REGULAR MEETING OF THE RIVERSIDE DIVISION

TUESDAY, MAY 26, 2020
Zoom
1:00 p.m.

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† Reports received and placed on file “are received as presented and require no further action” [bylaw 4.1.3]. Only the
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*Action Requested: Individual approval of each proposal*

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   None

May 16, 2020

K. Esterling Secretary-Parliamentarian
Riverside Division of the Academic Senate
MEETING
The Riverside Division of the Academic Senate met on Tuesday, February 25, 2020 at 1:10 p.m. in the Genomics Auditorium Room 1102A. Chair D. Rodríguez presided. The meeting was attended by 55 members of the Riverside Division of the Academic Senate.

MINUTES
The Minutes of the Regular Meeting of December 3, 2019 were approved as presented.

ANNOUNCEMENTS BY THE PRESIDENT
There were no announcements by the President.

ANNOUNCEMENTS BY THE CHANCELLOR AT RIVERSIDE
Chancellor Kim A. Wilcox addressed the Division.

Chancellor Wilcox began his remarks by thanking those who attended the Town Hall on the UC Presidential search. He then noted that the campus is conducting the search for the new Provost and Executive Vice Chancellor and that airport interviews will be taking place the week of March 2nd and campus interviews will take place in April.

Chancellor Wilcox acknowledged the Standardized Testing Task Force and recommended that everyone read the report that was generated from the Task Force.

Chancellor Wilcox noted that the graduate students have drafted the Graduate Student Bill of Rights and it is currently under review by the Academic Senate Graduate Council.

ANNOUNCEMENTS BY THE VICE CHANCELLORS
There were no announcements by the Vice Chancellors.

ANNOUNCEMENTS BY THE DEANS OR OTHER EXECUTIVE OFFICERS
There were no announcements by the Deans.

Chair Rodríguez called upon the Secretary Parliamentarian to provide the report on election results. The Secretary Parliamentarian informed the Division that the results of the 2019-2020 recent elections for the Division, Colleges and Schools could be found on page 8 of the meeting agenda.

ANNOUNCEMENTS BY THE CHAIR
Chair Rodríguez acknowledged that the UC System is in the midst of an acute nationally prominent labor antagonism that is centered at UC Santa Cruz in which their graduate students began a grade strike in December, calling on the administration to respond to the cost of living crisis in Santa Cruz including housing insecurity, food insecurity and the turmoil it’s causing the graduate students. A teaching strike began on February 10, 2020. A proactive and creative solution needs to be made as soon as possible. He then noted that the UC Academic Council wrote a memo to the UC President on February 19, 2020 acknowledging where the UC Academic Senate stands on this issue and read the memo the Division.
Chair Rodríguez noted that he has received a missive from UCR4COLA (cost of living adjustment) and several graduate students are present today at this meeting.

Chair Rodríguez then noted that UC Santa Barbara graduate students voted yesterday and will begin a full strike on Thursday, February 27, 2020.

Chair Rodríguez then noted that the Committee on Memorials and Resolutions is actively updating its in-memoriam acknowledgements which there is currently a back log. He then acknowledged the those listed in the agenda along with the most recent who have been added to the in-memoriam: Professor Anthony Norman and Professor Dimitrios Morikis.

SPECIAL ORDERS
The Consent calendar was unanimously approved.

The annual reports of standing committees, annual reports of the faculties, degree reports and regular reports of standing committees and faculties were received and placed on file.

REPORT OF THE REPRESENTATIVE TO THE ASSEMBLY
There were no reports of the Representative to the Assembly

REPORTS OF SPECIAL COMMITTEES
There were no reports of special committees.

REPORTS OF STANDING COMMITTEES AND FACULTIES
Professor Jean Helwege, member of the Executive Committee of the School of Business, introduced and moved for adoption of the proposed Interdepartmental Graduate Program Leading to the Master of Science in Business Analytics (MSiBA), found on page 65 of the full agenda. The motion was approved unanimously.

PETITIONS OF STUDENTS
There were no petitions from the students.

UNFINISHED BUSINESS
There was no unfinished business.

UNIVERSITY AND FACULTY WELFARE
Defending, Growing, and Supporting Graduate Studies at UC Riverside discussion. The UCR campus boasts some of the most innovative and distinguished graduate programs in the UC system. Yet, there is persistent and growing concern that the campus budget model, research and teaching infrastructure, and plans for future growth do not adequately prioritize the institution’s research and diversity mission in the area of graduate studies, and Ph.D./MFA programs in particular. How will UCR fulfill its obligation to train the next generations of the research professoriate over the next ten, twenty, or thirty years? What institutional changes and transformations will be required if the graduate student population is to grow in appropriate proportion to the undergraduate population? Most importantly, how can UCR build a powerful, if not unique research profile through its terminal graduate degree programs over the next period? A panel of five faculty colleagues (Professor Hyle Park, Professor Kevin Esterling, Professor Jason Stajich, Professor Anusha Kedhar and Professor Christiane Weirauch) facilitated the discussion.
NEW BUSINESS

There being no further business, the meeting was adjourned at 2:35 p.m.

ATTEST:

K. Esterling, Secretary-Parliamentarian
Riverside Division of the Academic Senate

Leondra Jacobs
Recording Secretary
2019-2020 CHANCELLOR’S AWARD FOR
EXCELLENCE IN UNDERGRADUATE RESEARCH AND CREATIVE ACHIEVEMENT

Faculty Recipient

Professor Huinan Liu, Bioengineering

Dr. Liu is currently an Associate Professor of Bioengineering. Since joining UCR, she has mentored 132 undergraduate students, resulting in 50 journal publications authored or co-authored by these students in the form of journal articles or book chapters, 104 talks and posters presented or co-presented by the students in various research conferences. Her undergraduate students won over 20 research internships, fellowships or other awards for their contributions. More than 70% of her undergraduate researchers decided to pursue graduate education or attend medical schools. Among her undergraduate researchers, more than 70% are underrepresented minorities, economically disadvantaged individuals, or first-generation college students. Many of her undergraduate research students also received financial support from her grants and various programs that she is a part of, including NSF MacREU, NSF PIRE, NIH MARC U-STAR, UC LEADS, CAMP, RISE, HSI Summer Bridge, MSRIP, and CIRM Bridge. As the letter from a student mentored by Dr. Liu says, “Dr. Liu created a safe learning environment for her students. The lab’s atmosphere allowed for students to learn and ask questions, without fearing much criticism from her or the graduate students. Dr. Liu gave me a chance and provided the experience I needed to enter the world of academic research.” The letter from another student says, “with Dr. Liu’s support and guidance, I was able to grow at UC Riverside by gaining laboratory experience and realizing my new found passion for business and entrepreneurship in addition to research. Dr. Liu’s support and guidance help me realize my passions, I would not have been successful in winning awards and recognitions without her support.”
To be received and placed on file:

1. **RIVERSIDE DIVISION**

A call for Nominations was issued for the following positions:

   **Chair of the Division** (2-year term)
   Two valid nominations received:
   - Jean Helwege, School of Business
   - Jason Stajich, Department of Microbiology and Plant Pathology

An election was held, and the results of the ballot are as follows:
   - Jean Helwege 130 votes
   - Jason Stajich 233 votes*

*Professor Jason Stajich has been elected to the position of Chair of the Division.

   **Vice Chair of the Division** (1-year term)
   One Valid nominations received:
   - Christiane Weirauch, Department of Entomology

   **Representative to the Assembly** (2-year term)
   One Valid nominations received:
   - Peter Chung, School of Business

   **Committee on Committees** (3-year terms)
   Two representatives from CHASS
   Three valid nominations received:
   - Victor Ortego-Marti, Department of Economics
   - Erich Reck, Department of Philosophy
   - Lawrence Rosenblum, Department of Psychology

An election was held, and the results of the ballot are as follows:
   - Victor Ortego-Marti 69 votes*
   - Erich Reck 62 votes
   - Lawrence Rosenblum 85 votes*

*Professor Victor Ortego-Marti and Professor Lawrence Rosenblum have been elected to serve as members on the Committee on Committees.

   **One representative from CNAS**
   One valid nomination received:
   - Theodore Garland, Department of Evolution, Ecology and Organismal Biology
One representative from GSOE or BUS
One valid nomination received:
   - Mohsen El Hafsi, School of Business

2. **BOURNS COLLEGE OF ENGINEERING**

A call for Nominations was issued for the following positions:

One Member, BCoE Executive Committee (3-year term)
Elected from the faculty at large.

One valid nomination was received:
   - Cesunica Ivey, Department of Chemical & Environmental Engineering

3. **COLLEGE OF HUMANITIES, ARTS & SOCIAL SCIENCES**

A call for Nominations was issued for the following positions:

Two members, CHASS Executive Committee (2-year term)
To be chosen from among Art History, English, History, Comparative Literature & Languages, Philosophy, Religious Studies, Hispanic Studies and Gender and Sexuality Studies.

After a second call for nominations, two valid nominations were received:
   - Alejandra Dubcovsky, Department of History
   - Traise Yamamoto, Department of English

Two members, CHASS Executive Committee (2-year term)
To be chosen from among Anthropology, Economics, Ethnic Studies, Political Science, Psychology and Sociology

One valid nomination received:
   - Paul Green, Department of Ethnic Studies

After a second call for nominations, two valid nominations were received:
   - John Cioffi, Department of Political Science
   - David Rosenbaum, Department of Psychology

An election was held, and the results of the ballot are as follows:
   - John Cioffi 87 votes*
   - David Rosenbaum 58 votes

*Professor John Cioffi has been elected to serve as a member of the CHASS Executive Committee.

One member, CHASS Executive Committee (2-year term)
To be chosen from among the Fine Arts (Art, Creative Writing, Dance, Media and Cultural Studies, Music and Theatre, Film & Digital Production).

One valid nomination received:
   - Keun-Pyo Park, Department of Theatre
Two members, CHASS Executive Committee (2-year term)
To be chosen from among degree granting non-department programs (Administrative Studies, Asian Studies, Classical Studies, Comparative Ancient Civilizations, CHASS Interdisciplinary Studies, Global Studies, Humanities, Arts and Social Sciences Interdisciplinary Studies, Latin-American Studies, Law and Society, Liberal Studies, Linguistics, Middle East and Islamic Studies and Neuroscience).

After a second call for nominations, no valid nominations were received.

4. COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES

A call for nominations was issued for the following positions:

Chair of Faculty, CNAS Executive Committee (2-year term)
Elected from the Department of Botany and Plant Sciences

After a second call for nominations, no valid nominations were received.

One Member, CNAS Executive Committee (3-year term)
Elected from the Department of Mathematics

After a second call for nominations, no valid nominations were received.

One Member, CNAS Executive Committee (3-year term)
Elected from the Department of Nematology

After a second call for nominations, no valid nominations were received.

5. GRAD SCHOOL OF EDUCATION

A call for Nominations was issued for the following positions:

Two Members, GSOE Executive Committee (2-year term)
Elected from the faculty at large

After a second call for nominations, two valid nominations were received:
- Uma Jayakumar
- Katherine Stavropoulos

At the Faculty Meeting of the Graduate School of Education on April 13, 2020, the Secretary Parliamentarian was instructed to cast a single ballot on behalf of the faculty for the nominees listed above.

6. SCHOOL OF BUSINESS

A call for Nominations was issued for the following positions:

One Member, BUS Executive Committee (2-year term)
Elected from the Area of Management

One valid nomination was received:
- Elaine Wong

**One Member, BUS Executive Committee (2-year term)**
Elected from the Area of Operations and Supply Chain Management

One valid nomination was received:
- Mohsen El Hafsi

7. **SCHOOL OF MEDICINE**

A call for Nominations was issued for the following positions:

**One Member, SOM Executive Committee (2-year term)**
Elected from the Biomedical Sciences

After a second call for nominations, one valid nomination was received:
- Seema Tiwari-Woodruff

**Three Members, SOM Executive Committee (2-year term)**
Elected from the Clinical Sciences

After a second call for nominations, three valid nominations were received:
- Gerald Maguire
- Ramdas Pai
- Andrew Subica

8. **SCHOOL OF PUBLIC POLICY**

A call for Nominations was issued for the following positions:

**Three members, SPP Executive Committee (3-year term)**
After a second call for nominations, three valid nominations were received:
- Bruce Babcock
- Qingfang Wang
- Ran Wei

At the Faculty Meeting of the School of Public Policy on April 29, 2020, the Secretary Parliamentarian was instructed to cast a single ballot on behalf of the faculty for the nominees listed above.

The results from the Call for Nominations and Elections have been posted on the Academic Senate website.
In Memoriam

Sylvia Marguerite Broadbent
Professor of Anthropology, Emerita
UC Riverside
1932-2015

With sadness we note the passing on July 30 of Professor Emerita Sylvia Marguerite Broadbent of the Department of Anthropology, following a long illness. Born in 1932 in London, she emigrated with her family to America in 1947, settling in Carmel, California. She graduated from Carmel High School at age 16, and with support from fellowships went on to earn AA, BA, and PhD degrees in anthropology and linguistics at Berkeley, where her research commitment focused on preservation of native California Indian languages.

Her doctoral dissertation, A Grammar of Southern Sierra Miwok, was completed in 1960. It was the first of her four major publications on the Miwok language, others being Central Sierra Miwok Dictionary, with Texts (with L.S. Freeland, University of California Press, 1960); Comparative Miwok: a Preliminary Survey (with C.A. Callaghan, Waverly Press, Indiana University, 1960); and The Southern Sierra Miwok Language (University of California Press, 1964).

After graduation Professor Broadbent went to live in Bogotá, Colombia, and began career-long studies of the Chibcha (Muisca) civilization. She taught briefly at Northwestern University in the spring of 1961, then at Barnard College of Columbia University until 1964, after which she joined the faculty of the Universidad de los Andes, in Bogotá, Colombia, where she taught and studied Chibcha culture and history. Her research there produced Los Chibchas: Organización Socio-Político (Universidad Nacional de Colombia, 1964); Investigaciones Arqueológicas en el Territorio Chibcha (Universidad de los Andes, 1965); and La Arqueología del Territorio Chibcha, II: Hallazgos Aislados y Monumentos de Piedra (Universidad de los Andes, 1970). Professor Broadbent joined the Anthropology Department at Riverside in 1966 where she taught linguistics, language and culture, archaeology, prehistory, and symbolism, and continued her studies in Andean ethnohistory, but also in symbolism, the California
Mission period, and other topics. In 1983 she was awarded the Robert F. Heizer Prize by the American Society for Ethnohistory for her comprehensive work “The Formation of Peasant Society in Central Colombia”, which remains a contribution of lasting significance.

A person of complex and varied interests, Professor Broadbent was an activist in the Sierra Club, and a staunch fighter in environmental and historical preservation issues. She loved exploring the California deserts and their archaeological traces with students. Former colleagues and students respect her loyal support and mentoring, her requirement that research be of highest caliber, and that nothing short of clear and proper writing was acceptable.

Professor Broadbent retired from UCR in 1992, but was recalled to teach several times thereafter. Her research papers are filed in Special Collections/University Archives of the Rivera Library. A graduate research fellowship for studies in anthropology at UCR has been established in her name.

This memorial was prepared by Kenichiro Tsukamoto, Assistant Professor of Anthropology at the College of Humanities, Arts, and Social Sciences.
In Memoriam

Glen H. Cannell
Professor of Soil Physics, Emeritus
UC Riverside
1919 — 2012

Professor Glen Cannell was born on August 5, 1919 in Abraham, UT and passed away on May 21, 2012 in Riverside, CA. He was promoted to Full Professor in the newly formed College of Agriculture at UCR in 1961. Professor Cannell stood at the origins of UCR’s College of Agriculture, which was established in 1960. Instruction at College of Agriculture started in 1961, and in 1964 Glen Cannell was appointed the assistant dean. The new undergraduate program at College of Agriculture made it feasible to enlarge the former limited graduate program initiated at the time of the expansion and relocation of the small Citrus Experiment Station and the addition of a Graduate School of Tropical Agriculture in 1913. Under the guidance of Dean Alfred M. Boyce and Assistant Dean Glen H. Cannell, College of Agriculture grew rapidly from 30 students in 1961 to 187 students in 1968.

Professor Cannell also directed the summer science training program for talented high school students selected nationwide to attend summer school and engage in university-level research in biological and physical sciences related to agricultural sciences. The seven-week summer program, sponsored by the National Science Foundation and UCR, included seminars, lectures, demonstrations, and field trips.
In Memoriam

Kenneth W. Gardiner
Professor of Business Management and Applied Sciences, Emeritus
UC Riverside
1917 — 2007

Professor Kenneth Gardiner was born in Chicago, IL on February 10, 1917 and passed away on June 18, 2007, in Pasadena, CA. He was a graduate of Stanford University and earned a PhD in Analytical Chemistry at MIT. A research chemist at Lever Brothers and Firestone Tire and Rubber Co., Kenneth Gardiner was a director of Research Laboratories at Continental Can Co. and Bell and Howell before becoming president of Teledyne Analytical Instruments. In academia, he was professor of business management and applied sciences at UC Riverside until retirement in 1987. His hobby was motor home travel throughout the U.S. Professor Gardiner is survived by two daughters, Jean Elliott and Judy McClurg; a son, Kenneth James Gardiner; seven grandchildren and one great-grandchild.

The obituary is from Pasadena Star-News.
In Memoriam

Helen L. Henry Norman
Professor of Biochemistry
UC Riverside
1944 - 2018

Professor Emerita of Biochemistry Helen Henry passed away on May 19, 2018. Helen touched careers and lives throughout the UCR community and was a highly dedicated scientist and educator, known for her intellectual curiosity and innovation in research, education, and administration. To all her activities at UCR she brought a “rare elegance, style and grace.”

Helen Henry was born September 21, 1944, raised in Tulsa, Oklahoma, and went to college at Washington University in St. Louis, where she received both her B.S. in 1965 and her Ph.D. in 1970. She did postdoctoral work in animal reproduction at Ohio State University, and then joined the laboratory of Professor Anthony Norman at UCR in 1974. In 1978, she made a transition to the ladder-rank faculty and progressed through the ranks to Professor of Biochemistry. She retired in 2008, but continued to be active in teaching and in administrative positions up to the last few months of her life.

Dr. Henry’s research work was on the biochemistry of vitamin D and its metabolites. Her laboratory made major contributions to the understanding of vitamin D metabolism, particularly regulation of the production of the active vitamin D hormone by the kidney. She pioneered the use of cell culture systems to study renal vitamin D metabolism. A related area of research focus was the regulation of gene expression in the kidney by vitamin D metabolites. More recently, her research was concerned with the regulation of steroid hormones at the point of synthesis, especially the regulation of production of steroid hormone hydroxylation by mitochondrial cytochrome P450-dependent mixed function oxidase enzymes.

In addition to over 80 peer-reviewed research articles, many with her spouse, Distinguished Professor of Biochemistry Anthony W. Norman, Dr. Henry published a number of review articles and books, including Encyclopedia of Hormones, and Hormones. She authored chapters for the books Vitamin D and Handbook of Physiology. She and Professor Norman wrote a textbook, Hormones, which was revised for three editions and was used at UCR and other institutions for up to 30 years.

Professor Henry was awarded a National Institutes of Health (NIH) Research Career Development Award in 1977, Public Health Service Career Development Award (1978-1983), received the Fuller Albright Award from the American Society for Bone and Mineral Research in 1984, and served this Society as a member of the Council and several Scientific Program Committees. She was a member of the NIH General Medicine B Study Section (1989-1993) and the National Science Foundation Panel on Integrative Biology (1994-1996).
Professor Henry also served on the editorial boards of several scientific journals, including Endocrinology, American Journal of Physiology, and the Journal of Bone and Mineral Research. She was a member of the Endocrine Society, the American Society of Biochemistry and Molecular Biology, the American Society for Bone and Mineral Research, and the American Institute of Nutritional Sciences. In 2003, she was named a fellow of the American Association for the Advancement of Science.

Dr. Henry had a great passion for teaching and greatly encouraged learning. She was a kind-hearted teacher, considering not only learning of the material, but student health and well-being. She and Dr. Norman developed several courses on nutrition, endocrinology, and introductory Biochemistry, which they taught together with other UCR faculty for over 30 years.

Dr. Henry held a variety of administrative roles at UCR, statewide, and nationwide. She was Associate Dean of Natural and Agricultural Sciences for five years, and Chair of several Academic Senate Committees. Notably, she was on the UCR Faculty Welfare Committee, which led to her appointment to the system-wide Faculty Welfare Committee, committee, which in turn led to a blue-ribbon task force on University pensions. Her leadership and dedication to that task certainly had an effect on the reorganization of the UCRP pension system. In the latter stages of her career, before and after retirement, she served as Chair of the Institutional Animal Care and Use Committee for a number of years, a daunting task that she accepted willingly and always diplomatically.

Throughout her career Dr. Henry was known for her support of faculty. She was a strong role model who welcomed new faculty to campus. Even after retiring, she continued to provide advice, consultation and support to junior faculty. Helen equally provided support and respect to staff. As IACUC Chair, she ensured staff were recognized for hard work and significant accomplishments.

At the time of her death, Professor Henry was survived by her husband, Dr. Anthony W. Norman, UCR Distinguished Professor of Biochemistry & Biomedical Sciences, Emeritus; children, Thea Norman, Jacqueline Norman, and Derek Norman; brother, Mahlon Pitt, and nine grandchildren. The Norman family-UC legacy continues with Jacqueline Norman serving as the UC Riverside Campus Architect.

Professor Henry’s next of kin for notification is Jacqueline Norman who resides at 6969 Randwick Rd., Riverside, CA 92506.

This memorial was prepared by Darleen DeMason, Professor of Botany & Plant Sciences at the College of Natural & Agricultural Sciences.
Keith C. Knapp passed away on November 27th, 2019, surrounded by his family and friends, in Riverside, California. Born in Wichita, Kansas, on July 28th, 1950, Keith was the first son of William H. and Jane L. Knapp (Keith). After moving around the Midwest with his family early in his life, he graduated from Davenport Central High School in 1968. After high school, he went to Iowa State University where he earned a B.S. degree in Economics in 1972. He served in the U.S. Army for two years, being stationed in West Germany for 18 months. Following an honorable discharge in 1974, he entered a Ph.D. program offered by the College of Engineering at Johns Hopkins University, where he received the Johns Hopkins Fellowship from 1975 to 1980 and specialized in resource and environmental economics. During this time in graduate school, Keith interned at the Water Resources Council and did part-time consulting for the World Bank, both in Washington D.C.

After earning his Ph.D. in 1980, Keith accepted a tenure-track assistant professor position in the Department of Soil and Environmental Sciences at the University of
California, Riverside, where he spent the entirety of his career conducting research on irrigation management, salinity and drainage problems in the San Joaquin Valley, renewable resource management with an emphasis on groundwater, agricultural markets (grain reserves and perennial crops), and the implications of exhaustible resources for economic growth. Keith became a tenured Associate Professor in 1986, a Full Professor in 1992, and retired as a Professor Emeritus in 2019.

Over the 39 years of his distinguished career, Keith published over 85 scholarly articles. In 2002, he and co-authors received the Journal of Agricultural and Resource Economics Published Research Award from the Western Agricultural Economics Association for an article titled, “The Microeconomics of Irrigation with Saline Water”, while in 2006 he was awarded the Quality of Research Discovery Award from the Agricultural and Applied Economics Association for an article he co-authored titled, “Estimating Intertemporal Preferences for Natural Resource Allocation,” published in the American Journal of Agricultural Economics.

Keith was an excellent teacher, mentor, friend, and colleague. His students remember him for his ecological economics courses. His friends and colleagues knew him as a very caring person who always pursued the truth and looked for practical and logical solutions to tough problems; someone who had a unique ability to explain complex problems in a simple and understandable way; and as a dedicated researcher with original and independent thoughts but one who would listen carefully to others views. Keith was also beloved by his students for what they would describe as his “lovably gruff commitment to the environment, academic excellence, and UC Riverside”; his continual and unwavering belief in their abilities gave them the confidence to more fully reach their potential.

Outside of his professional life, Keith’s passions included skiing, windsurfing, and stargazing/astronomy. Keith is survived by his brothers Kirk O. Knapp and Kevin B. Knapp, and his sister Julie E. Steelman.

This memorial was prepared by Kurt Schwabe, Associate Dean and Professor of Environmental Economics and Policy at the UCR School of Public Policy, with minor edits by Alexander Barinov, Assistant Professor of Finance at the UCR School of Business

Keith Knapp’s family can be reached at:
Kirk O. Knapp <kirkknapp@yahoo.com>
Julie Steelman <jsteelman@me.com>
Kevin Knapp <knapp.kb@gmail.com>
In Memoriam

Anthony Norman
Professor of Biochemistry, Emeritus
UC Riverside
1938 – 2019

Born in Ames, Iowa in 1938, Tony earned his BS from Oberlin College in 1959, and his MS (1961), and PhD (1963) from the University of Wisconsin, Madison.

A member of the UCR faculty since 1963, Tony’s research area was cellular and molecular endocrinology, where he was internationally known for his breakthroughs in the study of vitamin D. In 1967, his laboratory group discovered that vitamin D is converted into a steroid hormone by the body. Two years later, his lab group discovered the vitamin D receptor (or VDR), an essential receptor in more than 36 target organs of the body that respond biologically to the vitamin. In 1971, his lab group reported the chemical structure of the steroid hormone to be 1α,25(OH)2Vitamin D3. In 1972, Tony in collaboration with Dr. Jack Coburn at the UCLA medical school treated the first uremic patients with the steroid hormone, produced in the Norman laboratory. In 2008, he joined Dr. Cedric Garland of UC San Diego in making the recommendation that the daily intake of vitamin D for adults be revised to 2000 international units. He also organized 14 triennial international Vitamin D Workshops.

Tony’s many profound contributions to UCR included his extensive leadership and exceptional mentorship of students. Among his roles, he served as Chair of the Department of Biochemistry (1976-81), Divisional Dean/Program Director for the UCR/UCLA Biomedical Sciences Program (1986-91), and Program Director for the Cell, Molecular & Developmental Biology Interdepartmental Graduate Program (2005-08). Tony was also a dedicated supporter of UCR Highlander Athletics, serving as Faculty Athletic Representative through 2010.
Tony also made tremendous contributions to the UCR and UC Systemwide Academic Senate, serving as Chair of the System-wide Committee on Academic Personnel (UCAP) and as a member and Chair of the UCR Planning and Budget Committee. During his term as Chair of the UCR Academic Senate (2005-08), he was the campus Representative to the Systemwide Senate Academic Council, Chair of the Executive Committee of the UCR Senate, Chair of the Systemwide Senate’s ad hoc Compendium Committee, Senate Representative to the UCR Chancellor’s Cabinet and the UCR Accreditation Steering Committee, and Vice-Chair of the UCR Long Range Planning Steering Committee. Tony also held the position of President of the UCR Emeriti Association between 2010-2012. After his chairmanship of the UCR Academic Senate, Tony gifted the body with its conference room.

Tony’s formal teaching included team-taught graduate and undergraduate courses as well as an upper division course entitled “Topics in Human Biochemistry.” Tony mentored 23 students who received PhD’s during his career at UCR. In 2005, he received the UCR Dissertation Advisor/Mentor Award from the Academic Senate and Graduate Division, an award recognizing faculty who have made outstanding contributions to the training of advanced graduate students. In recommending him for the award, Tony’s students noted how he cared about their education and well-being, provided a stable, well-organized laboratory for their research work, offered guidance while fostering independence, and maintained an ongoing interest in their careers. His students further respected his abilities and accomplishments as a scientist, calling him “...one of the preeminent researchers in the vitamin and hormone field.”

Tony was credited with over 800 scientific publications. He also served on the editorial boards for a large number of academic journals, including the Journal of Biological Chemistry (1982-87), Endocrinology (1978-83,1989-94), Nutrition Reviews (1984-97), Journal of Molecular & Cellular Endocrinology (1987-91), and many others.

Additional service to science and his profession included being an active member and leader in a number of professional societies, serving on sabbatical in universities all over the world, and participating in a number of NIH study sections.

His honors include garnering the Mead Johnson Award from the American Institute of Nutrition (1977), William F. Neuman Award from the American Society for Bone and Mineral Research, (1995), named a most cited scientist by the Institute for Scientific Information (1965-85), a Fellow of the American Association for the Advancement of Science (1995), serving as the Presidential Chair in the UCR Biochemistry Department (1999-2009), and receiving the MERIT award from the National Institutes of Health (1986-93).

Tony served his community on the Riverside Community Hospital Board of Directors.

Tony was predeceased by his wife Dr. Helen Henry, in 2018. Helen was also a Professor of Biochemistry at UC Riverside, and a key collaborator in his research on vitamin D. They are survived by daughters Thea Norman and Jacqueline Norman, son Derek.
Norman, and nine grandchildren. Jacqueline Norman currently serves as UCR Campus Architect.

Tony Norman’s next of kin for notification is Jacqueline Norman who resides at 6969 Randwick Rd., Riverside, CA 92506.

This memorial was prepared by Darleen DeMason, Professor of Botany & Plant Sciences, with additional information from Dean of the College of Natural & Agricultural Sciences.
PROPOSED:
Change of Major Criteria
All students who request a change of major to Bioengineering must meet the following requirements:

- Be in good academic standing
- Have no less than a C- in any Math, Science and Engineering coursework
- Have a minimum 2.0 GPA in all Math, Science and Engineering required coursework
- Be able to complete major within maximum allowable units
- Complete all the courses listed below, based on the total number of units earned, prior to submitting the major change request
- UCR transfer students interested in changing to a BCOE major must have been admissible to the major at point of entry, or must satisfy transfer admission and change of major requirements before earning 120 units
- If changing in the 90-119 units category student must have the ability to complete major within 5 years of entry as a Freshmen or 3 years after entry as a Transfer student
- Students who have earned 120 or more units are not eligible for a change of major in BCOE. *NOTE: AP/IB units are excluded from maximum unit calculation*

Completed 0 to less than 45 units
Completion of ENGL 001A with C or better and completion of the following with at least 2.500 GPA:

- CHEM 001A or CHEM 01HA
- CHEM 01LA or CHEM 01HLA
- CHEM 001B or CHEM 01HB
- CHEM 01LB or CHEM 01HLB
- MATH 009A or MATH 09HA
Completed 45 to less than 90 units
Completion of ENGL 001A with C or better and completion of the following with at least 2.500:
• BIOL 005A or BIOL 05HA
• BIOL 05LA or BIOL 05HLA
• CHEM 001A or CHEM 01HA
• CHEM 01LA or CHEM 01HLA
• CHEM 001B or CHEM 01HB
• CHEM 01LB or CHEM 01HLB
• MATH 009A or MATH 09HA
• MATH 009B or MATH 09HB
• MATH 009C or MATH 09HC

Completed 90 to less than 120 units
Completion of ENGL 001A and ENGL 001B with C or better and completion of the following with at least 2.500
• BIOL 005A or BIOL 05HA
• BIOL 05LA or BIOL 05HLA
• CHEM 001A or CHEM 01HA
• CHEM 01LA or CHEM 01HLA
• CHEM 001B or CHEM 01HB
• CHEM 01LB or CHEM 01HLB
• MATH 009A or MATH 09HA
• MATH 009B or MATH 09HB
• MATH 009C or MATH 09HC
• PHYS 040A or PHYS 40HA

Justification:
Per Committee on Education Policy directive for all programs campus-wide, we must submit criteria for students who want to change their major to Bioengineering.

Approvals:
Approved by the faculty of the Department of Bioengineering: January 7, 2020
Approved by the Executive Committee of the College of Engineering: February 20, 2020
Approved by the Committee on Educational Policy: April 8, 2020
To be adopted:

Proposed Changes to Undergraduate Program in Bioengineering

PRESENT:

1. Lower-division requirements (84 units)
   a) BIEN 001, BIEN 010
   b) BIOL 005A, BIOL 05LA, BIOL 005B
   c) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC (or CHEM 01HA, CHEM 01HB, CHEM 01HC, CHEM 1HLA, CHEM 1HLC, CHEM 008A, CHEM 008B, CHEM 08LA, CHEM 08LB, (or CHEM 08HA, CHEM 08HB, CHEM 08HLA, CHEM 08HLB)
   d) CS 010
   e) EE 001A, EE 01LA
   f) MATH 009A, MATH 009B, MATH 009C, (or MATH 09HA, MATH 09HB, MATH 09HC) MATH 010A, MATH 010B, MATH 046
   g) PHYS 040A, PHYS 040B, PHYS 040C
2. Upper-division requirements (70 units)
   a) BIEN 101
   b) BIEN 105, BIEN 110, BIEN 120, BIEN 125, BIEN 130, BIEN 130L, BIEN 135, BIEN 140A/CEE 140A, BIEN 155, BIEN 175A, BIEN 175B, BIEN 175C
   c) BIEN 115
   d) STAT 155
   e) Technical electives (16 units): BIEN 136/MSE 136, BIEN 137, BIEN 138, BIEN 140B/CEE 140B, BIEN 142, BIEN 159/CEE 159, BIEN 160, BIEN 165, BIEN 166, BIEN 167

PROPOSED:

1. Lower-division requirements (84 units)
   a) [no change]
   b) [no change]
   c) [no change]
   d) CS 010A
   e) [no change]
   f) [no change]
   g) [no change]
2. Upper-division requirements (70 units)
   a) [no change]
   b) [no change]
   c) [no change]
   d) [no change]
   e) [no change]

Justification:
This change reflects the approved renumbering of CS 010 to CS 010A, CS 012 to CS 010B, and CS 014 to CS 010C.

Approvals:
Approved by the faculty of the Department of Bioengineering: April 24, 2020
Approved by the faculty of the College of Engineering: April 27, 2020
Approved by the Executive Committee of the College of Engineering: April 27, 2020
Approved by the Committee on Educational Policy: April 30, 2020
To be adopted:

Proposed inclusion of Change of Major Criteria for Chemical Engineering

**PRESENT:**

**PROPOSED:**

**Change of Major Criteria**

All students who request a change of major to Chemical Engineering must meet the following requirements:

- Be in good academic standing
- Have no less than a C- in any Math, Science and Engineering coursework
- Have a minimum 2.0 GPA in all Math, Science and Engineering required coursework
- Be able to complete major within maximum allowable units
- Complete all the courses listed below, based on the total number of units earned, prior to submitting the major change request
- UCR transfer students interested in changing to a BCOE major must have been admissible to the major at point of entry, or must satisfy transfer admission and change of major requirements before earning 120 units
- If changing in the 90-119 units category student must have the ability to complete major within 5 years of entry as a Freshmen or 3 years after entry as a Transfer student
- Students who have earned 120 or more units are not eligible for a change of major in BCOE. *NOTE:* AP/IB units are excluded from maximum unit calculation

**Completed 0 to less than 45 units**

Completion of ENGL 001A with C or better and completion of the following with at least 2.500 GPA:

- CHEM 001A or CHEM 01HA
- CHEM 01LA or CHEM 01HLA
- MATH 009A or MATH 09HA
• PHYS 040A or PHYS 040HA

Completed 45 to less than 90 units
Completion of ENGL 001A with C or better and completion of the following with at least 2.500 GPA:
• CHEM 001A or CHEM 01HA
• CHEM 01LA or CHEM 01HLA
• CHEM 001B or CHEM 01HB
• CHEM 01LB or CHEM 01HLB
• MATH 009A or MATH 09HA
• MATH 009B or MATH 09HB
• MATH 009C or MATH 09HC
• PHYS 040A or PHYS 040HA

Completed 90 to less than 120 units
Completion of ENGL 001A and ENGL 001B with C or better and completion of the following with at least 2.500 GPA:
• CHEM 001A or CHEM 01HA
• CHEM 01LA or CHEM 01HLA
• CHEM 001B or CHEM 01HB
• CHEM 01LB or CHEM 01HLB
• CHEM 001C or CHEM 01HC
• CHEM 01LC or CHEM 01HLC
• MATH 009A or MATH 09HA
• MATH 009B or MATH 09HB
• MATH 009C or MATH 09HC
• PHYS 040A or PHYS 040HA
• PHYS 040B or PHYS 040HB

Justification:
Per Committee on Education Policy directive for all programs campus-wide, we must submit criteria for students who want to change their major to Mechanical Engineering.

Approvals:
Approved by the faculty of the Department of Chemical and Environmental Engineering: November 11, 2019
Approved by the Executive Committee of the College of Engineering: February 20, 2020
Approved by the Committee on Educational Policy: April 8, 2020
To be adopted:

Proposed Changes to Undergraduate Program in Chemical Engineering

PRESENT:

1. Lower-division requirements (76 units)
   a) BIOL 005A, BIOL 05LA
   b) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC, CHEM 008A, CHEM 008B, CHEM 008C, CHEM 08LA, CHEM 08LB, CHEM 08LC
   c) CS 040
   d) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   e) PHYS 040A, PHYS 040B, PHYS 040C

PROPOSED:

1. Lower-division requirements (76 units)
   a) [no change]
   b) [no change]
   c) [CS 010A]
   d) [no change]
   e) [no change]

2. Upper-division requirements (63 units)
   a) CEE 158
   b) CHE 100, CHE 110A, CHE 110B, CHE 114, CHE 116, CHE 117, CHE 118, CHE 120, CHE 122, CHE 160B, CHE 160C, CHE 175A, CHE 175B
   c) CHE 130/ENVE 130, CHE 160A/ENVE 160A
   d) ENGR 118

2. Upper-division requirements (63 units)
   a) [no change]
   b) [no change]
   c) [no change]
   d) [no change]

3. Option requirements: choose one option
   a) Biochemical Engineering option (18 units)
      (1) BCH110A/BCH 100
      (2) CHE 124, CHE 124L, CHE140
      (3) Four (4) units of technical electives chosen from BIEN 125, BIEN 140A/ CEE 140A, BIEN 159/CEE 159, BIOL 121/MCBL 121, CEE 125, CEE 132, CEE 135, CHE 102, CHE 150
   b) Chemical Engineering option (16 units)
      (1) Sixteen (16) units of technical electives chosen from CEE 125 or CEE 135, CEE 132, CHE 102, CHE 131, CHE 136, CHE 171, ENVE 120, ENVE 133, ENVE 134, ENVE 138
   c) Nanotechnology option (19 units)
      (1) CHE 105
      (2) CHE 161
      (3) CEE 135

3. Option requirements: choose one option
   a) [no change]
   b) [no change]
   c) [no change]
(4) Eight (8) units of technical electives chosen from CHE 102, CHE 131, ENVE 133, ME 114, MSE 160, MSE 161

Justification:
This change reflects the approved renumbering of CS 010 to CS 010A, CS 012, to CS 010B, and CS 014 to CS 010C.

Approvals:
Approved by the Department of Chemical & Environmental Engineering: April 26, 2020
Approved by the faculty of the College of Engineering: April 27, 2020
Approved by the Executive Committee of the College of Engineering: April 27, 2020
Approved by the Committee on Educational Policy: April 30, 2020
PROPOSED:
Change of Major Criteria
All students who request a change of major to Mechanical Engineering must meet the following requirements:

- Be in good academic standing
- Have no less than a C- in any Math, Science and Engineering coursework
- Be able to complete major within maximum allowable units
- Complete all the courses listed below, based on the total number of units earned, prior to submitting the major change request
- UCR transfer students interested in changing to a BCOE major must have been admissible to the major at point of entry, or must satisfy transfer admission and change of major requirements before earning 120 units
- If changing in the 90-119 units category student must have the ability to complete major within 5 years of entry as a Freshmen or 3 years after entry as a Transfer student
- Students who have earned 120 or more units are not eligible for a change of major in BCOE. NOTE: AP/IB units are excluded from maximum unit calculation

Completed 0 to less than 45 units
Completion of ENGL 001A with C or better, and a C or better in CS 010A, and completion of the following with at least 2.700 GPA:

- CS 010A
- MATH 009A
- PHYS 040A
- Any additional Math/Science/Engineering/CS courses
Completed 45 to less than 90 units
Completion of ENGL 001A with C or better, and a C or better in CS 010A and CS 010B, and completion of the following with at least 2.700 GPA:

- CS 010A
- CS 010B
- CS 061
- MATH 009A or MATH 09HA
- MATH 009B or MATH 09HB
- MATH 009C or MATH 09HC
- PHYS 040A or PHYS 040HA
- Any additional Math/Science/Engineering/CS courses:

Completed 90 to less than 120 units
Completion of ENGL 001A and ENGL 001B with C or better, and a C or better in CS 010A and CS 010B, and completion of the following with at least 2.700 GPA:

- CS 010A
- CS 010B
- CS 061
- MATH 009A or MATH 09HA
- MATH 009B or MATH 09HB
- MATH 009C or MATH 09HC
- PHYS 040A or PHYS 040HA
- PHYS 040B or PHYS 040HB
- Any additional Math/Science/Engineering/CS courses

Justification:
Per Committee on Education Policy directive for all programs campus-wide, we must submit criteria for students who want to change their major to Mechanical Engineering.

Approvals:
Approved by the Computer Engineering Program Faculty: January 21, 2020
Approved by the Executive Committee of the College of Engineering: February 20, 2020
Approved by the Committee on Educational Policy: April 8, 2020
To be adopted:

Proposed Changes to Undergraduate Program in Computer Engineering

**PRESENT:**

1. Lower-division requirements (72 units):
   a) ENGR 001G
   b) CS 010, CS 012, CS 014, CS 061
   c) CS 011/MATH 011
   d) EE 001A, EE 011A, EE 001B, EE 020
   e) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 046
   f) PHYS 040A, PHYS 040B, PHYS 040C
   g) CHEM 001A or ME 010

2. Upper-division requirements (77 units minimum)
   a) ENGR 101G
   b) CS 100, CS 141, CS 153, CS 161, CS 161L
   c) CS 120A/EE 120A, CS 120B/EE 120B; one course from CS 122A or EE 128
   d) CS 111
   e) CS 168/EE 168
   f) ENGR 180W
   g) EE 100A
   h) EE 111
   i) EE 114 or STAT 155
   j) Six courses (at least 24 units) as technical electives from the following set of upper division courses CS 122A, CS 122B, CS 130, CS 134, CS 150, CS 152, CS 160, CS 162, CS 164, CS 165, CS 166, CS 169, CS 170, CS 171, CS 172, CS 175, CS 177, CS 179 (E-Z), CS 180, CS 181, CS 182, CS 183, CS 193 EE 100B, EE 105, EE 115, EE 128, EE 132, EE 133, EE 135, EE 136, EE 137, EE 141, EE 144, EE 146, EE 147, EE 150, EE 151, EE 152, EE 162, EE 165, EE 175A, EE 175B, ENGR 160

The technical electives selected from h) must include either CS 179 (E-Z) or EE 175A and EE 175B. The technical electives must be distinct from those used to satisfy the upper-division requirements specified in items a) and b) above.

