a result of a violation of the University of California Policy on Student Conduct and Discipline, the fact that suspension was imposed must be posted on the academic transcript for the duration of the suspension. When a student is dismissed, the fact that dismissal was imposed must be posted on the academic transcript permanently.

Justification for proposed changes:

1. The proposal adds clarity about procedures, and corrects some ambiguities, redundancies, and inconsistencies in wording of the existing policy. A summary table is added to illustrate the stages of review and the responsible bodies at each stage.
2. The proposal adds a separate pathway for adjudication of alleged misconduct by graduate students. Procedures themselves are not changed for undergraduates.

3. The proposal modifies the term of office for members of the college/school and graduate Academic Integrity Committees (from July 1-June 30 to Sept 1-Aug 31). This will correspond with the term of office for members of other Academic Senate committees and will assure continuity for cases they may have begun during the spring term and carried over into the summer months.

**Presented for review to:**
The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: 2/4/11
Approved by the Executive Committee of CHASS: Date
Approved by the Executive Committee of CNAS: Date
Approved by the Executive Committee of COE: Date
Approved by the Executive Committee of AGSM: Date
Approved by the Executive Committee of the GSOE: Date
Approved by Graduate Council: Date
Approved by the Committee on Academic Freedom: Date
Approved by the Committee on Educational Policy: Date
Reviewed by the Executive Council: Date
Re: Request to modify the cutoff GPA for Fellowships

Dear Prof. Maduro:

The Department of Physics and Astronomy would like to request that the GPA cutoff for fellowship be lowered from the present 3.5 to 3.3. The rule requiring a GPA of 3.5 for fellowships was set in 1979-80, when the graduate student funding mechanisms and recruiting models were completely different. Our present drive to recruit many non-California residents requires that we fund their Non Resident Tuition through fellowships. Also the higher profile of UCR (the physics and astronomy department is ranked in the first 30% of departments nationwide according to the latest NRC rankings) has now brought us into competition for graduate students with neighboring schools which again requires that we supplement financial aid packages with partial fellowships to make it competitive. Additionally, the loss of TA positions due to budget cuts in CNAS has forced us to offer financial aid as a mixture of partial TAs and fellowships. Please also note that the graduate curriculum in Physics and Astronomy requires that students take classes for the first two years (which is the national norm). All this makes the requirement of a 3.5 GPA unrealistic as a financial aid supplement. Note that a GPA of 3.5 corresponds to getting “A” grade in a majority of classes. This will only lead to unintended consequences such as grade padding and grade inflation. A GPA requirement of 3.3, which requires that the student obtain an average grade of “B+” or higher would be in line with the requirement of “above average” performance to obtain a partial fellowship. We urge the Graduate Council to consider this request.

Sincerely
Umar Mohideen
Graduate Advisor
Department of Physics and Astronomy
The Qualifying Exam Committee

Before advancement to candidacy, the student must pass an oral exam conducted by a Qualifying Committee. This Committee is nominated by the graduate department or program, and officially appointed by the Graduate Dean. The Committee is comprised of five members, a majority of whom are affiliated with the program. The Chair of the Qualifying Committee is normally from the academic unit supervising the student's Ph.D. program and a voting member of the Academic Senate. All Committee members should normally be regular faculty of the University of California. Any exceptions must be supported by a memo of justification from the Graduate Advisor and a vita. A memo need not be written for those holding Adjunct faculty positions.

One member of the Qualifying Committee, designated the "outside member," must be a voting member of the UC Academic Senate who does not hold an appointment in the student's academic unit or graduate group. This person represents the faculty at large and acts as a "third party ensuring fairness."

The oral exam must be held on a single day. A passing performance requires that no more than one Committee member votes to fail. If a student fails the qualifying examination, the Committee should make a recommendation for or against a second examination and specify what part or parts of the original exam are to be repeated. Ordinarily, the second examination is not administered until at least three months have elapsed. A third examination is not permitted.

This text is from the Graduate Division web site under “Doctoral Degree”, which is found under “Academic Affairs – Rules and Regulations".
DOCTORAL QUALIFYING EXAMINATIONS

The Qualifying Exam Committee

Before advancement to candidacy, the student must pass an oral examination conducted by a Qualifying Committee. This Committee is nominated by the graduate department or program, and officially appointed by the Graduate Dean. The Committee is comprised of five members, a majority of whom are affiliated with the program. The Chair of the Qualifying Committee is normally from the academic unit supervising the student's Ph.D. program and a voting member of the Academic Senate. All Committee members should normally be regular faculty of the University of California. Any exceptions must be supported by a memo of justification from the Graduate Advisor and a vita. A memo need not be written for those holding Adjunct faculty positions. The anticipated research supervisor of the student (the "major professor") will normally be a member of the Qualifying Committee (Bylaw GR4.5.1).

When constituting the committee, care must be taken to ensure that there are no conflicts of interest between the examiners and the candidate. In addition, one member of the Qualifying Committee, designated the "outside member," must be a voting member of the UC Academic Senate who does not hold an appointment in the student's academic unit or graduate group. This person represents the faculty at large, acts as a "third party ensuring fairness" and must be a tenured faculty. At the time of appointment of the “outside member”, he/she is to be informed of this obligation.