**PROPOSED:**

1. Lower-division requirements (72 units)
   a) [no change]
   b) CS 010A, CS 010B, CS 010C, CS 061
   c) [no change]
   d) [no change]
   e) [no change]
   f) [no change]
   g) [no change]

2. Upper-division requirements (77 units minimum)
   a) [no change]
   b) [no change]
   c) [no change]
   d) [no change]
   e) [no change]
   f) [no change]
   g) [no change]
   h) [no change]
   i) [no change]
   j) [no change]
**Justification:**

This change reflects the approved renumbering of CS 010 to CS 010A, CS 012, to CS 010B, and CS 014 to CS 010C.

**Approvals:**

Approved by the faculty of the Department of Electrical and Computer Engineering: April 24, 2020

Approved by the faculty of the College of Engineering: April 27, 2020

Approved by the Executive Committee of the College of Engineering: April 27, 2020

Approved by the Committee on Educational Policy: April 30, 2020
To be adopted:

Proposed inclusion of Change of Major Criteria for Computer Science

PRESENT: PROPOSED:

Change of Major Criteria
All students who request a change of major to Computer Science must meet the following requirements:

• Be in good academic standing
• Have no less than a C- in any Math, Science and Engineering coursework
• Be able to complete major within maximum allowable units
• Complete all the courses listed below, based on the total number of units earned, prior to submitting the major change request
• UCR transfer students interested in changing to a BCOE major must have been admissible to the major at point of entry, or must satisfy transfer admission and change of major requirements before earning 120 units
• If changing in the 90-119 units category student must have the ability to complete major within 5 years of entry as a Freshmen or 3 years after entry as a Transfer student
• Students who have earned 120 or more units are not eligible for a change of major in BCOE. NOTE: AP/IB units are excluded from maximum unit calculation

Completed 0 to less than 45 units
Completion of ENGL 001A with C or better, and a C or better in CS 010A and CS 010B, and completion of the following with at least 3.00 GPA:

• CS 010A
• CS 010B
• MATH 009A or MATH 09HA
• And any additional Math/Science/Engineering/CS courses (if taken)
Completed 45 to less than 90 units
Completion of ENGL 001A with C or better, and a C or better in CS 010A and in CS 010B, and completion of the following with at least 3.00 GPA:

- CS 010A
- CS 010B
- MATH 011/CS 011
- MATH 009A or MATH 09HA
- MATH 009B or MATH 09HB
- MATH 009C or MATH 09HC
- And any additional Math/Science/Engineering/CS courses (if taken)

Completed 90 to less than 120 units
Completion of ENGL 001A and ENGL 001B with C or better, and a C or better in CS 010A and in CS 010B, and completion of the following with at least 3.00 GPA:

- CS 010A
- CS 010B
- CS 010C
- CS 061
- MATH 011/CS 011
- MATH 009A or MATH 09HA
- MATH 009B or MATH 09HB
- MATH 009C or MATH 09HC
- And any additional Math/Science/Engineering/CS courses (if taken)

Justification:
Per Committee on Education Policy directive for all programs campus-wide, we must submit criteria for students who want to change their major to Computer Science.

Approvals:
Approved by the faculty of the Department of Computer Science and Engineering: November 15, 2019
Approved by the Executive Committee of the College of Engineering: February 20, 2020
Approved by the Committee on Educational Policy: April 8, 2020
To be adopted:

Proposed Changes to Undergraduate Program in Computer Science

**PRESENT:**

1. Lower-division requirements (61 units)
   a) ENGR 001-I
   b) CS 010, CS 012, CS 014, CS 061
   c) CS 011/MATH 011
   d) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 031
   e) PHYS 040A, PHYS 040B, PHYS 040C
   f) One course of 4 or more units in an engineering discipline outside the field of computer science to be selected in consultation with a faculty advisor. (Either a lower-division or an upper-division course may be used to satisfy this requirement.)

2. Upper-division requirements (78 units minimum)
   a) ENGR 101-I
   b) CS 100, CS 141, CS 150, CS 152, CS 153, CS 161, CS 179 (E-Z)
   c) CS 120A/EE 120A, CS 120B/EE 120B
   d) CS 111/MATH 111
   e) ENGR 180W
   f) STAT 155
   g) At least 28 units of technical electives to be chosen from an approved list of courses which currently includes CS 105, CS 122A, CS 122B, CS 130, CS 133, CS 134, CS 135, CS 145, CS 160, CS 162, CS 164, CS 165, CS 166, CS 167, CS 168, CS 169, CS 170, CS 171, CS 172, CS 175, CS 177, CS 179 (E-Z) (4 units maximum), CS 180, CS 181, CS 182, CS 183, CS 193 (4 units maximum), MATH 120, MATH 126, MATH 135A, MATH 135B, PHIL 124. The technical electives selected must be distinct from those used to satisfy the requirements specified in 2.a)–f) above, with at least half of the units selected from Computer Science courses.

**PROPOSED:**

1. Lower-division requirements (61 units)
   a) [no change]
   b) CS 010A, CS 010B, CS 010C, CS 061
   c) [no change]
   d) [no change]
   e) [no change]
   f) [no change]

2. Upper-division requirements (78 units minimum)
   a) [no change]
   b) [no change]
   c) [no change]
   d) [no change]
   e) [no change]
   f) [no change]
   g) [no change]

**Justification:**

This change reflects the approved renumbering of CS 010 to CS 010A, CS 012, to CS 010B, and CS 014 to CS 010C.
Approvals:
Approved by the faculty of the Department of Computer Science and Engineering: April 27, 2020
Approved by the faculty of the College of Engineering: April 27, 2020
Approved by the Executive Committee of the College of Engineering: April 27, 2020
Approved by the Committee on Educational Policy: April 30, 2020
To be adopted:

Proposed inclusion of Change of Major Criteria for Computer Science with Business Applications

PROPOSED:
Change of Major Criteria
All students who request a change of major to Computer Science with Business Applications must meet the following requirements:

- Be in good academic standing
- Have no less than a C- in any Math, Science and Engineering coursework
- Be able to complete major within maximum allowable units
- Complete all the courses listed below, based on the total number of units earned, prior to submitting the major change request
- UCR transfer students interested in changing to a BCOE major must have been admissible to the major at point of entry, or must satisfy transfer admission and change of major requirements before earning 120 units
- If changing in the 90-119 units category student must have the ability to complete major within 5 years of entry as a Freshmen or 3 years after entry as a Transfer student
- Students who have earned 120 or more units are not eligible for a change of major in BCOE. NOTE: AP/IB units are excluded from maximum unit calculation

Completed 0 to less than 45 units
Completion of ENGL 001A with C or better, and a C or better in CS 010A, and completion of the following with at least 2.700 GPA:

- BUS 020
- CS 010A
- MATH 009A or MATH 09HA
- Any additional Math/Science/Engineering/CS courses (if taken)
Completed 45 to less than 90 units
Completion of ENGL 001A with C or better, and a C or better in CS 010A and in CS 010B, and completion of the following with at least 2.700 GPA:

- BUS 020
- CS 010A
- CS 010B
- MATH 009A or MATH 09HA
- MATH 009B or MATH 09HB
- MATH 009C or MATH 09HC
- And any additional Math/Science/Engineering/CS courses (if taken)

Completed 90 to less than 120 units
Completion of ENGL 001A and ENGL 001B with C or better, and a C or better in CS 010A and in CS 010B, and completion of the following with at least 2.700 GPA:

- BUS 020
- CS 010A
- CS 010B
- MATH 009A or MATH 09HA
- MATH 009B or MATH 09HB
- MATH 009C or MATH 09HC
- MATH 011/CS 011
- And any additional Math/Science/Engineering/CS courses (if taken)

Justification:
Per Committee on Education Policy directive for all programs campus-wide, we must submit criteria for students who want to change their major to Computer Science with Business Applications.

Approvals:
Approved by the faculty of the Department of Computer Science: November 15, 2019
Approved by the Executive Committee of the College of Engineering: February 20, 2020
Approved by the Committee on Educational Policy: April 8, 2020
EXECUTIVE COMMITTEE  
COLLEGE OF ENGINEERING  
REPORT TO THE RIVERSIDE DIVISION  
MAY 26, 2020

To be adopted:

Proposed Changes to Undergraduate Program in Computer Science with Business Applications

**PRESENT:**

1. Lower-division requirements (56 units)
   a) ENGR 001M
   b) BUS 020
   c) CS 010, CS 012 or CS 013, CS 014, CS 061
   d) CS 011/MATH 011
   e) ECON 002, ECON 003
   f) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, and MATH 031

**PROPOSED:**

1. Lower-division requirements (61 units)
   a) [no change]
   b) [no change]
   c) [CS 010A, CS 010B or CS 013, CS 010C, CS 061]
   d) [no change]
   e) [no change]
   f) [no change]

2. Upper-division requirements (85 units)
   a) ENGR 101M
   b) BUS 103, BUS 104/STAT 104, BUS 106/ECON 134
   c) CS 100, CS 141, CS 153, CS 165
   d) At least two courses from CS 164, CS 166, CS 172, CS 180
   e) CS 111/MATH 111
   f) ENGR 180W
   g) SOC 150
   h) STAT 155
   i) Sixteen (16) units of upper-division
      Computer Science technical electives, which must be distinct from the courses used to satisfy the above major requirements. These 16 units may be chosen from those courses listed as upper-division requirements or technical electives for the Computer Science major. At least four courses must be in the Department of Computer Science and Engineering.
   j) Sixteen (16) units of Business Administration technical electives, including at least 8 units of courses listed in the Information Systems concentration within the Business Administration major. These 16 units must be distinct from the courses used to satisfy the above major requirements and may be chosen from any of the available Business Administration courses, with the following restrictions: no credit will be given for BUS

2. Upper-division requirements (85 units)
   a) [no change]
   b) [no change]
   c) [no change]
   d) [no change]
   e) [no change]
   f) [no change]
   g) [no change]
   h) [no change]
   i) [no change]
   j) [no change]
101, only one of BUS 171 and CS 180 can be taken for credit, only one of BUS 173 and CS 166 can be taken for credit, only one of BUS 175 and CS 164 can be taken for credit, and only one of BUS 125 and CS 177 can be taken for credit.

**Justification:**
This change reflects the approved renumbering of CS 010 to CS 010A, CS 012, to CS 010B, and CS 014 to CS 010C.

**Approvals:**
Approved by the faculty of the Department of Computer Science and Engineering: April 27, 2020
Approved by the faculty of the College of Engineering: April 27, 2020
Approved by the Executive Committee of the College of Engineering: April 27, 2020
Approved by the Committee on Educational Policy: April 30, 2020
EXECUTIVE COMMITTEE
BOURNS COLLEGE OF ENGINEERING
REPORT TO THE RIVERSIDE DIVISION
MAY 26, 2020

To be adopted:

Proposed inclusion of Change of Major Change Criteria for Electrical Engineering

PRESENT:

PROPOSED:

Change of Major Criteria
All students who request a change of major to Electrical Engineering must meet the following requirements:

- Be in good academic standing
- Have no less than a C- in any Math, Science and Engineering coursework
- Have a minimum 2.0 GPA in all Math, Science and Engineering required coursework
- Be able to complete major within maximum allowable units
- Complete all the courses listed below, based on the total number of units earned, prior to submitting the major change request
- UCR transfer students interested in changing to a BCOE major must have been admissible to the major at point of entry, or must satisfy transfer admission and change of major requirements before earning 120 units
- If changing in the 90-119 units category student must have the ability to complete major within 5 years of entry as a Freshmen or 3 years after entry as a Transfer student
- Students who have earned 120 or more units are not eligible for a change of major in BCOE. NOTE: AP/IB units are excluded from maximum unit calculation

Completed 0 to less than 45 units
Completion of ENGL 001A with C or better and completion of the following with at least 2.7 GPA in:

- MATH 009A or MATH 09HA
- MATH 009B or MATH 09HB
• PHYS 040A

**Completed 45 to less than 90 units**
Completion of ENGL 001A with C or better and completion of the following with at least 2.500 GPA
• C or better in CS 010A
• MATH 009A or MATH 09HA
• MATH 009B or MATH 09HB
• MATH 009C or MATH 09HC
• PHYS 040A

**Completed 90 to less than 120 units**
Completion of ENGL 001A and ENGL 001B with C or better and completion of the following with at least 2.500 GPA:
• C or better in CS 010A
• EE 001A
• EE 01LA
• MATH 009A or MATH 09HA
• MATH 009B or MATH 09HB
• MATH 009C or MATH 09HC
• PHYS 040A
• PHYS 040B

**Justification:**
Per Committee on Education Policy directive for all programs campus-wide, we must submit criteria for students who want to change their major to Electrical Engineering

**Approvals:**
Approved by the Department of Electrical & Computer Engineering: January 21, 2020
Approved by the Executive Committee of the College of Engineering: February 20, 2020
Approved by the Committee on Educational Policy: April 8, 2020
To be adopted:

Proposed Changes to Electrical Engineering

PRESENT:
Undergraduate Program
Focus Areas
The electrical engineering undergraduate program offers the following focus areas:

1. Communications, Signal Processing and Networking: Fundamental and state-of-the-art theory and applications of acquisition, processing, and transmission of digital signals and images over wire, wireless (radio frequency), fiber optics, etc. Example applications include speech processing and recognition, mobile communication using smartphones, fiber optical communication, image enhancement and compression.

2. Control, Robotics and Machine Intelligence: Theory and design of control of systems and robots, and systems capable of intelligent decisions. Example applications include control systems in automotive, satellite, aircraft, computer hard drive, robotic manufacturing, autonomous robots, cell phone signal tracking, computer vision and intelligent transportation systems.

3. Embedded Systems and VLSI: Theory, design and methodologies of embedded system using microcontrollers, very large scale, nanometer integrated circuits. Example applications include smart home appliances, Internet of Things, microprocessors, analog and mixed signal circuits, RF circuits for cell phones and wireless networks, system-on-chip and wireless networks, system-on-chip.

4. Nanotechnology, Advanced Materials and Devices: Synthesis and characterization of advanced materials at nanometer scale, theory, design and fabrication of electronic and optoelectronic devices. Example applications

PROPOSED:

[no change]
include creation of ultra-fast low-power transistors, efficient solar cells for energy generation, high-density memory for smart phones and mobile services, and tiny devices for medical applications.

5. **Power Engineering**: Power electronics, AC and DC power and their conversion, electro-mechanical energy conversion, electric motors, large-scale power generation and transmission systems, long-distance transmission and distribution of electric power, design of motion control drive circuits for robotic and industrial automation systems, and other related topics.

5. **Nanotechnology, Advanced Materials, and Devices**: Synthesis and characterization of advanced materials at nanometer scale, theory, design and fabrication of electronic and optoelectronic devices. Example applications include creation of ultra-fast low-power transistors, efficient solar cells for energy generation, high-density memory for smart phones and mobile services, and tiny devices for medical applications.

6. **Power Systems and Smart Grid**: Power electronics, AC and DC power and their conversion, electro-mechanical energy conversion, electric motors, large-scale power generation and transmission systems, long-distance transmission and distribution of electric power, design of motion control drive circuits for robotic and industrial automation systems, and other related topics.

All undergraduates in the College of Engineering must see an advisor at least annually. For details, visit [student.engr.ucr.edu](http://student.engr.ucr.edu).

**University Requirements**
See Undergraduate Studies section.

**College Requirements**
See The Marlan and Rosemary Bourns College of Engineering, Colleges and Programs section.

The Electrical Engineering major uses the following major requirements to satisfy the college’s Natural Sciences and Mathematics breadth requirement.

1. One course in the biological sciences chosen from an approved list
2. CHEM 001A, CHEM 01LA
3. MATH 008B or MATH 009A
4. PHYS 040A, PHYS 040B
Major Requirements

1. Lower-division requirements (73 units)
   a) One course in the biological sciences chosen from an approved list
   b) CHEM 001A, CHEM 01LA
   c) CS 010, CS 013, CS 061
   d) EE 001A, EE 01LA, EE 001B, EE 010, EE 020
   e) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   f) PHYS 040A, PHYS 040B, PHYS 040C

2. Upper-division requirements (81 units)
   a) EE 100A, EE 100B, EE 105, EE 110A, EE110B, EE 114, EE 116, CS 120A/EE 120A, CS 120B/EE 120B, EE 132, EE 133, EE 141, EE 175A, EE 175B
   b) One of EE 128 or EE 155
   c) ENGR 181W
   d) Sixteen (16) units of technical electives chosen from CS 161, CS 168/EE 168; EE 115, EE 117, EE 118, EE 123, EE 128 (if not chosen as a required course in b) above), EE 135, EE 136, EE 137, EE 138, EE 139, EE 142, EE 144, EE 145/ME 145, EE 146, EE 147, EE 150, EE 151, EE 152, EE 153, EE 155 (if not chosen as a required course in b) above), EE 162, EE 165, ENGR 160

To ensure depth, the choice of technical electives must include at least one coherent sequence of at least three (3) electrical engineering courses (lead course plus two additional) in one focus area of electrical engineering, as defined below.

- Communications, Signal Processing and Networking. Lead Course: EE 141. Sequence Courses: EE 115, EE 117, EE 118, EE 128, EE 146, EE 150, EE 152, ENGR 160
- Control, Robotics and Machine Intelligence. Lead Course: EE 132. Sequence Courses: EE 128, EE 142, EE 144, EE 145/ME 145, EE 146, EE 151, EE 152, ENGR 160
- Embedded Systems and VLSI. Lead Course: EE 128. Sequence Courses: EE 135, EE 147, EE 165, CS 168/EE 168, CS 161, ENGR 160
- Nanotechnology, Advanced Materials and Devices. Lead Course: EE 133. Sequence Courses:

Major Requirements

1. Lower-division requirements (74 units)
   a) One course in the biological sciences chosen from an approved list
   b) CHEM 001A, CHEM 01LA
   c) CS 010, CS 013, CS 061
   d) EE 001A, EE 01LA, EE 001B, EE 010, EE 020
   e) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   f) PHYS 040A, PHYS 040B, PHYS 040C
EE 117, EE 136, EE 137, EE 138, EE 139, EE 162  152, ENGR 160

- Power Engineering. Lead Course: EE 155. Sequence Courses: EE 117, EE 123, EE 128, EE 153, ENGR 160

- Nanotechnology, Advanced Materials, and Devices. Lead Course: EE 133. Sequence Courses: EE 117, EE 136, EE 137, EE 138, EE 139, EE 162

- Power Systems and Smart Grid. Lead Course: EE 155. Sequence Courses: EE 117, EE 123, EE 128, EE 153, ENGR 160

Example course sequences are available through the Student Affairs Office in the College of Engineering or student.engr.ucr.edu

[no change]

Justification:

1. Adding a comma to focus areas 1 and 5’s names to make grammatically correct

2. Change to Focus Area 2 (name and description) and addition of new focus area, “Intelligent Systems”

Control, Robotics and Machine Intelligence is overly broad and does not convey the idea that it includes machine learning and intelligent systems, although relevant courses are included. “Intelligent Systems” carves out a set of courses that are relevant to pattern recognition, machine learning, and intelligent systems.

3. Change to Focus Area 6’s name to “Power Systems and Smart Grid”

“Power Systems and Smart Grid” reflects contemporary issues better, such as management of electricity supply networks, digital control of power system networks, etc., in contrast to just generation, transmission, and distribution of power that classical Power Engineering is dealing with.

4. Typo in Focus Area 6’s description.

Correct spelling is “generation”

5. EE 010’s overall units updated from 1 to 2 units. The course has a 2 hour/week lecture plus 1-hour hands-on experience (e.g. students actually learn some processes in the IEEE workshop). Hence, it is more appropriate to have 2 units. This increases the overall lower-division major requirements to 74 units.

6. Reordering of focus areas (that includes new area) to make in alphabetical order.

Approvals:
Approved by the Department of Electrical & Computer Engineering: September 23, 2019
Approved by the Executive Committee of the College of Engineering: December 9, 2019
Approved by the Committee on Educational Policy: April 8, 2020
To be adopted:

Proposed inclusion of Change of Major Criteria for Environmental Engineering

PRESENT: PROPOSED:

Change of Major Criteria
All students who request a change of major to Environmental Engineering must meet the following requirements:

- Be in good academic standing
- Have no less than a C- in any Math, Science and Engineering coursework
- Have a minimum 2.0 GPA in all Math, Science and Engineering required coursework
- Be able to complete major within maximum allowable units
- Complete all the courses listed below, based on the total number of units earned, prior to submitting the major change request
- UCR transfer students interested in changing to a BCOE major must have been admissible to the major at point of entry, or must satisfy transfer admission and change of major requirements before earning 120 units
- If changing in the 90-119 units category student must have the ability to complete major within 5 years of entry as a Freshmen or 3 years after entry as a Transfer student
- Students who have earned 120 or more units are not eligible for a change of major in BCOE. NOTE: AP/IB units are excluded from maximum unit calculation

Completed 0 to less than 45 units
Completion of ENGL 001A with C or better and completion of the following with at least 2.500 GPA:

- CHEM 001A or CHEM 01HA
- CHEM 01LA or CHEM 01LHA
- MATH 009A or MATH 09HA
- PHYS 040A or PHYS 040HA

**Completed 45 to less than 90 units**
Completion of ENGL 001A with C or better and completion of the following with at least 2.500 GPA:
- CHEM 001A or CHEM 01HA
- CHEM 01LA or CHEM 01HLA
- CHEM 001B or CHEM 01HB
- CHEM 01LB or CHEM 01HLB
- MATH 009A or MATH 09HA
- MATH 009B or MATH 09HB
- MATH 009C or MATH 09HC
- PHYS 040A or PHYS 040HA
- C or better ENGL 1A

**Completed 90 to less than 120 units**
Completion of ENGL 001A and ENGL 001B with C or better and completion of the following with at least 2.500 GPA:
- CHEM 001A or CHEM 01HA
- CHEM 01LA or CHEM 01HLA
- CHEM 001B or CHEM 01HB
- CHEM 01LB or CHEM 01HLB
- CHEM 001C or CHEM 01HC
- CHEM 01LC or CHEM 01HLC
- MATH 009A or MATH 09HA
- MATH 009B or MATH 09HB
- MATH 009C or MATH 09HC
- PHYS 040A or PHYS 040HA
- PHYS 040B or PHYS 040HB

**Justification:**
Per Committee on Education Policy directive for all programs campus-wide, we must submit criteria for students who want to change their major to Environmental Engineering.

**Approvals:**
Approved by the faculty of the Department of Chemical and Environmental Engineering: January 6, 2020
Approved by the Executive Committee of the College of Engineering: February 20, 2020
Approved by the Committee on Educational Policy: April 8, 2020
To be adopted:

Proposed Changes to Undergraduate Program in Environmental Engineering

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lower-division requirements (76 units)</td>
<td>1. Lower-division requirements (76 units)</td>
</tr>
<tr>
<td>a) BIOL 005A, BIOL 05LA</td>
<td>a) [no change]</td>
</tr>
<tr>
<td>b) CEE 010</td>
<td>b) [no change]</td>
</tr>
<tr>
<td>c) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC, CHEM 008A, CHEM 008B, CHEM 08LA, CHEM 08LB</td>
<td>c) [no change]</td>
</tr>
<tr>
<td>d) CS 040</td>
<td>d) CS 010A</td>
</tr>
<tr>
<td>e) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046</td>
<td>e) [no change]</td>
</tr>
<tr>
<td>f) ME 010</td>
<td>f) [no change]</td>
</tr>
<tr>
<td>g) PHYS 040A, PHYS 040B, PHYS 040C</td>
<td>g) [no change]</td>
</tr>
<tr>
<td>2. Upper-division requirements (69 units)</td>
<td>2. Upper-division requirements (69 units)</td>
</tr>
<tr>
<td>a) CEE 158</td>
<td>a) [no change]</td>
</tr>
<tr>
<td>b) CHE 100, CHE 114, CHE 120</td>
<td>b) [no change]</td>
</tr>
<tr>
<td>c) ENGR 118</td>
<td>c) [no change]</td>
</tr>
<tr>
<td>d) ENSC 100/SWSC 100</td>
<td>d) [no change]</td>
</tr>
<tr>
<td>e) ENVE 120, ENVE 133, ENVE 135, ENVE 142, ENVE 146, ENVE 160B, ENVE 160C, ENVE 171, ENVE 175A, ENVE 175B</td>
<td>e) [no change]</td>
</tr>
<tr>
<td>f) ENVE 130/CHE 130, ENVE 160A/CHE 160A</td>
<td>f) [no change]</td>
</tr>
<tr>
<td>3. Option requirements: choose one option (12 units)</td>
<td>3. Option requirements: choose one option (12 units)</td>
</tr>
<tr>
<td>a) Air Pollution Control Technology option</td>
<td>a) [no change]</td>
</tr>
<tr>
<td>(1) CHE 116</td>
<td>(1) [no change]</td>
</tr>
<tr>
<td>(2) ENVE 134</td>
<td>(2) [no change]</td>
</tr>
<tr>
<td>(3) Choose one from CEE 125, CEE 132, CHE 102, ENSC 135/CHM 135/ENTX 135, ENVE 144/ENSC 144, ENVE 138, ENVE 145</td>
<td>(3) [no change]</td>
</tr>
<tr>
<td>b) Water Pollution Control Technology option</td>
<td>b) [no change]</td>
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<tr>
<td>(1) CHE 124 or ENVE 121</td>
<td>(1) [no change]</td>
</tr>
<tr>
<td>(2) Choose one from CEE 125, CHE 116, ENSC 136, ENSC 163</td>
<td>(2) [no change]</td>
</tr>
<tr>
<td>(3) Choose one from CEE 132, ENSC 155, ENVE 144/ENSC 144, ENVE 145</td>
<td>(3) [no change]</td>
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</tbody>
</table>

Justification:
This change reflects the approved renumbering of CS 010 to CS 010A, CS 012, to CS 010B, and CS 014 to CS 010C.

Approvals:
Approved by the Department of Chemical & Environmental Engineering: April 26, 2020
Approved by the faculty of the College of Engineering: April 27, 2020
Approved by the Executive Committee of the College of Engineering: April 27, 2020
Approved by the Committee on Educational Policy: April 30, 2020
To be adopted:

Proposed inclusion of Change of Major Criteria for Materials Science and Engineering

PROPOSED:
Change of Major Criteria
All students who request a change of major to Materials Science and Engineering must meet the following requirements:

- Be in good academic standing
- Have no less than a C- in any Math, Science and Engineering coursework
- Have a minimum 2.0 GPA in all Math, Science and Engineering required coursework
- Be able to complete major within maximum allowable units
- Complete all the courses listed below, based on the total number of units earned, prior to submitting the major change request
- UCR transfer students interested in changing to a BCOE major must have been admissible to the major at point of entry, or must satisfy transfer admission and change of major requirements before earning 120 units
- If changing in the 90-119 units category student must have the ability to complete major within 5 years of entry as a Freshmen or 3 years after entry as a Transfer student
- Students who have earned 120 or more units are not eligible for a change of major in BCOE. **NOTE**: AP/IB units are excluded from maximum unit calculation

Completed 0 to less than 45 units
Completion of ENGL 001A with C or better and completion of the following with at least 2.500 GPA:

- CHEM 001A or CHEM 01HA
- CHEM 01LA or CHEM 01HLA
- CHEM 001B or CHEM 01HB
- CHEM 01LB or CHEM 01HLB
- MATH 009A or MATH 09HA
• MATH 009B or MATH 09HB
• PHYS 040A or PHYS 040HA

**Completed 45 to less than 90 units**
Completion of ENGL 001A with C or better and completion of the following with at least 2.500 GPA:

• BIOL 005A or BIOL 05HA
• BIOL 05LA or BIOL 05HLA
• CHEM 001A or CHEM 01HA
• CHEM 01LA or CHEM 01HLA
• CHEM 001B or CHEM 01HB
• CHEM 01LB or CHEM/01HLB
• MATH 009A or MATH 09HA
• MATH 009B or MATH 09HB
• MATH 009C or MATH 09HC
• PHYS 040A or PHYS 040HA

**Completed 90 to less than 120 units**
Completion of ENGL 001A and ENGL 001B with C or better and completion of the following with at least 2.500:

• BIOL 005A or BIOL 05HA
• BIOL 05LA or BIOL 05HLA
• CHEM 001A or CHEM 01HA
• CHEM 01LA or CHEM 01HLA
• CHEM 001B or CHEM 01HB
• CHEM 01LB or CHEM 01HLB
• CHEM 001C or CHEM 01HC
• CHEM 01LC or CHEM 01HLC
• MATH 009A or MATH 09HA
• MATH 009B or MATH 09HB
• MATH 009C or MATH 09HC
• PHYS 040A or PHYS 040HA

**Justification:**
Per Committee on Education Policy directive for all programs campus-wide, we must submit criteria for students who want to change their major to Materials Science and Engineering.

**Approvals:**
Approved by the faculty of the Materials Science and Engineering Program: January 10, 2020
Approved by the Executive Committee of the College of Engineering: February 20, 2020
Approved by the Committee on Educational Policy: April 8, 2020
To be adopted:

PROPOSED CHANGES TO THE MATERIALS SCIENCE AND ENGINEERING MAJOR REQUIREMENTS

PRESENT:

College Requirements
See The Marlan and Rosemary Bourns College of Engineering, Colleges and Programs section.

The Materials Science and Engineering major uses the following major requirements to satisfy the college’s Natural Sciences and Mathematics breadth requirement.

1. One course in the biological sciences chosen from an approved list
2. CHEM 001A, CHEM 001LA
3. MATH 008B or MATH 009A
4. PHYS 040A, PHYS 040B

Major Requirements

1. Lower-division requirements (72 units)
   a) CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 01LC
   b) CS 009M or CS 009P
   c) EE 001A, EE 01LA
   d) MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   e) ME 010
   f) MSE 001
   g) PHYS 040A, PHYS 040B, PHYS 040C
   h) CHEM 008A, CHEM 08LA

2. Upper-division requirements (72 units)
   a) BIEN 140A/CEE 140A
   b) CHE 100
   c) EE 138
   d) ENGR 180W
   e) ME 110, ME 114, ME 156
   f) MSE 134, MSE 135, MSE 160, MSE 161, MSE 175A, MSE 175B
   g) STAT 155
   h) Technical Electives (20 units): chosen from
      BIEN 110, BIEN/MSE 136, BIEN 137, BIEN 140B/CEE 140B, CHE 105, CHE

PROPOSED:

No change.

Major Requirements

1. Lower-division requirements (75 units)
   a) CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 01LC
   b) CS 009M or CS 009P
   c) EE 001A, EE 01LA
   d) MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   e) ME 010
   f) MSE 001, MSE 002L, MSE 003L, MSE 004L
   g) PHYS 040A, PHYS 040B, PHYS 040C
   h) CHEM 008A, CHEM 08LA

2. Upper-division requirements (72 units)
   a) BIEN 140A/CEE 140A
   b) CHE 100
   c) EE 138
   d) ENGR 180W
   e) ME 110, ME 114, ME 156
   f) MSE 134, MSE 135, MSE 160, MSE 161, MSE 175A, MSE 175B
   g) STAT 155
   h) Technical Electives (20 units): chosen from
      BIEN 110, BIEN/MSE 136, BIEN 137, BIEN 140B/CEE 140B, CHE

55
161, EE 133, EE 136, EE 137, EE 139, EE 162, ME 153, MSE 155, MSE 197

105, CHE 161, EE 133, EE 136, EE 137, EE 139, EE 162, ME 153, MSE 155, MSE 197

Visit the Student Affairs Office in the College of Engineering or student.engr.ucr.edu for a sample program.

JUSTIFICATION:
MSE 002L General Materials Laboratory Spring, MSE 003L General Materials Laboratory Fall, and MSE 004L General Materials Laboratory Winter are to be added as required courses to the MSE curriculum per the recommendation by the MSE faculty and ABET Accreditation.

APPROVALS:
Approved by the MSE Undergraduate Committee: November 26, 2019
Approved by the Materials Science and Engineering faculty: December 5, 2019
Approved by the Executive Committee of the College of Engineering: April 23, 2020
Approved by the Committee on Educational Policy: April 30, 2020
To be adopted:

Proposed inclusion of Change of Major Criteria for Mechanical Engineering

**PRESENT:**

**PROPOSED:**

**Change of Major Criteria**

All students who request a change of major to Mechanical Engineering must meet the following requirements:

- Be in good academic standing
- Have no less than a C- in any Math, Science and Engineering coursework
- Have a minimum 2.0 GPA in all Math, Science and Engineering required coursework
- Be able to complete major within maximum allowable units
- Complete all the courses listed below, based on the total number of units earned, prior to submitting the major change request
- UCR transfer students interested in changing to a BCOE major must have been admissible to the major at point of entry, or must satisfy transfer admission and change of major requirements before earning 120 units
- If changing in the 90-119 units category student must have the ability to complete major within 5 years of entry as a Freshmen or 3 years after entry as a Transfer student
- Students who have earned 120 or more units are not eligible for a change of major in BCOE. **NOTE:** AP/IB units are excluded from maximum unit calculation

**Completed 0 to less than 45 units**

Completion of ENGL 001A with C or better and completion of the following with at least 2.500 GPA:

- MATH 009A or MATH 09HA
- MATH 009B or MATH 09HB
- PHYS 040A

**Completed 45 to less than 90 units**
Completion of ENGL 001A with C or better and completion of the following with at least 2.500 GPA:

- ME 002
- ME 018A
- MATH 009A or MATH 09HA
- MATH 009B or MATH 09HB
- MATH 009C or MATH 09HC
- PHYS 040A

**Completed 90 to less than 120 units**

Completion of ENGL 001A and ENGL 001B with C or better and completion of the following with at least 2.500 GPA:

- ME 002
- ME 010
- ME 018A
- ME 018B
- MATH 009A or MATH 09HA
- MATH 009B or MATH 09HB
- MATH 009C or MATH 09HC
- PHYS 040A
- PHYS 040B

**Justification:**
Per Committee on Education Policy directive for all programs campus-wide, we must submit criteria for students who want to change their major to Mechanical Engineering.

**Approvals:**
Approved by the faculty of the Department of Mechanical Engineering: December 5, 2019
Approved by the Executive Committee of the College of Engineering: February 20, 2020
Approved by the Committee on Educational Policy: April 8, 2020
EXECUTIVE COMMITTEE
BOURNS COLLEGE OF ENGINEERING
REPORT TO THE RIVERSIDE DIVISION
MAY 26, 2020

To be adopted:

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Requirements</strong></td>
<td><strong>No Change</strong></td>
</tr>
<tr>
<td><strong>1. Lower-division requirements</strong> (75 units)</td>
<td><strong>No Change</strong></td>
</tr>
<tr>
<td>a) BIOL 005A, BIOL 05LA</td>
<td><strong>No Change</strong></td>
</tr>
<tr>
<td>b) CHEM 001A, CHEM 001B, CHEM 01LA, CHEM 01LB</td>
<td><strong>No Change</strong></td>
</tr>
<tr>
<td>c) EE 001A, EE 01LA</td>
<td><strong>No Change</strong></td>
</tr>
<tr>
<td>d) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046</td>
<td><strong>No Change</strong></td>
</tr>
<tr>
<td>e) ME 002, ME 009, ME 010, ME 018A, ME 018B</td>
<td><strong>No Change</strong></td>
</tr>
<tr>
<td>f) PHYS 040A, PHYS 040B, PHYS 040C</td>
<td><strong>No Change</strong></td>
</tr>
<tr>
<td><strong>2. Upper-division requirements</strong> (77 units)</td>
<td><strong>No Change</strong></td>
</tr>
<tr>
<td>a) ME 100A, ME 103, ME 110, ME 113, ME 114, ME 116A, ME 118, ME 120, ME 135, ME 170A, ME 170B, ME 174, ME 175A, ME 175B, ME 175C</td>
<td><strong>No Change</strong></td>
</tr>
<tr>
<td>b) STAT 100A</td>
<td><strong>No Change</strong></td>
</tr>
<tr>
<td>c) Choose one Focus Area:</td>
<td>c) Choose one Focus Area:</td>
</tr>
<tr>
<td>(1) Materials and Structures</td>
<td>(1) Materials and Structures</td>
</tr>
<tr>
<td>Sixteen (16) units of technical electives chosen from ME100B, ME116B, ME121, ME122, ME134/MSE134, ME153, ME156, M180, ME197</td>
<td>Sixteen (16) units of technical electives chosen from ME100B, ME116B, ME121, ME122, ME134/MSE134, ME153, ME156, ME157/MSE143, ME158/MSE148, ME180, ME197</td>
</tr>
<tr>
<td>(2) Energy and Environment</td>
<td>No change</td>
</tr>
<tr>
<td>Sixteen (16) units of technical electives chosen from ME 100B, ME 116B, ME 117, ME 136, ME 137, ME 138, ME 197</td>
<td>No change</td>
</tr>
<tr>
<td>(3) Design and Manufacturing</td>
<td>No change</td>
</tr>
<tr>
<td>Sixteen (16) units of technical electives chosen from ME 121, ME 122, ME 130, ME 131, ME 133, ME 140, ME 144/EE 144, ME 145, ME 153, ME 156, ME 175D, ME 176, ME 180, ME 197</td>
<td>No change</td>
</tr>
<tr>
<td>(4) General Mechanical Engineering</td>
<td>(4) General Mechanical Engineering</td>
</tr>
</tbody>
</table>
Sixteen (16) units of technical electives chosen from the following list, in consultation with an advisor: ME 100B, ME 116B, ME 117, ME 121, ME 122, ME 130, ME 131, ME 133, ME 134/MSE 134, ME 136, ME 137, ME 138, ME 140, ME 144/EE 144, ME 145, ME 153, ME 156, ME 175D, ME 176, ME 180, ME 197

**Justification:**
ME157/MSE143 and ME158/MSE148 have been cross-listed and need to be added to the list of technical electives. ME180 was listed as M180 under category 1. It should be ME180.

**Approvals:**
- Approved by Department of Mechanical Engineering: March 10, 2020
- Approved by BCoE Executive Committee: April 10, 2020
- Approved by the Committee on Educational Policy: April 21, 2020
To be adopted:

Proposed Changes to the Undergraduate Business Administration major (BSAD)

PRESENT:  

Majors
The B.S. in Business Administration is a two-year upper-division major offered by the School of Business. Students can enroll in a Pre-Business status and are advised in CHASS during their freshman and sophomore years. The Pre-Business curriculum includes the prerequisites to the major and the college breadth requirements. After admission to the major, students are advised by the School of Business through its Undergraduate Business Programs Office located at 2340 Olmsted Hall. The B.S. degree in Business Administration is conferred by the School of Business.

The program is accredited by the AACSBIInternational - The Association to Advance Collegiate Schools of Business.

PROPOSED:  

No change

Admission
A limited number of students are accepted into the Business Administration major, chosen according to overall GPA. Students must apply for the major when they have completed not fewer than 75 and not more than 100 quarter units of college work. Final acceptance into the major is based on completion of all prerequisites and breadth requirements within a 100-quarter-unit limit, a GPA above 2.50 in major prerequisites, and cumulative GPA of at least 2.70. (Exceptions: 1. Students who have not completed the foreign language breadth requirement may be accepted into the program, but they must complete the requirement before graduation. 2. Students should complete either ECON 102 or ECON 103 after acceptance into the program.)

Admission
A limited number of students are accepted into the Business Administration major, chosen according to overall GPA. Students must apply for the major when they have completed not fewer than 75 and not more than 100 quarter units of college work. Final acceptance into the major is based on completion of all prerequisites and breadth requirements within a 100-quarter-unit limit, a GPA above 2.50 in major prerequisites, and cumulative GPA of at least 2.70. (Students who have not completed the foreign language breadth requirement may be accepted into the program, but they must complete the requirement before graduation.) Exceptions to the 100-quarter-unit maximum must be requested by petition.
UCR Students (excluding Pre-Business students) interested in changing major to Business Administration will be admissible to the Business Preparatory (BSPR), (which is not a major in UCR, but a holding group of transfer students who appear to be qualified for admission into business administration, but have some deficiencies which need to be completed before admission into business administration) status only if they can complete their deficiencies in breadth and/or major prerequisites within one quarter (the first quarter after admission into Business Preparatory).

The same rule will apply to students transferring in from a community college or a four-year school. In the event these students fail to meet this one quarter requirement, they will not be admitted into the BSPR category, and will be advised to find another major at UCR.

Students are encouraged to participate in at least one internship during their junior or senior year. Students interested in international business are encouraged to consider opportunities for study through the Education Abroad Program, which has centers affiliated with more than 150 institutions in 35 countries worldwide. For further details, visit Study Abroad Programs at ea.ucr.edu or call (951) 827-4113.

Outstanding academic achievement is recognized by the awarding of the Delta Sigma Pi Scholarship Key to a graduating senior. Other awards, presented on an annual basis, include the Bank of America Business Leaders Scholarship, Deloitte and Touche Scholarship, Gordon Blunden/Provident Savings Bank Business Scholarship, and the Ernst & Young Scholarship.

Graduating seniors are also eligible for the School of Business Award for Academic and Service Excellence, and also the School of Business Concentration Area Awards, which recognizes the student with the best overall performance in each concentration area.

Each Spring, the top 10% of juniors and seniors in the Business Administration program are invited to join Beta Gamma Sigma, the only international honors society recognized by AACSB.
International. Membership in Beta Gamma Sigma is the highest recognition a business student anywhere in the world can receive in a business program accredited by AACSB International. New Members are recognized by an official induction ceremony led by the Dean of the School of Business in the Spring quarter.

**University Requirements**

See Undergraduate Studies section.

**College Requirements**

Students must fulfill all breadth requirements of the College of Humanities, Arts, and Social Sciences or the Intersegmental General Education Transfer Curriculum prior to transferring to the UC.

**Major Requirements**

The following are requirements leading to the B.S. degree in Business Administration. At least 50 percent of business course requirements must be completed at UCR.

**Business Administration Major**

1. **Preparation for Business**
   
   Administration major (8 courses [at least 32 units])
   
   Major prerequisites (non-BUS courses may be used to satisfy breadth requirements for the School of Business):
   
   (1) BUS 010
   (2) BUS 020
   (3) ECON 002
   (4) ECON 003
   (5) CS 008
   (6) STAT 048
   (7) MATH 022
   (8) ECON 102 or ECON 103**
   
   **should be completed once accepted into program.

The major requirements for the B.S. in Business Administration are as follows:

1. **Upper-division major requirements** (19 courses [at least 77 units])

   Core courses (at least 11 courses [at least 44 units]):

   (1) Business Administration Major
BUS 100W, BUS 101, BUS 102, BUS 103, BUS 104/STAT 104, BUS 105, BUS 106/ECON 134, BUS 107, BUS 108, BUS 109

ECON 102/ECON 103, BUS 100W, BUS 101, BUS 102, BUS 103, BUS 104/STAT 104, BUS 105, BUS 106/ECON 134, BUS 107, BUS 108, BUS 109

**Concentration (At least 20 units):** Students in the Business Administration major (BSAD) will be required to declare a concentration at least three quarters prior to graduation, provided they be allowed to change their concentration, if justified. The Office of Undergraduate Business Programs will manage the process. Students can declare one concentration.

Choose five courses from one of the concentrations listed below. Courses completed to meet core requirements may not be used to meet concentration requirements.

**Accounting and Auditing:** BUS 154, BUS 160/ECON 160, BUS 161, BUS 162/ECON 162, BUS 165A, BUS 165B, BUS 165C, BUS 166, BUS 167, BUS 168A, BUS 168B, BUS 169A, BUS 169B, BUS 170

**Business Analytics:** BUS 123, BUS 124, BUS 125, BUS 130, and at least one of the following: BUS 119, BUS 129, BUS 136, BUS 161.

**Finance:** BUS 132 and at least four of the following: BUS 131, BUS 134, BUS 135, BUS 136, BUS 137, BUS 138, BUS 139, BUS 140E, BUS 141, BUS 147.

**Information Systems:** BUS 110, BUS 125, BUS 128, BUS 171, BUS 172, BUS 173, BUS 174, BUS 175, BUS 179.

**Management:** BUS 121, BUS 143, BUS 144, BUS 145, BUS 146, BUS 147, BUS 148, BUS 149, BUS 150, BUS 154, BUS 155, BUS 156, BUS 157, ANTH 105/BUS 158, BUS 163, BUS 173.

**Marketing:** BUS 111, BUS 112, BUS 113, BUS 114, BUS 115, BUS 116, BUS 117, BUS 118, BUS 119, BUS 151, BUS 152, BUS 159, BUS 164

No change
Operations and Supply Chain Management: BUS 122, BUS 123, BUS 124, BUS 125, BUS 126, BUS 127/STAT 127, BUS 128, BUS 129, BUS 130, BUS 173

An additional 3 courses (at least 12 units) of Business Administration elective courses from BUS 110-BUS 199H, excluding BUS 190.

Courses completed to satisfy the five-course concentration requirement may not be used to meet this requirement. Related courses outside of Business Administration may be approved to satisfy their requirement with the approval of the Associate Dean or Director of Undergraduate Student Affairs of School of Business.

No change

Justification:
The change addressed in this proposal is moving the requirement to take ECON 102 or ECON 103, previously as pre-requisite for the Business Administration major, to a required core course for the Business Administration major.

1. ECON 102 or 103 should be taken after the student is accepted into the business program. This change is being made following a discussion with the ECON department, in which we learned 1) ECON 102 and 103 are taken primarily by pre-business students and the economics department does not have the ability to staff ECON 103 with enough seats to meet pre-business student demand and 2) pre-business students take 102, but if they don’t make it into the business major, they may struggle to transition to an economics major because economics majors need to take 104A/B series but they cannot take 104A and receive credit for it since they have taken 102, which is too similar in course content. Thus, it was proposed that if ECON 102 or 103 is taken after acceptance into the business program, both issues would be positively addressed for the economics department. They would better be able to staff these classes and students who don’t successfully transition to business can apply to economics and still take the appropriate ECON course needed for progression through the major.

Approvals:
Approved by the School of Business Executive Committee: April 4, 2019
Approved by the Department of Economics: October 25, 2019
Reviewed by the Committee on Undergraduate Admissions: December 17, 2019
Approved by the Committee on Educational Policy: April 8, 2020
To be adopted:

Proposed Changes to Administrative Studies Major

PRESENT:

Major Requirements
1. All requirements of the College of Humanities, Arts, and Social Sciences
2. Specified requirements of the relevant department, to include at least 36 upper-division units in that discipline

Administrative Studies requirements (37 units)

a) Four lower-division courses (17 units)
   (1) BUS 010, BUS 020
   (2) STAT 048 or equivalent (may be used to satisfy breadth requirements)
   (3) CS 008 (may be used to satisfy breadth requirements)

b) Two upper-division courses (8 units) from the list below:
   (1) ECON 102 or ECON 104A or ECON 130 or ECON 162/BUS 162
   (2) PSYC 140 or PSYC 142
   (3) SOC 150 or SOC 151 or SOC 171
   (4) POSC 181 or POSC 182 or POSC 183
   (5) ANTH 127 or ANTH 131

These two courses must be outside the discipline of the relevant major and cannot be courses included as part of the three-course Business Administration track or their cross-listed equivalents.

e) A three-course track (12 units) in Business Administration courses from one of the following:
   (1) Organizations (General): BUS 100, BUS 107, BUS 176/SOC 176, BUS 158/ANTH 105, SOC 150, SOC 151
   (2) Human Resources Management/

PROPOSED:

No change.

Administrative Studies requirements (37 units)

1. Lower-division courses (17 units)
   a) BUS 010, BUS 020
   b) STAT 048 or equivalent (may be used to satisfy breadth requirements)
   c) CS 008 (may be used to satisfy breadth requirements)

2. Upper-division requirements (20 units)
   a) Two courses (8 units) from the list below:
      (1) ECON 102 or ECON 103 or ECON 104A or ECON 130 or ECON 162/BUS 162
      (2) PSYC 140 or PSYC 142
      (3) SOC 150 or SOC 151
      (4) POSC 181 or POSC 182 or POSC 183 or POSC 186
      (5) ANTH 127 or ANTH 127S or ANTH 131

These two courses must be outside the discipline of the relevant major and cannot be courses included as part of the three-course Business Administration track or their cross-listed equivalents.

b) A three-course track (12 units) in Business Administration courses from one of the following:
   (1) Organizations (General): BUS 100 or BUS 100W, BUS 107, BUS 158/ANTH 105, BUS 176/SOC 176, SOC 150, SOC 151
   (2) Human Resources Management/
Labor Relations: BUS 100, BUS 107, BUS 152/ECON 152, BUS 153/ECON 153, BUS 155, BUS 157, PSYC 142
(3) Business and Society: BUS 100, BUS 102, BUS 107, PHIL 116, POSC 182, POSC 186
(4) Marketing: BUS 103, and two from BUS 112, BUS 113, BUS 114 or BUS 117

(5) Managerial Accounting/Taxation:
BUS 108, and two from BUS 166, BUS 168A, or BUS 168B
(7) Finance: BUS 106/ECON 134 and Two from BUS 134, BUS 136, BUS 137, BUS 138, BUS 139

(8) Management Information Systems:
BUS 101, BUS 171, BUS 173

(9) Production Management: BUS 104/STAT 104, and two from BUS 105, BUS 122, BUS 127/STAT 127

Justification:
The underlined upper-division Business courses have been approved by the Committee on Courses and based on course content, need to be placed into the area of focus as course options. Additionally, in order to more accurately convey course options within the Administrative Studies concentration areas these additional Business courses will improve the functionality of the degree audit and offer more options to students within the concentration areas. The Admin. Studies concentration areas are Organizations (General), Human Resources Management/ Labor Relations, Business and Society, Marketing, Managerial Accounting/ Taxation, Financial Accounting, Finance, Management Information Systems, and Production Management.

POSC 198G add to course options to keep with the constancy of the already approved requirement within the upper-division Political Science area (c).

ECON 103 and POSC 186, please allow for additional options within section a) two courses outside the discipline area. These course options are offered regularly and could help with the time to complete degree. Include the “S” version of ANTH 127S within this area for functionality of the degree audit.

BUS 100W, please update course options to include the “W” version in concentration tracks (b) 1-3 (Organizations (General), Human Resources Management/ Labor Relations, & Business and Society).
Delete within the Human Resources Management/ Labor Relations concentration BUS 152/ECON 152 because it was de-coupled and then ECON 152 was deleted (the deletion was never updated). BUS 152 is no longer the same subject matter content.

BUS 121, 144, 145, and 156 (courses approved but never added to curriculum), please add as course options within the Human Resources Management/ Labor Relations concentration.

BUS 111, 115, 116, 118, 119, 124, 126, 151, 152, 159, and 164 (courses approved but never added to curriculum), please add as course options within the Marketing concentration.

BUS 165C and 167 (courses approved but never added to curriculum), please add as course options within the Financial Accounting concentration.

BUS 131, 132, 135, 140E 141, and 147 (courses approved but never added to curriculum), please add as course options within the Finance concentration.

BUS 110, 125, 128, 172, 174, 175, and 179 (courses approved but never added to curriculum), please add as course options within the Production Management.

**Approvals:**

Approved by the faculty of the Program of the Administrative Studies: November 13, 2020

Approved by the Executive Committee College of Humanities, Arts, and Social Sciences: January 15, 2020

Approved by the Committee on Educational Policy: April 6, 2020
To be adopted:

Proposed changes to the Art History/Administrative Studies Major

**PRESENT:**

The major requirements for the B.A. degree in Art History/Administrative Studies are as follows:

**Art History requirements (48 units)
1. Lower-division requirements (12 units):**
one lower-division course in each of the three major areas. Note: No course that appears in more than one area can be repeated
   a) Pre-modern: AHS 015, AHS 017A, AHS 017B, AHS 018/AST 018, AHS 027/
      ANTH 027/LNST 027
   b) Early Modern: AHS 015, AHS 017B, AHS 017C, AHS 018/AST 018, AHS 023, AHS 028/LNST 028
   c) Modern/Contemporary: AHS 008, AHS 017C, AHS 020/MCS 023, AHS 021/
      URST 021, AHS 023, AHS 028/LNST 028
2. Upper-division requirements (36 units)
   a) AHS 192, Junior and Senior Seminar (4 units)
   b) Two courses (24 units total) in each of the major areas (Pre-modern, Early Modern, Modern/Contemporary) Note: No course that appears in more than one area can be repeated.
   c) Eight (8) elective units of upper-division course work in Art History chosen from the three major areas.

**Administrative Studies requirements (37 units)
1. Lower-division requirements (17 units)
   a) BUS 010, BUS 020
   b) STAT 048 or equivalent (may be used to satisfy breadth requirements)
   c) CS 008 (may be used to satisfy breadth requirements)
2. Upper-division requirements (20 units)
a) Two courses (8 units) from the list below:
   (1) ECON 102 or ECON 104A or ECON 130 or ECON 162/BUS 162
   (2) PSYC 140 or PSYC 142
   (3) SOC 150 or SOC 151
   (4) POSC 181 or POSC 182 or

**PROPOSED:**

The major requirements for the B.A. degree in Art History/Administrative Studies are as follows:

No Change

1. Lower-division requirements (12 units):
2. Upper-division requirements (20 units)
a) Two courses (8 units) from the list below:
   (1) ECON 102 or ECON 103 or ECON 104A or ECON 130 or ECON 162/BUS 162
   (2) PSYC 140 or PSYC 142
   (3) SOC 150 or SOC 151
   (4) POSC 181 or POSC 182 or
POSC 183
(5) ANTH 127 or ANTH 131

These two courses must be outside the discipline of Art History and cannot be courses included as part of the three-course Business Administration track or their cross-listed equivalents.

b) A three-course track (12 units) in Business Administration courses from one of the following:

(1) Organizations (General): BUS 100, BUS 107, BUS 176/SOC 176, BUS 158/ANTH 105, SOC 150, SOC 151
(2) Human Resources Management/Labor Relations: BUS 100, BUS 107, BUS 152/ECON 152, BUS 153/ECON 153, BUS 155, BUS 157, PSYC 142
(3) Business and Society: BUS 100, BUS 102, BUS 107, PHIL 116, POSC 182, POSC 186
(4) Marketing: BUS 103, and two from BUS 112, BUS 113, BUS 114, BUS 117
(5) Managerial Accounting/Taxation: BUS 108, and two from BUS 166, BUS 168A, BUS 168B
(7) Finance: BUS 106/ECON 134 and two from BUS 134, BUS 136, BUS 137, BUS 138, BUS 139
(8) Management Information Systems: BUS 101, BUS 171, BUS 173

POSC 183 or POSC 186
(5) ANTH 127 or ANTH 127S or ANTH 131

No change

No change

(1) Organizations (General): BUS 100 or BUS 100W, BUS 107, BUS 158/ANTH 105, BUS 176/SOC 176, SOC 150, SOC 151
(2) Human Resources Management/Labor Relations: BUS 100 or BUS 100W, BUS 107, BUS 121, BUS 144, BUS 145, BUS 153/ECON 153, BUS 155, BUS 156, BUS 157, PSYC 142
(3) Business and Society: BUS 100 or BUS 100W, BUS 102, BUS 107, PHIL 116, POSC 182, POSC 186
(4) Marketing: BUS 103, and two from BUS 111, BUS 112, BUS 113, BUS 114, BUS 115, BUS 116, BUS 117, BUS 118, BUS 119, BUS 124, BUS 126, BUS 151, BUS 152, BUS 159, BUS 164
(5) No Change
(7) Finance: BUS 106/ECON 134 and two from BUS 131, BUS 132, BUS 134, BUS 135, BUS 136, BUS 137, BUS 138, BUS 139, BUS 140E, BUS 141, BUS 147
(8) Management Information Systems: BUS 101, BUS 110, BUS 125, BUS 128, BUS 171, BUS 172, BUS 173, BUS 174, BUS 175, BUS 179
Production Management: BUS 104/STAT 104, and two from BUS 105, BUS 122, BUS 127/STAT 127

Note: In filling the dual requirements of the major students may not count more than two courses toward both parts of their total requirements (Art History requirements and Administrative Studies requirements).

Justification:
The changes to the majors in the catalog are a way to correct deficiencies in the past when new courses were added to the undergraduate business curriculum but, through an oversight, were not counted among the courses that could be used for various majors related to business. These include some courses that were not included in the Business Administration major, and a larger number that were not included in the choices offered to students majoring in Art History Administrative Studies, Economics Administrative Studies, History Administrative Studies, Political Science Administrative Studies, Sociology Administrative Studies.

Approvals:
Approved by the faculty of the Department of Art History: November 2019
Approved by the Executive Committee College of Humanities, Arts, and Social Sciences: January 15, 2020
Approved by the Committee on Educational Policy: April 6, 2020
To be adopted: Proposed Changes to Classical Studies Major

**PRESENT:**

**Language Proficiency**
All students in Classical Studies must complete either LATN 001, LATN 002, LATN 003, and LATN 004 (or equivalents) or GRK 001, GRK 002, and GRK 003 (or equivalents). They must also complete 12 upper-division units (or the equivalent) of course work in Latin or Greek.

1. **Language proficiency requirement:**
   a) either LATN 001, LATN 002, LATN 003, and LATN 004 (or equivalents) or GRK 001, GRK 002, and GRK 003 (or equivalents)
   and
   b) Twelve (12) upper-division units or the equivalent of course work in Latin or Greek

2. **Civilization requirement**
   Two courses from CLA 010A, CLA 010B, or CLA 010C

3. 
   a) CPLT 001 or CPLT 001W and CPLT 002 (8 units)
   b) CPLT 193 (4 units). (CPLT 196 strongly recommended but not required).

4. **Twenty-four (24) units from the following:**
   a) Upper-division Latin or Greek literature courses beyond the language proficiency requirement
   b) AHS 147, AHS 148, CLA 100/HISE 110, CLA 102/CPAC 102, CLA 112/CPLT 112/RLST 117, CLA 113/CPAC 112/HISE 113, CLA 114/CPLT 114, CLA 120 (E-Z), CLA 121/CPAC 121/POSC 121, CLA 132/AST 132/CHN 132/CPAC 132, CLA 141/CHN 141/CPAC 141, CLA 165, CLA 190, GRK 190, HISE 112, HISE 114/CPAC 133, HISE 115, HISE 116, HISE 117, HISE 118, HIST 103, HIST 110/CPAC 134, LATN 190, PHIL 120(E-Z), PHIL 121Q, POSC 110, RLST

**PROPOSED:**

**Language Proficiency**
All students in Classical Studies must complete either LATN 001, LATN 002, and LATN 003 (or equivalents) or GRK 001, GRK 002, and GRK 003 (or equivalents). They must also complete 12 upper-division units (or the equivalent) of course work in Latin or Greek.

1. **Language proficiency requirement:**
   a) either LATN 001, LATN 002, and LATN 003 (or equivalents) or GRK 001, GRK 002, and GRK 003 (or equivalents)
   and
   b) Twelve (12) upper-division units or the equivalent of course work in Latin or Greek

No change.

No change.
136, THEA 125E

c) Other courses outside the Classics program related to the major with approval of the student’s advisor.

Highly recommended lower-division courses are CLA 040 (Classical Mythology) and CLA 045 (The Ancient World in Film and Television). In their course selection, students should seek exposure to both the Greek and Roman components of the major.

**Justification:**

We are eliminating LATN 004 for the Classical Studies Major to bring into conformity with what we consider the preferable Greek course sequence, which consists of three quarters of first-year language followed by advanced readings in individual texts or genres.

**Approvals:**

Approved by the faculty of the Department of Comparative Literature & Languages: November 13, 2019

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: December 11, 2019

Approved by the Committee on Educational Policy: April 6, 2020
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 26, 2020

To be adopted:

Proposed Changes to Classical Studies Minor

PRESENT:
The Classical Studies minor offers students a fundamental understanding of classical language and culture which form the basis of much of western civilization. The minor naturally complements liberal arts degrees in many areas, including History, Art History, Philosophy, English, and Religious Studies. Students profit from the skills associated with a degree in the classics, such as enhancement of analytical and critical abilities, communication skills, and verbal proficiency.

1. One course from CLA 010A, CLA 010B, or CLA 010C

2. Either LATN 001, LATN 002, LATN 003, and LATN 004 (or equivalents) or GRK 001, GRK 002, and GRK 003 (or equivalents)

3. One upper-division course (4 units) in either Latin or Greek

4. Three courses from among the following (12 units)
   a) Greek at or above the 100 level
   b) Latin at or above the 100 level
   c) AHS 147, AHS 148, CLA 100/HISE 110, CLA 102/CPAC 102, CLA 112/CPLT 112/RLST 117, CLA 113/CPAC 112/HISE 113, CLA 114/CPLT 114, CLA 120 (E-Z), CLA 121/CPAC 121/POSC 121, CLA 132/AST 132/CHN 132/CPAC 132, CLA 141/AST 145/CHN 141/CPAC 141/POSC 140, CLA 165, CLA 190, GRK 190, HISE 111, HISE 112, HISE 114/CPAC 133, HISE 115, HISE 116, HISE 117, HISE 118, HIST 110/CPAC 134, LATN 190, PHIL 120 (E-Z), LATN 190, PHIL 121Q, POSC 110, RLST 136, THEA 125E

PROPOSED:
No change.

2. Either LATN 001, LATN 002, and LATN 003 (or equivalents) or GRK 001, GRK 002, and GRK 003 (or equivalents)
No change.

4. Three courses from among the following (12 units)
   a) Greek at or above the 100 level
   b) Latin at or above the 100 level
   c) AHS 147, AHS 148, CLA 100/HISE 110, CLA 102/CPAC 102, CLA 112/CPLT 112/RLST 117, CLA 113/CPAC 112/HISE 113, CLA 114/CPLT 114, CLA 120 (E-Z), CLA 121/CPAC 121/POSC 121, CLA 132/AST 132/CHN 132/CPAC 132, CLA 141/AST 145/CHN 141/CPAC 141/POSC 140, CLA 165, CLA 190, GRK 190, HISE 111, HISE 112, HISE 114/CPAC 133, HISE 115, HISE 116, HISE 117, HISE 118, HIST 110/CPAC 134, LATN 190, PHIL 120 (E-Z), LATN 190, PHIL 121Q, POSC 110, RLST 136, THEA 125E
No change.

See Minors under the College of Humanities, Arts, and Social Sciences in the Colleges and Programs section of this catalog for additional information on minors.
**Justification:**
We are eliminating LATN 004 for the Classical Studies Minor to bring in into conformity with what we consider the preferable Greek course sequence, which consists of three quarters of first-year language followed by advanced readings in individual texts or genres.

**Approvals:**
Approved by the faculty of the Department of Comparative Literature & Languages
November 13, 2019
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences:
December 11, 2019
Approved by the Committee on Educational Policy:
April 6, 2020
To be adopted:

Proposed Changes to Economics/Administrative Studies Major

**PRESENT:**

**Economics/Administrative Studies Major**
In order to receive a B.A. degree in Economics/Administrative Studies students must fulfill the following requirements:

- Economics requirements (12 courses, 55 units)
  1. ECON 002 or ECON 002H, ECON 003 or ECON 003H with grades of C- or better
  2. ECON 104A, ECON 104B, ECON 105A
  3. Four additional upper-division courses in Economics worth 4 or 5 units each, including at least two that have either ECON 104A or ECON 105A or ECON 107 as a prerequisite. ECON 102, 103, and 190 cannot be used to meet this requirement.
  4. ECON 101, ECON 107
  5. One of MATH 009A, MATH 009HA, or equivalent

**Note:** Up to 4 units of internship credit may be counted toward the upper-division electives in Economics.

**Administrative Studies requirements (37 units)**

1. Lower-division courses (17 units)
   a) BUS 010, BUS 020
   b) STAT 048 or equivalent (may be used to satisfy breadth requirements)
   c) CS 008 (may be used to satisfy breadth requirements)

2. Upper-division requirements (20 units)
   a) Two courses (8 units) from the list below:
      1. ECON 102 or ECON 104A or ECON 162/BUS 162
      2. PSYC 140 or PSYC 142
      3. SOC 150 or SOC 151
      4. POSC 181 or POSC 182 or POSC 183
      5. ANTH 127 or ANTH 131

These two courses must be outside the discipline of Economics and cannot be courses included as part of the three course Business Administration track or their cross-listed equivalents.

**PROPOSED:**

**Economics/Administrative Studies Major**
In order to receive a B.A. degree in Economics/Administrative Studies students must fulfill the following requirements:

- Economics requirements (12 courses, 55 units)
  1. [no change]
  2. [no change]
  3. [no change]
  4. [no change]
  5. [no change]

**Note:** Up to 4 units of internship credit may be counted toward the upper-division electives in Economics.

**Administrative Studies requirements (37 units)**

1. Lower-division courses (17 units)
   a) [no change]
   b) [no change]
   c) [no change]

2. Upper-division requirements (20 units)
   a) Two courses (8 units) from the list below:
      1. ECON 102 or ECON 103 or ECON 104A or ECON 130 or ECON 162/BUS 162
      2. PSYC 140 or PSYC 142
      3. SOC 150 or SOC 151
      4. POSC 181 or POSC 182 or POSC 183
      5. ANTH 127 or ANTH 127S or ANTH 131

These two courses must be outside the discipline of Economics and cannot be courses included as part of the three course Business Administration track or their cross-listed equivalents.
b) A three-course track (12 units) in Business Administration courses from one of the following:

1. **Organizations (General):** BUS 100, BUS 107, BUS 176/SOC 176, BUS 158/ANTH 105, SOC 150, SOC 151
2. **Human Resources Management/Labor Relations:** BUS 100, BUS 107, ECON 152, BUS 153/ECON 153, BUS 155, BUS 157, PSYC 142
3. **Business and Society:** BUS 100, BUS 102, BUS 107, PHIL 116, POSC 182, POSC 186
4. **Marketing:** BUS 103, and two from BUS 112, BUS 113, BUS 114, BUS 117
5. **Managerial Accounting/Taxation:** BUS 108, and two from BUS 166, BUS 168A, BUS 168B
6. **Financial Accounting:** BUS 108, BUS 165A, BUS 165B
7. **Finance:** BUS 106/ECON 134 and two from BUS 134, BUS 136, BUS 137, BUS 138, BUS 139
8. **Management Information Systems:** BUS 101, BUS 171, BUS 173
9. **Production Management:** BUS 104/STAT 104, and two from BUS 105, BUS 122, BUS 127/STAT 127

**Note:** In filling the dual requirements of the major students may not count more than two courses toward both parts of their total requirements. (This limitation applies to specified Economics requirements and specified Administrative Studies requirements, but does not apply to the required Mathematics and Statistics courses.)

**Justification:**

The Economics Department deleted all 2-unit undergraduate courses as of the 2018 – 2019 academic year. In order to more accurately convey course options to students and improve the functionality of the degree audit, we are removing this language from the catalog since there are no active 2-unit undergraduate ECON courses. POSC 186 is a course that has been approved as a
viable substitution in this area, and is a course regularly taken by students in the Administrative Studies majors to meet one of the two courses required outside of the major discipline. The Anthropology Department now offers ANTH 127S in lieu of ANTH 127, so adding ANTH 127S to this sequence will also improve the functionality and accuracy of the degree audit. Similarly, BUS 100W is now offered in place of BUS 100, so adding BUS 100W to the degree requirements will have the same positive impact on the functionality of the degree audit. ECON 152 was deleted effective Winter 2016 and was de-coupled from BUS 152 back in Fall 2010. Furthermore, BUS 152 is now an entirely different course. BUS 132 is a foundational finance course and is a prerequisite for many other course options in the finance concentration. The requested changes to the relevant concentrations for the Economics/Administrative Studies major are a way to correct deficiencies from the past when new courses were added to the undergraduate business curriculum but, through an oversight, were not counted among the courses that could be used for various majors related to business. These include some courses that were not initially included in the choices offered to students majoring in the Economics/Administrative Studies major.

**Approvals:**
Approved by the faculty of the Department of Economics: October 25, 2019
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: January 15, 2020
Approved by the Committee on Educational Policy: April 6, 2020
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 26, 2020

To be adopted: Fall 2020

Proposed Changes to English Major

PRESENT:
The major requirements for the B.A. in English are as follows:

1. English 020A, ENGL 020B, and ENGL 020C (15 units). These courses are normally required of all English majors as a prerequisite to upper-division courses.

2. ENGL 102 (4 units), or 102W (4 units). This course should normally be taken prior to or concurrently with the student’s first upper-division English course.

Include at least one course (in bold) that deals with race and ethnicity (within requirements 3 and 4):

3. Four courses (16 units); one course from each of the following areas:
   a) English Literature to 1660: ENGL 117A, ENGL 117B, ENGL 117C, ENGL 117T, ENGL 128E, ENGL 128F, ENGL 128G, ENGL 129A, ENGL 147F, ENGL 147S, ENGL 148Q, ENGL 149, ENGL 151A, ENGL 151B, ENGL 151T, ENGL 152, ENGL 153, ENGL 154
   c) American Literature to 1900: ENGL 120A, ENGL 126A, ENGL 127A, ENGL 128O, ENGL 128Q, ENGL 130, ENGL 131, ENGL 132, ENGL 138A, ENGL 147M, ENGL 148W

PROPOSED:
The major requirements for the B.A. in English are as follows:

1. Lower-division requirements (at least 13 units, but no more than 20 units):
   a) English 020A, ENGL 020B, and ENGL 020C or their equivalent. These courses are normally required of all English majors as a prerequisite to upper-division courses.

2. Upper-division requirements (35-46 units):
   ENGL 102, or 102W. This course should normally be taken prior to or concurrently with the student’s first upper-division English course.

Include at least one course (in bold) that deals with race and ethnicity (within requirements b and c):

3. Four courses; one course from each of the following areas:
   a) English Literature to 1660: ENGL 117A, ENGL 117B, ENGL 117C, ENGL 117T, ENGL 128E, ENGL 128F, ENGL 128G, ENGL 129A, ENGL 147F, ENGL 147S, ENGL 148Q, ENGL 149, ENGL 151A, ENGL 151B, ENGL 151T, ENGL 152, ENGL 153, ENGL 154
   c) American Literature to 1900: ENGL 120A, ENGL 126A, ENGL 127A, ENGL 128O, ENGL 128Q, ENGL 130, ENGL 131, ENGL 132, ENGL 138A, ENGL 147M, ENGL 148W

4. One course (4 units) on literature and related fields, including theory, or on a literary theme or genre, postcolonial literature, literature and gender, or literature and sexuality, to be chosen from among the following: ENGL 100 (E-Z), ENGL 101, ENGL 104, ENGL 121 (E-Z), ENGL 122 (E-Z)/LGBS 122 (E-Z), ENGL 124A, ENGL 124B, ENGL 127T, ENGL 140 (E-Z), ENGL 141 (E-Z), ENGL 142 (E-Z), ENGL 143 (E-Z), ENGL 144 (E-Z), ENGL 145 (E-Z)/MCS 145 (EZ), ENGL 146 (E-Z)/MCS 146 (E-Z), ENGL 179A, ENGL 179B, ENGL 179T

5. English 189: Capstone Research Seminar.

6. Four additional upper-division English courses (16 units). Only 4 units from either ENGL 103 or any upper-division Creative Writing course will be accepted toward the fulfillment of this requirement. Four units of ENGL 190 may be counted toward this requirement. Proposals for ENGL 190 must be approved by a sponsoring faculty member and the department chair. If the student wishes to offer units from ENGL 190 as part of the 16 units, a copy of an approved petition will be placed in the student’s file.

Total units in major: 59 units, of which at least 15 units and no more than 20 units must be at the lower-division level.

Students are encouraged to take at least one of the following as a college breadth requirement or as an elective: CLA 027A, CLA 027B, CLA 040; CPLT 017A, CPLT 017B, CPLT 017C; ETST 114, ETST 120, ETST 124, ETST 138, ETST 170/WRLT 170, ETST 183; or any literature course in a language other than English. Students are also encouraged to take a course in British or American history, such as HIST 017A, HIST 017B, HISE 150, HISE 151,
HISE 152.
Each student works with the Undergraduate Academic Advisor and the Faculty Advisor for help in shaping a program and following it through to graduation. Students should see the advisors on a regular basis, normally once per quarter prior to registration. Information about times and meeting places for advisors is posted online and is available in the department office from the undergraduate academic advisor.

Justification:

The English department would like to make a change to how the catalog requirements are displayed in the catalog, mainly to smooth the way for transfer students concerning the 20A-B-C series without actually changing the courses they take. Presently the catalog states that everyone must take at least 15 units to meet the 20A-B-C requirement. Although our courses offer 5 units each, courses taken elsewhere (transfer students) often offer only 4.5 units, or in one case 4 units. Therefore, if students have taken one or two of these courses at a community college, they end up 0.5, 1, or 2 units shy of the required 15. Being that they are under the required 15 units, the department Academic Advisor has had to waive the remaining units in each students degree audit manually.

The proposed changes avoid the waiver scenario by changing the catalog lower division requirement from "at least fifteen units, but no more than 20 units" to "at least 13 units, but no more than 20 units." To maintain consistency, the changes also remove unit counts from individual upper-division requirements, while making no change in the number or name of the courses being required.

Approvals:
Approved by the faculty of the Department of English: December 12, 2019
Approved by the Executive Committee of the College of Humanities, Arts, & Social Sciences: January 15, 2020
Approved by the Committee on Educational Policy: April 6, 2020
To be adopted:

Proposed Changes to Global Studies Major

**PRESENT:**

Major Requirements The major requirements for the B.A. degree in Global Studies are as follows:

Students will not be admitted into the major until they have completed either GBST 001 or GBST 002 with a “C-” grade or better.

1. **Lower-division requirements** (7 courses [at least 24 units] plus foreign language):
   a) GBST 001, GBST 002
   b) Two introductory courses (courses numbered 001–099) in each of two different disciplines.
   c) Proficiency in a foreign language at the sixth-quarter level
   d) Two courses in world history chosen from HIST 010 or HIST 010W, HIST 015, HIST 020, or HIST 020W

2. **Upper-division requirements** (45 units)
   Students must select eight courses with significant global content in at least two different disciplines and two courses in a single area, and at least one 100-level GBST course.

**PROPOSED:**

Major Requirements The major requirements for the B.A. degree in Global Studies are as follows:

Students will not be admitted into the major until they have completed either GBST 001 or GBST 002 with a “C-” grade or better.

1. **Lower-division requirements** (7 courses [at least 24 units] plus foreign language):
   a) GBST 001
   b) Two introductory courses (courses numbered 001–099) in each of two different disciplines.
   c) Proficiency in a foreign language at the fourth-quarter level
   d) Two courses in world history chosen from HIST 010 or HIST 010W, HIST 015, HIST 020, or HIST 020W

2. **Upper-division requirements** (45 units)
   Students must select (8) eight courses in at least two different disciplines and two courses in a single region, at least one 100-level GBST course.
   Students may opt to concentrate on one or two thematic tracks or to select a range of courses from different thematic tracks. Please note: students are responsible for fulfilling any prerequisites required for upper division courses.
   Students must complete GBST 001 before enrolling in any upper division GBST courses.

**Global Health, Sustainability, and Resources**

123/ANTH 126/DNCE 123/MUS 123, AST
127/ANTH 176/DNCE 127/ETST 172/ MUS 127,
THEA 176/ANTH 128/AST 128/ DNCE
128/MUS 128, BPSC 170/ANTH 170, BUS 114,
BUS 138, BUS 154B, BUS 178/ ECON 178, BUS
185

CPLT 112/CLA 112/RLST 117, CPLT 121,
CPLT 125, CPLT 141, CPLT 160 (E-Z), CRWT
143

Global Institutions and Economics
ANTH 119, ANTH 136, ANTH 181, BUS 114,
BUS 138, BUS 154, BUS 164, BUS 178, ECON
124, ECON 173, ECON 175, ECON 178, ECON
181, ECON 185, ECON 187, ECON 188, ECON
189, ETST 102, ETST 109E, GBST 104, GBST
130, GBST 100, GSST 101, GSST 138, GSST
155, GSST 190, MCS 109,
POSC 116, POSC 116S, POSC 126, POSC 126S,
POSC 134, POSC 134S, POSC 136, POSC 136S,
POSC 138, POSC 138S, POSC 150, POSC 150S,
POSC 151, POSC 151S, POSC 158, POSC 164,
POSC 164S, POSC 178, SOC 112, SOC 112S,
SOC 135, SOC 135S, SOC 176, SOC 181, SOC
181S

Global Arts, Cultures, and Ideas
ANTH 108, ANTH 119, ANTH 126, ANTH
136, ANTH 140G/I/P, ANTH 163, ANTH
168, ANTH 176, ANTH 178, AHS 115, AHS
163, AHS 178, CPLT 121, CPLT 123, CPLT
167, CPLT 166, CPLT 173 (E-Z), DNCE 123,
DNCE 127, DNCE 128, DNCE 136, ENGL
136, ENGL 189, ENGL 101, ENGL 142N,
ENGL 120T, ETST 100, ETST 118, ETST
148, ETST 166, ETST 175, GBST 100, GSST
123, GSST 146, GSST 151, GSST 162, GSST
167, GSST 171, HIST 130 A/B, HIST 137K,
HIST 139, MCS 105, MCS 125E, MCS 127,
MCS 129, MCS 130, MCS 144J, MCS 147,
MCS 156E, MCS 173F/I/T, MCS 184, MCS
185, MUS 117, MUS 123, MUS 126, RLST
106, RLST 107, RLST 109, RLST 111, RLST
135A, RLST 135B, SOC 146, SOC 161, SPN
102A, SPN 102B, SPN 105, SPN 106, TFDP
176

War, Peace, and Justice
ANTH 182, CPLT 121, ETST 101A, ETST
101B, ETST 108E, ETST 111, ETST 112,
ETST 177, GBST 110, GBST 140, GSST
109, GSST 125, GSST 136, HISA 160, HISA

ECON 124, ECON 170 (E-Z), ECON 182, ECON 183, ECON 185/LNST 185, ECON 187/LNST 187
ENGL 121 (E-Z)
ETST 100, ETST 104, ETST 109G, ETST 118/MUS 129, ETST 148/ANTH 168/LNST 168, ETST 166, ETST 175/GSST 175
MCS 125 (E-Z)/LNST 125 (E-Z)/SPN 125 (E-Z), MCS 139/SOC 139, MCS 145 (E-Z)/ENGL 145 (E-Z), MCS 171/SPN 171, MCS 174 (E-Z)/CPLT 174 (E-Z)
GBST 090, GBST 191, GBST 195A, GBST 195B, GBST 195C, GBST 198-4
SPN 102A, SPN 122B, SPN 145, SPN 179/LNST 109/MCS 179/GSST 179, SPN 188
HIST 154
LNST 105/MCS 185/SPN 185, LNST 164/ANTH 164/GSST 164, LNST 168/ANTH 168/ETST 148, LNST 185/ECON 185, LNST 187/ECON 187
MUS 122, MUS 123/ANTH 126/AST 123/DNCE 123, MUS 125, MUS 126/ANTH 177/GSST 126, MUS 127/ANTH 176/AST 127/DNCE 127/ETST 172, MUS 129/ETST 118
POSC 107, POSC 110, POSC 120, POSC 124, POSC 126, POSC 128, POSC 133, POSC 150, POSC 160, POSC 267, POSC 268
PSYC 148
PBPL 191

RLST 175, RLST 246

SOC 122, SOC 123, SOC 161, SOC 181, SOC 184

TEDP 161, THEA 176/ANTH 128/AST 128/DNCE 128/MUS 128

URST 178/AHS 178, URST 182/SOC 182

GSST 108/PHIL 108, GSST 109/ANTH 109,
GSST 126/ANTH 127/MUS 126, GSST 162/RLST 162, GSST 164/ANTH 164/LNST 164,
GSST 175/ETST 175, GSST 179/LNST 109/MCS 179/SPN 179

3. Capstone requirement (4 units) No Change.

Students are required to complete their major with a capstone experience. The capstone must examine at least one global issue. Most students will satisfy this requirement by taking the Senior Thesis Seminar (GBST 193). Students may also conduct an individual project with the approval of the chair of Global Studies.

Justification:
The Global Studies Steering Committee is proposing these changes in response to recommendations made in the report submitted by our external reviewers, following our first major review of the program, and at the request of the UCR’s Committee on Educational Policy. Our justifications for each change reflect rationales given by both committees in requesting such changes, along with recommendations from steering committee recommendations regarding the best approach to implementing them.

Combining GBST 01 and GBST 02 into a revised version of GBST 01.
We have been asked to streamline our lower division requirements by combining GBST 01 and GBST 02 into a common introductory class. This streamlining will make it easier to ensure that we have high quality, dedicated ladder faculty and instructors lined up in advance to teach dedicated, introductory courses that are required for our majors. It is very difficult for us to get ladder faculty members to donate introductory courses, which leaves the major vulnerable to declining enrollments in years that the director and former director of the program are unavailable to teach these courses. Students will still receive the interdisciplinary training they need from the other required lower division courses and from the new introductory course, which will combine themes from both original dedicated introductory courses.

Removing the 6 quarter language requirement.
The 6 quarter language requirement had been a significant obstacle for many majors due to the unpredictability of course offerings in the 5th and 6th quarter of their chosen language. This was leading to perverse outcomes, as students were forced to delay graduation, opt out of study abroad programs, pay for these courses out of pocket at other institutions, or play it safe with languages that are more regularly
offered rather than learning languages that might be more appropriate to their chosen area of study. We had developed an informal strategy for approving exceptions for students in such situations, but our external review team felt that this approach was too confusing for the students and advising team. CEP agreed with this conclusion and asked us to cut the language requirement to the 4 quarters already required for CHASS majors. The steering committee was torn about this choice, but agreed that it was best approach, under the circumstances. The major will continue to recommend that students pursue language study through the 6th quarter, but has agreed to remove this as a formal requirement for our majors.

Thematic tracks through the major.

We are proposing to restructure the list of pre-approved upper division courses, as it appears in the catalogue, in order to offer guidance to our majors and prospective majors in pursuing a specialized thematic track within the general major of global studies. The initial impetus to do this came from ongoing conversations with the students taking our capstone seminar about their experiences with the major. We found that students had a great deal of enthusiasm for the strength of global studies, as a major that enables them to draw connections across diverse disciplinary and regional perspectives. However, they also sometimes felt disoriented and not sure how to make the most of their time as global studies majors or how to communicate with prospective employers and graduate program admissions committees about the nature of the expertise they had acquired in the program. As global studies majors are established in an increasing number of universities, most programs have incorporated thematic tracks that offer guidance in crafting a coherent interdisciplinary course of study that gives students a strong breadth of knowledge, as well a sense of mastery with respect to a given area of substantive specialization.

Selecting courses for inclusion

Our external reviewers advised us to take time to develop these thematic tracks through a year-long consultative process, aimed at including a broader range of faculty members and incorporating newer hires into our conversations about the future of the program. The rationale for this approach was that it would enable us to build tracks that would reflect strengths on our campus, and areas of emerging interest, without duplicating offerings from other programs. We took this advice and hosted a series of lunch meetings over the course of AY 2018-2019, issuing invitations to all faculty members (at least those who are reading their faculty emails!) to join us for any or all lunch meetings (one for each proposed track in addition to a planning and follow up meeting). At these meetings, we gauged interest among faculty in participating in the program as affiliated faculty members associated with specific tracks, discussed the wording of each track listing, listed possible classifications for proposed courses, and discussed possible obstacles or challenges for students (such as pre-requisites). All participants were subsequently contacted, along with standing steering committee members, and given an opportunity to comment on the discussion, offer additional suggestions, or raise any new questions or concerns that might be relevant to our planning.

More specifically, the consultative process for the development of this proposal and inclusion of classes, included the following (a partial list):

Lunch meetings in AY 2019-2020 to solicit feedback on planning thematic tracks

At these meetings, which were advertised to faculty across the whole college, participants recommended courses for inclusion and those who signaled their interest in being affiliated with the major were invited to recommend additional courses and to review the proposal in progress in follow up messages.

- 12/4/19 (Steering meeting committee to discuss the overall process)
- 1/16/20
- 2/28/20
- 3/5/20
5/6/20 (Meeting with Phil McCarty from UCSB on how our program compares with other global studies programs that he has consulted on developing worldwide)

Courses from the original catalogue listing
Courses from the original catalogue listing were not removed unless they were outdated listings. These courses were re-organized to reflect the thematic track listings as a way to provide guidance for the students. Courses were listed more than once if appropriate for more than one thematic track.

Circulating the proposal for feedback and responding to concerns and suggestions from the following groups:
After each round of circulation, suggestions and feedback were incorporated into the proposal. At no point was any course proposed by a faculty member rejected for inclusion. However, several courses were removed from the proposal based on faculty feedback suggesting that such courses were no longer taught.

- The global studies steering committee (multiple times while in progress, over the course of AY 2018-19 and 2019-20)
- The CHASS Dean and Associate Deans (spring of 2019)
- Those who attended the track lunches (a follow up request for comments immediately after the meeting and a request for comments on the proposal once developed)
- The undergraduate advising team (for any concerns regarding potential obstacles and logistical concerns for majors associated with prerequisites and other advising issues that might be raised)
- CHASS Exec Committee (following review of the proposal, several members had suggestions and reached out to members of their respective departments and networks for ideas about courses that I might have neglected, as well as courses that needed to be removed because they were no longer taught or taught in a manner appropriate to the program)
- A group of approximately 20 professors in CNAS for insight into which courses might be suitable for global studies majors to incorporate and how they might fit into our thematic tracks

However, we are not proposing to formalize specific courses required for each track, and have decided to frame these tracks as a basis for guidance to our majors. In conjunction with these changes, we will be setting up a standing blackboard on ilearn, for majors and prospective majors, where they will be able to receive updated information regarding any prerequisite changes associated with upper division courses listed here, as well as an updated list of pre-approved courses that may not be reflected on this list as new faculty members come into the university.