The oral exam must be held on a single day. A passing performance requires that no more than one Committee member votes to fail. If a student fails the qualifying examination, the Committee should make a recommendation for or against a second examination and specify what part or parts of the original exam are to be repeated. Ordinarily, the second examination is not administered until at least three months have elapsed. A third examination is not permitted.

Instructions For Chairperson of the Committee
(To be communicated by the Chairperson to Committee Members before the examination is held.)

Upon the recommendation of the program chairperson or graduate advisor, doctoral qualifying committees are appointed by and are responsible to the Graduate Council through the Dean of the Graduate Division. The doctoral qualifying committee is charged with examining (i) the student's intellectual capabilities; (ii) his/her knowledge of the general field of study and the related fields and areas of special interest; (iii) the adequacy of the student's preparation and qualifications to be advanced to candidacy for the doctorate.

The examinations are written as well as oral. At the discretion of the committee, the written portion may be given as one examination or in several parts and may be administered by the department or the graduate group. However, the oral examination must be conducted and reported by the student's qualifying committee under the following conditions:

- The oral examination must be administered in its entirety on one date. This date is to be communicated in writing to the Graduate Division at least two weeks (preferably one month) before the examination. Any changes in this date or the composition of this committee must be communicated in writing to the Graduate Division not less than 24 hours before the oral examination is held. The student must be a registered student at the time of taking the oral
• All Members of the qualifying committee must be physically present for the entire oral examination period as well as the entire deliberation period. All examiners must ask questions and have the opportunity to follow up on their own questions or those of others; no restrictions are to be placed on questions unless a committee member is abusing his/her time.

• Prior to commencement of the examination, the Chairperson must announce to the committee that the “outside member” serves as a third party to ensure fairness.

• If written materials are to be prepared by the student prior to the oral examination (e.g. research proposals commonly required by science and engineering units), the oral examination is not to be held until those materials have been accepted by all members of the examining committee as adequate for the purpose of discussion. As a consequence, a candidate standing an acceptable oral examination shall not be failed for perceived inadequacies of the preparatory materials.

• Should the student not appear for the examination or become ill during the examination, appropriate steps should be taken to ensure that the candidate is judged fairly in deciding whether or not the examination is to be rescheduled.

• The qualifying oral examination is not open to the general public but members of the Academic Senate may attend.

• There are no conditional passes.

The findings of the committee must be reported within 48 hours to the Graduate Council through the Graduate Division on Ph.D. Form 3, "Report of Qualifying Examination". A unanimous committee report for or against approval will be accepted for the Graduate Council by the Dean of the Graduate Division.

If a student has failed the qualifying examination, the committee will make a written recommendation for or against a second examination and specify what part or parts of the original exam are to be repeated. The second oral examination ordinarily will not to be given until at least three months have elapsed. The date of the second oral examination should be communicated to the Graduate Division in writing at least two weeks prior to its occurrence. A third examination is not permitted.

If there is a divided vote, the committee shall first make every effort to arrive at unanimity. Failing unanimity, a committee report that contains only one negative vote will be deemed a pass; a committee report that contains two or more negative votes will be considered a failure. When the vote is split, the committee or any member of the committee may petition (in writing) the Graduate Council to consider a reversal of the judgment. In that event, the Administrative Committee of the Graduate Council will make the final determination whether the student has passed, based upon a written report signed by all examiners that specifies the points of disagreement amongst the committee. In such cases no statement shall be made to the student regarding passing or failing the examination until the final determination has been made. The student shall be informed within 48 hours that the vote is split and the final determination will be made by the Graduate Council.
INSTRUCTIONS FOR CHAIRPERSON OF
DOCTORAL QUALIFYING COMMITTEE
(To be communicated by the Chairperson to Committee Members
before the examination is held.)

Upon the recommendation of the program chairperson or graduate advisor, doctoral qualifying committees are appointed by and are responsible to the Graduate Council through the Dean of the Graduate Division. The doctoral qualifying committee is charged with examining the student’s knowledge of the general field of study as well as the related fields and areas of special interest, and with substantiating the adequacy of the student’s preparation and qualifications to be advanced to candidacy for the doctorate.

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If a student has failed the qualifying examination, the committee should make a recommendation for or against a second examination, ordinarily not to be given until at least three months have elapsed. The date of the second oral examination should be communicated to the Graduate Division in writing at least two weeks prior to its occurrence. **A third examination is not permitted.**

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April 4, 2011

TO: MORRIS MADURO, CHAIR
GRADUATE COUNCIL

FR: JOSE WUDKA, CHAIR
COMMITTEE ON EDUCATIONAL POLICY

RE: CEP REVIEW OF GRADUATE PROGRAMS

During its March 30 meeting, the CEP discussed the existing Graduate Council policy requesting CEP review of graduate program proposals. The CEP was skeptical that it can provide any value in this additional review as we are fully confident that the Graduate Council already provides a thoughtful and thorough review of such programs. We would therefore like to request that future graduate program proposals are not reviewed by the CEP. The exception of course, would be for reviews of combined Bachelor’s/Master’s programs, as mandated by the Compendium.

Please let me know if you have any concerns or questions.

cc: Mary Gauvain, Chair, Division