Encouraging the acquisition of strong regional expertise.
The current proposal removes a requirement for our majors to complete two classes from the same “area.” This requirement had become a problem for two reasons, according to our advising team. First, students and undergraduate advisors were not always sure which courses counted as a region-specific course. Second, students were pursuing incoherent course pairings in an effort to meet this requirement without necessarily acquiring any meaningful regional expertise or insight.

In reviewing concerns raised about this policy, the steering committee agreed that we would like to continue to encourage global studies majors to develop an area of regional expertise. However, we found it difficult to identify a general framework for specifying requirements that would be effective and meaningful in relation to the variety of regional and area studies offerings that are of interest to our majors. As our external review team noted, the best approach to doing this may vary a good deal depending on the region of interest, as well as a student’s thematic area of interest within the major.
CEP raised very valid concerns regarding the implications of eliminating this requirement altogether, and the message that this sends to the majors. In response to such concerns, the current proposal does not eliminate the requirement but replaces the word “area” with the word “region.” This will not resolve confusion entirely, but may be somewhat less open to misinterpretation than the word “area.” We will also work to address any confusion regarding this requirement through information provided to majors and by providing direction to courses that will aid them in fulfilling this requirement. As a minimalist expectation for regional and area expertise, it is easy to combine with pursuit of strength in a thematic track.

Other specific steps we have already taken to offer guidance for our majors regarding the acquisition of regional and area studies knowledge:

1) After securing a grant from UCEAP, global studies hosted several workshops for students to encourage and support them in planning to study abroad. At one workshop, we had staff from the study abroad office come and meet with our majors to discuss strategies for overcoming obstacles. At another meeting, we had majors share their experiences and challenges. These workshops are designed to send a strong message that our majors will benefit from intense and immersive experiences that develop their knowledge of a specific region or area. We can build on this model to introduce students to available resources on campus for pursuing regional and area studies expertise.

2) We have regularly co-sponsored events that introduce regional and area studies scholars and advertised them to our majors, and will continue to do so.

3) We have encouraged our majors to double major or minor in area studies programs available on campus, and will continue to do so.

Approvals:
Approved by the faculty of the Department of Global Studies: February 14, 2020
Approved by the Executive Committee of the College of Humanities, Arts, & Social Sciences: February 21, 2020
Approved by the Committee on Educational Policy: April 23, 2020
To be adopted: Proposed Changes to History/Administrative Studies Major

PRESENT:
The major requirements for the B.A. degree in History/Administrative Studies are as follows:

History requirements (52 units): All requirements for the B.A. in History

Administrative Studies requirements (37 units)
1. Lower-division courses (17 units)
   a) BUS 010, BUS 020
   b) STAT 048 or equivalent (may be used to satisfy breadth requirements)
   c) CS 008 (may be used to satisfy breadth requirements)
2. Upper-division requirements (20 units)
   a) Two courses (8 units) from the list below:
      (1) ECON 102 or ECON 104A or ECON 130 or ECON 162/BUS 162
      (2) PSYC 140 or PSYC 142
      (3) SOC 150 or SOC 151
      (4) POSC 181 or POSC 182 or POSC 183
      (5) ANTH 127 or ANTH 131
   b) A three-course track (12 units) in Business Administration courses from one of the following:
      (1) Organizations (General): BUS 100, BUS 107, BUS 176/SOC 176, BUS 158/ANTH 105, SOC 150, SOC 151
      (2) Human Resources Management/ Labor Relations: BUS 100, BUS 107, BUS 152/ECON 152, BUS 153/ ECON 152

PROPOSED:
The major requirements for the B.A. degree in History/Administrative Studies are as follows:

History requirements (52 units): All requirements for the B.A. in History

Administrative Studies requirements (37 units)
No Change.

2. Upper-division requirements (20 units)
   a) Two courses (8 units) from the list below:
      (1) ECON 102 or ECON 103 or ECON 104A or ECON 130 or ECON 162/BUS 162
      (2) PSYC 140 or PSYC 142
      (3) SOC 150 or SOC 151
      (4) POSC 181 or POSC 182 or POSC 183 or POSC 186
      (5) ANTH 127 or ANTH 127S or ANTH 131
   b) A three-course track (12 units) in Business Administration courses from one of the following:
      (1) Organizations (General): BUS 100 or BUS 100W, BUS 107, BUS 158/ANTH 105, SOC 150, SOC 151
      (2) Human Resources Management/ Labor Relations: BUS 100 or BUS 100W, BUS 107, BUS 121, BUS 153/ECON 152
(3) Business and Society: BUS 100, BUS 102, BUS 107, PHIL 116, POSC 182, POSC 186
(4) Marketing: BUS 103, and two from BUS 112, BUS 113, BUS 114, BUS 117
(5) Managerial Accounting/Taxation: BUS 108, and two from BUS 166, BUS 168A, BUS 168B
(7) Finance: BUS 106/ECON 134 and two from BUS 134, BUS 136, BUS 137, BUS 138, BUS 139
(8) Management Information Systems: BUS 101, BUS 171, BUS 173
(9) Production Management: BUS 104/STAT 104, and two from BUS 105, BUS 122, BUS 127/STAT 127

Note
In filling the dual requirements of the selected major, students may not count more than two courses toward both parts of their total requirements (History requirements and Administrative Studies requirements).

Note
In filling the dual requirements of the selected major, students may not count more than two courses toward both parts of their total requirements (History requirements and Administrative Studies requirements).

Justification:
The changes to the majors in the catalog are a way to correct deficiencies in the past when new courses were added to the undergraduate business curriculum but, through an oversight, were not counted among the courses that could be used for various majors related to business. These include some courses that were not included in the Business Administration major, and a larger number that were not included in the choices offered to students majoring in Art History Administrative Studies, Economics Administrative...
Studies, History Administrative Studies, Political Science Administrative Studies, Sociology Administrative Studies

**Approvals:**
Approved by the faculty of the Department of History: December 4, 2019
Approved by the Executive Committee of the College of Humanities, Arts, & Social Sciences: January 15, 2020
Approved by the Committee on Educational Policy: April 6, 2020
To be adopted:

Proposed Changes to Honors Program in Linguistics

PRESENT:
Honors Program in Linguistics

1. **Linguistics requirement:** LING 020, LING 111, LING 121, LING 141, LING 190, LING 191

2. **Related courses requirement:**
   a. ANTH 120, ANTH 123
   b. ENGL 112
   c. CS 008, CS 040, CS 042
   d. MATH 144
   e. PHIL 008 or PHIL 008H
   f. Additional courses as may be required by the Linguistics Committee

3. **Language Requirement — study in at least two language areas:**
   a. Primary language: 24 units of foreign language instruction in a single language (this may include any courses taught in that language) plus courses in the structure, phonetics and history of the primary language, if available
   b. Secondary language: 16 units of a single language or at least 8 units in each of two languages (none of which may be members of the same subfamily of Indo-European as the primary language) plus at least 8 units in the structure, phonetics, or history of the language(s) chosen for the secondary area

In fulfilling the language requirement, students interested in earning a degree beyond the B.A. should take into account the foreign language requirements of the graduate schools to which they...

PROPOSED:
Honors Program in Linguistics

1. No change.

2. **Related courses requirement:**
   a. ANTH 120, ANTH 123
   b. ENGL 112
   c. CS 008, CS 10A, CS 10B
   d. MATH 144
   e. PHIL 008 or PHIL 008H
   f. Additional courses as may be required by the Linguistics Committee

3. No change.

No change.
may apply. Students must have at least a 3.00 GPA in courses required for the Honors Program.

**Justification:**
Per Student Services Advisor, Brenda Cuevas, from Computer Science & Engineering: Renumbering CS 010, CS 012, CS 014 into CS10A, CS10B, CS10C to demark it clearly as a series.

**Approvals:**
Approved by the faculty of the Department of Comparative Literature & Languages: January 10, 2020
Approved by the Executive Committee of the College of Humanities, Arts, & Social Sciences: January 15, 2020
Approved by the Committee on Educational Policy: April 15, 2020
To be adopted:

Proposed Changes to Media and Cultural Studies Major

PRESENT:

1. Lower-division requirements (5 lower-division courses [at least 20 units]):
   a) MCS 001
      Students are required to take MCS 001 and must receive a “C-/above” in this course to declare MCS as their major. The department will consider grade petitions on a case-by-case basis.
   b) Any 3 of the following 5 courses
      ART 004/MCS 004, MCS 005, MCS 010, MCS 020, AHS 020/MCS 023
   c) One additional course (at least 4 units) from the following:
      ART 006/MCS006, MCS 009/MUS 007, MCS 015, CPLT 021/MCS021, AST 022/JPN 022/MCS 022, GER 045/MCS 042, MCS 043/RUSN 045, ITAL 045/MCS 044, FREN 045/MCS 045, MCS 046/SPN 046, AST 047/KOR 047/MCS 047, AST 064/MCS 049/VNM 064, CRWT 066/MCS 066/TFDP 066

2. Upper-division requirements (minimum 9 upper-division courses [at least 36 units]):
   a) 6 upper division MCS courses (strongly recommended to be taken with MCS faculty) chosen from [24 units total]
      MCS 102, ANTH 103/MCS 103, ENGL 104/ MCS 104, MCS 105, MCS 106, MCS 107, MCS 110 (E-Z), MCS 111, GSST 112/LGBS 112/MCS 112, CPLT 134/GER 134/JPN 134/MCS 114, MCS 115, GER 118 (E-Z)/MCS 118 (E-Z), MCS 120, MCS 122, GSST 124/MCS 123/SEAS 175, MCS 124, LNST 125 (E-Z)/MCS 125 (E-Z)/SPN 125 (E-Z),

PROPOSED:

No change.

2. Upper-division requirements (minimum 9 upper-division courses [at least 36 units]):
   a) 6 upper division MCS courses (strongly recommended to be taken with MCS faculty) chosen from [24 units total]
      MCS 102, ANTH 103/MCS 103, ENGL 104/ MCS 104, MCS 105, MCS 106, MCS 107, MCS 110 (E-Z), MCS 111, GSST 112/LGBS 112/MCS 112, CPLT 134/GER 134/JPN 134/MCS 114, MCS 115, GER 118 (E-Z)/MCS 118 (E-Z), MCS 120, MCS 122, GSST 124/MCS 123/SEAS 175, MCS 124, LNST 125 (E-Z)/MCS 125 (E-Z)/SPN 125 (E-Z),

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b) Two additional courses outside of MCS chosen from [8 units total]
AHS 182, AHS 188, ANTH 121, ANTH 163, ANTH 180A, CPLT 110, CPLT 143, FREN 143, CRWT 151, CRWT 155, CRWT 174, DNCE 131, DNCE 132, DNCE 134, DNCE 135, ENGL 102, ENGL 121 (E-Z), ENGL 122 (E-Z)/LGBS 122 (E-Z), ENGL 142 (E-Z), ETST 170, WRLT 170, ETST 175/GSST 175, HIST 191X, LNST 168/ANTH 168/ETST 148, MUS 126/ANTH 177/GSST 126, MUS 140/HISA 139, MUS 153/LGBS 152, PHIL 111, POSC 146, SOC 154, SOC 168, SOC 169, SPN 102A, SPN 102B, TFDP 115, TFDP 122, TFDP 160, TFDP 177, TFDP 191W

b) Majors are encouraged to take one production course but it is not required.

c) No more than four units of MCS 190 or MCS 193 and a total of four units of MCS 198-I may be applied may be applied towards the minimum requirement.
d) No more than four units of MCS 190 or MCS 193 and a total of four units of MCS 198-I may be applied towards the minimum requirement.

No more than four units of MCS 190 and a total of four units of MCS 198I may be applied towards the minimum requirement.

**Justification:**

1. We are removing the requirement for two additional outside courses because the number of course offerings by core MCS faculty has grown from seven to eighteen since the establishment of our department and last revision of our major requirements.
2. We are no longer requiring a production course but encouraging it for our majors because we do not have enough core faculty offering production courses.
3. We are adding MCS193 as a upper division course that fulfills the requirement. This is a new course that was not previously offered.
4. We are adding MCS198I as a proposed produced course offering.

**Approvals:**

Approved by the faculty of the Department of Media & Cultural Studies: October 9, 2010  
Approved by the Executive Committee of the College of Humanities, Arts, & Social Sciences: January 15, 2020  
Approved by the Committee on Educational Policy: April 6, 2020
To be adopted:

Proposed Changes to Music and Culture Major

**PRESENT:**

Music and Culture Major

All majors must enroll in at least one music ensemble each quarter. However, students may enroll in DNCE 067A through DNCE 075B instead of, or in addition to, any of the music ensemble courses.

In addition, the major requirements for the B.A. degree in Music and Culture are as follows:

1. **Lower-division requirements (17–19 units)**
   a) MUS 030A, MUS 030B, MUS 030C
   b) MUS 031A, MUS 031B, MUS 031C
   c) ANTH 001, SOC 001, DNCE 005, or DNCE 007

2. **Upper-division requirements (59 units)**
   a) Music courses (39–49 units)
      (1) Western Music History: MUS 112A, MUS 112B, MUS 112C, MUS 114, MUS 116, MUS 117, MUS 136, MUS 191 (E-Z)
   b) Music courses (20 units)
      (1) Ethnomusicology: MUS 113, MUS 117, MUS 118, MUS 119, MUS 120, MUS 122, MUS 123, MUS 124/AST 124, MUS 125, MUS 126/ANTH 177/GSST 126, MUS 127/ANTH 176/AST 127/DNCE 127/ETST 172, MUS 140/HISA 139, MUS 146, MUS 184

**PROPOSED:**

Music and Culture Major

The major requirements for the B.A. degree in Music and Culture are as follows:

1. Students participate in a major ensemble each quarter. Students may enroll in DNCE 067A through DNCE 075B instead of, or in addition to, any of the music ensemble courses (6-12 units).

2. **Lower-division requirements (12 units)**
   a) MUS 012
   b) MUS 006
   c) MUS 008
   d) MUS 014

3. **Upper-division requirements (36 units)**
   a) Music courses (24 units)
MUS 195, MUS 199H

b) Other upper-division courses (12–24 units)

(1) Dance History (4–8 units): DNCE 130/ANTH 130, DNCE 141, DNCE 142, DNCE 171 (E-Z), DNCE 172 (E-Z), DNCE 173 (E-Z)

(2) Anthropology or Sociology (4–8 units)

(3) English or Media and Cultural Studies (4–8 units)

(4) Other courses in the Social Sciences, Humanities, or Arts could count towards these units if the students petitions and an advisor’s permission is granted.

JUSTIFICATION:

Music and Culture Major

1. Students participate in a major ensemble each quarter. Different wording; assigns units to this requirement

Lower-division requirements (24 units): The faculty substituted a new course (MUS012) and three courses on musics of the world (MUS 006, 008 and 014) for the requirement of learning common practice harmony, given the nature of the major in music and culture. These requirements are intended to be cohort forming. MUS 030A, MUS 031A are now electives. Correct unit count.

c) Other lower-division courses (8 units): The addition of these courses as electives reflects the greater offer in the Department of courses in musics of the world.

3. Upper-division requirements (36 units) new unit count

a) Music courses (24 units) new unit count

(1) Western Music History (4 units): specifies how many units can be used for courses in Western Art Music. Adds new course MUS 155.
(2) Ethnomusicology (20 units): specifies how many units can be used for courses in world musics. Deletes deleted courses and adds new courses in the same category, in agreement with the catalog.

(3) Individual Study: MUS 190, MUS 194, MUS 195, MUS 199H Individual study no longer deemed necessary as required courses have been added.

b) Other upper-division courses (12 units) specifies number of units that can be used for these electives

Approvals:
Approved by the faculty of the Department of Music:  
September 30, 2019
Approved by the Executive Committee of the College of Humanities,  
Arts, and Social Sciences:  
November 20, 2019
Approved by the Committee on Educational Policy:  
April 6, 2020
To be adopted:

Proposed changes to the B.A. Music

PRESENT:
Music Major

The Department of Music offers a Bachelor of Arts in music within the context of a liberal arts curriculum. Students acquire practical knowledge of music performance and composition through individual study as well as participation in one or more of the department’s several ensembles. Development of the student’s vocal and/or instrumental technique is enhanced by the study of musicianship, theory, and history, which impart a deeper understanding of the structure of music and the cultural forces that shape it.

Time to Degree
Time to degree is four years. Freshman year: preparatory courses MUS001 and MUS010. Sophomore year: lower division requirements; piano proficiency. Junior year: upper division requirements (130AB, 138, 112ABC), track requirements, and electives. Senior year: upper division track requirements, and electives.

Students declare a Major in Music by the end of their freshman year. Students must pass a diagnostic examination at the beginning of their sophomore year and place into MUS030 and MUS031 or above. It is strongly suggested that MUS001 and MUS010 be taken during the freshman year in preparation for the exam. Transfer students must either take the diagnostic exam or have the equivalent courses articulated.

The Music Major offers three curricular tracks, among which students may choose a concentration:

PROPOSED:
Music Major

NO CHANGE

PROPOSED:

Time to Degree
No change.

Students declare a Major in Music in the General or Performance Track by the end of their freshman year. Students that wish to declare a Major in Music within the Composition Track must first take MUS 037 and pass an audition. Please refer to the Examinations and Auditions section for more information. MUS 001 and MUS 010 are taken during the freshman year in preparation for the Major. Alternatively, students must pass a diagnostic examination at the beginning of their sophomore year and place into MUS 030 and MUS 031 or above. Transfer students must either take the diagnostic exam or have the equivalent courses articulated.

The Major offers three curricular tracks, among which students may choose a concentration:
1. Music - General
2. Music - Composition
3. Music – Performance

**Music and Culture Major**

The Music and Culture major offers a predominantly scholarly and critical approach to music as culture from the perspective of research, criticism, and interpretation, with an emphasis on historical and ethnographic approaches. It is oriented primarily toward understanding music as a culturally expressive form. Courses in music and/or dance performance are required but are positioned more broadly within the major as a means to explore interrelationships between music and other forms of performance.

**University Requirements**
See Undergraduate Studies section.

**College Requirements**
See College of Humanities, Arts, and Social Sciences, Colleges and Programs section.

**Major Requirements**

**Music Major**
The major requirements for the B.A. degree in Music are as follows:

1. **Lower-division requirements (6-34 units)**
   a) MUS 030A, MUS 030B, MUS 030C (12 units or proficiency)
   b) MUS 031A, MUS 031B, MUS 031C (6 units or proficiency)
   c) MUS 080P (1 unit and piano proficiency)
   d) Participation in a major ensemble each quarter: MUS 160, MUS 161, MUS 162, MUS 163, MUS 164, MUS 165, MUS 166 (E-Z), MUS 168, MUS 169, MUS 170, MUS 171, MUS 172, MUS 174, MUS 175A, MUS 175B, MUS 176, MUS 177 (6-12 units)

2. **Lower-division requirements (1-25 units)**
   a) MUS 030A, MUS 030B, MUS 030C (12 units or proficiency)
   b) MUS 031A, MUS 031B, MUS 031C (12 units or proficiency)
   c) MUS 080P (1 unit and piano proficiency)
2. Upper-division requirements (30-39 units)
   a) MUS 112A, MUS 112B, MUS 112C (12 units)
   b) MUS 130A, MUS 130B (8 units)
   c) MUS 131A, MUS 131B, MUS 131C (3 units or proficiency)
   d) MUS 138 (4 units)
   e) Participation in a major ensemble each quarter: MUS 160, MUS 161, MUS 162, MUS 163, MUS 164, MUS 165, MUS 166 (E-Z), MUS 168, MUS 169, MUS 170, MUS 171, MUS 172, MUS 174, MUS 175A, MUS 175B, MUS 176, MUS 177 (6-12 units)

3. Upper-division track requirements: choose from one of the following tracks
   a) Music – General (24 units)
      24 units from the following:
   b) Music – Composition (24 units)
      (1) 12 units from the following:
      MUS 133, MUS 134, MUS 135, MUS 136, MUS 137, MUS 139, MUS 145A, MUS 145B, MUS 147
      (2) 12 units from the following:

4. Upper-division track requirements: choose from one of the following tracks
   a) Music – General (28 units)
      28 units from the following:
      (2) MUS 134, MUS 145A (8 units)
   b) Music – Composition (24 units)
      (1) 4 units from the following:
      MUS 136, MUS 144, MUS 147, MUS 157
      (2) MUS 134, MUS 145A (8 units)
123, MUS 124, MUS 125, MUS 126, MUS 127, MUS 128, MUS 140, MUS 146, MUS 150A, MUS 150B, MUS 150C, MUS 150D, MUS 151, MUS 152, MUS 153, MUS 154 (E-Z), MUS 155 (E-Z), MUS 180 (E-Z), MUS 181(E-Z), MUS 187, MUS 191 (E-Z) (no more than 6 units)

(3) MUS 149 (12 units)

c) Music – Performance (25–26 units)

(1) 12 units from the following:
  MUS 180 (E-Z), MUS 181 (E-Z)

(2) 12 units from the following:

(3) MUS 167 (1 or 2 units)

Note
Students seeking a teaching credential are advised to take MUS 133, MUS 150A, MUS 150B, MUS 150C, MUS 150D, MUS 151, and MUS 152. Consult the Graduate School of Education for credential requirements.

Examinations and Auditions

The ability to play simple piano music is required of all majors. Students lacking keyboard proficiency when the major is declared must enroll in MUS 080P to prepare them for the proficiency examination. This examination should be passed by the junior year. Consult the department for examination requirements.

Note
NO CHANGE

Examinations and Auditions

The ability to play simple piano music is required of all majors. Students lacking keyboard proficiency when the major is declared must enroll in MUS 080P to prepare them for the proficiency examination, administered by the Department’s piano instructor. Alternatively, students with previous keyboard experience can request to take the proficiency examination instead of enrolling in MUS 080P. This examination must be passed by the junior year.
All students intending to enroll in MUS 030A must take a music theory diagnostic examination, which is given at the beginning of instruction.

MUS 031A, MUS 031B, and MUS 031C are taken until proficiency for admission to MUS 131A is achieved. The completion of MUS 131A, MUS 131B, and MUS 131C is required for graduation.

All students normally participate in a major ensemble each quarter. Admission to any ensemble course is by consent of instructor. All students intending to participate in an ensemble course must audition during registration.

Consult the department for examination requirements.

Students that wish to declare a Major in Music within the Composition Track must 1) complete MUS 037 with a grade C or higher, and 2) present three diverse works (one of which must be realized through music notation) to the composition faculty during a brief audition at the end of the sophomore year.

If entering as a Junior, transfer composition students will need to schedule an audition upon arrival to campus. The MUS 037 prerequisite can be waived at the faculty’s discretion.

Juries

Juries are mandatory for Music juniors and seniors enrolled in the Performance Track. Students must play for two of them, on two different quarters, within each academic year. Students do not play for juries the quarter in which they perform a senior recital. Juries are optional for non-Music Majors, and Music Majors who are not in the Performance Track but who are nevertheless taking Voice & Instrument lessons at the Department. Please note that an instructor may require that a student participate play for juries even if they are not in the Performance Track.
Fees
An additional course fee will be charged at the time of registration for MUS 080 (E-Z), MUS 081 (E-Z), MUS 180 (E-Z), and MUS 181 (E-Z). A limited number of scholarships will be made available.

Fees
An additional course fee will be charged at the time of registration for MUS 080 (E-Z), MUS 081 (E-Z) (half-hour private lessons in voice or instrument), MUS 180 (E-Z), and MUS 181 (E-Z) (one-hour private lessons in voice or instrument). A limited number of scholarships will be made available.

Justification:
Music Major

Students declare a Major in Music by the end of their freshman year; MUS001 and MUS010 are taken during the freshman year in preparation for the Major. Alternatively, students must pass a diagnostic examination at the beginning of their sophomore year and place into MUS030 and MUS031 or above. Transfer students must either take the diagnostic exam or have the equivalent courses articulated.

Time to Degree

Time to degree is four years. Freshman year: preparatory courses MUS001 and MUS010. Sophomore year: lower division requirements; piano proficiency. Junior year: upper division requirements (130AB, 138, 112ABC), track requirements, and electives. Senior year: upper division track requirements, and electives.

These paragraphs clarify the structure of the Music Major, to insure that the students graduate in four years. Since the Music Department admits students with no previous background in music, students must begin their acquisition of basic music skills already as freshmen and begin their training in theory as sophomores.

Students declare a Major in Music in the General or Performance Track by the end of their freshman year.

This language is needed to differentiate the procedure for declaring a General or Performance concentration (which does not require an audition) from Music Composition.

Students that wish to declare a Major in Music within the Composition Track must first take MUS037 and pass an audition. Please refer to the Examinations and Auditions section for more information.

This statement provides an introduction to the procedure for entering the Composition Track and directs the reader to the Examinations and Auditions section for a detailed explanation.

The major requirements for the B.A. degree in Music
1. Ensemble requirements for the major were grouped together, no longer separating them into lower and upper division courses for clarity purposes, following recommendation of the Undergraduate Advisors. World music ensembles MUS 168, MUS 169, MUS 170, MUS 172, MUS 174, MUS175A, MUS 175B, MUS 176, MUS 177 do not count towards this requirement as requiring them is incongruent with the Major’s emphasis on notated, common-practice music. MUS 171 not on the catalog anymore.
2. Lower-division requirements: correct unit count
b) MUS 031A, MUS 031B, MUS 031C (12 units or proficiency): courses are now 4 units each
c) MUS 080P (1 unit or piano proficiency), no need to take class if proficiency is demonstrated

3. Upper-division common requirements: clarification
c) MUS 131A, MUS 131B, MUS 131C (12 units or proficiency): courses are now 4 units each
   a) Music – General (28 units): correct unit count
      (1) Deletes deleted courses and adds new courses in the same category, in agreement with the catalog. Music lessons now separated for clarification; correct units
   b) Music – Composition (see justification below)
   c) Music – Performance (26 units) units reflect correct count
      (2) MUS 167 (2 units): faculty believes students in performance track should do more intensive preparation for final recital and choose two units of MUS167

Composition Curriculum Changes Justification
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PRESENT

b) Music – Composition (24 units)

(1) 12 units from the following: MUS 133, MUS 134, MUS 135, MUS 136, MUS 137, MUS 139, MUS 145A, MUS 145B, MUS 147

MUS 133 Instrumentation will be discontinued, but its contents will be incorporated into MUS 134 Orchestration. MUS 135 and MUS 139 are no longer offered and not listed in the current catalog. MUS 145B will continue to be offered and can be taken as an elective.

(2) 12 units from the following: MUS 113, MUS 114, MUS 115, MUS 116, MUS 117, MUS 118, MUS 119, MUS 120, MUS 121, MUS 122, MUS 123, MUS 124, MUS 125, MUS 126, MUS 127, MUS 128, MUS 140, MUS 146, MUS 150A, MUS 150B, MUS 150C, MUS 150D, MUS 151, MUS 152, MUS 153, MUS 154 (E-Z), MUS 155 (E-Z), MUS 180 (E-Z), MUS 181 (E-Z), MUS 187, MUS 191 (E-Z) (no more than 6 units)

The majority of these courses are not offered regularly in the department, while some (ex. MUS 119, MUS 146) will likely be removed from the catalog within the next revision cycle. MUS 121 and MUS 128 are no longer in the catalog.

PROPOSED

b) Music – Composition (24 units) [note: the units have not changed]

(1) 4 units from the following: MUS 136, MUS 144, MUS 147, MUS 157

Students choose one of the following four contrasting courses to explore a different branch of composition-related study. MUS 136 Jazz Theory introduces a new framework for building harmonic structures that is not duplicated by our standard harmony sequence. MUS 144 Introduction to Songwriting allows students to explore techniques related to creating popular music. MUS 147 explores Postwar
aesthetics of avant-garde music and takes a hybrid musicology/theory approach. MUS 157 explores the tremendous power of the human voice in music, speech, socio-political contexts, and construction of personhood and includes applied composition exercises.

(2) **MUS 134, MUS 145A (8 units)**

Orchestration (MUS 134) is a requisite skill for all concert, film, and popular music composition. In today’s competitive music industry, the possession of basic digital audio theory knowledge and audio software production skills (MUS 145A) are an expectation for all composers, regardless of medium.

(3) **MUS 149 (12 units)**

MUS 149 Composition Studio and Forum (2 units each, repeatable up to 12 units total) makes up the core of the Composition Track revision, as it formalizes the centuries-old practice of students learning from experienced composers one-on-one through weekly private or group lessons (the configuration is at the discretion of the instructor). Students will complete at least one piece of music every quarter in addition to various other composition exercises and listening assignments. This type of pedagogical approach for teaching composition is prevalent in comparable institutions, including programs within the UC System (i.e. UCLA, UCSD, etc.)

Principal issues to be discussed during lessons will include aesthetic reasoning, connecting composition to other fields in the humanities, pre-compositional methodology, and how to musically implement abstract and programmatic ideas convincingly.

In addition to the private/group lessons, students enrolled in either MUS 149 will also meet in a weekly forum that provides an important platform for exchanging ideas, building literacy with applied terminology, encouraging comradery and collaboration, and hosting visiting composers in addition to faculty presentations.

**Examinations and Auditions:** clarifies the process and timing for demonstrating piano proficiency

All students intending to enroll in MUS 030A must take a music theory diagnostic examination, which is given at the beginning of instruction.

Deleted because this is explained above, under requirements

*Students that wish to declare a Major in Music within the Composition Track must 1) complete MUS037 with a grade C or higher, and 2) present three diverse works (one of which must be realized through music notation) to the composition faculty during a brief audition at the end of the sophomore year.*

MUS 037 Introduction to Composition is a new course that introduces the basic building blocks of composing, and includes significant instruction on using music notation software. Since it is lower-division, it allows students to explore composing without committing to the rigorousness of the Composition Track. Generally, our current composition students lack the basic necessary skills to effectively study composition, including familiarity with music notation and organizing musical ideas into a cohesive piece. Coming into the major with a stronger foundation will allow the core MUS 148A/B/C/D/E/F coursework to be more productive.

The audition to the Composition Track is being implemented to raise our student’s commitment towards investing in their artistic development. The requirement of one “traditionally” notated work insures that students make full use of the resources presented to them in MUS 037.
If entering as a Junior, transfer composition students will need to schedule an audition upon arrival to campus. The MUS037 prerequisite can be waived at the faculty’s discretion.

Transfer students present a challenge for all music programs. Their success and preparedness for the major are completely dependent on prior training and the quality of instruction at their previous institution. As such, we need to assess each transfer on a case by case basis through the audition process. Depending on the outcome of that review, the composition faculty may decide to waive the transfer student’s MUS 037 requirement.

**Juries**

This clarifies a years-long practice in the Department, which requires students to perform for the ladder track faculty.

**Fees**

This clarifies the difference between the lower and upper division versions of Voice and Instrument private lessons.

**Approvals:**

Approved by the faculty of the Department of MUSIC: October 2, 2019
Approved by the Executive Committee College of Humanities, Arts, and Social Sciences: February 3, 2020
Approved by the Committee on Educational Policy: April 28, 2020
The minor in Music is designed for students who wish to continue their musical studies while pursuing another major. Within the required 24 upper-division units, the minor provides basic skills in music theory and first-level studies in music history and literature while still offering modest flexibility to pursue individual interests.

1. Lower-division preparation: (46 units)
   a) MUS 001 or equivalent
   b) MUS 030A, MUS 030B, MUS 030C

2. Upper-division requirements (24 units)
   a) Eight (8) units from MUS 112A, MUS 112B, MUS 112C

   c) Four (4) additional units in ensemble performance: MUS 160, MUS 161, MUS 162, MUS 163, MUS 164, MUS 165, MUS 166, MUS 168, MUS 169, MUS 170, MUS 171, MUS 172, MUS 174, MUS 175A, MUS 175B, MUS 176, MUS 177

1. Lower-division preparation: (12-20 units)
   a) MUS 001, MUS 010 or equivalent
   b) [no change]

2. [no change]
   a) [no change]

As a freshman or sophomore, the student should complete MUS 030A, MUS 030B, MUS 030C (Harmony). This is a prerequisite for all later studies in the minor. Harmony has a prerequisite of MUS 001 (Introduction to Basic Musical Concepts) or the equivalent.

Two required courses from MUS 112A, MUS 112B, MUS 112C should be completed following MUS 030A, MUS 030B, MUS 030C and not later than the junior year.

See Minors under the College of Humanities, Arts, and Social Sciences in the Colleges and Programs section of this catalog for additional information on minors.

JUSTIFICATION:

Music Minor clarifies the nature of the minor (Music and not Music and Culture)

1. Lower-division preparation: (12-20 units) correct unit count
   a) MUS 001, MUS 010 or equivalent; new course “advanced fundamentals” added.

2. No more than 4 units got MUS 181 (E-Z) courses otherwise it will be difficult for students to get six units from the other courses, which are all 4 units.

2. Upper-division requirements
   b) Twelve (12) units selected from: Deletes deleted courses and adds new courses in the same category, in agreement with the catalog.
      (no more than 6 units) clarifies number of units that can be used for individual music lessons
      Harmony has a prerequisite of MUS 001 (Introduction to Basic Musical Concepts) and MUS 010 or the equivalent. new course “advanced fundamentals” added
   c) Four (4) additional units in ensemble: adds newly created ensembles, already on the catalog

As a freshman or sophomore, the student should complete … MUS010 new course “advanced fundamentals” added

Approvals:
Approved by the faculty of the Department of Music: September 30, 2019
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: November 20, 2019
Approved by the Committee on Educational Policy: April 6, 2020
To be adopted:

Proposed Changes to PHILOSOPHY major

PRESENT:

PROPOSED:

HONORS PROGRAM
The undergraduate track for Distinction in Philosophy is designed to give qualified upper division students the opportunity to do additional upper division work in Philosophy in a seminar format beyond what is required for the major. It will give students the opportunity and the training to do independent research in Philosophy.

Each Philosophy major in the track for Distinction in Philosophy will be assigned a faculty mentor upon entering the program. Faculty are encouraged to provide more challenging assignments to the Honors students in their upper-division classes (such as term papers, revision of a paper in response to feedback, etc.).

Philosophy students who successfully complete this program are awarded and have posted on their transcript the designation Distinction in Philosophy.

Complete details and an application form are available from the Philosophy Student Affairs Officer.

Prerequisites for the track for Distinction in Philosophy

1. Submission of an application during the last quarter of the sophomore year or during the junior year (no later than the last quarter of the junior year).
2. Completion of 90 units (junior standing).
3. Completion of PHIL 7, PHIL 8, PHIL 100/101, and 2 upper-division courses in Philosophy. Students are encouraged to take the 2 courses in the PHIL 30 series (see below) as early in their major as possible.
4. Cumulative GPA of 3.5 in Philosophy

These pre-requisites can be waived by permission of the Department under exceptional circumstances. Inquiries may be directed to the Philosophy Student Affairs Officer.

Requirements for the track for Distinction in Philosophy

This track adds some requirements to the Philosophy major:

1. 64 units in Philosophy, of which 48 units must be upper division. (The major requires 56 units, of which 36 units must be upper division.)

2. 2 courses in the PHIL 30 series. (These courses count toward the 64 units and the three courses in the History of Philosophy.)

3. 2 quarters of either PHIL 193 OR PHIL 193 and PHIL 195 (8 units total). Students in the University Honors Program may substitute 4 units of HNPG 199H for 4 units of Phil 195. (These courses count towards the 64 units. With Department approval, PHIL 193 and PHIL 195 may be applied toward the History of Philosophy, Metaphysics/Epistemology/Philosophy of Language, or Moral/Political Philosophy requirements.)

4. To receive Distinction in Philosophy, students must have a cumulative GPA of 3.5 in Philosophy upon completion of the program.

Justification for adding a track for Distinction in Philosophy:

The Philosophy Department wishes to add a track for Distinction in Philosophy to our undergraduate major. We have many excellent majors, and we believe that this track will enhance the academic experience of our more motivated majors. We find that several of our majors express interest in graduate study in Philosophy at some point, but often they do not have a clear idea of what advanced study in Philosophy involves and they are not well prepared for advanced study. For example, our current curriculum does not provide many opportunities to write terms papers or do independent research. A track for Distinction in Philosophy will serve these students by encouraging them to take more upper division courses, including multiple offerings of our Senior Seminar (PHIL 193), and by creating a special community within the Philosophy major. However, the aim of this track is not simply to prepare talented majors with an interest in graduate study – it will provide a better undergraduate experience for any serious, academically inclined major and will enhance the quality of our major as a whole.
The track for Distinction in Philosophy would add certain requirements beyond the normal requirements for the major. First, the Philosophy major currently requires 56 units of course work, of which at least 36 must be upper division. This proposed track would require 64 units of course work, of which at least 48 units must be upper division. Thus it requires 3 additional upper division courses and will allow students to count one less lower division course toward the major. Second, it is designed to encourage students to take 2 courses in our History of Philosophy survey series (the Philosophy 30 series) early in the major, by making these courses pre-requisites for admission into this track. The courses in this series aim to give students an understanding of the main currents in different periods of the history of philosophy. This is good preparation for doing upper division work, either in the history of philosophy or in contemporary philosophy, and the earlier in the major students take such courses the better. Third, this track will make use of Philosophy 193: Senior Seminar – a small (15 student) course that allows undergraduates to do advanced work in a seminar and discussion-based format. This track will require students to take either two offerings of Philosophy 193 (on different topics) – or one offering of Philosophy 193 and Philosophy 195: Senior Thesis. Students will also have the option of taking 2 quarters of Philosophy 193 followed by 1-3 units of Philosophy 195, which they use to develop a paper either from Philosophy 193 or an upper division course into a more substantial term paper.

Approvals:
Approved by the faculty of the Department of Philosophy: June 17, 2019
Approved by the Executive Committee of the College of Humanities, Arts, & Social Sciences: October 2, 2019
Approved by the Committee on Educational Policy: March 6, 2020
To be adopted:

Proposed Changes to Political Science/Administrative Studies Major

PRESENT:

Political Science/Administrative Studies Major
The major requirements for the B.A. degree in Political Science/Administrative Studies are as follows. Note that the prerequisite for POSC 198-I is a GPA of 2.70 or better.

Political Science requirements (48 units)
1. Lower-division requirements
   - Three courses from POSC 005 or POSC 005H or POSC 007; POSC 010 or POSC 010H or POSC 010W; POSC 015 or POSC 015H or POSC 017; POSC 020 or POSC 020H
   Students in the major must complete two of the three lower-division Political Science courses with a grade of “C” or better in order to take upper-division political science courses.
2. Upper-division requirements
   a) Three courses from POSC 181, POSC 182, POSC 183, POSC 186
   b) At least one course from each of the following:

   (1) U.S. Government and Politics:
   - POSC 100, POSC 101, POSC 104 or POSC 104S, POSC 108, POSC 143 or POSC 143S, POSC 144 or POSC 144S, POSC 145, POSC 146, POSC 148 or POSC 148H or POSC 148S, POSC 149, POSC 166, POSC 167, POSC 168, POSC 170, POSC 171, POSC 173 or POSC 173S, POSC 180 or POSC 180S, POSC 181, POSC 182, POSC 183, POSC 184 or POSC 184S, POSC 186

   (2) Comparative Government and Politics:
   - POSC 109/RLST 173, POSC 120, POSC 151 or POSC 151S, POSC 152, POSC 153,
POSC 154, POSC 155 or POSC 155S, POSC 156, POSC 157 or POSC 157S, POSC 158/LNST 148, POSC 159 or POSC 159S, POSC 160 or POSC 160S, POSC 161/LNST 188, POSC 162/LNST 142 or POSC 162S/LNST 142S, POSC 163, POSC 164 or POSC 164S, POSC 165 or POSC 165S, POSC 178 or POSC 178S, POSC 188 or POSC 188S

(3) International Relations and Foreign Policy: POSC 123, POSC 124 or POSC 124S, POSC 125, POSC 126 or POSC 126S, POSC 127 or POSC 127S, POSC 128, POSC 129, POSC 130, POSC 132 or POSC 132S, POSC 134 or POSC 134S, POSC 135, POSC 136 or POSC 136S, POSC 137 or POSC 137S, POSC 138 or POSC 138S, POSC 139 or POSC 139S, POSC 147 or POSC 147S, POSC 150 or POSC 150S, POSC 153, POSC 169

(4) Political Theory: POSC 106 or POSC 106S, POSC 107, POSC 110 or POSC 110S, POSC 111 or POSC 111S, POSC 112 or POSC 112S, POSC 113, POSC 115 or POSC 115S, POSC 116 or POSC 116S, POSC 117 or POSC 117S, POSC 119, CLA 121/CPAC121/POSC121 or CLA 121S/CPAC121S/POSC121S, POSC 122 or POSC 122S

c) Four (4) units from POSC 198G or POSC 198-I (prerequisite: GPA of 2.70 or better)
d) Additional four (4) units in any upper division Political Science course

Administrative Studies requirements (37 units)
1. Lower-division courses (17 units)
a) BUS 010, BUS 020
b) STAT 048 or equivalent (may be used to satisfy breadth requirements)
c) CS 008 (may be used to satisfy breadth requirements)

2. Upper-division requirements (20 units)
a) Two courses (8 units) from the list below:

(1) ECON 102 or ECON 104A or ECON 130 or ECON 162/BUS 162

Administrative Studies requirements (37 units)
1. Lower-division courses (17 units)
a) BUS 010, BUS 020
b) STAT 048 or equivalent (may be used to satisfy breadth requirements)
c) CS 008 (may be used to satisfy breadth requirements)

2. Upper-division requirements (20 units)
a) Two courses (8 units) from the list below:

(1) ECON 102 or ECON 103 or ECON 104A or ECON 130 or ECON 162/BUS 162
(2) PSYC 140 or PSYC 142
These two courses must be outside the discipline of Political Science and cannot be courses included as part of the three course Business Administration track or their cross-listed equivalents.

b) A three-course track (12 units) in Business Administration courses from one of the following:

1. **Organizations (General):** BUS 100, BUS 107, BUS 158/ANTH 105, BUS 176/SOC 176, BUS 150, SOC 151
2. **Human Resources Management/Labor Relations:** BUS 100, BUS 107, BUS 152/ECON 152, BUS 153/ECON 153, BUS 155, BUS 157, PSYC 142
3. **Business and Society:** BUS 100, BUS 102, BUS 107, Phil 116, POSC 182, POSC 186
4. **Marketing:** BUS 103, and two from BUS 112, BUS 113, BUS 114, BUS 117
5. **Managerial Accounting/Taxation:** BUS 108, and two from BUS 166, BUS 168, BUS 168A, BUS 168B
6. **Financial Accounting:** BUS 108, BUS 165A, BUS 165B
7. **Finance:** BUS 106/ECON 134 and two from BUS 134, BUS 136, BUS 137, BUS 138, BUS 139
8. **Management Information Systems:** BUS 101, BUS 171, BUS 173
9. **Production Management:** BUS 104/STAT 104, and two from BUS 105, BUS 122, BUS 127/STAT 127

Note in filling the dual requirements of the selected major, students may not count more

b) A three-course track (12 units) in Business Administration courses from one of the following:

1. **Organizations (General):** BUS 100 or BUS 100W, BUS 107, BUS 158/ANTH 105, BUS 176/SOC 176, BUS 150, SOC 151
2. **Human Resources Management/Labor Relations:** BUS 100 or BUS 100W, BUS 107, BUS 121, BUS 144, BUS 145, BUS 153/ECON 153, BUS 155, BUS 156, BUS 157, PSYC 142
3. **Business and Society:** BUS 100 or BUS 100W, BUS 102, BUS 107, Phil 116, POSC 182, POSC 186
4. **Marketing:** BUS 103, and two from BUS 111, BUS 112, BUS 113, BUS 114, BUS 115, BUS 116, BUS 117, BUS 118, BUS 119, BUS 124, BUS 126, BUS 151, BUS 152, BUS 159, BUS 164
5. **No Change**
6. **Financial Accounting:** BUS 108, BUS 165A, BUS 165B, BUS 165C, BUS 167
7. **Finance:** BUS 106/ECON 134 and two from BUS 131, BUS 132, BUS 134, BUS 135, BUS 136, BUS 137, BUS 138, BUS 139, BUS 140, BUS 141, BUS 147
8. **Management Information Systems:** BUS 101, BUS 110, BUS 125, BUS 128, BUS 171, BUS 172, BUS 173, BUS 174, BUS 175, BUS 179
9. **No change**

Note in filling the dual requirements of the selected major, students may not count more
than two courses toward both parts of their total requirements (Political Science requirements and Administrative Studies requirements).

**Justification:**
The underlined upper-division Business courses have been approved by the Committee on Courses and based on course content, need to be placed into the area of focus as course options. Additionally, in order to more accurately convey course options within the Administrative Studies concentration areas these additional Business courses will improve the functionality of the degree audit and offer more options to students within the concentration areas. The Admin. Studies concentration areas are Organizations (General), Human Resources Management/ Labor Relations, Business and Society, Marketing, Managerial Accounting/ Taxation, Financial Accounting, Finance, Management Information Systems, and Production Management.

ECON 103 and POSC 186, please allow for additional options within section a) two courses outside the discipline area. These course options are offered regularly and could help with the time to complete degree. Include the “S” version of ANTH 127S within this area for functionality of the degree audit.

BUS 100W, please update course options to include the “W” version in concentration tracks (b) 1-3 (Organizations (General), Human Resources Management/ Labor Relations, & Business and Society).

Delete within the Human Resources Management/ Labor Relations concentration BUS 152/ECON 152 because it was de-coupled and then ECON 152 was deleted (the deletion was never updated). BUS 152 is no longer the same subject matter content.

BUS 121, 144, 145, and 156 (courses approved but never added to curriculum), please add as course options within the Human Resources Management/ Labor Relations concentration.

BUS 111, 115, 116, 118, 124, 126, 151, 152, 159, and 164 (courses approved but never added to curriculum), please add as course options within the Marketing concentration.

BUS 165C and 167 (courses approved but never added to curriculum), please add as course options within the Financial Accounting concentration.

BUS 131, 132, 135, 140E 141, and 147 (courses approved but never added to curriculum), please add as course options within the Finance concentration.

BUS 110, 125, 128, 172, 174, 175, and 179 (courses approved but never added to curriculum), please add as course options within the Production Management.

**Approvals:**
Approved by the faculty of the Department of Political Science: November 13, 2019
Approved by the Executive Committee College of Humanities, Arts, and Social Sciences: January 15, 2020
Approved by the Committee on Educational Policy: April 23, 2020
To be adopted:

Proposed Changes to the Public Policy Major

PRESENT:

PROPOSED:

Major
Public policy analysis is the use of decision-making theory and evidence-based methods to the study of substantive public policy problems. The objective of public policy analysis is to improve the quality of public policy-making by critically examining the design and relevance of public policies, their implementation and execution, and their impact on households, communities, and the society at large. By its very nature, policy analysis is multidisciplinary. For instance, policies to address health problems in society must draw on developments in philosophy, economics, political science, medicine, and ethics (among other disciplines).

Career Opportunities
A degree in public policy equips students to go into a range of different careers. Examples include working as a policy analyst for local, regional, state, or national government agencies; a governmental or public relations officer for a private sector firm; an employee of a public advocacy group; or as a leader of a community-based, non-profit organization.

University Requirements
See Undergraduate Studies section.

College Requirements
See School of Public Policy section

Major Requirements
The major requirements for the B.A. degree in Public Policy are as follows:
Students will not be admitted into the major until they have completed PBPL 001 with a “C-“ grade or better.
1. Lower-division requirements (five courses [at least 20 units])

a) PBPL 001  
b) PBPL 002  
c) ECON 003  
d) PBPL 004  
e) One course chosen from HIST 017B, HIST 020, SOC 015 or SOC 020

1. Lower-division requirements (six courses [at least 24 units])

a) [no change]  
b) [no change]  
c) [no change]  
d) [no change]  
e) One course chosen from HIST 017B, HIST 020, HIST 020W, SOC 015 or SOC 020  
f) One course chosen from PSYC 011, SOC 005, STAT 040 or STAT 048

2. Upper-division requirements (12 courses [at least 48 units])

a) ECON 101, POSC 114 or STAT 100A  
b) PBPL 101  
e) Ten courses chosen from two tracks, with no more than seven courses from one track.

Track 1: Health and Population Policy  
ANTH 147/GSST 140, ANTH 160, ECON 129, ECON 156, ECON 183, ENSC 141/MCBL 141/SWSC 141, ETST 116/HISA 147, GSST 140/ANTH 147, POSC 180, PSYC 178, PSYC 179, SOC 137

Track 2: Social, Cultural, and Family Policy  
ANTH 147/GSST 140, ANTH 158, ANTH 162, BIOL 110, ECON 129, ECON 183, ETST 116/HISA 147, GSST 140/ANTH 147, HIST 107, POSC 180, POSC 180S, PSYC 178, PSYC 179, SOC 127, SOC 137, SOC 167

Track 1: Health and Population Policy  
ANTH 147/GSST 140, ANTH 158, ANTH 162, BIOL 110, ECON 129, ECON 183, ETST 116/HISA 147, GSST 140/ANTH 147, HIST 107, POSC 180, POSC 180S, PSYC 178, PSYC 179, SOC 127, SOC 137, SOC 167

Track 2: Social, Cultural, and Family Policy  
ANTH 147/GSST 140, ANTH 158, ANTH 162, BIOL 110, ECON 129, ECON 183, ETST 116/HISA 147, GSST 140/ANTH 147, HIST 107, POSC 180, POSC 180S, PSYC 178, PSYC 179, SOC 127, SOC 137, SOC 167
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<th>Track 3: Economic Policy</th>
<th>Track 4: Urban/Environmental Policy</th>
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<th>Track 5: Policy Institutions and Processes</th>
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ANTH 104, ECON 116, ECON 119, HIST 111, HISA 120B, LWSO 100, LWSO 193, PHIL 165, POSC 101, POSC 146, POSC 150, POSC 167, POSC 168, POSC 170, POSC 173, POSC 186, PSYC 175, RLST 174, RLST 175, SOC 150, SOC 151, SOC 159


Track 6: International and Foreign Policy
ECON 187/LNST 187, POSC 120, POSC 125, POSC 126, POSC 127, POSC 129, POSC 154, POSC 158/LNST 148, POSC 159, POSC 160, POSC 162/LNST 142, POSC 169, RLST 173/POSC 109, SOC 135, SOC 181

Track 6: International and Foreign Policy

3. Public Policy Seminar/Colloquia
During the junior and senior years, students must enroll in PBPL 191 (Seminar in Public Policy), which includes attendance at public lectures to the campus community given by outside speakers — [no change]
typically policy makers, administrators and researchers — on timely and important policy issues facing the Inland Empire, the state, the nation, and the world.

4. Domestic or International Policy Practicum

In the third or fourth year of the program (or during the summer between the third and fourth years), students must undertake a policy practicum (PBPL 198-I), which consists of an internship (paid or voluntary) on a policy issue or problem with a local, state or federal government agency, nonprofit or for-profit organization, a trade association, a labor/trade union, or a public-affairs firm. The Public Policy Program Committee helps students locate internship opportunities. The internship provides students with an opportunity to gain real-world experience and apply the analytical skills learned in the classroom. Students enrolled in the UC Riverside Washington Academic Program, the UC Center at Sacramento program or the Education Abroad Program can apply that experience toward the policy practicum requirement, and do not need to undertake a separate internship.

5. Senior Thesis (for Honors candidates only)

Students who have an outstanding academic record in their course work during the first three years of the program can become candidates for Honors in Public Policy during the spring quarter of their junior year. All honors candidates must enroll in a two-quarter senior thesis seminar (PBPL 195H) that will culminate in a written thesis covering a real policy problem of the student’s choice. The thesis project could grow out of the practicum experience.

**JUSTIFICATIONS:**

1. Public Policy students are not required to take math as part of the major. For this reason it is often difficult for students to fulfill the STAT 100A, ECON 101 or POSC 114. Therefore the undergraduate committee has decided to remove this upper division requirement and add a lower division requirement that can be fulfilled without math.

2. Currently HIST 20 is an approved lower division requirement. We are requesting to add HIST 20W as an additional approved lower division requirement. This course is listed as a comparable course in the course catalog by the history department.
3. Public Policy students must take 10 upper division courses to complete their two Tracks. Each quarter faculty approves new courses that would be acceptable for the tracks. As most of these courses are within different departments this process is ongoing. All of the courses that are being added to the six tracks are a reflection of these ongoing course approvals by faculty. Hence our justification includes seeking to update the catalog with courses approved by the faculty in the past two years.

**Approvals:**

- Approved by the SPP Undergraduate Committee: October 29, 2019
- Approved by the SPP Executive Committee: December 12, 2019
- Approved by the CNAS Executive Committee: January 21, 2020
- Approved by the CHASS Executive Committee: March 3, 2020
- Approved by the GSOE Executive Committee: March 9, 2020
- Approved by Committee on Educational Policy: April 8, 2020
To be adopted:

Proposed Changes to the Public Policy Minor

PRESENT:

1. Lower-division requirements (four courses [at least 16 units])
   a) PBPL 001

   b) One course from ECON 005, PSYC 011, SOC 005, STAT 040, STAT 048, HIST 017B, HIST 020

   c) One course from ECON 003, PHIL 002, PHIL 003, POSC 010, POSC 015

2. Upper-division requirements (six courses [at least 24 units] chosen from two tracks):

   Track 1: Health and Population Policy
   ANTH 147/GSST 140, ANTH 160, ECON 129, ECON 156, ECON 183, ENSC 141/MCBL 141/SWSC 141, ETST 116/HISA 147, GSST 140/ANTH 147, POSC 180, PSYC 178, PSYC 179, SOC 137

   Track 2: Social, Cultural, and Family Policy
   ANTH 148/GSST 150, ECON 122E, ECON 155/GSST 155, ECON 159, EDUC 114, EDUC 132/POSC 132, ETST 126, ETST 139, ETST 146/EDUC 146, ETST 156, GST 109/ANTH 109, GST 150/ANTH 148, MCS 133/SOC 138 MCS 139/SOC 139, MCS 171/SPN 171, PHIL 168/GSST 141, PHIL 108/

PROPOSED:

1. Lower-division requirements (three courses [at least 12 units])
   [no change]

   b) One course from PBPL 002, ECON 003, POSC 010, POSC 015

   c) One course from PBPL 004, PHIL 002, PHIL 003, SOC 001, SOC 020

2. Upper-division requirements (six courses [at least 24 units] chosen from specifically two tracks):

   Track 1: Health and Population Policy
   ANTH 147/GSST 140, ANTH 158, ANTH 160, ANTH 162, BIOL 110, ECON 129, ECON 183, ETST 116/HISA 147, GSST 140/ANTH 147, HIST 107, POSC 180, POSC 180S, PSYC 178, PSYC 179, SOC 127, SOC 137, SOC 167

   Track 2: Social, Cultural, and Family Policy
   ANTH 109/GSST 109, ANTH 114, ANTH 127, ANTH 127S, ANTH 136/SEAS136, ANTH 140G, ANTH 145/GSST 103, ANTH 147/GSST 140, ANTH 148/GSST 150, ANTH 162, ANTH 174, ANTH 175, ANTH 177/MUS 126/GSST 126, BUS 102, BUS 157, BUS 176/SOC 176, ECON 155/GSST
GSST 108, POSC 146, PSYC 167/ETST 167, PSYC 168/ETST 168, SOC 120, SOC 122, SOC 130, SOC 139/MCS 139, SOC 143/URST 143, SOC 144, SOC 160, SOC 161, SOC 183 (E-Z)

Track 3: Economic Policy

Track 4: Urban/Environmental Policy

Track 4: Urban/Environmental Policy
ANTH 117, ANTH 118, ANTH 119, ANTH 163, ECON 146/URST 146, ECON 148, ECON 157/PBPL 157, ECON 173, ECON 173S, ENSC
Track 5: Policy Institutions and Processes
ANTH 104, ECON 116, ECON 119, HIST 111, HISA 120B, LWSO 100, LWSO 193, PHIL 165, POSC 101, POSC 146, POSC 150, POSC 167, POSC 168, POSC 170, POSC 173, POSC 186, PSYC 175, RLST 174, RLST 175, SOC 150, SOC 151, SOC 159

Track 6: International and Foreign Policy
ECON 187/LNST 187, POSC 120, POSC 125, POSC 126, POSC 127, POSC 129, POSC 154, POSC 158/LNST 148, POSC 159, POSC 160, POSC 162/LNST 142, POSC 169, RLST 173/POSC 109, SOC 135, SOC 181
3. Public Policy Seminar/Colloquium

During the junior and senior years, students must enroll in PBPL 191 (Seminar in Public Policy), which includes attendance at public lectures to the campus community given by outside speakers — typically policy makers, administrators and researchers — on timely and important policy issues facing the Inland Empire, the state, the nation, and the world.

**JUSTIFICATIONS:**

1. The lower division requirement is 3 classes for a total of 12 units. The current lower division requirement lists four courses at 16 units. This is an error thus we will be striking this and changing it to “(three courses [at least 12 units]).

2. The undergraduate committee has decided to restructure the lower division requirements to make them more in line with the PBPL major requirements (PBPL 002 and PBPL 004).

3. The lower division requirements for the Public Policy minor is changing to better align with the major requirements, PBPL 002 and PBPL 004. Options for these two courses in other departments have been added to allow for flexibility.

4. Public Policy minors must take 6 upper division courses to complete their two Tracks. Each quarter faculty approves new courses that would be acceptable for the tracks. As most of these courses are within different departments this process is ongoing. All of the courses that are being added to the six tracks are a reflection of these ongoing course approvals by faculty. Hence, our justification includes seeking to update the catalog with courses approved by the faculty in the past two years.

**Approvals:**

- Approved by the SPP Undergraduate Committee: October 29, 2019
- Approved by the SPP Executive Committee: December 12, 2019
- Approved by the CNAS Executive Committee: January 21, 2020
- Approved by the CHASS Executive Committee: March 3, 2020
- Approved by the GSOE Executive Committee: March 9, 2020
- Approved by Committee on Educational Policy: April 16, 2020
To be adopted: Fall 2020

Proposed changes to the Sociology /Administrative Studies Major (BA)

PRESENT:

For the Bachelor of Arts
Sociology Department requirements
(14 courses [at least 56 units])

Students will not be admitted into the major until lower-division requirements are satisfied. All courses in the major must be taken for a letter grade.

1. Lower-division requirements
(5 courses [at least 20 units])
   a) SOC 001 or SOC 001H with a grade of “C-” or better
   b) SOC 003, SOC 004, SOC 005 with a grade of “C-” or better in each
   c) One additional lower-division Sociology courses with a grade of “C-” or better

2. Upper-division requirements
(9 courses [at least 36 units])
   a) SOC 168 or SOC 169
   b) A minimum of one course each selected from four of the following five areas of emphasis:
      (1) Social Institutions, Organizations and Change: SOC 112, SOC 121, SOC 122, SOC 123, SOC 125, SOC 126, SOC 137, SOC 139/MCS 139, SOC 143/URST 143, SOC 150, SOC 151, SOC 156, SOC 160, SOC 176/BUS 176, SOC 179, SOC 181, SOC 182/URST 182, SOC 184
      (2) Social Psychology: SOC 173, SOC 174, SOC 175, SOC 177 E-Z, SOC 178, SOC 186E, SOC 186F, SOC 186G
      (3) Social Inequality: SOC 128, SOC 129, SOC 130, SOC 131 E-Z, SOC 132, SOC 133, SOC 135, SOC 161, SOC 162, SOC 163, SOC 164, SOC 165
      (4) Criminology and Deviance: SOC

PROPOSED:

For the Bachelor of Arts
Sociology Department requirements
(14 courses [at least 56 units])

No Change.

No Change.
134, SOC 144, SOC 145, SOC 147, SOC 149, SOC 159, SOC 180
(5) **Family and Gender:** SOC 140, SOC 141, SOC 142, SOC 146, SOC 155 E-Z

c) An additional four elective courses (at least 16 units) in Sociology (No more than 5 units from any combination of SOC 190, SOC 197, SOC 198-L)

**Administrative Studies requirements**
(37 units)
1. **Lower-division courses (17 units)**
   a) BUS 010, BUS 020
   b) STAT 048 or equivalent (may be used to satisfy breadth requirements)
   c) CS 008 (may be used to satisfy breadth requirements)
2. **Upper-division requirements (20 units)**
a) Two courses (8 units) from the list below:
   (1) ECON 102 or ECON 104A or ECON 130 or BUS 162/ECON 162
   (2) PSYC 140 or PSYC 142
   (3) SOC 150 or SOC 151
   (4) POSC 181 or POSC 182 or POSC 183
   (5) ANTH 127 or ANTH 131

These two courses must be outside the discipline of Sociology and cannot be courses included as part of the three-course Business Administration track or their cross-listed equivalents.
b) A three-course track (12 units) in Business Administration courses from one of the following:
   (1) Organizations (General): ANTH 105/BUS 158, BUS 100, BUS 107, BUS 176/SOC 176, SOC 150, SOC 151
   (2) Human Resources Management/Labor Relations: BUS 100, BUS 107, BUS 153/ECON 153, BUS 155, BUS 157, ECON 152, PSYC 142
   (3) Business and Society: BUS 100, BUS 102, BUS 107, PHIL 116, POSC 182, POSC 186
   (4) Marketing: BUS 103, and two from BUS 112, BUS 113, BUS 114, BUS 117

**Administrative Studies requirements**
(37 units)
1. **Lower-division courses (17 units)**
   NO CHANGE
2. **Upper-division requirements (20 units)**
a) Two courses (8 units) from the list below:
   (1) ECON 102 or ECON 103 or ECON 104A or ECON 130 or ECON 162/BUS 162
   (2) PSYC 140 or PSYC 142
   (3) SOC 150 or SOC 151
   (4) POSC 181 or POSC 182 or POSC 183 or POSC 186
   (5) ANTH 127 or ANTH 127S or ANTH 131

These two courses must be outside the discipline of Sociology and cannot be courses included as part of the three-course Business Administration track or their cross-listed equivalents.
b) A three-course track (12 units) in Business Administration courses from one of the following:
   (1) Organizations (General): BUS 100 or BUS 100W, BUS 107, BUS 158/ANTH 105, BUS 176/SOC 176, SOC 150, SOC 151
   (2) Human Resources Management/Labor Relations: BUS 100 or BUS 100W, BUS 107, BUS 121, BUS 144, BUS 145, BUS 153/ECON 153, BUS 155, BUS 156, BUS 157, PSYC 142
   (3) Business and Society: BUS 100 or BUS 100W, BUS 102, BUS 107, PHIL 116, POSC 182, POSC 186
(5) Managerial Accounting/Taxation: BUS 108, and two from BUS 166, BUS 168A, BUS 168B
(7) Finance: BUS 106/ECON 134 and two from BUS 134, BUS 136, BUS 137, BUS 138, BUS 139
(8) Management Information Systems: BUS 101, BUS 171, BUS 173
(9) Production Management: BUS 104/STAT 104, and two from BUS 105, BUS 122, BUS 127/STAT 127

Note: In filling the dual requirements of the selected major, students may not count more than two courses toward both parts of their total requirements (Sociology requirements and Administrative Studies requirements).

Justification:
The changes to the majors in the catalog are a way to correct deficiencies in the past when new courses were added to the undergraduate business curriculum but, through an oversight, were not counted among the courses that could be used for various majors related to business. These include some courses that were not included in the Business Administration major, and a larger number that were not included in the choices offered to students majoring in Art History Administrative Studies, Economics Administrative Studies, History Administrative Studies, Political Science Administrative Studies, Sociology Administrative Studies

Approvals:
Approved by the faculty of the Department of Sociology: December 14, 2019
Approved by the Executive Committee College of Humanities, Arts, and Social Sciences: January 15, 2020
Approved by the Committee on Educational Policy: April 6, 2020
Executive Committee
College of Humanities, Arts, and Social Sciences
Report to Riverside Division
May 26, 2020

To be adopted: Fall 2020

Proposed changes to the Sociology/Administrative Studies Major (BS)

PRESENT:

For the Bachelor of Science
Sociology Department requirements
(16 courses [at least 64 units])
Students will not be admitted into the major until lower-division requirements are satisfied. All courses in the major must be taken for a letter grade.

1. **Lower-division requirements**
   (5 courses [at least 20 units])
   a) SOC 001 or SOC 001H with a grade of “C-” or better
   b) SOC 003, SOC 004, SOC 005 with a grade of “C-” or better in each
   c) One additional lower-division Sociology courses with a grade of “C-” or better

2. **Upper-division requirements**
   (11 courses [at least 44 units])
   a) SOC 110, SOC 168, SOC 169
   b) A minimum of one course each selected from four of the following five areas of emphasis:
      (1) **Social Institutions, Organizations and Change:** SOC 112, SOC 121, SOC 122, SOC 123, SOC 125, SOC 126, SOC 137, SOC 139/MCS 139, SOC 143/URST 143, SOC 150, SOC 151, SOC 156, SOC 160, SOC 176/BUS 176, SOC 179, SOC 181, SOC 182/URST 182, SOC 184
      (2) **Social Psychology:** SOC 173, SOC 174, SOC 175, SOC 177 E-Z, SOC 178, SOC 186E, SOC 186F, SOC 186G
      (3) **Social Inequality:** SOC 128, SOC 129, SOC 130, SOC 131 E-Z, SOC 132, SOC 133, SOC 135, SOC 161, SOC 162, SOC 163, SOC 164, SOC 165

PROPOSED:

No change.
(4) **Criminology and Deviance:** SOC 134, SOC 144, SOC 145, SOC 147, SOC 149, SOC 159, SOC 180
(5) **Family and Gender:** SOC 140, SOC 141, SOC 142, SOC 146, SOC 155 E-Z

c) An additional four elective courses (at least 16 units) in Sociology (No more than 5 units from any combination of SOC 190, SOC 197, SOC 198-I.)

**Administrative Studies requirements**
(37 units)

1. **Lower-division courses (17 units)**
   a) BUS 010, BUS 020
   b) STAT 048 or equivalent (may be used to satisfy breadth requirements)
   c) CS 008 (may be used to satisfy breadth requirements)

2. **Upper-division requirements (20 units)**
   a) Two courses (8 units) from the list below:
      (1) ECON 102 or ECON 104A or ECON 130 or BUS 162/ECON 162
      (2) PSYC 140 or PSYC 142
      (3) SOC 150 or SOC 151
      (4) POSC 181 or POSC 182 or POSC 183
      (5) ANTH 127 or ANTH 131

   These two courses must be outside the discipline of Sociology and cannot be courses included as part of the three-course Business Administration track or their cross-listed equivalents.

   b) A three-course track (12 units) in Business Administration courses from one of the following:
      (1) Organizations (General): ANTH 105/BUS 158, BUS 100, BUS 107, BUS 176/SOC 176, SOC 150, SOC 151
      (2) Human Resources Management/Labor Relations: BUS 100, BUS 107, BUS 153/ECON 153, BUS 155, BUS 157/ECON 152, PSYC 142
      (3) Business and Society: BUS 100, BUS 102, BUS 107, PHIL 116, POSC 182, POSC 186

**Administrative Studies requirements**
(37 units)

1. **Lower-division courses (17 units)**
   NO CHANGE

2. **Upper-division requirements (20 units)**
   a) Two courses (8 units) from the list below:
      (1) ECON 102 or ECON 103 or ECON 104A or ECON 130 or ECON 162/BUS 162
      (2) PSYC 140 or PSYC 142
      (3) SOC 150 or SOC 151
      (4) POSC 181 or POSC 182 or POSC 183 or POSC 186
      (5) ANTH 127 or ANTH 127S or ANTH 131

   These two courses must be outside the discipline of Sociology and cannot be courses included as part of the three-course Business Administration track or their cross-listed equivalents.

   b) A three-course track (12 units) in Business Administration courses from one of the following:
      (1) Organizations (General): BUS 100 or BUS 100W, BUS 107, BUS 158/ANTH 105, BUS 176/SOC 176, SOC 150, SOC 151
      (2) Human Resources Management/Labor Relations: BUS 100 or BUS 100W, BUS 107, BUS 121, BUS 144, BUS 145, BUS 153/ECON 153, BUS 155, BUS 156, BUS 157, PSYC 142
      (3) Business and Society: BUS 100 or BUS 100W, BUS 102, BUS 107, PHIL 116, POSC 182, POSC 186

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(4) Marketing: BUS 103, and two from BUS 112, BUS 113, BUS 114, BUS 117

(5) Managerial Accounting/Taxation: BUS 108, and two from BUS 166, BUS 168A, BUS 168B


(7) Finance: BUS 106/ECON 134 and two from BUS 134, BUS 136, BUS 137, BUS 138, BUS 139

(8) Management Information Systems: BUS 101, BUS 171, BUS 173

(9) Production Management: BUS 104/STAT 104, and two from BUS 105, BUS 122, BUS 127/STAT 127

Note: In filling the dual requirements of the selected major, students may not count more than two courses toward both parts of their total requirements (Sociology requirements and Administrative Studies requirements).

Note: NO CHANGE

Justification:
The changes to the majors in the catalog are a way to correct deficiencies in the past when new courses were added to the undergraduate business curriculum but, through an oversight, were not counted among the courses that could be used for various majors related to business. These include some courses that were not included in the Business Administration major, and a larger number that were not included in the choices offered to students majoring in Art History Administrative Studies, Economics Administrative Studies, History Administrative Studies, Political Science Administrative Studies, Sociology Administrative Studies

Approvals:
Approved by the faculty of the Department of Sociology: December 14, 2019
Approved by the Executive Committee College of Humanities, Arts, and Social Sciences: January 15, 2020
Approved by the Committee on Educational Policy: April 6, 2020
To be adopted:

Proposed Changes to Biochemistry, BS and BA

**Present:**

**Major**

The three emphases areas within the Biochemistry major are Chemistry, Biology, and Medical Sciences. The Biology and Chemistry emphases are for students interested in postgraduate education or employment in the basic areas of the discipline of Biochemistry. The goal of the Medical Sciences emphasis is to prepare students for admission to postbaccalaureate education in the health professions. The Biology, Chemistry, and Medical Sciences emphases focus on the development of laboratory and critical thinking skills, and hands-on laboratory experience. In addition, participation in an independent research project (BCH 197) or research tutorial (BCH 190), carried out under the supervision of a faculty member, is encouraged. Internships in industry (BCH 198) are also available, and often lead to valuable job experience and employment opportunities.

The department offers both B.A. and B.S. degrees. The major and emphasis requirements are the same for both, and most students choose the B.S. degree. The B.A. degree requires 12 additional units of Humanities and Social Sciences courses, and 16 units or a course 4 equivalency level of a foreign language (see College Breadth Requirements).

**Note:** A maximum of 12 units of 190-199 courses may be counted toward the 180 unit graduation requirement. All courses used towards the Biochemistry major requirements must be taken for letter grades.

**Proposed:**

**Major**

The three emphases areas within the Biochemistry major are Chemistry, Biology, and Medical Sciences. The Biology and Chemistry emphases are for students interested in postgraduate education or employment in the basic areas of the discipline of Biochemistry. The goal of the Medical Sciences emphasis is to prepare students for admission to postbaccalaureate education in the health professions. The Biology, Chemistry, and Medical Sciences emphases focus on the development of laboratory and critical thinking skills, and hands-on laboratory experience. In addition, participation in an independent research project (BCH 197) or research tutorial (BCH 190), carried out under the supervision of a faculty member, is encouraged. Internships in industry (BCH 198) are also available, and often lead to valuable job experience and employment opportunities.

(No Change)

(No Change)
Transfer students majoring in Biochemistry must complete at least three of the following full year sequences, which must include first year calculus and general chemistry:

1. First-year calculus, equivalent to MATH 009A, MATH 009B, MATH 0046
2. General chemistry, equivalent to CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC
3. Organic chemistry (must be completed with a minimum grade of “B” in each term)
4. General biology, equivalent to BIOL 005A, BIOL 05LA, and BIOL 005B (and BIOL 005C, if available)

Transfer students desiring to major in Biochemistry must have completed:

1. Two quarters of calculus, equivalent to MATH 009A and MATH 009B
2. A year of general chemistry, equivalent to CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 01LC
3. A year of organic chemistry, equivalent to CHEM 008A, CHEM 08LA, CHEM 008B, CHEM 08LB, CHEM 008C, CHEM 08LC
4. A course in general biology, equivalent to BIOL 005A and BIOL 05LA

Strongly recommended but not required for admission to the major are:

1. General Biology, equivalent to BIOL 005B and BIOL 005C
2. One quarter of Ordinary Differential Equations, equivalent to MATH 046
3. General physics (calculus-based) equivalent to PHYS 002A, PHYS 002B, PHYS 002C or PHYS 040A, PHYS 040B, PHYS 040C

Students must have a minimum grade point average of 2.70 in transferable college courses.

University Requirements

See Undergraduate Studies section.

College Requirements

See College of Natural and Agricultural Sciences, Colleges and Programs section.

Some of the following requirements for the major may also fulfill some of the college’s breadth requirements. Consult with a department advisor for course planning.

Major Requirements

The major requirements and the emphasis requirements are the same for the B.A. and the
B.S. degree in Biochemistry. Choose one emphasis. All upper-division courses presume completion of the life sciences core curriculum.

Continuation in the major requires that the student maintains cumulative and upper division/science GPAs of 2.00 or higher, a GPA of 2.00 or higher in each academic quarter, and makes adequate progress in the major with no more than 16 units of repeated courses.

Adequate progress in the major is defined as (a) earning no grade lower than a “C-” in any required lower division mathematics or science course, STAT 100A, CHEM 12A, CHEM 12B, CHEM 12C, or any upper division BCH course, and (b) completing MATH 009B and CHEM 110A by the end of the Fall Quarter of the second year of residence and BCH 110A, BCH 110B, and BCH 110C by the end of the third year of residence. Freshmen must also complete BCH 095 with a grade of “S” during their first year of residence. Freshmen in the Medical Science Emphasis must also complete BCH 096 with a grade of “S” during their first year of residence. A student who does not meet these adequate progress standards will be discontinued from the major. In addition, a student who receives a grade of “D+” or lower in any two of the courses in (A) on the first attempt, or in any one of these courses in each of two attempts, will be discontinued from the major. Students who receive a grade lower than “B-” in BIOL 005A or CHEM 12A are strongly encouraged to complete BCH 100 during their second year of residence to better prepare themselves for BCH 110A, BCH 110B, and BCH 110C.

Continuation in the major requires that the student maintains cumulative and upper division/science GPAs of 2.00 or higher, a GPA of 2.00 or higher in each academic quarter, and makes adequate progress in the major with no more than 16 units of repeated courses.

Adequate progress in the major is defined as (a) earning no grade lower than a “C-” in any required lower division mathematics or science course, STAT 100A, CHEM 008A, CHEM 08LA, CHEM 08LB, CHEM 08LC, CHEM 08MD, CHEM 08MC, or any upper division BCH course, and (b) completing MATH 009B and CHEM 001A by the end of the Fall Quarter of the second year of residence and BCH 110A or BCH 110HA, BCH 110B or BCH 110HB, BCH 110C or BCH 110HC. Freshmen must also complete BCH 095 with a grade of “S” during their first year of residence. Freshmen in the Medical Science Emphasis must also complete BCH 096 with a grade of “S” during their first year of residence. A student who does not meet these adequate progress standards will be discontinued from the major. In addition, a student who receives a grade of “D+” or lower in any two of the courses in (A) on the first attempt, or in any one of these courses in each of two attempts, will be discontinued from the major. Students who receive a grade lower than “B-” in BIOL 005A or CHEM 008A are strongly encouraged to complete BCH 100 during their second year of residence to better prepare themselves for BCH 110A or BCH 110HA, BCH 110B or BCH 110HB, and BCH 110C or BCH 110HC.

**Biology Emphasis**

1. **Lower-division requirements (71 units)**
   
   a) BCH 095 or equivalent, BCH 015
   b) BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, BIOL 005C
   c) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 011A, CHEM 011B, CHEM 011C, CHEM 008A and CHEM 08LA or CHEM 08HA and CHEM 08LA or CHEM 12A, CHEM 008B and CHEM 08LC

   (No Change)

   (No Change)

   (No Change)
d) MATH 007A or MATH 009A, MATH 007B or MATH 009B, MATH 046

2. Upper-division requirements (45-46 units)

a) BCH 110A, BCH 110B, BCH 110C, BCH 162, BCH 184

b) At least 3 units from BCH 111, BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 180 (E-Z), BCH 183/BPSC 183, BCH 186, BCH 210, BCH 211, BCH 212

c) BIOL 102

d) CHEM 109 or CHEM 110A

e) STAT 100A

f) Choose two biological science courses from the following:

(1) BCH 111, BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 180 (E-Z), BCH 183/BPSC 183, BCH 186, BCH 187, BCH 210, BCH 211, BCH 212

(2) BIOL 105, BIOL 108, BIOL 114, BIOL 117, BIOL 119, BIOL 121/MCBL 121, BIOL 121L/MCBL 121L, BIOL 123/MCBL 123/PLPA 123, BIOL 124/MCBL 124, BIOL 128/CBNS 128, BIOL 151, BIOL 155/BPSC 155, BIOL 157, BIOL 159/NEM 159, BIOL 160, BIOL 161A, BIOL 161B, BIOL 171, BIOL 171L, BIOL 173/ENTM 173, BIOL 175

(3) BIOL 104/BPSC 104, BIOL 132/BPSC 132, BIOL 143/BPSC 143, BIOL 148/BPSC 148, BIOL 155/BPSC 155, BPSC 135, BPSC 149

(4) BIOL 100/ENTM 100, BIOL 173/ENTM 173, ENTM 128

(5) CBNS 101, CBNS 106, CBNS 116, CBNS 120/PSYC 120, CBNS 120L/PSYC 120, CBNS 120L/
3. **BCH 190 or BCH 197 are available as elective courses.** Enrollment requires upper division standing and written permission of the supervising faculty member. No more than 9 units of courses numbered 190-199 may be counted towards the major.

### Chemistry Emphasis

#### 1. Lower-division requirements (76 units)

- a) BCH 095 or equivalent, BCH 015
- b) BIOL 005A, BIOL 051A or BIOL 020, BIOL 005B, BIOL 005C
- c) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 001LA, CHEM 001LB, CHEM 001LC, CHEM 005, CHEM 008A and CHEM 081A or CHEM 081A and CHEM 081A
- d) MATH 007A or MATH 009A, MATH 007B or MATH 009B, MATH 046
- e) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 002A, PHYS 002B, PHYS 002C, PHYS 002C, PHYS 002C

#### 2. Upper-division requirements (45-46 units)

- a) BCH 110A, BCH 110B, BCH 110C, BCH 162, BCH 184
- b) At least 3 units from BCH 111, BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 180 (E-Z), BCH 183/BPSC 183, BCH 186, BCH 187, BCH 210, BCH 211, BCH 212, BIOL 119
- c) BIOL 102
- d) CHEM 109 or CHEM 110A
- e) STAT 100A
f) Two courses from CHEM 110B, CHEM 113, CHEM 125, CHEM 150A, CHEM 150B, CHEM 166 (Other graduate courses may be substituted by students with a GPA of 3.00 or better with permission of the instructor and the faculty advisor.)

3. BCH 190 or BCH 197 are available as elective courses. Enrollment requires written permission of the supervising faculty member. No more than 9 units of courses numbered 190-199 may be counted towards the major.

Medical Sciences Emphasis

1. Lower-division requirements (69 units)
   a) BCH 095 or equivalent, BCH 015 (No Change)
   b) BCH 096, BCH 098I (No Change)
   c) BIOL 005A, BIOL 05LA or BIOL 020 BIOL 005B, BIOL 005C (No Change)
   d) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC, CHEM 08LA and CHEM 08HA and CHEM 8HLA, CHEM 08LB and CHEM 08HB and CHEM 8HLB, CHEM 08LC and CHEM 08HC and CHEM 8HLC, CHEM 08LD and CHEM 08HD and CHEM 8HLD, CHEM 08LE and CHEM 08HE and CHEM 8HLDC (No Change)
   e) MATH 007A or MATH 009A, MATH 007B or MATH 009B (No Change)
   f) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 02LA, PHYS 02LB, PHYS 02LC (No Change)

2. Upper-division requirements (45-46 units)
   a) BCH 110A, BCH 110B, BCH 110C, BCH 120, BCH 162, BCH 184 (No Change)
   b) BIOL 102 (No Change)
   c) CHEM 109 or CHEM 110A (No Change)
   d) CBNS 101 (No Change)
   e) STAT 100A (No Change)
   f) At least 3 units from BCH 183/BPSC 183, BIOL 119, BIOL 121, BIOL 161A, BIOL 161B, BIOL 171, CBNS 106, CBNS 150/ENTX 150. (No Change)

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Graduate and upper-division courses can be substituted with permission of the instructor and the faculty advisor. Graduate courses require a GPA of 3.0 or greater in the sciences.

Students should be aware that CHEM 005 is often a requirement for admission to professional schools

**Justification:**

(1) Entering transfer students must complete BCH 110A and BCH 110B during their first year at UCR if they are to graduate in two years. Students transferring to UCR without a year of organic chemistry cannot complete BCH 110A and BCH 110B until their second year and, therefore, are unable to graduate until the end of their third year. The proposed change insures that entering transfer students have completed one year of organic chemistry before enrolling. Currently, one year of organic chemistry is only an option. Because MATH 046 is required for the Biology and Chemistry Emphases, but not for the Medical Sciences Emphasis, this course has been relocated from “required” to “strongly recommended.”

(2) Added BCH 110 Honors equivalents to BCH 110A, BCH 110B, and BCH 110C courses. Removed CHEM 12A, B, and C because they have been discontinued. Changed the order of PHYS courses to be consistent with how other lecture/lab courses are listed within the requirements. Added leading zeros to course numbers where needed.

(3) Deleted requirement that BCH 110C be completed during 3rd year of residence because, now that BCH 110A, BCH 110B, and BCH 110C are each offered during two academic quarters (BCH 110A in FW, BCH 110B in WS, and BCH 110C in SF), students can complete BCH 110C during the first quarter of their fourth year and still graduate in four years.

(4) BIOL 128/CBNS 128 is already listed as an approved elective for our Biological Sciences students but not for our Medical Science Emphasis students.

(5) BPSC 109/CBNS-109 and BPSC 149. These two new courses would be appropriate electives for all three emphases in Biochemistry.

(6) CBNS 120/PSYC 120 is already listed as an approved elective for our Biological Sciences students but not for our Medical Sciences Emphasis students.

(7) CBNS 165 is a relatively new course and would be an appropriate elective for all three emphases in Biochemistry.

(8) CBNS 169 is already listed as an approved elective for our Biological Sciences students but not for our Medical Sciences Emphasis students.

**Approvals:**

Approved by the faculty of the Department of Biochemistry: December 1, 2017, March 21, 2019, December 16, 2019

Approved by the Executive Committee College of Natural and Agricultural Sciences: January 14, 2020

Reviewed by the Committee on Undergraduate Admissions: March 13, 2020

Approved by the Committee on Educational Policy: April 22, 2020
To be adopted:

Proposed Change to Chemistry Major

**PRESENT:**

**Major Requirements**
The major requirements for the B.A. and the B.S. degree in Chemistry are as follows:

**Bachelor of Arts**

1. **Lower-division requirements (63 units)**
   a) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC (or CHEM 01HA and CHEM 1HLA, CHEM 01HB and CHEM 1HLB, CHEM 01HC and CHEM 1HLC), CHEM 005, CHEM 008A and CHEM 08LA, CHEM 008B and CHEM, CHEM 008C and CHEM 08LC (or CHEM 08HA and CHEM 08HLA, CHEM 08HB and CHEM 08HLB, CHEM 08HC and CHEM 08HLC)

   b) MATH 009A, MATH 009B, MATH 009C, MATH 010A

   c) PHYS 040A, PHYS 040B, PHYS 040C (or PHYS 002A, PHYS 002B, PHYS 002C, PHYS 02LA, PHYS 02LB, PHYS 02LC)

2. **Upper-division requirements (36 units)**
   A minimum grade of “C-” for any upper-division course used to fulfill the requirements for the B.A. degree.
   a) CHEM 110A, CHEM 110B, CHEM 113, CHEM 125W, CHEM 150A, CHEM 191, and either CHEM 111 or CHEM 140 or CHEM 166

   b) Ten (10) additional upper-division units

**PROPOSED:**

No Change

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**Chemistry with Education Focus Option**

Students must consult with their Chemistry advisor before electing this option.

1. **Lower Division Requirements (66 units)**
Bachelor of Science

1. Lower-division requirements (71-72 units)
   a) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC (or CHEM 01HA, CHEM 01HB, CHEM 01HC and CHEM 1HLA, CHEM 1HLB, CHEM 1HLC), CHEM 005, CHEM 008A and CHEM 08LA, CHEM 008B and CHEM 08LB, CHEM 008C and CHEM 08LC (or CHEM 08HA and CHEM 08HLA, CHEM 08HB and CHEM 08HLB, CHEM 08HC and CHEM 08HLC)
   b) MATH 009A or MATH 007A, MATH 009B or MATH 007B, MATH 009C, MATH 010A
   c) PHYS 040A, PHYS 040B, PHYS 040C (or PHYS 002A and PHYS 02LA, PHYS 002B and PHYS 02LB, PHYS 002C and PHYS 02LC)
   d) EDUC 003

2. Upper Division Requirements (41 or 42 units)
   A minimum grade of “C-” for any upper-division course used to fulfill the requirements for Chemistry with Education Focus option.
   a) CHEM 110A, CHEM 110B, CHEM 113, CHEM 125W, CHEM 150A, CHEM 191, CHEM 111 or CHEM 140 or CHEM 155 or CHEM 166, CHEM 143 or BCH 100 or BCH 110A
   b) EDUC 105, EDUC 162, and one course from EDUC 132 or EDUC 147

No Change
c) PHYS 040A, PHYS 040B, PHYS 040C

2. Upper-division requirements (41-43 units) A minimum grade of “C-” for any upper-division course used to fulfill the requirements for the B.S. degree.
   a) CHEM 110A, CHEM 110B, CHEM 111, CHEM 113, CHEM 125W, CHEM 150A, CHEM 191

b) Two laboratory courses from CHEM 114 or CHEM 140, CHEM 166, BCH 162

c) One course from BCH 100, BCH 110A, CHEM 143
d) One 4-unit course from CHEM 135/ENSC 135/ENTX 135/ENSC 136/ENTX 136/SWSC 136, CHEM 150B, CHEM 197, CHEM 199. CHEM 197 and CHEM 199 must be taken for a grade and a written report submitted.

Chemical Physics Option

Students must consult with their Chemistry advisor before electing this option.

1. Lower-division requirements (79-80 units)
   a) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC (or CHEM 01HA and CHEM 1HLA, CHEM 01HB and CHEM 01HLB, CHEM 01HC and CHEM 1HLC), CHEM 005, CHEM 008A and CHEM 08LA, CHEM 008B and CHEM 08LB, CHEM 008C and CHEM 08LC (or CHEM 08HA and CHEM 08HLA, CHEM 08HB and CHEM 08HLC)

   b) MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046

c) PHYS 041A, PHYS 041B, PHYS 41C or PHYS 040A, PHYS 040B, PHYS 040C, and PHYS 041C

2. Upper-division requirements (59 units) A minimum grade of “C-” for any upper-division course used to fulfill the requirements for the Chemical Physics option.
a) CHEM 110A, CHEM 110B, CHEM 111, CHEM 113, CHEM 114, CHEM 150A, CHEM 150B, CHEM 191

b) Twenty-one (21) units of upper-division course work in Mathematics or Physics (110 or above excluding 190 series)

c) Nine (9) additional units in physical chemistry

**Environmental Chemistry Option**

Students must consult with their Chemistry advisor before electing this option.

1. **Lower-division requirements (84 units)**
   a) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC (or CHEM 01HA and CHEM 1HLA, CHEM 01HB and CHEM 1HLB, CHEM 01HC and CHEM 1HLC), CHEM 005, CHEM 008A and CHEM 08LA, CHEM 008B and CHEM 08LB, CHEM 008C and CHEM 08LC (or CHEM 08HA and CHEM, CHEM 08HB and CHEM 08HLB, CHEM 08HC and CHEM 08HLC)

   b) MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046

   c) PHYS 040A, PHYS 040B, PHYS 040C

   d) BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, BIOL 005C.

1. **Upper-division requirements (57-58 units)**

   A minimum grade of “C-” for any upper-division course used to fulfill the requirements for the Environmental Chemistry option.

   a) CHEM 110A, CHEM 110B, CHEM 111, CHEM 113, CHEM 125W, CHEM 135/ENSC 135/ENTX 135, CHEM 136/ENSC 136/ENTX 136/SWSC 136, CHEM 114 or CHEM 140, CHEM 150A, CHEM 166, CHEM 191

   b) One course from ENSC 104/SWSC 104 or GEO 137

   c) One course from BCH 100, BCH 110A or CHEM 143

No Change
d) Two additional courses from CHEM 150B, CHEM 197, CHEM 199, ENSC 100, ENSC 101, ENSC 102, ENSC 140/SWSC 140, ENSC 163, ENTX 101, GEO 132, GEO 157 (4 units total from CHEM 197 and/or CHEM 199)

Chemistry with Education Focus Option
Students must consult with their Chemistry advisor before electing this option

1. Lower Division Requirements (74 – 75 units)

A) CHEM 001A, CHEM 001B, CHEM 001C, CHEM01LA, CHEM 01LB, CHEM 01LC (or CHEM 01HA, CHEM 01HB, CHEM 01HC and CHEM 1HLA, CHEM 1HLB, CHEM 1HLC), CHEM 005, CHEM 008A and CHEM 08LA, CHEM 008B and CHEM 08LB, CHEM 008C and CHEM 08LC (or CHEM 08HA and CHEM 08HLA, CHEM 08HB and CHEM 08HLB, CHEM 08HC and CHEM 08HLC)

B) MATH 009A, MATH 009B, MATH 009C, MATH 010A, and two of the following: MATH 010B, MATH 031, MATH 046

C) PHYS 040A, PHYS 040B, PHYS 040C

D) EDUC 003

2. Upper Division Requirements (53 – 55 units)
A minimum grade of “C-“ for any upper-division course used to fulfill the requirements for the Chemistry with Education Focus option.

A) CHEM 110A, CHEM 110B, CHEM 111, CHEM 113, CHEM 150A, CHEM 125W, CHEM 191

B) EDUC 105, EDUC 162 and one course from EDUC 132 or EDUC 147

C) Two laboratory courses from CHEM 114 or CHEM 140, CHEM 166 or CHEM 155, BCH 162

D) One course from BCH 100, BCH 110A, CHEM 143
One course from CHEM 135, CHEM 136, CHEM 150B, CHEM 197 or CHEM 199 (4 units total allowed)

**Justification:**

Teaching at the secondary level is a viable career option for our majors and providing them an opportunity to earn a degree with an education focus would help put these students on a pathway to earning a teaching credential. Creating this degree pathway is expected to make our undergraduate majors more aware of the California-Teach Science-Math Initiative (Cal-Teach SMI), a UCOP-funded program that has existed at UCR since 2008. This new degree pathway will therefore support the University of California’s ongoing mission to recruit science majors into secondary education careers. Students who pursue this new degree pathway will have the opportunity to gain valuable classroom experience and professional development through the Cal-Teach SMI program here at UCR, and many of the courses that can be used to fulfill the education minor will also satisfy some of the requirements for the UCR post-baccalaureate teacher credential program. This will not only make our chemistry majors more attractive candidates for the credential program, but will also help ensure they will be able to earn their teaching credential in the typical time frame.

For the BA degree, CHEM 143 (or BCH 100 or BCH 110A) was chosen in lieu of requiring 10 additional upper division units in order to ensure students take a biochemistry course, which is required for an ACS certified degree, and to ensure the total number of upper division units was not increased by more than 5-6 units.

For both the BS and BA degrees, EDUC 003 (Intro to Science Teaching) was chosen as a lower division requirement because this course will provide students an introduction to STEM teaching issues and pedagogy and requires them to participate in field work. This helps students make a more well-informed decision about whether they will wish to continue this degree/career path. EDUC 105 (Intro to Science Pedagogy) was chosen as an upper division requirement because this course will give students a chance to learn about more advanced science classroom pedagogies. EDUC 162 (Learning Theory and Psychology) was chosen as an upper division requirement because this course will give students a better foundation in the science of how students learn, which is critical for designing effective classroom activities and assessments. EDUC 132 (Exceptional Child) and 147 (Education in a Diverse Society) were chosen as upper division electives because these courses can help students become better prepared to teach students from a more varied academic background, and because these courses would count toward the teaching credential program at UCR, taking these courses would help ensure our students complete the post-baccalaureate program on time.

**Approvals:**

Approved by the faculty of the Department of Chemistry: October 29, 2019
Approved by the Executive Committee of the College of CNAS: November 12, 2019
Approved by the Committee on Educational Policy: April 10, 2020
EXECUTIVE COMMITTEE  
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES 
REPORT TO THE RIVERSIDE DIVISION 
MAY 26, 2020

To be adopted:

Proposed changes to B.S. in Cell, Molecular, and Developmental Biology

PRESENT:

Major Requirements
Some of the following requirements for the Cell, Molecular and Developmental Biology major may also fulfill the College's breadth requirements. Consult with an advisor for course planning.

1. Life Sciences core curriculum (72-76 units)
   a) BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, BIOL 005C
   b) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC
   c) CHEM 008A, CHEM 008B, CHEM 008C, CHEM 008LA, CHEM 008LB, CHEM 008LC, or CHEM 08HA, CHEM 08HB, CHEM 08HC, CHEM 08HLA, CHEM 08HLB, CHEM 08HLC
   d) PHYS 002A, PHYS 002B, PHYS 02LA, PHYS 02LB, PHYS 002C, PHYS 02LC
   e) MATH 007A or MATH 009A, MATH 007B or MATH 009B
   f) STAT 100A
   g) BCH 100, or BCH 110A and BCH 110B

PROPOSED:

(No Changes)

1. Life Sciences core curriculum (72-76 units)
   a) BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, BIOL 005C
   b) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC or CHEM 01HA, CHEM 01HB, CHEM 01HC, CHEM 1HLA, CHEM 1HLB, CHEM 1HLC
   c) CHEM 008A, CHEM 008B, CHEM 008C, CHEM 008LA, CHEM 008LB, CHEM 008LC, or CHEM 08HA, CHEM 08HB, CHEM 08HC, CHEM 08HLA, CHEM 08HLB, CHEM 08HLC
   d) PHYS 002A, PHYS 002B, PHYS 02LA, PHYS 02LB, PHYS 002C, PHYS 02LC, or PHYS 02HA, PHYS 02HB, PHYS 02HLA, PHYS 02HLB, PHYS 02HC, PHYS 02HLC, or PHYS 040A, PHYS 040B, PHYS 040C, or PHYS 040HA, PHYS 040HB, PHYS 040HC
   e) MATH 007A or MATH 009A or MATH 09HA, MATH 007B or MATH 009B or MATH 09HB
   f) STAT 100A
   g) BCH 100, or BCH 110A and BCH 110B, or BCH 110HA and BCH 110HB
Core Curriculum courses with a grade of C- or better and with a cumulative GPA in the courses of at least 2.0. Grades of D or F in two required courses, either separate courses or repetitions of the same course, are grounds for discontinuation from the major.

2. Upper-division requirements (40 units)
   a) Major core (16 units) BIOL 102, BIOL 107A, CBNS 101, CBNS 108.

   b) Major electives (24 units from the following):
      
      **Cellular emphasis.** At least one of the following is required: BIOL 113; BIOL 144; BIOL 121/MCBL 121, BIOL 128/CBNS 128; BPSC 135; CBNS 146; CBNS 120/PSYC 120; CBNS 165.
      
      **Molecular emphasis.** At least one of the following is required: BCH 180A; BCH 180B; BIOL 107B; BIOL 119; BIOL 124/MCBL 124; BIOL 155/BPSC 155; CBNS 150/ENTX 150.
      
      **Developmental emphasis.** At least one of the following is required: BCH 183; BIOL 123/MCBL 123; BIOL 132/BPSC 132; BIOL 138/BPSC 138; BIOL 468; CBNS 121/PSYC 121; CBNS 169.

   Laboratory course: Two courses in a biological science are required. Courses including at least 3 hours of lab per week are eligible, including combined lecture and lab classes. Eligible classes include BCH 153; BIOL 153/BPSC 153; BIEN 155; BIOL 118; BIOL 121L/MCBL 121L; BIOL 104/BPSC 104; BIOL 132/BPSC 132; BIOL 138/BPSC 138; BIOL 143/BPSC 143; BIOL 161A; CBNS 120L/PSYC 120L; MCBL 125; and others. Students in the Health Science...
Track may substitute one laboratory course with a course in ethics.

**Note:** A maximum of 8 units of 190-199 courses, including no more than 4 units of 198 courses, may be counted towards the major elective requirement. Three units of BCH 197, BIOL 197, BPSC 197, CBNS 197, ENTM 197, PLPA 197, MCBL 197, NEM 197, BCH 199, BIOL 199, BPSC 199, CBNS 199, ENTM 199, PLPA 199, MCBL 199, or NEM 199 may substitute for one of the required laboratory courses.

3. **Depth requirement (16 units).** For B.A. students, this requirement can be fulfilled with additional courses in Humanities and Social Sciences, and Foreign Languages. For the B.S. degree, students are required to take an additional 16 units of course work in natural sciences (including a biological or chemical science) or mathematics. Additional major elective units beyond the 32 required in 2b may be applied to this requirement.

4. **Health Science track.** Students wishing to apply to medical, dental or veterinary professional schools must follow the requirements listed above, but are encouraged to select from the following courses. For B.A. students, some of these will fulfill their Humanities and Social Sciences and Foreign Languages requirements. Please consult the faculty adviser.

   I. Foreign language: three courses are recommended.

   II. Community service: a maximum of 4 units may be counted towards the 180 unit graduation requirement, using CBNS 198-1 or equivalent.

   III. Ethics: A course is strongly recommended, such as PHIL 009 or PHIL 167.
IV. Two upper-division classes in Psychology are recommended, such as CBNS 126/PSYC 126; CBNS 127/PSYC 127; PSYC 129; PSYC 178; or PSYC 179.

V. When selecting electives in the natural sciences, students are recommended to include classes in an area of microbiology (e.g. BIOL 157, BIOL 171, ENSC 133/MCBL 133/SWSC 133, ENSC 141/MCBL 141/SWSC 141, BIOL 121/MCBL 121, BIOL 123/MCBL 123/PLPA 123, BIOL 124/MCBL 124, BIOL 134/PLPA 134), and in anatomy, zoology, or physiology (BIOL 151, BIOL 161A, BIOL 175, BIOL 176).

Justification:

1. The Honors versions of the series of CHEM 1A/B/C, MATH 9A/B, PHYS 2A/B/C, BCH 110A/B series are more rigorous than their non-honors counterparts and are hence permissible alternatives. PHYS 040A/B/C and their honors equivalents PHYS 040HA/HB/HC are also permissible replacements for the PHYS 2 series, as while these are for Physics majors, the material covered is equivalent or better.

2. BCH 110C and BCH 110HC each are equivalent to BIOL 107A and should count toward the CMDB major. BIOL 113, BIOL 114, BIOL 168, and BIOL 138/BPSC 138 have not been offered in many years. BCH 180A is no longer offered. BCH 180F used to be called BCH 180B. CBNS 116 is a course in human neuroanatomy, the course that makes the most sense for a cell biology course is CBNS 106. BPSC 109/CBNS 109 is a new course in the molecular biology emphasis that is recommended for upper-division units. BCH 183 is cross-listed with BPSC 183. BIOL 115 is Human Genetics and has a strong Human Development component and qualifies for the developmental emphasis.

3. BCH 153/BIOL 153/BPSC 153, and BIOL 138/BPSC 138 are no longer offered.

4. The requirement in 2b is for 24 units, not 32.

5. ENSC 141/MCBL 141/SWSC 141 is being discontinued effective Fall 2020 and will no longer be offered so it is being removed from the elective list.

Approvals:
Approved by the faculty of the Department of Molecular, Cell and Systems Biology: November 4, 2019
Approved by the College of Natural and Agricultural Sciences Executive Committee: January 14, 2020
Approved by the Committee on Educational Policy: April 10, 2020
To be adopted:

Proposed changes to the Earth Science major (B.S.).

<table>
<thead>
<tr>
<th>Geosystems, Climate Change, Geobiology, and Geophysics Concentrations</th>
<th>Geosystems, Climate Change, Geobiology, and Geophysics Concentrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements (61-66 units)</td>
<td>Core Requirements (61-66 units)</td>
</tr>
<tr>
<td>1. Lower division core requirements (48-53 units)</td>
<td>1. Lower division core requirements (48-53 units)</td>
</tr>
<tr>
<td>a) GEO 001</td>
<td>a) No Change</td>
</tr>
<tr>
<td>b) GEO 002 or GEO 009 or GEO 011</td>
<td>b) No Change</td>
</tr>
<tr>
<td>c) GEO 003/BIOL 010</td>
<td>c) No Change</td>
</tr>
<tr>
<td>d) GEO 004 or GEO 007 or GEO 008 or GEO 010 or GEO 012</td>
<td>d) GEO 004 or GEO 007 or GEO 008 or GEO 010 or GEO 012 or GEO 080</td>
</tr>
<tr>
<td>e) BIOL 005A and BIOL 005LA or BIOL 020</td>
<td>e) No Change</td>
</tr>
<tr>
<td>f) Either CHEM 001A and CHEM 01LA or CHEM 01HA and CHEM 01HLA, either CHEM 001B and CHEM 01LB or CHEM 01HB and CHEM 01HLB</td>
<td>f) No Change</td>
</tr>
<tr>
<td>g) MATH 007A or MATH 009A, MATH 007B or MATH 009B, MATH 046</td>
<td>g) No Change</td>
</tr>
<tr>
<td>h) Either PHYS 040A, PHYS 040B or PHYS 002A and PHYS 002LA, PHYS 002B and PHYS 002LB</td>
<td>h) No Change</td>
</tr>
</tbody>
</table>

Students interested in elective classes in Geophysics are recommended to take PHYS 040C or PHYS 002C. Students interested in elective classes in Geochemistry are recommended to take CHEM 001C.

2. Upper division core requirements (13 units)

- a) GEO 111, GEO 115, GEO 157

<table>
<thead>
<tr>
<th>Geosystems Concentration</th>
<th>Geosystems Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Upper division requirements (34–40 units)</td>
<td>1. Upper division requirements (35–41 units)</td>
</tr>
<tr>
<td>a) GEO 101, GEO 118</td>
<td>a) GEO 101A, GEO 101B, GEO 118</td>
</tr>
</tbody>
</table>
Students interested in pursuing professional licensure through the California Geologist In Training (GIT) are advised to take the Geology Major.

Climate Change Concentration
1. Lower division requirements (5 units)
   a) CHEM 001C and CHEM 001LC, or CHEM 001HC and CHEM 001HLC

2. Upper division requirements (32–35 units)
   a) GEO 160, GEO 161
   b) Three of GEO 136, GEO 137, GEO 162, ENSC 102
   c) Three additional classes from GEO 100, GEO 101, GEO 116, GEO 118, GEO 122, GEO 132, GEO 136, GEO 137, GEO 140, GEO 144, GEO 145, GEO 147, GEO 151, GEO 152, GEO 160, GEO 161, GEO 162, GEO 169, STAT 100A, STAT 100B

Geobiology Concentration
1. Lower division requirements (8 units)
   a) BIOL 005B, BIOL 005C

2. Upper division requirements (32–36 units)
   a) GEO 151 and GEO 152/BIOL 152
   b) Three of GEO 136, GEO 137, GEO 161, GEO 169, ENTM/BPSC/BIOL 112, BIOL 151
   c) Three additional classes from GEO 100, GEO 101, GEO 116, GEO 118, GEO 122, GEO 132, GEO 136, GEO 137, GEO 140, GEO 144, GEO 145, GEO 147, GEO 151, GEO 152, GEO 160, GEO 161, GEO 162, GEO 169, STAT 100A, STAT 100B
Geophysics Concentration

1. Lower division requirements (5 units)
   a) PHYS 002C and PHYS 002LC, or PHYS 040C

2. Upper division requirements (33-37 units)
   a) GEO 140, GEO 145
   b) Three of GEO 116, GEO 118, GEO 144, GEO 147
   c) Three additional classes from GEO 100, GEO 101, GEO 116, GEO 118, GEO 122, GEO 132, GEO 136, GEO 137, GEO 144, GEO 147, GEO 151, GEO 152, GEO 160, GEO 161, GEO 162, GEO 169, STAT 100A, STAT 100B

Geophysics Concentration

1. No Change
   a) No Change

2. Upper division requirements (33-38 units)
   a) No Change
   b) No Change
   c) Three of GEO 100, GEO 101A and GEO 101B, GEO 116, GEO 118, GEO 122, GEO 132, GEO 136, GEO 137, GEO 144, GEO 147, GEO 151, GEO 152, GEO 160, GEO 161, GEO 162, GEO 169, GEO 180, GEO 181, STAT 100A, STAT 100B

Justification:

Wording changed to be consistent with other majors in the program.

Addition of GEO 080 (Astrobiology) to the lower division requirements: This is a new class offered by the Department, and will be of interest (and of use) to a wide range of students who may be interested in majoring in Earth and Planetary Sciences.

Replacement of GEO 101 (Field Geology) by GEO 101A and GEO 101B: The Department decided last year to split and augment our previous field geology class into a two-course sequence. We are now updating the curriculum to reflect that change, and the one additional unit that came with it.

Addition of GEO 180 (Exoplanet Detection) and GEO 181 (Exoplanet Characterization): These are new courses that will be of interest and relevance to students interested in Earth and Planetary Science.

Approvals:

Approved by the faculty of the Department of Earth and Planetary Sciences: October 30, 2019
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: January 14, 2020
Approved by the Committee on Educational Policy: April 10, 2020
To be adopted:

Proposed changes to the B.A and the B.S. in Entomology

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Requirements</strong></td>
<td><strong>No Change</strong></td>
</tr>
<tr>
<td>The major requirements for both the B.A. and the B.S. degrees in Entomology are as follows:</td>
<td>No Change</td>
</tr>
<tr>
<td>1. Lower-division requirements (59 units)</td>
<td>1. No Change</td>
</tr>
<tr>
<td>a) BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, BIOL 005C</td>
<td>a) No Change</td>
</tr>
<tr>
<td>b) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 02LA, PHYS 02LB, PHYS 02LC</td>
<td>b) No Change</td>
</tr>
<tr>
<td>c) MATH 007A or MATH 009A, MATH 007B or MATH 009B</td>
<td>c) No Change</td>
</tr>
<tr>
<td>d) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC, CHEM 008A or CHEM 08HA, CHEM 008B or CHEM 08HB, CHEM 008C or CHEM 08HC, CHEM 08LA or CHEM 8HLA, CHEM 08LB or CHEM 8HLB, CHEM 08LC or CHEM 8HLC.</td>
<td>d) No Change</td>
</tr>
<tr>
<td>2. Upper-division requirements (51 units)</td>
<td>2. No Change</td>
</tr>
<tr>
<td>a) ENTM 100/BIOL 100, ENTM 107, ENTM 173/BIOL 173, ENTM 180, and 4 units in any combination of ENTM 190, ENTM 197, ENTM 199, or ENTM 199H</td>
<td>a) No Change</td>
</tr>
<tr>
<td>b) Sixteen (16) additional units of entomology electives, which may include up to 2 additional units of ENTM 190, ENTM 197, ENTM 199 or ENTM 199H</td>
<td>b) No Change</td>
</tr>
<tr>
<td>c) BCH 100</td>
<td>c) No Change</td>
</tr>
</tbody>
</table>
d) BIOL 102

e) BIOL 107A

f) STAT100A

d) No Change

e) No Change

BIOL 151 and BIOL 175 are suggested in order to acquire a background in the life sciences appropriate for an Entomology major. Upper division courses in BIOL, BPSC, and related programs including but not limited to BIOL 151 and BPSC 133 are suggested to acquire a background in the life sciences appropriate for an Entomology major.

For students intending to specialize at the graduate level in insect toxicology or insect physiology, biochemistry, and molecular biology, it is recommended that the BCH 110A, BCH 110B, and BCH 110C sequence and BCH 102 be substituted in place of an equal number of upper-division course units in life sciences. Due to course content overlap, credit is not awarded for BCH 110A, BCH 110B, or BCH 110C if it has already been awarded for BCH 100.

No Change

**Justification:**

1. The rationale for the change is that Comparative Animal Physiology (BIOL 175) is not a relevant background course for undergraduate majors in Entomology. Taxonomy of Flowering Plants (BPSC 133) has greater relevance to the undergraduate major in Entomology. Other upper division courses in the life sciences may be equally or more relevant to a student’s specific interests and relevant for the Entomology major; the language has therefore been broadened.

**Approvals:**

Approved by the faculty of the Department of Entomology: January 10, 2020

Approved by the Executive Committee of the College of Natural and Agricultural Sciences: January 21, 2020

Approved by the Committee on Educational Policy: April 10, 2020
To be adopted:

Proposed Changes to Environmental Sciences

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Requirements</strong></td>
<td>(No Change)</td>
</tr>
<tr>
<td>The major requirements for both the B.A. and the B.S. degrees in Environmental Sciences are as follows: Students must fulfill MATH 007A or MATH 009A or MATH 09HA; MATH 007B or MATH 009B or MATH 09HB; CHEM 001A or CHEM 01HA, CHEM 001B or CHEM01HB, CHEM 001C or CHEM 01HC; BIOL 005A; BIOL 005B; BIOL 05LA or BIOL 020; ENSC 001, ENSC 002, ENSC 006, ENSC 100, ENSC 101, and ENSC 102 with a grade point average of 2.0 or better and no grade lower than a C-. If a grade lower than a C- is received in 2 or more core courses required for the major, either in separate courses or repetitions of the same course, the student may be discontinued from the major. Students must, under such circumstances, petition the department to remain in the major. Students in Environmental Sciences are required to demonstrate adequate progress towards earning the degree. Adequate progress is defined as completion of MATH 009B or MATH 09HB or MATH 007B prior to the beginning of the Winter Quarter of the second year of residence or Junior standing (&gt;90 units) and at least one course from ENSC 100, ENSC 101, or ENSC 102 must be completed prior to the end of the third year of residence or Senior standing (&gt;135 units).</td>
<td></td>
</tr>
</tbody>
</table>

**Note**

To gain maximum benefit from participating in the Undergraduate Research and Environmental Internship Programs, students intending to enroll in ENSC 197 and ENSC 198-I should contact their advisor during the quarter prior to enrollment in these courses.

**Core Requirements**
1. Lower-division requirements (72 or 73 units)
   a) ENSC 001, ENSC 002, ENSC 006 or ECON 006
   b) BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B
   c) CHEM 001A or CHEM 01HA, CHEM 001B or CHEM 01HB, CHEM 001C or CHEM 01HC, CHEM 01LA or CHEM 1HLA, CHEM 01LB or CHEM 1HLB, CHEM 01LC or CHEM 1HLC
   d) CHEM 008A and CHEM 08LA or CHEM 008B and CHEM 08LB or CHEM 08HA and CHEM 08HLA;
   e) MATH 007A or MATH 009A or MATH 09HA; MATH 007B or MATH 009B or MATH 09HB
   f) PHYS 002A or PHYS 02HA, PHYS 02LA or PHYS 02HLA, PHYS 002B or PHYS 02HB, PHYS 02LB or PHYS 02HLB, PHYS 002C or PHYS 02HC, PHYS 02LC or PHYS 02HLC
   g) POSC 010

2. Upper-division requirements (24 units):
   a) ENSC 100, ENSC 101, ENSC 102, ENSC 191
   b) STAT 100A and STAT 100B

   Electives
   Students are free to choose from the lists below to fulfill their lower-division and upper-division elective requirements:

   1. Lower-division electives (8 units):
      At least two electives from BIOL 005C, CHEM 005, CHEM 008C and CHEM 08LC, CHEM 08HC and CHEM 08HLC, MATH 009C or MATH 09HC or MATH 010A, GEO 001 or GEO 002

   2. Upper-division electives (20 units):
      At least five electives from the following list, with a minimum of four from Environmental Sciences or Environmental Toxicology:

   2. Upper-division requirements (23-24 units):
      a) STAT 100A
      b) STAT 100A
      c) ENSC 110 or STAT 100B

   (No Change)
Suggested courses of study are also provided below for specialized areas in environmental sciences to assist students to meet minimum employment requirements for entry-level positions in government agencies, nongovernment organizations (NGO), and environmental consulting firms. Students are strongly encouraged to schedule a meeting with a Faculty in their specialization area of interest for curriculum and career advice. A list of core Faculty in each specialization area is available at envisci.ucr.edu/undergrad.

**Soil Sciences:**
Recommended to meet lower-division electives: BIOL 005C, GEO 001 or GEO 002, MATH 009C or MATH 09HC or MATH 010A; Recommended to meet upper-division electives: ENSC 104, ENSC 107, ENSC 110, ENSC 120, ENSC 127, ENSC 133/MCBL 133, ENSC 134/BPSC 134, ENSC 138/GEO 138, ENSC 144, ENSC 175, ENSC 177

**Hydrologic Sciences:**
Recommended to meet lower-division electives: MATH 009C or MATH 09HC or MATH 010A, GEO 001 or GEO 002; Recommended to meet upper-division electives: ENSC 105, ENSC 107, ENSC 110, ENSC 127, ENSC 136/CHEM 136, ENSC 140, ENSC 163, ENSC 165, ENSC 175, ENSC 177

**Atmospheric Sciences:**
Recommended to meet lower-division electives:
CHEM 005, CHEM 08C and CHEM 08LC, CHEM 08HC and CHEM 08HLC, MATH 009C or MATH 09HC or MATH 010A; Recommended to meet upper-division electives: ENSC 103/ENTX 103, ENSC 110, ENSC 130, ENSC 135/CHEM 135/ENTX 135, ENSC 136/CHEM 136, ENSC 175, ENSC 177, GEO 160

Environmental Toxicology:
Recommended to meet lower-division electives: BIOL 005C, CHEM 005, CHEM 008C and CHEM 08LC or CHEM 08HC and CHEM 8HLC; Recommended to meet upper-division electives: ENSC 103/ENTX 103, ENSC 110, ENSC 135/CHEM 135/ENTX 135, ENSC 136/CHEM 136, ENSC 177, CBNS 150/ENTX 150, ENTX 154, BCH 100 or both BCH 110A or BCH 110HA and BCH 110B or BCH 110HB, BIOL 102 or BIOL 121, BCH 110C or BCH 110HC or BIOL 107A

Environmental Management:
Recommended to meet lower-division electives: BIOL 005C, GEO 001 or GEO 002, MATH 009C or MATH 09HC or MATH 010A; Recommended to meet upper-division electives: ENSC 103/ENTX 103, ENSC 110, ENSC 144, ENSC 153, ENSC 172, ENSC 174, ENSC 175, ENSC 177

Justification:
1. ENSC 110 is a new course and the content of ENSC 110 is similar to STAT 100B and it is more appropriate for ENSC major.
2. To make the number of required electives more consistent and clear for the advisors and students, we defined the total number of required units rather than the number of courses.
3. ENSC 141/MCBL141 will no longer be offered as the faculty who was teaching this course is retired and we do not have the expertise in our department to teach this class.
4. ENSC 139/GEO139 is a new course and we want to add it to the list of ENSC electives.
5. BPSC 146 course content is useful for the ENSC major. The faculty voted to include this course as one of the ENSC electives.

Approvals:
Approved by the faculty of the Department of Environmental Sciences: October 24, 2019
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: January 21, 2020
Approved by the Committee on Educational Policy: April 17, 2020
To be adopted:

Proposed changes to the Geology major (B.S.).

<table>
<thead>
<tr>
<th>Geology Major</th>
<th>Geology Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>All courses in Geosciences that are prerequisites for other courses in the major must be passed with a grade of “C-” or better before proceeding in the sequence. For example, GEO 001 is a prerequisite for GEO 122.</td>
<td>No Change</td>
</tr>
<tr>
<td>All students majoring in Geology are normally required to take the core curriculum.</td>
<td>No Change</td>
</tr>
<tr>
<td>1. Lower-division requirements (43-44 units)</td>
<td>1. No Change</td>
</tr>
<tr>
<td>a) GEO 001, GEO 002 or GEO 009 or GEO 011, GEO 003/BIOL 010</td>
<td>a) No Change</td>
</tr>
<tr>
<td>b) BIOL 002 or BIOL 005A, BIOL 05LA (or BIOL 020)</td>
<td>b) No Change</td>
</tr>
<tr>
<td>c) Either CHEM 001A and CHEM 01LA or CHEM 01HA and CHEM 1HLA, either CHEM 001B and CHEM 01LB or CHEM 01HB and CHEM 01HLB</td>
<td>c) No Change</td>
</tr>
<tr>
<td>d) MATH 007A or MATH 009A or MATH 009HA, MATH 007B or MATH 009B or MATH 009HB, MATH 046</td>
<td>d) No Change</td>
</tr>
<tr>
<td>e) PHYS 040A, PHYS 040B or PHYS 002A and PHYS 02LA, PHYS 002B and PHYS 02LB</td>
<td>e) No Change</td>
</tr>
<tr>
<td>Students interested in elective classes in Geophysics are recommended to take PHYS 040C (if they have previously taken PHYS 040A and PHYS 040B), or PHYS 002C and 02LC (if they have previously taken PHYS 002A and PHYS 02LA and PHYS 002B and 02LB). Students interested in elective classes in Geochemistry are recommended to take CHEM 001C and CHEM 01LC.</td>
<td>No Change</td>
</tr>
<tr>
<td>2. Upper-division requirements (47-49 units)</td>
<td>2. Upper-division requirements (52-54 units)</td>
</tr>
</tbody>
</table>
Students interested in pursuing professional licensure through the California Geologist In Training (GIT) examination should consider taking GEO 132 and GEO 162 as their elective classes.

**Justification:**

Replacement of GEO 101 (Field Geology) by GEO 101A and GEO 101B: The Department decided last year to split and augment our previous field geology class into a two-course sequence. We are now updating the curriculum to reflect that change, and the one additional unit that came with it.

We counted the total units of the major and found the catalog total was wrong (apparently missing one course). The number has been updated.

Addition of GEO 180 (Exoplanet Detection) and GEO 181 (Exoplanet Characterization) as electives: These are new courses that will be of interest and relevance to students interested in Geology.

**Approvals:**

Approved by the faculty of the Department of Earth and Planetary Sciences: October 30, 2019
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: January 14, 2020
Approved by the Committee on Educational Policy: April 10, 2020
To be adopted:

Proposed changes to the Geophysics major (B.S.).

<table>
<thead>
<tr>
<th>Geophysics Major</th>
<th>Geophysics Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following are major requirements for the B.S. in Geophysics. All students majoring in Geophysics are normally required to take this core curriculum.</td>
<td>No Change</td>
</tr>
<tr>
<td>1. Lower-division requirements (52-66 units)</td>
<td>1. No Change</td>
</tr>
<tr>
<td>a) GEO 001 and one of GEO 004 or GEO 008</td>
<td>a) No Change</td>
</tr>
<tr>
<td>b) MATH 007A or MATH 009A or MATH 009HA, MATH 007B or MATH 009B or MATH 009HB, MATH009C, MATH 010A, MATH 031, MATH 046</td>
<td>b) No Change</td>
</tr>
<tr>
<td>c) PHYS 040A, PHYS 040B, PHYS 040C (strongly recommended), or PHYS 002A, PHYS 02LA, PHYS 002A, PHYS 02LB, PHYS 002C, PHYS 02LC</td>
<td>c) No Change</td>
</tr>
<tr>
<td>d) CS 010 or CS 030</td>
<td>d) CS 009M or CS 009P or CS 010A</td>
</tr>
<tr>
<td>CHEM 001A, CHEM 001LA, CHEM 001B, CHEM 001LB, MATH 010B are recommended as prerequisites for upper division electives in geology and geophysics, and for students looking to earn a teaching credential for high school science.</td>
<td>No Change</td>
</tr>
<tr>
<td>2. Upper-division requirements (46-51 units)</td>
<td>2. Upper-division requirements (46-52 units)</td>
</tr>
<tr>
<td>a) GEO 111, GEO 115, GEO 116, GEO 140, GEO 145</td>
<td>a) No Change</td>
</tr>
<tr>
<td>b) One of GEO 144 or GEO 147</td>
<td>b) No Change</td>
</tr>
<tr>
<td>c) Five of GEO 100, GEO 104, GEO 118, GEO 100, GEO 118, GEO 122, GEO 132, GEO 144 or GEO 147, GEO 157, PHYS 130A, PHYS 130B, PHYS 132 or PHYS 134, PHYS 135A, PHYS 135B, PHYS 136, PHYS 139L, PHYS 177, MATH 120, MATH 131, MATH 132, MATH 135A, MATH</td>
<td>c) Five of GEO 100, GEO 101A, GEO 101B, GEO 118, GEO 122, GEO 132, GEO 144 or GEO 147, GEO 157, PHYS 130A, PHYS 130B, PHYS 132 or PHYS 134, PHYS 135A, PHYS 135B, PHYS 136, PHYS 139L, PHYS 177, MATH 120, MATH 131, MATH 132, MATH 135A, MATH</td>
</tr>
</tbody>
</table>
Students wishing to continue on to graduate school may wish to earn a Minor in Mathematics, Physics, Statistics, or Computer Science, requiring an additional 24 upper division units of study, and/or completion of a Senior Thesis, which includes up to 9 units of independent research.

**Justification:**

Replacement of GEO 101 (Field Geology) by GEO 101A and GEO 101B: The Department decided last year to split and augment our previous field geology class into a two-course sequence. We are now updating the curriculum to reflect that change, and the one additional unit that came with it.

Replacement of CS 030 with CS 009M or CS 009P: CS 030 (Introduction to Computational Science) is no longer offered. CS 009M (Introduction to Matlab) or CS 009P (Introduction to Python) are appropriate replacements as introductory computing classes. CS 010 has been renumbered to CS 010A.

Corrected the unit count for the upper division.

Addition of GEO 180 (Exoplanet Detection) and GEO 181 (Exoplanet Characterization) as electives: These are new courses that will be of interest and relevance to students interested in Geophysics.

**Approvals:**

Approved by the faculty of the Department of Earth and Planetary Sciences: October 30, 2019
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: January 14, 2020
Approved by the Committee on Educational Policy: April 15, 2020
To be adopted:

Proposed changes to the undergraduate program B.S. in Mathematics for Secondary School Teachers

PRESENT:

Major Requirements for the Bachelor of Science in Mathematics for Secondary School Teachers

1. Lower-division Mathematics requirements (24 units) MATH 007A or MATH 009A or MATH009HA, MATH 007B or MATH 009B or MATH009HB, MATH 009C, MATH 010A, MATH 010B, MATH 031, MATH 046

2. Upper-division Mathematics requirements (36 units)
   a) MATH 131, MATH 133, MATH 140, MATH 144, MATH 153
   b) MATH 150A or MATH 151A
   c) Three courses from: MATH 132, MATH 136, MATH 137, MATH 138A, MATH 145A, MATH 145B, MATH 149A, MATH 149B, MATH 149C, MATH 150B, MATH 151B, MATH 151C, MATH 171, MATH 172

3. Additional Mathematics and related disciplines requirements (12 units)
   a) CS 010
   b) CS 011/MATH 011
   c) STAT 155

4. Natural Sciences (16-20 units)
   a) BIOL 002 or BIOL 003 or BIOL 005A and BIOL 05LA
   b) CHEM 001A and CHEM 01LA or CHEM 001HA and CHEM 1HLA
   c) PHYS 040A
   d) CHEM 001B and CHEM 01LB or CHEM 001HB and CHEM 1HLB or PHYS 040B or an additional laboratory Biological science course

5. Social Sciences (16 units)
   a) One course in ECON or POSC
   b) One course in ANTH

PROPOSED:

Major Requirements for the Bachelor of Science in Mathematics for Secondary School Teachers

1. Lower-division Mathematics requirements (24 units) MATH 007A or MATH 009A or MATH 09HA, MATH 007B or MATH 009B or MATH 09HB, MATH 009C, MATH 010A, MATH 010B, MATH 031, MATH 046

2. No Change
   a) No Change
   b) No Change
   c) Three courses from: MATH 132, MATH 136, MATH 137, MATH 138A, MATH 145A, MATH 145B, MATH 149A, MATH 149B, MATH 150B, MATH 151B, MATH 151C, MATH 171, MATH 172

3. No Change
   a) CS 010A
   b) No Change
   c) No Change

4. No Change
   a) No Change
   b) CHEM 001A and CHEM 01LA or CHEM 01HA and CHEM 1HLA
   c) No Change
   d) CHEM 001B and CHEM 01LB or CHEM 01HB and CHEM 1HLB or PHYS 040B or an additional laboratory Biological science course

5. No Change
   a) No Change
   b) No Change
c) One course in PSYC
d) One course in SOC  
c) No Change
d) No Change

6. Mathematics Education and Education requirements (18 or 19 units): EDUC 003 or EDUC 004 or EDUC 100B or equivalent, EDUC 104, EDUC 109/EDUC 109S, EDUC 110, EDUC 139

7. Recommended Courses LING 020 or LING 021, EDUC 116, EDUC 174, EDUC 175/EDUC 175S

7. Recommended Courses LING 020 or LING 021, EDUC 116, EDUC 174, EDUC 175/EDUC 175S

Justification:
CS 010, 012, and 014 are currently being renumbered as CS 010A, CS 010B, and CS 010C, respectively. MATH 149C discontinued.
EDUC 109S, 110, 116, 174 and 175S renumbered, respectively, to EDUC 147, EDUC 162, EDUC 132, EDUC 178 and EDUC 179A

Approvals:
Approved by the faculty of the Department of Mathematics: January 15, 2020
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: February 18, 2020
Approved by the Committee on Educational Policy: April 15, 2020
EXECUTIVE COMMITTEE
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES
REPORT TO RIVERSIDE DIVISION
MAY 26, 2020

To be adopted:

Proposed changes to the undergraduate program B.A. and B.S. in Mathematics

PRESENT:

Major Requirements for the Bachelor of Arts and Bachelor of Science in Mathematics

To fulfill the Natural Sciences requirement, the Department of Mathematics requires the following:

1. One of the year sequences
   a) BIOL 002, BIOL 003, BIOL 005C
   b) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC, c) PHYS 040A, PHYS 040B, PHYS 040C

2. Either one course in the physical sciences listed above if (a) above is completed or one course in the biological sciences if (b) or (c) above is completed

The major requirements for the B.A. and B.S. degrees in Mathematics are as follows:

For the Bachelor of Arts

1. Lower-division requirements: MATH 007A or MATH 009A or MATH 009HA, MATH 007B or MATH 009B or MATH 009HB, MATH 010A, MATH 010B, MATH 031, MATH 046
2. Four (4) units of either CS 010 or one upper-division course in Statistics
3. A minimum of 36 units of upper-division mathematics, excluding courses in the MATH 190–199 series

For the Bachelor of Science

1. Lower-division requirements for all programs are MATH 007A or MATH 009A or MATH 009HA, MATH 007B or MATH 009B or MATH 009HB, MATH 009C, MATH 010A, MATH 010B, MATH 031, MATH 046, CS 010 (CS 012 is recommended).

PROPOSED:

Major Requirements for the Bachelor of Arts and Bachelor of Science in Mathematics

To fulfill the Natural Sciences requirement, the Department of Mathematics requires the following:

1. No Change
   a) No Change
   b) No Change
   c) No Change

2. No Change

For the Bachelor of Arts

1. Lower-division requirements: MATH 007A or MATH 009A or MATH 009HA, MATH 007B or MATH 009B or MATH 009HB, MATH 010A, MATH 010B, MATH 031, MATH 046
2. Four (4) units of either CS 010A or one upper-division course in Statistics
3. No Change

For the Bachelor of Science

1. Lower-division requirements for all programs are MATH 007A or MATH 009A or MATH 009HA, MATH 007B or MATH 009B or MATH 009HB, MATH 009C, MATH 010A, MATH 010B, MATH 031, MATH 046, CS 010A (CS 010B is recommended).
1. Pure Mathematics program (56 units)
   a) Thirty-six (36) units of upper-division mathematics to include at least 24 units from MATH 131, MATH 132, MATH 145A, MATH 145B, MATH 151A, MATH 151B, MATH 151C, MATH 171, MATH 172
   b) At least three courses from (a) above must be from MATH 145A, MATH 145B, MATH 151A, MATH 151B, MATH 151C
   c) Courses in the MATH 190–199 series are excluded
   d) Sixteen (16) additional units of upper-division mathematics, upper-division computer science, or other related courses approved by the undergraduate advisor (For students who wish to pursue graduate work, courses in complex variables, differential equations, and probability may be particularly useful.)

2. Applied Mathematics programs
   MATH 131, MATH 135A and MATH 135B, or MATH 149A and MATH 149B. MATH 146A, MATH 146B, MATH 146C and the courses in one of the following options:
   a) General Applied Mathematics option
      (1) MATH 150A or MATH 151A
      (2) MATH 168
      (3) Students will select 16 units from MATH 120, MATH 121, MATH 126, MATH 141, MATH 147, MATH 148, MATH 149A, MATH 149B, MATH 149C, MATH 150B, MATH 151B, MATH 165A, MATH 165B
   b) Biology option
      (1) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C
      (2) MATH 149A
      (3) Two courses from MATH 120, MATH 121, MATH 135A, MATH 135B, MATH 149B, MATH 149C
      (4) BIOL 102, BIOL 105, BIOL 108
      (5) Four (4) additional units of upper-division biology
   c) Chemistry option
      (1) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC

1. Pure Mathematics program (56 units)
   a) No Change

2. Applied Mathematics programs
   No Change
   a) General Applied Mathematics option
      (1) No Change
      (2) No Change
      (3) Students will select 16 units from MATH 120, MATH 121, MATH 126, MATH 141, MATH 147, MATH 148, MATH 149A, MATH 149B, MATH 150B, MATH 151B, MATH 165A, MATH 165B
   b) Biology option
      (1) No Change
      (2) No Change
      (3) Two courses from MATH 120, MATH 121, MATH 135A, MATH 135B, MATH 149B
      (4) No Change
      (5) No Change
   c) Chemistry option
      (1) No Change
(2) PHYS 040A, PHYS 040B, PHYS 040C
(3) Three courses from MATH 120, MATH 135A, MATH 135B, MATH 149A, MATH 149B, MATH 149C, MATH 165A, MATH 165B
(4) CHEM 110A, CHEM 110B, CHEM 111, CHEM 113
(5) Four (4) additional units of upper-division chemistry

d) Economics option
(1) MATH 120, MATH 121, MATH 149A, MATH 149B
(2) Four upper-division economics courses at least 20 units to consist of ECON 102A and four courses to be chosen from ECON 102B, ECON 103A, ECON 103B, ECON 107, ECON 108, ECON 110, ECON 134/BUS 106, ECON 135, ECON 143A/ENSC 143A, ECON 143B/ENSC 143B, ECON 143C/ENSC 143C, ECON 156, ECON 206

e) Environmental Sciences option
(1) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC
(2) ECON 006/ENSC 006
(3) GEO 001 is recommended
(4) MATH 149A
(5) Two courses from MATH 120, MATH 121, MATH 135A, MATH 135B, MATH 149B, MATH 149C, CS 177, STAT 155
(6) ENSC 100/SWSC 100, ENSC 101, ENSC 102
(7) Four (4) additional units of upper-division environmental sciences

f) Physics option
(1) MATH 135A, MATH 165A
(2) Either MATH 120 or MATH 171
(3) PHYS 130A, PHYS 130B
(4) Either PHYS 135A, PHYS 135B, PHYS 136 or PHYS 156A, PHYS 156B

3. Computational Mathematics program
a) MATH 011/CS 011, MATH 131, MATH 120, MATH 132, MATH 135A, MATH 135B

3. Computational Mathematics program
a) No Change
b) CS 012, CS 014, CS 141, CS 150  b) CS 010B, CS 010C, CS 141, CS 150

c) One additional CS course to be chosen from the list of approved technical elective courses.
c) No Change

d) Sixteen (16) units of technical electives to be chosen from

(1) CS 111, MATH 121, MATH 126, MATH 146A, MATH 146B, MATH 146C, MATH 149A, MATH 149B, MATH 149C, MATH 171
(2) CS 130, CS 166, CS 170, CS 177

(1) CS 111, MATH 121, MATH 126, MATH 146A, MATH 146B, MATH 146C, MATH 149A, MATH 149B, MATH 171
(2) No Change

Justification:
CS 010, 012, and 014 are currently being renumbered as CS 010A, CS 010B, and CS 010C, respectively. MATH 149C discontinued.
Typo MATH 35A corrected to MATH 135A.
Under Math Economics Option: ECON 102A and 102B replaced with ECON 104A and ECON 104B
ECON 103A and ECON 103B replaced with ECON 105A and 105B, ECON 143B, ECON 134C, ECON 156 and ECON 206 discontinued. Additional ECON added to expand the electives roster.
Under Environmental Sciences Option: SWSC 100 discontinued.

Approvals:
Approved by the faculty of the Department of Mathematics: January 15, 2020
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: February 18, 2020
Approved by the Committee on Educational Policy: April 15, 2020
To be adopted:

Proposed changes to the B.A and B.S. in Physics

PRESENT:  PROPOSED:

Major Requirements

The major requirements consist of a core curriculum and additional requirements for various B.S. degrees. The core requirements for the B.A. and B.S. degrees in Physics are as follows:

1. Lower-division requirements (70 units)  1. (No Change)
   a) one of the following sequences: PHYS 041A, PHYS 041B, PHYS 041C, or PHYS 040A or PHYS 40HA, PHYS 040B or PHYS 40HB, PHYS 040C or PHYS 40HC, PHYS 040D, PHYS 040E. The first sequence is preferred for the B.S. in Physics.
   b) PHYS 039  b) (No Change)
   c) MATH 007A or MATH 009A or MATH 09HA, MATH 007B or MATH 009B or MATH 09HB, MATH 009C, MATH 010A, MATH 010B, MATH 046  c) (No Change)
   d) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC  d) (No Change)
   e) CS 010. A higher-level CS course may satisfy the CS 010 requirement with approval.  e) CS 010A or CS 009P. A higher-level CS course may satisfy this CS requirement with approval.

2. Upper-division requirements (41 to 42 units)  2. (No Change)
   a) PHYS 130A, PHYS 130B, PHYS 132, PHYS 135A, PHYS 135B, PHYS 156A, PHYS 156B  a) (No Change)
b) PHYS 139L (5 units), PHYS 142L (4 units) or PHYS 142W (5 units). Note that PHYS142W satisfies the ENGL 1C requirement.

c) 4 units of upper division Physics electives. Upper division math, science or engineering may be substituted with approval.

Physics: Standard Track (B.S. degree)

1. Additional upper-division requirements (16 to 17 units)

   a) PHYS 136

   b) One of the following: one additional quarter of PHYS 142L (4 units) or PHYS 142W (5 units); at least 4 units of Senior Thesis (PHYS 195A, PHYS 195B, PHYS 195C, PHYS 195D); at least 4 units of Internship in Physics (PHYS 198I); participation in an approved summer research program, such as a NSF REU, and an additional 4 units of upper division physics elective.

   c) 8 additional units of upper division Physics electives. PHYS 156C is highly recommended for those planning to go to graduate school in physics.

Physics: Biophysics Track (B.S. degree)

1. Additional lower-division requirements (25 units)

   a) BIOL 005A, BIOL 005B, BIOL 005C, BIOL 05LA or BIOL 020.

   b) CHEM 008A, or CHEM 08HA, CHEM 008B or CHEM 08HB, CHEM 008C or CHEM 08HC, CHEM 08LA or CHEM 08HLA, CHEM 08LB or CHEM 08HLB, CHEM 08LC or CHEM 08HLC
2. Additional upper-division requirements (8 units)
   a) 8 additional upper-division units taken from BCH 110A, BCH 110B, BCH 110C or BIOL 107A (other upper division CHEM/BIOL/BCH may be substituted upon approval)

Physics Education Track (B.S. degree only)
1. Additional lower-division requirements (6 units)
   a) EDUC 003, EDUC 004

2. Additional upper-division requirements (8 units)
   a) Choose two courses from the following list: EDUC 105 (highly recommended), EDUC 147, EDUC 162, EDUC 132, EDUC 178 or EDUC 177, EDUC 179A

Physics: Applied Physics and Engineering Track (B.S degree)
1. 16 additional units of approved Engineering electives including a minimum of 8 units at the upper-division level. A list of approved CS, EE, ME, CEE, CHE, and BIEN courses is available upon request from your physics faculty academic advisor or your advisor in the CNAS Advising Center. Example course plans can be found in the department web pages.

Students continuing on to graduate school are encouraged to take additional upper-division courses in Mathematics, such as MATH 146A, MATH 146B, MATH 146C, MATH 165A, MATH 165B, and MATH 131.

Students may wish to earn a Minor in Mathematics which requires an additional 24 units of upper division math.

To graduate, a minimum grade point average of
2.00 (C) is necessary overall and in the upper-
division courses taken for the major (courses
listed under 2.).

**Justification:**

1. This is a new document of undergraduate program changes, including updates subsequent to the
proposal approved at the December 3, 2019 Division meeting.

2. Justification: The new CS 009P course is "Introduction to Programming" and is taught using the
python programming language. The CS 010 (renumbered to CS 010A) course is "Introduction to
Computer Science for Science, Mathematics, and Engineering" and is taught using the C++
programming language. The python programming language is now widely used in physics research.
It is also easier to learn than C++ and does not require specialized tools to compile and run the source
code. We would like to give our physics majors the option to learn programming in python as an
alternative to C++.

3. The GSOE changed several EDUC course numbers, so we need to update the text for the physics
major Physics Education Track.

**Approvals:**

Approved by the faculty of the Department of Physics and Astronomy: March 19, 2019
Approved by the Executive Committee of the College of Natural and
Agricultural Sciences Executive Committee: January 14, 2020
Approved by the Committee on Educational Policy: April 15, 2020
EXECUTIVE COMMITTEE
GRADUATE SCHOOL OF EDUCATION
REPORT TO THE RIVERSIDE DIVISION
MAY 26, 2020

To be adopted:

Proposed Changes to Education, Society, and Human Development (ESHD) Major

PRESENT:

Major Requirements
The major requirements for the B.A. degree in Education, Society, and Human Development, with concentrations in Community Leadership, Policy, and Social Justice and Learning and Behavioral Sciences.

PROPOSED:

Major Requirements
The major requirements for the B.A. degree in Education, Society, and Human Development, with concentrations in Community Leadership, Policy, and Social Justice and Learning and Behavioral Sciences.

Change of Major
Students switching to the Education, Society, and Human Development Major must be in good academic standing at time of major change and have completed at least one Education course with a grade of “C” or better, excluding EDUC 100A, EDUC 100B, EDUC 101, EDUC 102, and EDUC 190-198.

Community Leadership, Policy, and Social Justice Concentration
1. Lower-division requirements (5 courses [at least 20 units])
   (a) EDUC 005
   (b) Any 4 of the following lower-division courses (at least 16 units): EDUC 001, EDUC 002, EDUC 010, EDUC 019 (E-Z), EDUC 023, EDUC 024, EDUC 032A, EDUC 032B, EDUC 032C, EDUC 041, EDUC 042, EDUC 043, EDUC 050, EDUC 051, EDUC 060, EDUC 061
2. Upper-division requirements (7 courses [at least 28 units])
   (a) Educational Research Methods (1 course [at least 4 units])
      (1) EDUC 118
   (b) Concentration courses (4 courses [at least 16 units])
      (1) EDUC 122, EDUC 123, EDUC 141, EDUC 142, EDUC 143, EDUC 144, EDUC 146/ETST 146, EDUC 147, EDUC 148, EDUC 150, EDUC 151, EDUC 152, EDUC 153
   (b) Elective courses (2 courses [at least 8 units]

[no change]
A maximum of 8 units of EDUC 190 may be taken to satisfy elective degree requirements.

3. Practicum Requirement (40 hours total)
   (a) A minimum of 40 hours of field experiences, research, and/or service-learning (activity) in an education setting.
      (1) For a list of suggested field experiences, research, and/or service learning opportunities and how to demonstrate completion of the 40 hours, please consult with an academic advisor in the Undergraduate Programs Office in the Graduate School of Education and/or the Undergraduate programs section of Graduate School of Education’s website.

Learning and Behavioral Studies Concentration

1. Lower-division requirements (5 courses [at least 20 units])
   (a) EDUC 005
   (b) Any 4 of the following lower-division courses (at least 16 units): EDUC 001, EDUC 002, EDUC 010, EDUC 019 (E-Z), EDUC 023, EDUC 024, EDUC 032A, EDUC 032B, EDUC 032C, EDUC 041, EDUC 042, EDUC 043, EDUC 050, EDUC 051, EDUC 060, EDUC 061

2. Upper-division requirements (7 courses [at least 28 units])
   (a) Developmental courses (2 courses [at least 8 units])
      (1) EDUC 133, EDUC 160, EDUC 161, EDUC 171 or EDUC 172
   (b) Learning courses (2 courses [at least 8 units])
      (1) EDUC 132, EDUC 134, EDUC 162, EDUC 179A, EDUC 181, EDUC 182, EDUC 183, EDUC 184

(1) EDUC 112, EDUC 119 (E-Z), EDUC 132, EDUC 134, EDUC 160, EDUC 161, EDUC 171 or EDUC 172, EDUC 179A, EDUC 181, EDUC 182, EDUC 183, EDUC 184, EDUC 190
(1) EDUC 111 (E-Z), EDUC 112, EDUC 119 (E-Z), EDUC 132, EDUC 133, EDUC 134, EDUC 160, EDUC 161, EDUC 162, EDUC 171 or EDUC 172, EDUC 179A, EDUC 181, EDUC 182, EDUC 183, EDUC 184, EDUC 190
(1) EDUC 111 (E-Z), EDUC 112, EDUC 119 (E-Z), EDUC 132, EDUC 133, EDUC 134, EDUC 160, EDUC 161, EDUC 162, EDUC 171 or EDUC 172, EDUC 179A, EDUC 181, EDUC 182, EDUC 183, EDUC 184, EDUC 190
(1) EDUC 111 (E-Z), EDUC 112, EDUC 119 (E-Z), EDUC 132, EDUC 133, EDUC 134, EDUC 160, EDUC 161, EDUC 162, EDUC 171 or EDUC 172, EDUC 179A, EDUC 181, EDUC 182, EDUC 183, EDUC 184, EDUC 190
(1) EDUC 111 (E-Z), EDUC 112, EDUC 119 (E-Z), EDUC 132, EDUC 133, EDUC 134, EDUC 160, EDUC 161, EDUC 162, EDUC 171 or EDUC 172, EDUC 179A, EDUC 181, EDUC 182, EDUC 183, EDUC 184, EDUC 190
(c) Education Research Methods (1 course [at least 4 units])

(1) EDUC 118

(d) Elective courses (2 courses [at least 8 units])

(1) EDUC 112, EDUC 119 (E-Z), EDUC 122, EDUC 123, EDUC 141, EDUC 142, EDUC 143, EDUC 144, EDUC 146/ETST 146, EDUC 147, EDUC 148, EDUC 150, EDUC 151, EDUC 152, EDUC 153, EDUC 181, EDUC 182, EDUC 183, EDUC 184, EDUC 190

(1) EDUC 111 (E-Z), EDUC 122, EDUC 123, EDUC 141, EDUC 142, EDUC 143, EDUC 144, EDUC 146/ETST 146, EDUC 147, EDUC 148, EDUC 150, EDUC 151, EDUC 152, EDUC 153, EDUC 154, EDUC 190

A maximum of 8 units of EDUC 190 may be taken to satisfy elective degree requirements

3. Practicum Requirement (40 hours total)

(a) A minimum of 40 hours of field experiences, research, and/or service-learning (activity) in an education setting.

(1) For a list of suggested field experiences, research, and/or service learning opportunities and how to demonstrate completion of the 40 hours, please consult with an academic advisor in the Undergraduate Programs Office in the Graduate School of Education and/or the Undergraduate programs section of Graduate School of Education’s website.

3. Community Engaged Learning (40 hours total)

(a) [no change]

Justification:

1. The Committee on Educational Policy updated their guidelines on November 1, 2019 to require Undergraduate Programs to include change of major criteria in the academic catalog if they are not already there. We have now included the change of major criteria effective for Fall 2020.

2. Our faculty continue to develop new courses and revise existing courses for the undergraduate major and we want to officially recognize these courses in our major in their respective concentration and elective areas.

   a. For the Community Leadership, Policy, and Social Justice Concentration, we have added EDUC 154. We also added EDUC 111 (E-Z) to the elective area for this concentration.

   b. For the Learning and Behavioral Studies Concentration, we have added EDUC 111 (E-Z) and EDUC 154 to the elective area.

3. In the general catalog, we are renaming the “practicum requirement” to “Community Engaged Learning” because Community Engaged Learning signals the important community-oriented focus of our practicum. Experiential learning with community/school partners provides our undergrads with direct community experience and the opportunity to apply what they are learning in community settings and reflect in the classroom on their experiences in the community.
Approvals:
Approved by the faculty of the Graduate School of Education: January 28, 2020
Approved by the Executive Committee of the Graduate School of Education: March 9, 2020
Approved by the Committee on Educational Policy: April 8, 2020
To be adopted:

Proposed Changes to Education Minor

**Program Requirements** The Education minor consists of the satisfactory completion of 24 units in courses identified for the Education Minor Program. At least 16 units must be completed in upper division courses.

Student petitions require the approval of the program advisor in the Education minor. Students may not petition to take more than 8 units of courses outside of the identified courses for the Education minor. College approval from both the Graduate School of Education and the major college is required. Please see education.ucr.edu for the minor petition process. Minor in Education candidates must maintain a minimum cumulative GPA of 2.0.

**Course Work** Students will have the opportunity to select from a menu of electives to complete the course work:

- EDUC 001, EDUC 002, EDUC 003, EDUC 004, EDUC 010, EDUC 019 (E-Z), EDUC 023, EDUC 024, EDUC 032A, EDUC 032B, EDUC 032C, EDUC 041, EDUC 042, EDUC 043, EDUC 044, EDUC 050, EDUC 051, EDUC 061, EDUC 100A, EDUC 100B, EDUC 104, EDUC 105, EDUC 112, EDUC 118, EDUC 119 (E-Z), EDUC 122, EDUC 123, EDUC 132, EDUC 133, EDUC 134, EDUC 136, EDUC 139, EDUC 141, EDUC 142, EDUC 143, EDUC 144, EDUC 146/ETST 146, EDUC 147, EDUC 148, EDUC 150, EDUC 151, EDUC 152, EDUC 153, EDUC 160, EDUC 161, EDUC 162, EDUC 171 or EDUC 172, EDUC 177 or EDUC 178, EDUC 179A, EDUC 179B, EDUC 181, EDUC 182, EDUC 183, EDUC 184

- EDUC 001, EDUC 002, EDUC 003, EDUC 004, EDUC 005, EDUC 010, EDUC 019 (E-Z), EDUC 023, EDUC 024, EDUC 032A, EDUC 032B, EDUC 032C, EDUC 041, EDUC 042, EDUC 043, EDUC 044, EDUC 050, EDUC 051, EDUC 061, EDUC 100A, EDUC 100B, EDUC 104, EDUC 105, EDUC 111 (E-Z), EDUC 112, EDUC 118, EDUC 119 (E-Z), EDUC 122, EDUC 123, EDUC 132, EDUC 133, EDUC 134, EDUC 136, EDUC 139, EDUC 141, EDUC 142, EDUC 143, EDUC 144, EDUC 146/ETST 146, EDUC 147, EDUC 148, EDUC 150, EDUC 151, EDUC 152, EDUC 153, EDUC 154, EDUC 160, EDUC 161, EDUC 162, EDUC 171 or EDUC 172, EDUC 177 or EDUC 178, EDUC 179A, EDUC 179B, EDUC 181, EDUC 182, EDUC 183, EDUC 184

[no change]
Additional courses may be added to this list by proposals of academic units, or by petitions of students to take a suitable alternative course.

**Justification:**

1. We are adding in the language of “at least” 24 units to the program to clarify that students are able to complete more than 24 units for the minor, but will need to complete at least 24 units. The requirement of at least 16 of the 24 units to be completed in upper division coursework remains unchanged.
2. We are adding EDUC 005 back into the curriculum because it was approved and included effective Fall 2018, but was omitted by accident in the Fall 2019 update.
3. Our faculty continue to develop new undergraduate courses and we want to officially recognize these courses as elective for the Education minor. The following courses have been added as electives: EDUC 111 (E-Z) and EDUC 154.

**Approvals:**

Approved by the faculty of the Graduate School of Education: January 28, 2020
Approved by the Executive Committee of the Graduate School of Education: March 9, 2020
Approved by the Committee on Educational Policy: April 8, 2020
To be received and placed on file:

Reports of Degrees Awarded – Summer 2019

Bourns College of Engineering  
Bachelor of Science: ........................................................ 47

Reports of Degrees Awarded - Fall 2019

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College of Natural and Agricultural Sciences  
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School of Business  
Bachelor of Science: ........................................................ 82

Report of Degrees Awarded – Winter 2020

Graduate Division  
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Master of Business Administration: ................................ 11  
Master of Education: ....................................................... 8  
Master of Finance: ......................................................... 1  
Master of Fine Arts: ....................................................... 1  
Master of Professional Accountancy: ........................... 1  
Master of Public Policy: .................................................. 1  
Master of Science: ......................................................... 74  
Doctor of Philosophy: .................................................... 40

The names of the candidates are filed in the official records of the Office of the Registrar.

K. Esterling, Secretary-Parliamentarian  
Riverside Division of the Academic Senate
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<th>Action</th>
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To be received and placed on file:
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<td>INTERSECTIONALITY, ECOLOGY, AND COMMUNITY DESIGN</td>
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<tr>
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<td>BUDDHISM IN SOUTHEAST ASIA</td>
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| New | ANTH 020S | CULTURE, HEALTH AND HEALING | 4 Units |
| New | BPSC 149 | NANOBIOTECHNOLOGY | 2 Units |
| New | CBNS 010 | THE HUMAN BRAIN: A USER'S GUIDE | 4 Units |
| New | CS 144 | ALGORITHMS FOR BIOINFORMATICS | 4 Units |
| New | GEO 0163 | GLOBAL PHYSICAL CLIMATOLOGY | 4 Units |
| New | GER 125 | GERMAN FAIRY TALES: FROM BROTHERS GRIMM TO HOLLYWOOD | 4 Units |
| New | GSST 013 | GENDER AND DISABILITY | 4 Units |
| New | GSST 013S | GENDER AND DISABILITY | 5 Units |
| New | GSST 161S | GENDER AND SCIENCE | 5 Units |
| New | MCS 069 | THE POLITICS OF PUBLIC SPACE | 4 Units |
| New | MUS 037 | INTRODUCTION TO COMPOSITION | 4 Units |
| New | MUS 149 | COMPOSITION FORUM AND STUDIO | 2 Units |
| New | PBPL 132 | WATER ECONOMICS, MANAGEMENT AND POLICY - CALIFORNIA AND BEYOND | 4 Units |
| New | PBPL 150 | EXPLORING URBAN COMMUNITIES USING GIS | 4 Units |
| New | PBPL 164 | SOCIAL INNOVATION IN THEORY AND PRACTICE | 4 Units |
| New | PSYC 199 | SENIOR THESIS RESEARCH | 1 to 5 Units |
| New | RLST 125 | STUDIES IN RELIGION | 4 Units |

| Graduate: | BIEN 225 | SELF-ASSEMBLY IN ENGINEERED TISSUE | 4 Units |
| Graduate: | CS 204 | ADVANCED COMPUTER NETWORKS | 4 Units |
The Committee on Courses has approved the following courses.

### Action:
- Change
- Discontinue
- Renumbered
- Professional:

### Courses:
- CS 210: SCIENTIFIC COMPUTING
- CS 218: DESIGN AND ANALYSIS OF ALGORITHMS
- CS 227: PROBABILISTIC MODELS FOR ARTIFICIAL INTELLIGENCE
- CS 247: PRINCIPLES OF DISTRIBUTED COMPUTING
- EDUC 214A: MICROECONOMIC THEORY
- EDUC 214B: INTRODUCTION TO QUANTITATIVE METHODS
- EDUC 214C: EXPERIMENTAL DESIGN
- EDUC 265A: BEGINNING PRACTICUM IN SCHOOL PSYCHOLOGY: LEVEL 1
- EDUC 265B: BEGINNING PRACTICUM IN SCHOOL PSYCHOLOGY: LEVEL 2
- EDUC 265C: BEGINNING PRACTICUM IN SCHOOL PSYCHOLOGY: LEVEL 3
- EDUC 265D: INTERMEDIATE PRACTICUM IN SCHOOL PSYCHOLOGY: LEVEL 1
- EDUC 265E: INTERMEDIATE PRACTICUM IN SCHOOL PSYCHOLOGY: LEVEL 2
- EDUC 265F: INTERMEDIATE PRACTICUM IN SCHOOL PSYCHOLOGY: LEVEL 3
- EDUC 266A: ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY: LEVEL 1
- EDUC 266B: ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY: LEVEL 2
- EDUC 266C: ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY: LEVEL 3
- ENGL 278: SEMINAR IN MINORITY DISCOURSE
- ME 244: NANOHEAT TRANSFER AND ENERGY CONVERSION
- ME 274: PLASMA-AIDED MANUFACTURING AND MATERIALS PROCESSING
- MGT 202: FINANCIAL MANAGEMENT
- MGT 214: CORPORATE STRATEGY
- MGT 238: MANAGEMENT SYNTHESIS
- MGT 253: DIGITAL MARKETING
- MGT 266: PROJECT MANAGEMENT
- MGT 267: APPLIED BUSINESS FORECASTING
- MGT 268: ENTREPRENEURIAL FINANCE AND VENTURE CAPITAL
- MGT 280: BUSINESS ISSUES IN ELECTRONIC COMMERCE
- MGT 282: BUSINESS DATA COMMUNICATIONS
- SOC 285 (E-Z): TOPICS IN SOCIAL PSYCHOLOGY
- EDUC 267: CULTURE OF SCHOOL ORGANIZATIONS
- CS 214: PARALLEL ALGORITHMS
- CS 219: ADVANCED ALGORITHMS
- CS 224: FUNDAMENTALS OF MACHINE LEARNING
- EDUC 231C: FOUNDATIONAL PRINCIPLES OF APPLIED BEHAVIORAL ANALYSIS
- EDUC 250: PROFESSIONAL ISSUES AND RESPONSIBILITIES IN SCHOOL PSYCHOLOGY
- EE 228: INTRODUCTION TO DEEP LEARNING
- EE 248: OPTIMIZATION FOR MACHINE LEARNING
- MGT 248: NEW PRODUCT DEVELOPMENT
- POSC 218: POLITICAL ECONOMY OF INTERNATIONAL MIGRATION
- EDUC 401: PREPARATION FOR A SCHOOL PSYCHOLOGY INTERNSHIP
- ART 400: ARTIST PRACTICE SEMINAR
- RLST 401: COLLOQUIUM IN RELIGIOUS STUDIES
- RLST 404: RESEARCH, WRITING, AND PUBLICATION

### Cross-listed Courses:
- CS 224
- EDUC 267

### Units:
- 4 Units
- 2 Units
- 1 Unit

### New Courses:
- RLST 401
- RLST 404

### Extension Courses:
- EDUC X80
- EDUC X83.01
- EDUC X87.01
- EDUC X87.45
- EDUC X87.46
- EDUC X88.63
- EDUC X88.64
- MGT X105.12
- MGT X105.13
- CS X201.3

An Introduction to Early Childhood Studies: Child Growth and Development, Zoe Chang, M.A.

Observation and Assessment of Children's Behavior, Zoe Chang, M.A.

Health, Nutrition, and Safety in Early Childhood, Zoe Chang, M.A.

Infant and Toddler Development, Monica Castillio, M.Ed.

Infant and Toddler Development, Vivian Yacopi, M.Ed.

Infant and Toddler Development, Vivian Yacopi, M.Ed.

Infant and Toddler Developmentally Appropriate Classroom Practices, Monica Castillio, M.Ed.

Infant and Toddler Developmentally Appropriate Classroom Practices, Vivian Yacopi, M.Ed.

Education and Care of Infants and Toddlers, Vivian Yacopi, M.Ed.

Education and Care of Infants and Toddlers, Monica Castillio, M.Ed.

Creative Music and Movement, Zoe Chang, M.A.

Supervised Training Part I, Jaeyong Lee, M.S.

Supervised Training Part I, Shannon Walsh, M.B.A.

Supervised Training Part II, Jaeyong Lee, M.S.

Supervised Training Part II, Giulio Ronzoni, Ph.D.

Supervised Training Part II, Shannon Walsh, M.B.A.

Cloud Computing and Web Services, Harjit Dhillon, M.S.
The Committee on Courses has approved the following courses.

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<td>Big Data Landscape, Tom Mullen, M.B.A.</td>
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To be received and placed on file:

The Committee on Courses has approved requests to allow the following instructors to teach upper division courses as indicated:

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<th>LIMITS OF AUTHORIZATION</th>
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<td>Art History</td>
<td>AHS 124 S'20</td>
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<td>Moon, M.</td>
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<td>Zolghadr, M.</td>
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<td>Abdoli, A.</td>
<td>Computer Science</td>
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<td>Chow, M.</td>
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<td>CS/EE 147 S'20</td>
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<td>Rahman, L.</td>
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<td>Carranza, N.</td>
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To be received and placed on file:

The Committee on Courses has approved the following course proposals for deletion, which have been listed in the General Catalog, but for at least four years, have not been offered, been offered with zero enrollment, or have been offered but canceled for deletion with the concurrence of the departments involved.

This following lists courses that were deleted and identified in the 2019-2020 Academic Year as part of the courses not offered for four or more year’s process.

RLST 145

Courses previously approved for deletion:
BPSC 158 ENSC 001H
BPSC 170 ENSC 002H
BPSC 185 ENSC 003H
ENSC 141
ENSC 207

Courses scheduled to be approved for deletion:
BPSC 210 ETST 125 RLST 024 RLST 212
ETST 142 RLST 107 RLST 220
ETST 143b RLST 112 RLST 222
ETST 176 RLST 128(E-Z) RLST 227
ETST 178 RLST 128E RLST 228
ETST 193 RLST 128F RLST 229
RLST 132 RLST 234
RLST 136 RLST 235
RLST 138 RLST 236
RLST 139 RLST 238
RLST 157 RLST 239
RLST 158 RLST 246
RLST 175 RLST 249
RLST 178 RLST 250
RLST 210 RLST 271
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<td>Zoe</td>
<td>Chang</td>
<td>M.A.</td>
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<td>Observation and Assessment of Children’s Behavior</td>
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<td>M.A.</td>
<td>X</td>
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<td>Health, Nutrition, and Safety in Early Childhood</td>
<td>Monica</td>
<td>Castillo</td>
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<td>X</td>
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<td>Yacopi</td>
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<td>Lee</td>
<td>MS</td>
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<td>X105.13</td>
<td>Supervised Training Part II</td>
<td>Shannon</td>
<td>Walsh</td>
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<tr>
<td>CS</td>
<td>X201.3</td>
<td>Cloud Computing and Web Services</td>
<td>Harjit</td>
<td>Dhillon</td>
<td>M.S.</td>
<td>I</td>
<td>12/06/19</td>
</tr>
<tr>
<td>CS</td>
<td>X201.1</td>
<td>Big Data Landscape</td>
<td>Tom</td>
<td>Mullen</td>
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<td>I</td>
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<tr>
<td>EDUC</td>
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<td>School Facilities Construction and Project Planning</td>
<td>Paul Anthony</td>
<td>Rodriguez</td>
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<tr>
<td>EDUC</td>
<td>X329.60</td>
<td>Language-Based Learning Differences: Helping Students Who Struggle with Reading</td>
<td>Yxstian</td>
<td>Gutierrez</td>
<td>Ed.D</td>
<td>I*</td>
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<tr>
<td>EDUC</td>
<td>X330.25</td>
<td>Understanding Learning Differences</td>
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<td>Ed.D</td>
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<td>EDUC</td>
<td>X373.7</td>
<td>Practicum for Chief Business Officials</td>
<td>Paul Anthony</td>
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<td>Ed.D.</td>
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<tr>
<td>MGT</td>
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<td>Legal Aspects of Purchasing</td>
<td>Paul Anthony</td>
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<td>BIOL</td>
<td>X412.28</td>
<td>Biological Soil Crusts of Joshua Tree National Park</td>
<td>Nuttapon</td>
<td>Pombubpa</td>
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<tr>
<td>BMSC</td>
<td>X415</td>
<td>Effective Case Management: Connecting to Healthcare Systems</td>
<td>Cynthia</td>
<td>Willhite Prewitt</td>
<td>TH.D</td>
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<td>04/08/20</td>
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<td>SOC</td>
<td>X415</td>
<td>Criminal Investigative Analysis</td>
<td>Tanveer</td>
<td>Makhami</td>
<td>B.A.</td>
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<td>Criminal Investigative Analysis</td>
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<td>Criminal Investigative Analysis</td>
<td>Kenneth</td>
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<td>Crime Analysis Applications</td>
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<td>B.A.</td>
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<tr>
<td>SOC</td>
<td>X415.2</td>
<td>Introduction to Criminal Intelligence</td>
<td>Tanveer</td>
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<td>SOC</td>
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<td>Introduction to Criminal Intelligence</td>
<td>Eva</td>
<td>Rhody</td>
<td>Certified Law Enforcer</td>
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<td>Introduction to Criminal Intelligence</td>
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<td>INSTRUCTOR FIRST NAME</td>
<td>INSTRUCTOR LAST NAME</td>
<td>INSTRUCTOR DEGREE</td>
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<td>SOC</td>
<td>X415.3</td>
<td>Research Methods and Stats in Crime Analysis</td>
<td>Steve</td>
<td>Gottlieb</td>
<td>M.P.A.</td>
<td>I</td>
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<tr>
<td>BMSC</td>
<td>X417.1</td>
<td>Introduction to Life Care Planning</td>
<td>Angela</td>
<td>Lewis</td>
<td>MBA</td>
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<tr>
<td>EDUC</td>
<td>X421</td>
<td>Instructional Practices for the Common Core Classroom</td>
<td>Yxstian</td>
<td>Gutierrez</td>
<td>Ed.D</td>
<td>I*</td>
<td>04/08/20</td>
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<tr>
<td>MGT</td>
<td>X421.7</td>
<td>Global Leadership and Intercultural Competence</td>
<td>Linda</td>
<td>McKean</td>
<td>M.A., PMP</td>
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<td>04/08/20</td>
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<tr>
<td>MGT</td>
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<td>Massei</td>
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<td>Management in the Common Core Classroom</td>
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<td>Gutierrez</td>
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<tr>
<td>LAW</td>
<td>X430</td>
<td>Fundamentals of Law</td>
<td>Kristie</td>
<td>Bergamo</td>
<td>J.D.</td>
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<tr>
<td>EDUC</td>
<td>X430.2</td>
<td>Access and Equity in STEAM Education</td>
<td>Gregory</td>
<td>Solomon</td>
<td>M.S.</td>
<td>I*</td>
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<td>ENGR</td>
<td>X435</td>
<td>Air Quality Instrumentation Training</td>
<td>David</td>
<td>Cocker</td>
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<tr>
<td>BMSC</td>
<td>X448.1</td>
<td>Introduction to Legal Nurse Consulting</td>
<td>Elsa L.</td>
<td>Murdoch</td>
<td>D.N.P., M.S.N., R.N., CPHRM</td>
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<td>BMSC</td>
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<td>Establishing and Organizing a Practice as a Legal Nurse Consultant</td>
<td>Elsa</td>
<td>Murdoch</td>
<td>M.S.N.</td>
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<tr>
<td>MGT</td>
<td>X452.2</td>
<td>Employee Recruitment, Selection and Retention</td>
<td>Jonnetta</td>
<td>Thomas-Chambers</td>
<td>M.A.</td>
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<tr>
<td>MGT</td>
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<td>Compensation Administration</td>
<td>Sharonda</td>
<td>Bishop</td>
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<td>Employee Training and Development</td>
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<tr>
<td>LAW</td>
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<td>Alternative Dispute Resolution for Paralegals</td>
<td>Christopher</td>
<td>Jensen</td>
<td>J.D.</td>
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<td>BIOL</td>
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<td>Cell Biology</td>
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<td>McKee</td>
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<td>McKee</td>
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<td>Genetic Engineering</td>
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<tr>
<td>MGT</td>
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<td>Managing High Performance Teams</td>
<td>Isabel</td>
<td>Lopez</td>
<td>M.A.</td>
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<td>MGT</td>
<td>X465.6</td>
<td>Moving Through Change</td>
<td>Jo</td>
<td>Russo-Pereyra</td>
<td>M.P.A., SHRM-SCP</td>
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<td>MGT</td>
<td>X470.46</td>
<td>Organizational Leadership</td>
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<td>McKean</td>
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<td>MGT</td>
<td>X476.31</td>
<td>Email Marketing for Results</td>
<td>Stephen</td>
<td>Fritzenkotter</td>
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<tr>
<td>MGT</td>
<td>X496.05</td>
<td>Strategic Leadership for a Changing World</td>
<td>Linda</td>
<td>McKean</td>
<td>M.A., PMP</td>
<td>I</td>
<td>04/08/20</td>
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</tbody>
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* Denotes first time approval for Instructor
To be received and placed on file:

The Executive Council reports the following items that were approved in lieu of the Division, as per Senate Bylaw 8.5.3.

Approved by the 2019-2020 Executive Council:

COVID-19 Response Temporary Suspension of UCR Regulations R1 Grading System (R1.8.1)

Proposed Changes to UCR Senate Bylaw 2 Officers and the Executive Office

COVID-19 Response Temporary Suspension and Replacement of UCR Regulations R1 Grading System (R1.1.4-5 and R1.2.2): Governing undergraduate course enrollment, withdrawals, and grading basis. Applicable for undergraduate courses offered in Spring Quarter 2020 only

COVID-19 Response Temporary Modification to UCR Graduate Regulation (GR) 1.5.7 governing graduate course withdrawals offered in Spring Quarter 2020 only

COVID-19 Response Temporary Modification of UCR Regulations (R1.1.5)

Committee on Courses, University of California – Riverside, General Rules and Policies Governing Courses of Instruction (Revised May 29, 2018): Proposed Modification of Process for Associate Instructor (Associate In) Requests for Instruction of Upper Division and Graduate and Professional Level Courses (Spring 2020 only)
<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>R1.1</strong> All courses shall be graded on the basis of A (distinction, indicating exceptional achievement), B (high pass, indicating more than minimal competence but less than exceptional achievement), C (pass, indicating competence), D (marginal pass), or F (fail).</td>
<td>No change.</td>
</tr>
<tr>
<td><strong>R1.1.1</strong> Grade points per unit shall be: A = 4, B = 3, C = 2, D = 1, F = 0. Passing grades A, B, C and D may be modified by plus (+) or minus (-) suffixes. Minus grades carry three-tenths grade point less per unit, and plus grades (excluding A+) carry three-tenths grade point more than the unsuffixed grade. The grade A+ carries 4.0 grade points per unit, the same as for an unsuffixed A; but when A+ is reported it represents extraordinary achievement. (Am 5 May 77)</td>
<td>No change.</td>
</tr>
<tr>
<td><strong>R1.1.1.1</strong> The grade GD (Grade Delay) shall be entered on the student's record: a) when administratively the faculty member is not able to assign a grade or b) when disciplinary proceedings are in progress. The GD shall not itself be calculated in any way in the student's grade-point average. The GD shall be changed to a grade, or an incomplete, only when the Registrar receives a written request from the instructor, or if unavailable, the program chair, to indicate that the student situation has been resolved. Once an instructor has decided to proceed with disciplinary proceedings, he or she will refrain from assigning a course grade for the student. If the course concludes before the charge has been resolved, the instructor will assign a grade GD and indicate as a note that this GD is for a “Pending Charge of Academic Integrity”. (En Feb. 15, 2011)</td>
<td>No change.</td>
</tr>
<tr>
<td><strong>R1.1.2</strong> A grade point average of at least 2.0 is required for graduation in any undergraduate program. A grade point average of at least 3.0 is required for graduation in any graduate program.</td>
<td>No change.</td>
</tr>
<tr>
<td><strong>R1.1.3</strong> A student may add a course up to the</td>
<td>No change.</td>
</tr>
</tbody>
</table>
end of the second full week of instruction. With the approval of the instructor and advisor, a student may also add a course during the third full week of instruction. (En 5 May 77) (Am 21 Nov 02)

| R1.1.4 | A student may drop a course without prior approval no later than the end of the second full week of instruction. From the third through the sixth full week of instruction, a course may be dropped with the approval of the advisor. Any course drop which would reduce the undergraduate student's academic load to less than 12 units must be approved by the Dean. (En 5 May 77) (Am 26 May 88) (Am 21 Nov 02) | No change. |
| R1.1.4.1 | With the approval of their college’s Executive Committee, instructors and departments may devise policies that drop students from particular courses up to the end of the second full week of instruction -- if students do not meet attendance requirements approved by the Executive Committee and posted in the Schedule of Classes. (En 21 Nov 02) | No change. |
| R1.1.5 | A course dropped after the end of the second full week of instruction will remain as a permanent transcript entry showing course number and title, with a transcript symbol of W, signifying withdrawal, entered in the grade column. (En 5 May 77) (Am 21 Nov 02) | No change. |
| R1.1.5.1 | A student who has been referred for a pending academic integrity violation may not drop or withdraw from the course to escape the consequences of the misconduct. If a student drops or withdraws from the course prior to the resolution of the case brought to Student Conduct, they will be re-enrolled in the course. Students are encouraged to attend and engage fully in the course during the academic integrity review. (En Feb. 15, 2011) | No change. |
| R1.1.6 | The final date to petition for conversion from letter grade to S/NC or vice versa will be the end of the eighth week of instruction. (En 5 May 77; Am 25 May 89) | No change. |
| R1.1.7 | The only exceptions to this grading system are in R1.2, R1.3, R1.4 and R1.5 below. (En 5 May 77) | No change. |
| R1.2 | A student in good standing may undertake courses on an S/NC (satisfactory/no credit) basis subject to the following limitations. The grade S shall be awarded for work satisfactory, that is, work equivalent to a GPA level of 2.0 or higher at the undergraduate level and a GPA level of 3.0 or higher at the graduate level, for unit credit in meeting degree requirements. In | No change. |
the determination of what is "satisfactory" for meeting degree requirements, instructors will take note of R1.1.2 above. Units are assigned for courses graded S, but it has no grade point equivalent and does not enter the grade point average. Neither units nor grade points are assigned for an NC grade; the grade is recorded on the transcript but does not enter the grade point average. (Am 20 Nov 73)

<p>| R1.2.1 | Subject to the approval of the Graduate Council, each department may set conditions regulating the taking of courses by graduate students on an S/NC basis. Except as provided in R1.3.1, each department may decide that some graduate courses be taken on an A, B, C, D, F basis only. It may require that some graduate courses be taken on an S/NC basis only (provided it proves this to be educationally necessary and gains approval through the channels stated in R1.3). The department may also allow a third (residual) category in which a graduate student may elect to take any course on an S/NC basis, provided that the student's advisor consents. | No change. |
| R1.2.2 | Students enrolled in any undergraduate degree program may receive credit for courses undertaken and graded S on the Riverside campus to a limit of one-third of the total units undertaken and passed on the Riverside campus at the time the degree is awarded. Units completed on another campus of the University by a Riverside undergraduate student enrolled as an intercampus visitor are considered Riverside work for the purposes of this regulation. | No change. |
| R1.2.3 | Courses which are required in, or prerequisite to, the undergraduate student's major subject may be taken on an S/NC basis only on approval of the Chair of the student's department (or other primary instructional unit) in each individual case. | No change. |
| R1.2.4 | A special student or limited status student may take courses on an S/NC basis at the discretion of the Dean of the school or college in which he is enrolled. | No change. |
| R1.2.5 | Except as otherwise specified by the Executive Committee of the school or college or division concerned, students may elect to take X or XR300, X400, or 300 series courses on an S/NC basis without reference to the one-third limitation specified in R1.2.2. | No change. |
| R1.3 | Departments may designate graduate or undergraduate courses to be graded only on an S/NC basis, provided that they have the approval of the Executive Committee of the | No change. |</p>
<table>
<thead>
<tr>
<th>Rule Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1.3.1</td>
<td>Courses in the 290 series (290-299) shall be graded S/NC unless approved for A, B, C, D, F grading by the Graduate Council on the recommendation of the department.</td>
</tr>
<tr>
<td>No change.</td>
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<tr>
<td>R1.3.2</td>
<td>Graduate students may not use undergraduate or graduate courses taken on an S/NC basis to complete their master's or PhD degree requirements, unless the course is only offered on an S/NC basis. Exceptions must be approved by the Dean of the Graduate Division. (En 24 Jan 74)(En 6 June 16)</td>
</tr>
<tr>
<td>No change.</td>
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<tr>
<td>R1.4</td>
<td>The grade I (incomplete) denotes that a student's work was of passing quality but incomplete for good cause. Subject to the provisions of R1.4.2, units are not charged and grade points are not assigned for I grades. The grade I can be replaced as follows:</td>
</tr>
<tr>
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<tr>
<td>R1.4.1</td>
<td>Subject to time limitations stated in R1.4.2 and upon completion of the required work, as specified by the instructor, the grade I shall be replaced by a grade A to F or S/NC</td>
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<tr>
<td>R1.4.2</td>
<td>When a course graded I has not been successfully completed within one additional quarter, it will be replaced by a grade of F or by NC if the course was undertaken on an S/NC basis. In the case of a graduating senior an I grade will automatically be recorded as an F or NC. Before a grade of I lapses into a grade of F or NC, the appropriate Dean may extend time for successful completion when he considers that circumstances warrant it. (Am 5 May 77)</td>
</tr>
<tr>
<td>No change.</td>
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<tr>
<td>R1.5</td>
<td>For a course extending over more than one term, where evaluation of the student's performance is deferred until the end of the final term, provisional grades of IP (in progress) shall be assigned in the intervening terms. Neither units nor grade points shall be assigned for IP grades. The provisional grades shall be replaced by the final grade if the student completes the full sequence. In the event that the full sequence is not completed, the grade IP will be replaced by the grade I and further changes in the student's record will be subject to the conditions of R1.4.</td>
</tr>
<tr>
<td>No change.</td>
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<tr>
<td>R1.6</td>
<td>Repetition of courses not authorized by the Committee on Courses to be taken more than once for credit is subject to the following conditions:</td>
</tr>
<tr>
<td>No change.</td>
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</tr>
<tr>
<td>R1.6.1</td>
<td>A student may repeat only those</td>
</tr>
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courses in which a grade of D, F, or NC was received. (Am 5 May 77)

<table>
<thead>
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<th>Rule</th>
<th>Description</th>
<th>Change</th>
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<tbody>
<tr>
<td>R1.6.2</td>
<td>Repetition of a course more than once requires approval by the appropriate Dean in all instances.</td>
<td>No change.</td>
</tr>
<tr>
<td>R1.6.3</td>
<td>Degree credit for a course will be given only once. The grade assigned each time a course is taken shall be permanently recorded on the student's transcript, but only the most recently earned grade shall be computed in the grade point average. (Am 8 Jan 76)</td>
<td>No change.</td>
</tr>
<tr>
<td>R1.7</td>
<td>All grades except I and IP become final when they are assigned. No term grade may be revised by reexamination. The only exception to these rules is in R1.7.1, R5.1.6.2, and R5.1.6.3. (Am 5 May 77)</td>
<td>No change.</td>
</tr>
<tr>
<td>R1.7.1</td>
<td>An instructor may approve and report to the registrar a correction of a recorded course grade at any time if clerical or procedural error has been made in assigning, transmitting, or recording the original grade.</td>
<td>No change.</td>
</tr>
<tr>
<td>R1.8</td>
<td>No student shall be excused from assigned final examinations, except as provided in R1.8.1 below.</td>
<td>No change.</td>
</tr>
<tr>
<td>R1.8.1</td>
<td>The instructor in charge of an undergraduate course shall be responsible for assigning the final grade in the course. The final grade shall reflect the student's achievement in the course and shall be based upon adequate evaluation of that achievement. The instructor's methods of evaluation must be clearly announced during the progress of the course. Evaluation methods must be of reasonable duration and difficulty and must be in accord with applicable departmental policies. The methods may include a final written examination, a term paper, a final oral examination, a take-home examination, or other evaluation device. If a final written examination is given, it shall not exceed three hours' duration and shall be given only at the times and places announced in the Schedule and Directory.</td>
<td></td>
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<td>R1.9</td>
<td>A maximum of 16 units of credit may be obtained through internship courses, with a maximum of 12 units of internship scheduled in a single quarter. Internship course credit is given for academic work related to the experience of the internship, not for the work experience alone. (En 2 Dec 76)</td>
<td>No change.</td>
</tr>
<tr>
<td>R1.9.1</td>
<td>Students who are on academic probation may not enroll in internship courses. (En 27 May 82)</td>
<td>No change.</td>
</tr>
</tbody>
</table>
Statement of Purpose and Effect: Due to the COVID-19 pandemic, the Chancellor and Interim Provost & Executive Vice Chancellor have temporarily suspended in-person instruction and exams. Instructors are being directed to migrate a portion of Spring 2020 instruction and the entirety of Winter 2020 final exams to alternative (online) formats.

To support student progress and instructional continuity, Council voted in lieu of the Division to authorize the temporary suspension of specific provisions of UCR Senate bylaws and/or regulations that dictate delivery and methods of instruction and examination for Winter 2020 final exams and the period of Spring 2020 during which in-person instruction will be suspended. Temporary suspension of these specific regulations/regulation provisions for the duration of the COVID-19 crisis will allow instructors to institute alternative methods for delivering the courses for which they are responsible.

Approvals

Executive Council in Lieu of the Division: March 12, 2020
The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: March 23, 2020
March 23, 2020

To: Dylan Rodríguez, Chair
Riverside Division

From: Nael Abu-Ghazaleh
Chair, Committee on Rules and Jurisdiction

Re: Temporary Suspension of UCR Regulations: R1 Grading System
(R1.1.1.1, R1.4, R1.4.1, R1.4.2, R1.8.1)

The committee on Rules and Jurisdiction received the Division Chair’s request for comments regarding the Temporary Suspension of UCR Regulations: R1 Grading System. In the cover memo, the Senate Chair notes Executive Council’s approval of the temporary suspension of the subject division regulations. While usually such changes require review by the committee on Rules & Jurisdiction, the Executive Council acted under UCR SBL 8.5.3, due to the ongoing COVID-19 emergency.

The committee has no objection but would like to express its desire to review future (permanent) regulation suspensions. While this is a fluid situation, the committee would like to be kept abreast of these important changes if possible.
Proposed Changes to UCR Senate Bylaw 2 OFFICERS AND THE EXECUTIVE OFFICE

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
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<tbody>
<tr>
<td>2.1 The elected officers of the Division are the Chair, the Vice Chair, and the Divisional Representatives to the Assembly of the Academic Senate. Their election is conducted in accordance with the procedure prescribed for elections. The appointed officer of the Division is the Secretary-Parliamentarian. The terms of office begin on September 1 following election or appointment to a normal term of office. (Am 22 Oct 73) (Am 5 Feb 87) (Am 24 May 2005)</td>
<td>No change.</td>
</tr>
<tr>
<td>2.1.1 No individual may hold two offices of the Division simultaneously. (Am 24 May 2005)</td>
<td>No change.</td>
</tr>
<tr>
<td>2.2 Chair. The Chair of the Division is elected for a two-year term. In case the Chair is unable to complete the term of office, the Vice Chair shall become Chair pro tempore. The Chair pro tempore shall serve out the unexpired term, unless that term is longer than three months. If it is longer, the Secretary-Parliamentarian shall conduct an election for the unexpired term so that the Chair pro tempore serves no longer than three months. The result of this election shall be reported to the members of the Division as soon as it is known. (Am 22 Oct 73) (Am 24 May 2005)</td>
<td>No change.</td>
</tr>
<tr>
<td>2.2.1 No one shall serve as Chair of the Division for more than two consecutive terms, but shall become eligible to serve again after lapse of two years following expiration of the second consecutive term. (Am 24 May 2005)</td>
<td>No change.</td>
</tr>
<tr>
<td>2.2.2 The Chair of the Division presides over the meetings of the Division. The Chair is ex officio a member of the Assembly of the Academic Senate and is a member of the</td>
<td>No change.</td>
</tr>
</tbody>
</table>
2.2.3 The Chair is responsible for coordinating the work of all standing and special committees of the Division. Except when a Divisional committee or subcommittee is considering matters not to be reported directly to the Division, the Chair may attend the meetings of any such committee or subcommittee and may participate in its deliberations without vote unless he or she is a member of such committee. The Chair may present in person or in writing any matters he or she believes should be brought before a committee and call to its attention materials that may be useful to it. (Am 24 May 2005)

2.2.4 The Chair shall determine initially whether any action considered by the Division is solely of Divisional concern. Such decisions may be appealed to the Division. (Am 24 May 2005)

2.2.5 The Chair submits annually a budget request for the work of the Division, its committees, and the Executive Office of the Division; supervises the expenditure of appropriations that may be made; and reports annually to the Division on the work of the Executive Office together with any proposals for improvement of its operation which require action by the Division. (Am 24 May 2005)

2.2.6 The Chair exercises general supervision of the Executive Office. (Am 24 May 2005)

2.2.7 Unless otherwise specified in these Bylaws or in enabling acts, the Division’s Chair shall be chosen from other than the President of the University, the Chancellor at Riverside, the University Librarian, the Registrar, any Vice Chancellor, Associate Chancellor, Associate or Assistant Vice Chancellor, any Dean, Associate or Assistant Dean, any Provost, any department chair or a program director of an ORU or MRU. (En 22 May 2007)

2.3 Vice Chair. The Vice Chair of the Division is elected for a one-year term. In case the Vice Chair is unable to complete the term of office,
2.3.1 The Vice Chair shall assume the duties of the Chair in the Chair's absence or incapacity, and perform such duties as are assigned by the Chair. (Am 22 Oct 73) (Am 24 May 2005)

2.3.2 The Vice Chair shall represent the Chair at those meetings of the Academic Council and of the Assembly of the Academic Senate that the Chair is unable to attend. (Am 22 Oct 73) (Am 24 May 2005)

2.3.3 Unless otherwise specified in these Bylaws or in enabling acts, the Division's Vice Chair shall be chosen from other than the President of the University, the Chancellor at Riverside, the University Librarian, the Registrar, any Vice Chancellor, Associate Chancellor, Associate or Assistant Vice Chancellor, any Dean, Associate or Assistant Dean, any Provost, any department chair or a program director of an ORU or MRU. (En 22 May 2007)

2.4 Divisional Representatives to the Assembly. The number of the Divisional Representatives to the Assembly of the Academic Senate is established by the Academic Council. The Divisional Representatives are elected for two-year staggered terms, and are chosen from other than the Chancellor, Vice Chancellors, Deans, and ex officio members of the Division. If a representative is unable to complete the term of office, the Committee on Committees shall appoint a member of the Division who holds no other offices to fill the unexpired term pro tempore. The Representative pro tempore shall serve out the unexpired term, unless that unexpired term is longer than three months. If it is longer, the Secretary-Parliamentarian shall

2.2.8 In the absence of both the Chair and Vice Chair, the succession order among Division Officers shall be: Secretary/Parliamentarian, then longer serving Assembly Representative, then second Assembly Representative. The Committee on Committees would appoint a Senate member to serve as Division Chair in the event the second Assembly Representative is also unavailable.

No change.

No change.

No change.

No change.
conduct an election for the unexpired term so that the Representative pro tempore serves no longer than three months. The result of this election shall be reported to the members of the Division as soon as it is known. (Am 22 Oct 73) (Am 24 May 2005)

2.4.1 No one shall serve as a Divisional Representative for more than two consecutive terms, but shall become eligible to serve again after lapse of two years following expiration of the second consecutive term. (Am 24 May 2005)

2.4.2 The Divisional Representatives shall represent the Division in the Assembly of the Academic Senate. They shall report to the Division at its meetings on all matters of business of the Assembly. (Am 24 May 2005)

2.4.3 In the event that any elected Divisional Representative is unable to attend a meeting of the Assembly, the Chair of the Division is authorized to designate an individual to attend that meeting and vote as an alternate to the absent representative. (En 24 Jan 80) (Am 24 May 2005)

2.5 Secretary-Parliamentarian. The Secretary-Parliamentarian of the Division is appointed by the Committee on Committees for a two-year term in the year alternate with the election of the Chair. In case the Secretary-Parliamentarian is unable to complete the term of office, the Committee on Committees shall appoint a Secretary-Parliamentarian for the unexpired term. (Am 22 Oct 73) (Am 24 May 2005)

2.5.1 The Secretary-Parliamentarian of the Division shall: (1) in the absence of the Chair and Vice Chair, call to order a meeting of the Division and preside for the purpose of electing a Chair pro tempore for that meeting; (2) prepare and distribute the call and minutes of each meeting of the Division; (3) determine and maintain the roll of the membership of the Riverside Division; (4) communicate any action by the Division to members or committees of the Division and to administrative officers affected by it; (5) upon
direction from the Chair, refer to the appropriate standing committees questions (including petitions of students) for presentation to the Division; (6) conduct all elections and balloting in the Division; (7) perform the duties of the parliamentarian. (Am 22 Oct 73) (23 Apr 74)(Am 26 May 94) (Am 24 May 2005) (Am 22 May 2007)

2.6 Executive Office. The Executive Office of the Division is under the general supervision of the Chair. It includes such analytical, administrative, and clerical employees as are made available to the Division and its committees. (Am 22 Oct 73) (Am 24 May 2005)(Am 20 Nov 07)

2.6.1 The Executive Office of the Division shall: (1) be the depository of all records of the Division; (2) maintain current files of all reports of standing and special committees submitted to the Division; (3) as far as possible, provide analytical, administrative, and clerical assistance required by standing and special committees; (4) assist in the preparation and distribution of calls and minutes for meetings of the Division, reports of committees, questionnaires, and other materials required in the work of the Division and its committees; (5) maintain complete files of minutes, reports, and agenda of all Divisional committees and of other Senate agencies; (6) establish and maintain files showing (a) current membership of the Riverside Division; (b) Senate and college committee service of each member of the Division; and (c) current membership of all standing and special committees of the Division; (7) generally assist the officers of the Division in the discharge of their duties. (Am 24 May 2005)

2.6.2 All records of the Executive Office, except those concerning matters not to be reported directly to the Division and for good cause held confidential, are open for inspection by any member of the Division (Am 24 May 2005)

Statement of Purpose and Effect:
Current UCR Senate bylaws do not indicate Divisional Chair succession. Per the recommendation of the Committee on Rules and Jurisdiction on March 19, 2020 (attached), it is
proposed that in case of the absence of both the Chair and Vice Chair, the Chair succession in the Riverside Division is Secretary/Parliamentarian, then longer server Assembly Representative, then next Assembly Representative. The purpose is to formalize succession among the officers of the Division.

Submitted by Christiane Weirauch, Division Vice Chair & Professor of Entomology

Approvals

Executive Council in Lieu of the Division: April 13, 2020

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: March 23, 2020
March 19, 2020

To: Dylan Rodríguez, Chair
Riverside Division

From: Nael Abu-Ghazaleh
Chair, Committee on Rules and Jurisdiction

Re: Inquiry – Division Chair Succession

The committee on Rules and Jurisdiction reviewed the inquiry regarding Division Chair succession, particularly the question of who would serve as Senate Chair if both the Senate Chair and Vice Chair would be temporarily unavailable. Senate regulations do not have a provision for a chain of succession in the case of an interim vacancy. They only indicate how to fill the Chair and Vice Chair positions once they have been vacated.

Given the ambiguity, the committee referred to Sturgis, which is also silent on interim vacancies. Therefore, defaulting to UCR campus procedures for interim vacancies appears appropriate. For example, UCR administration has a chain of succession where the Provost is first in line, followed by a specific order of Vice Chancellors, and so forth. In the case of the Academic Senate, the Chair or Vice Chair would designate a Senate Officer to serve temporarily.

It is our recommendation that the current Chair or Vice Chair designate the Senate Officer ahead of time, with additional Senate member designees in the chain of succession, if any of the three Senate Officers are not available.
March 18, 2020

TO: Committee on Rules & Jurisdiction

FROM: Dylan Rodriguez, Division Chair

Re: Inquiry - Division Chair Succession

Dear Committee on Rules & Jurisdiction,

I make a timely inquiry regarding succession in the Riverside Division of the Academic Senate.

In the absence of both the Senate Division Chair and Vice Chair, who may act as Chair?

I look forward to your reply.

Sincerely,

[Signature]
dylan
To Be Adopted

COVID-19 Response Temporary Suspension and Replacement of UCR Regulations
R1 Grading System (R1.1.4-5 and R1.2.2)
Governing undergraduate course enrollment, withdrawals, and grading basis

Applicable for undergraduate courses offered in Spring Quarter 2020 only

<table>
<thead>
<tr>
<th>PRESENT</th>
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<tr>
<td><strong>R1.1</strong> All courses shall be graded on the basis of A (distinction, indicating exceptional achievement), B (high pass, indicating more than minimal competence but less than exceptional achievement), C (pass, indicating competence), D (marginal pass), or F (fail).</td>
<td>No change.</td>
</tr>
<tr>
<td><strong>R1.1.1</strong> Grade points per unit shall be: A = 4, B = 3, C = 2, D = 1, F = 0. Passing grades A, B, C and D may be modified by plus (+) or minus (-) suffixes. Minus grades carry three-tenths grade point less per unit, and plus grades (excluding A+) carry three-tenths grade point more than the unsuffixed grade. The grade A+ carries 4.0 grade points per unit, the same as for an unsuffixed A; but when A+ is reported it represents extraordinary achievement. (Am 5 May 77)</td>
<td>No change.</td>
</tr>
<tr>
<td><strong>R1.1.1.1</strong> The grade GD (Grade Delay) shall be entered on the student’s record: a) when administratively the faculty member is not able to assign a grade or b) when disciplinary proceedings are in progress. The GD shall not itself be calculated in any way in the student’s grade-point average. The GD shall be changed to a grade, or an incomplete, only when the Registrar receives a written request from the instructor, or if unavailable, the program chair, to indicate that the student situation has been resolved. Once an instructor has decided to proceed with disciplinary proceedings, he or she will refrain from assigning a course grade for the student. If the course concludes before the charge has been resolved, the instructor will assign a grade GD and indicate as a</td>
<td>No change.</td>
</tr>
<tr>
<td>R1.1.2</td>
<td>A grade point average of at least 2.0 is required for graduation in any undergraduate program. A grade point average of at least 3.0 is required for graduation in any graduate program.</td>
</tr>
<tr>
<td>R1.1.3A</td>
<td>A student may add a course up to the end of the second full week of instruction. With the approval of the instructor and advisor, a student may also add a course during the third full week of instruction.</td>
</tr>
<tr>
<td>R1.1.4</td>
<td>A student may drop a course without prior approval no later than the end of the second full week of instruction. From the third through the sixth full week of instruction, a course may be dropped with the approval of the advisor. Any course drop which would reduce the undergraduate student's academic load to less than 12 units must be approved by the Dean.</td>
</tr>
<tr>
<td>R1.1.4.1</td>
<td>With the approval of their college's Executive Committee, instructors and departments may devise policies that drop students from particular courses up to the end of the second full week of instruction -- if students do not meet attendance requirements approved by the Executive Committee and posted in the Schedule of Classes.</td>
</tr>
<tr>
<td>R1.1.5</td>
<td>A course dropped after the end of the second full week of instruction will remain as a permanent transcript entry showing course number and title, with a transcript symbol of W, signifying withdrawal, entered in the grade column.</td>
</tr>
<tr>
<td>R1.1.5.1</td>
<td>A student who has been referred for a pending academic integrity violation may not drop or withdraw from the course to escape the consequences of the misconduct. If a student...</td>
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<td>Section</td>
<td>Text</td>
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<tr>
<td>R1.1.6</td>
<td>The final date to petition for conversion from letter grade to S/NC or vice versa will be the end of the eighth week of instruction. (En 5 May 77; Am 25 May 89) No change.</td>
</tr>
<tr>
<td>R1.1.7</td>
<td>The only exceptions to this grading system are in R1.2, R1.3, R1.4 and R1.5 below. (En 5 May 77) No change.</td>
</tr>
<tr>
<td>R1.2</td>
<td>A student in good standing may undertake courses on an S/NC (satisfactory/no credit) basis subject to the following limitations. The grade S shall be awarded for work satisfactory, that is, work equivalent to a GPA level of 2.0 or higher at the undergraduate level and a GPA level of 3.0 or higher at the graduate level, for unit credit in meeting degree requirements. In the determination of what is &quot;satisfactory&quot; for meeting degree requirements, instructors will take note of R1.1.2 above. Units are assigned for courses graded S, but it has no grade point equivalent and does not enter the grade point average. Neither units nor grade points are assigned for an NC grade; the grade is recorded on the transcript but does not enter the grade point average. (Am 20 Nov 73) No change.</td>
</tr>
<tr>
<td>R1.2.1</td>
<td>Subject to the approval of the Graduate Council, each department may set conditions regulating the taking of courses by graduate students on an S/NC basis. Except as provided in R1.3.1, each department may decide that some graduate courses be taken on an A, B, C, D, F basis only. It may require that some graduate courses be taken on an S/NC basis only (provided it proves this to be educationally necessary and gains approval through the channels stated in R1.3). The department may also allow a third (residual) category in which a graduate student may elect to take any course on an S/NC basis, provided that the student's advisor consents. No change.</td>
</tr>
<tr>
<td>R1.2.2</td>
<td>Students enrolled in any undergraduate degree program may receive credit for courses undertaken and graded S on the Riverside campus to a limit of one-third of the total units undertaken and passed on the Riverside campus at the time the degree is awarded. Units completed on another campus of the University by a Riverside undergraduate student enrolled as an intercampus visitor are considered Riverside work for the purposes of this limit. Courses undertaken and graded S during the Spring Quarter of 2020 will not count towards this limit. Units completed on another campus of the University by a Riverside undergraduate student enrolled as an intercampus visitor are considered Riverside work for the purposes of this limit. No change.</td>
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this regulation. | student enrolled as an intercampus visitor are considered Riverside work for the purposes of this regulation.  

| **R1.2.3** | Courses which are required in, or prerequisite to, the undergraduate student's major subject may be taken on an S/NC basis only on approval of the Chair of the student's department (or other primary instructional unit) in each individual case. | No change.  

| **R1.2.4** | A special student or limited status student may take courses on an S/NC basis at the discretion of the Dean of the school or college in which he is enrolled. | No change.  

| **R1.2.5** | Except as otherwise specified by the Executive Committee of the school or college or division concerned, students may elect to take X or XR300, X400, or 300 series courses on an S/NC basis without reference to the one-third limitation specified in R1.2.2. | No change.  

| **R1.3** | Departments may designate graduate or undergraduate courses to be graded only on an S/NC basis, provided that they have the approval of the Executive Committee of the college (and the Graduate Council for graduate courses) and the Committee on Courses and the Division, except as provided in | No change.  

| **R1.3.1** | Courses in the 290 series (290-299) shall be graded S/NC unless approved for A, B, C, D, F grading by the Graduate Council on the recommendation of the department. | No change.  

| **R1.3.2** | Graduate students may not use undergraduate or graduate courses taken on an S/NC basis to complete their master's or PhD degree requirements, unless the course is only offered on an S/NC basis. Exceptions must be approved by the Dean of the Graduate Division. (En 24 Jan 74)(En 6 June 16) | No change.  

| **R1.4** | The grade I (incomplete) denotes that a student's work was of passing quality but incomplete for good cause. Subject to the provisions of R1.4.2, units are not charged and grade points are not assigned for I grades. The grade I can be replaced as follows:  

| **R1.4.1** | Subject to time limitations stated in R1.4.2 and upon completion of the required work, as specified by the instructor, the grade I shall be replaced by a grade A to F or S/NC | No change.  

| **R1.4.2** | When a course graded I has not been successfully completed within one additional quarter, it will be replaced by a grade of F or by NC if the course was undertaken on an S/NC basis. In the case of a graduating senior an I grade will automatically be recorded as an F or | No change. |
NC. Before a grade of I lapses into a grade of F or NC, the appropriate Dean may extend time for successful completion when he considers that circumstances warrant it. (Am 5 May 77)

R1.5 For a course extending over more than one term, where evaluation of the student's performance is deferred until the end of the final term, provisional grades of IP (in progress) shall be assigned in the intervening terms. Neither units nor grade points shall be assigned for IP grades. The provisional grades shall be replaced by the final grade if the student completes the full sequence. In the event that the full sequence is not completed, the grade IP will be replaced by the grade I and further changes in the student's record will be subject to the conditions of R1.4.

R1.6 Repetition of courses not authorized by the Committee on Courses to be taken more than once for credit is subject to the following conditions:

R1.6.1 A student may repeat only those courses in which a grade of D, F, or NC was received. (Am 5 May 77)

R1.6.2 Repetition of a course more than once requires approval by the appropriate Dean in all instances.

R1.6.3 Degree credit for a course will be given only once. The grade assigned each time a course is taken shall be permanently recorded on the student's transcript, but only the most recently earned grade shall be computed in the grade point average. (Am 8 Jan 76)

R1.7 All grades except I and IP become final when they are assigned. No term grade may be revised by reexamination. The only exception to these rules is in R1.7.1, R5.1.6.2, and R5.1.6.3. (Am 5 May 77)

R1.7.1 An instructor may approve and report to the registrar a correction of a recorded course grade at any time if clerical or procedural error has been made in assigning, transmitting, or recording the original grade.

R1.8 No student shall be excused from assigned final examinations, except as provided in R1.8.1 below.

R1.8.1 The instructor in charge of an undergraduate course shall be responsible for assigning the final grade in the course. The final grade shall reflect the student's achievement in the course and shall be based upon adequate evaluation of that achievement.
The instructor's methods of evaluation must be clearly announced during the progress of the course. Evaluation methods must be of reasonable duration and difficulty and must be in accord with applicable departmental policies. The methods may include a final written examination, a term paper, a final oral examination, a take-home examination, or other evaluation device. If a final written examination is given, it shall not exceed three hours' duration and shall be given only at the times and places announced in the Schedule and Directory.

R1.9A maximum of 16 units of credit may be obtained through internship courses, with a maximum of 12 units of internship scheduled in a single quarter. Internship course credit is given for academic work related to the experience of the internship, not for the work experience alone. (En 2 Dec 76)

R1.9.1 Students who are on academic probation may not enroll in internship courses. (En 27 May 82)

*Note: The grey feature is used to indicate language that was temporarily suspended by Executive Council on March 12, 2020.

Statement of Purpose and Effect:

Proposal:

(1) for temporary suspension and replacement of Senate Regulations R1.1.4-5, and R1.2.2, governing undergraduate course enrollment, withdrawals, and grading basis

(2) for policy advisory statements regarding S/NC course credit for majors, incomplete grades, and academic probation or disqualification.

Applicable for undergraduate courses offered in Spring Quarter 2020 only

Prepared by Stefano Vidussi (Chair, Committee on Educational Policy) and Randolph Head (Chair, Committee on Courses) for Review by the Senate Executive Council, relevant Senate committees, and College executive committees.

Revised March 23, 2020

Executive Summary

We propose temporary changes to Senate Regulations that govern deadlines and requirements for I and S/NC grades, and Course Drop policies. Additionally, we present several policy advisories on these issues. These temporary changes apply solely to undergraduate courses offered in the Spring 2020 Quarter.

Introduction
The faculty and administration are well aware of the challenges facing UCR students because of the COVID-19 pandemic and the abrupt substitution of remote learning methods for traditional methods for all UCR courses during the Spring quarter of 2020. In order to support our undergraduate students, and to ease any additional disruption, the Executive Council of the UCR Division of the Academic Senate has reviewed current policies on enrollment, grading methods, incompletes, and related matters that may cause an additional burden under the current circumstances. The following document describes several temporary changes in Senate regulations, as well as policy advice in related areas, in keeping with Interim Provost/EVC Smith, Divisional Chair Dylan Rodriguez, and Divisional Vice Chair Christiane Weirauch’s exhortation that all faculty need to approach the coming quarter with “maximum flexibility, with an emphasis on being patient with your students and yourselves.”

Audience

This document is addressed primarily to Deans, departmental chairs, program directors and the professional advising staff in the colleges and schools. The substance of the changes described here should also be communicated to all faculty. The Senate will be working closely with the Registrar and other representatives of the UCR administration to communicate these changes clearly and supportively to our undergraduate students and to outline the options they have.

Many of the policies involved have additional implications for financial aid, progress to degree, and other areas. The Senate greatly values UCR’s professional advising staff that will support students as they seek the best possible choices among the personal and academic disruption and instability we anticipate in the coming quarter.

Context of Senate Regulation changes for Spring 2020 and policy guidance

The changes to regulations and policy advice in this document apply only to courses offered in Spring 2020, though some will have consequences for students as their career at UCR continues in the future. They touch on the following issues:

1. **Course enrollment and drops** (Senate Regulations R1.1.4 and R1.1.5). Since the effects caused by COVID-19 and efforts to contain its spread may disrupt students as they seek to complete course work for the Spring quarter in unpredictable ways, the Senate is temporarily changing the regulations that control when and how undergraduate students may drop courses.

   In regular circumstances, students may drop courses in the first two weeks with no consequences; and may drop by petition between weeks 3 and 6, in which case the course remains on their transcripts with a “W” grade. For Spring 2020 only, the new regulation states
that undergraduate students are allowed to drop classes with an advisor’s approval between weeks 3 and 8, as long as the drop does not reduce their enrollment below 12 units (which requires the Dean’s approval). Moreover, a course drop will not result in a “W” grade on the student’s transcript. Deans may approve withdrawals after week 8 after special review, but such courses will remain on the student’s transcript with a “W” grade.

2. Limit on S/NC courses (R 1.2.2). Normally, students may take only 1/3 of their total units with an S/NC grading basis. Given the uncertainties of living conditions and temporary remote learning methods, the Senate is changing R1.2.2 for Spring 2020 only, so that courses taken S/NC during this quarter will not count towards the 1/3 limit. This will allow students to choose S/NC up to week 8 of the quarter if they find that the consequences of the COVID-19 crisis are causing them anxiety or impeding their ability to engage in learning for a course at the level needed to sustain their GPA.

The Senate advises that students receive clear and forceful guidance from advisors and the Registrar about the possible consequences of NC grades, especially for students who rely on Veterans’ benefits, students planning to apply to graduate programs or professional schools or students whose GPA is currently below campus expectations.

3. S/NC courses not applicable to major requirements (R1.2.3). In most cases, courses taken S/NC cannot be counted towards a student’s requirements for their major. R1.2.3, however, provides that chairs may waive this regulation after individual review. The Senate urges chairs to be flexible and proactive in exercising this authority, and confirms that chairs may delegate the approval of petitions to count an S/NC course towards a student’s major requirements to professional advising staff. Chairs should provide criteria and guidelines for which petitions may be automatically approved, and which will still require the chair’s individual review. For example, chairs might delegate approval for lower-division courses, or for “additional courses” towards the major but not core requirements, or such other criteria that reflect the department’s best judgment.

The Senate recommends that Chairs consult with the Chairs of similarly situated departments and with College staff in making such delegations, in order to ensure reasonable uniformity across similar programs. Ultimately, each department may make its own specific determinations of which courses can be counted towards major requirements when taken S/NC in the Spring 2020 quarter.

4. Deadlines for resolving “I” grades (R1.4.2). R1.4.2 gives Deans considerable discretion to extend the deadline for a student to complete work for an Incomplete grade in a course. Going forward, the Senate urges Deans to be flexible and accommodating to students whose Incompletes result from the disruptions of the COVID-19 crisis – including extending the time to complete work for an additional quarter. In addition, particularly for graduating seniors, the Senate urges Deans to be flexible about late petitions to Withdraw and similar petitions, so that graduating seniors with Incomplete work do not graduate with F grades as a result of crisis disruptions.
5. *Timelines and criteria for moving out of Academic Probation* (General Catalog, p. 51). Current catalog rules stipulate that a student whose GPA remains below 2.0 for two academic quarters shall be dismissed. Since we expect that some students will choose S/NC grading in response to the teaching and personal disruptions in Spring 2020, the Senate recommends that these rules be applied in a flexible and accommodating way, especially when S grades show adequate progress but do not contribute to the student’s GPA.

**Proposed Temporary Regulations Changes and Policy Advisory Statements**

*All proposed changes apply solely to undergraduate students for courses offered in Spring 2020.*

<table>
<thead>
<tr>
<th><strong>R1.1.4</strong></th>
<th><strong>Temporary R1.1.4</strong></th>
<th><strong>Comment:</strong> Public policy and individual responses to the COVID19 crisis may cause uncertainty or anxiety for students, concerning whether they will be able perform academically. In response, the Senate is making the regulations regarding dropping a course more flexible and extending drops through week 8 (see also R1.1.5 below). Advising is critical after week 2 because of financial aid and other implications of late drops, and because adding classes is no longer possible after week 2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student may drop a course without prior approval no later than the end of the second full week of instruction. From the third through the sixth full week of instruction, a course may be dropped with the approval of the advisor. Any course drop which would reduce the undergraduate student's academic load to less than 12 units must be approved by the Dean.</td>
<td>A student may drop a course without prior approval no later than the end of the second full week of instruction. From the third through the sixth full week of instruction, a course may be dropped with the approval of the advisor. In Spring 2020, an undergraduate student may also drop a course through the eighth full week of instruction with the approval of the advisor. Any course drop which would reduce the undergraduate student's academic load to less than 12 units must be approved by the Dean.</td>
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<tr>
<th><strong>R1.1.5</strong></th>
<th><strong>Temporary R1.1.5</strong></th>
<th><strong>Comment:</strong> The ongoing crisis may lead to further sudden changes for students and faculty. Relaxation of the “W” grade policy for undergraduates takes account of this</th>
</tr>
</thead>
<tbody>
<tr>
<td>A course dropped after the end of the second full week of instruction will remain as a permanent transcript entry showing course number and title, with a transcript symbol of W, signifying withdrawal, entered in the grade column.</td>
<td>If an undergraduate student drops a course before the end of the eighth full week of instruction in Spring 2020, no indication will be entered in the permanent transcript. Deans may permit undergraduate students to withdraw after the eighth week on a case-by-case basis, in which case a transcript symbol of W, signifying</td>
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withdrawal, will be entered in the grade column. For graduate students in Spring 2020, a course dropped after the end of the second full week of instruction will remain as a permanent transcript entry showing course number and title, with a transcript symbol of W, signifying withdrawal, entered in the grade column.

<table>
<thead>
<tr>
<th>R1.2.2</th>
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<tr>
<td>Students enrolled in any undergraduate degree program may receive credit for courses undertaken and graded S on the Riverside campus to a limit of one-third of the total units undertaken and passed on the Riverside campus at the time the degree is awarded. Units completed on another campus of the University by a Riverside undergraduate student enrolled as an intercampus visitor are considered Riverside work for the purposes of this regulation.</td>
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<th>Temporary R1.2.2</th>
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<td>Students enrolled in any undergraduate degree program may receive credit for courses undertaken and graded S on the Riverside campus to a limit of one-third of the total units undertaken and passed on the Riverside campus at the time the degree is awarded. Courses undertaken and graded S during the Spring Quarter of 2020 will not count towards this limit. Units completed on another campus of the University by a Riverside undergraduate student enrolled as an intercampus visitor are considered Riverside work for the purposes of this regulation.</td>
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<table>
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<th>Comment:</th>
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<tr>
<td>In order to accommodate the circumstances of students facing challenges to normal participation in Spring 2020 courses, and to reduce anxiety and pressure, the campus will not count S/NC courses taken in Spring 2020 toward the 33% maximum of such courses allowed during a student’s career at the UC. However, students (especially veterans and students planning to apply to graduate programs or professional schools) should be carefully advised about the consequences of NC grades for financial aid and adequate progress.</td>
</tr>
<tr>
<td>R1.2.3</td>
</tr>
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<tr>
<td>Courses which are required in, or prerequisite to, the undergraduate student's major subject may be taken on an S/NC basis only on approval of the Chair of the student's department (or other primary instructional unit) in each individual case.</td>
</tr>
<tr>
<td>R1.4.2</td>
</tr>
<tr>
<td>When a course graded I has not been successfully completed within one additional quarter, it will be replaced by a grade of F or by NC if the course was undertaken on an S/NC basis. In the case of a graduating senior an I grade will automatically be recorded as an F or NC. Before a grade of I lapses into a grade of F or NC, the appropriate Dean may extend time for successful completion when he considers that circumstances warrant it.</td>
</tr>
</tbody>
</table>
expedients to allow such students to graduate.

<table>
<thead>
<tr>
<th>Rules governing academic probation and disqualification (Catalog p. 51)</th>
<th>[No regulation change]</th>
<th>Policy advisory: The Senate advises Deans to exercise their authority over academic probation flexibility and generously for students who either fall into either status owing to circumstances connected to the COVID19 crisis, or who have difficulty returning to regular status because of having taken courses for S/NC grades during Spring 2020. For the Spring 2020 quarter, the related college and school regulations should likewise be temporarily suspended or changed.</th>
</tr>
</thead>
</table>

### Approvals

Approved by Executive Council in Lieu of the Division: March 31, 2020

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: March 25, 2020
March 26, 2020

To: Dylan Rodriguez, Chair
Riverside Division of the Academic Senate

From: Dmitri Maslov, Chair
Committee on Academic Freedom (CAF)

Re: Proposed COVID-19 Response Temporary Suspension and Replacement of UCR Regulations (R1.1.4-5 and R1.2.2) for Spring 2020

The Committee on Academic Freedom considered the "Proposed COVID-19 Response Temporary Suspension and Replacement of UCR Regulations (R1.1.4-5 and R1.2.2) for Spring 2020" submitted for a campus review on March 25, 2020.

The Committee's view is that these are timely and necessary adjustments. One suggested modification is proposed for the last sentence of article R.1.8.1 which refers to the maximal amount of time allocated for final exams. The current policy is that disability students, who receive their in-person exams at SDRC, are given a longer time to work on their exams. This policy should be applicable to on-line exams during Spring 2020. Accordingly, the respective sentence should be modified as follows: "If a final written examination is given, it shall not exceed three hour's duration, except for the students with disability who normally get their examinations at SDRC" or similar.
March 25, 2020

To: Dylan Rodríguez, Chair
Riverside Division

From: Stefano Vidussi, Chair
Committee on Educational Policy

Re: COVID-19 Response Temporary Suspension and Replacement of UCR Regulations

The Committee on Educational Policy reviewed and unanimously supports the COVID-19 response to temporarily suspend and replace UCR Regulations governing undergraduate course enrollment, withdrawals, and grading bases.
March 25, 2020

To: Dylan Rodríguez, Chair
   Riverside Division

From: Randolph C. Head, Chair
       Committee on Courses

Re: COVID-19 Response Temporary Suspension and Replacement of UCR Regulations

The Committee on Courses reviewed and unanimously supports the COVID-19 response to temporarily suspend and replace UCR Regulations governing undergraduate course enrollment, withdrawals, and grading bases.
The Graduate Council reviewed the temporary suspension and replacement of UCR Regulations R1.1.4-5 and R1.2.2 for Spring 2020 due to COVID-19. The Council was supportive of the temporary changes, but it was unclear to some members why graduate student withdrawal past week 2 is a permanent record of ‘W’ on the transcript, but undergraduate students can withdraw later without that mark on the transcript. Our graduate student TAs face major new challenges with online transition, and GSRs face new anxieties in terms of not being able to access labs. It seems fair to give them the same temporary leeway in terms of course withdrawal that the undergraduates are receiving.
March 25, 2020

To: Dylan Rodríguez, Chair
    Riverside Division

From: Nael Abu-Ghazaleh
      Chair, Committee on Rules and Jurisdiction

Re: Temporary Suspension of UCR Regulations R1.1.4-5 and R1.2.2

The committee on Rules and Jurisdiction reviewed the proposed changes and found the wording to be consistent with the code of the Academic Senate. However, the committee would like to provide the following suggestions.

Delegating Dean approval for dropping courses after week 8 (R1.1.5): Requiring Deans to approve dropping courses after week 8 may create a bottleneck at the end of the Spring quarter. This authority could be delegated to student advisors—or if more senior approval is desired—then an Associate Dean.

Providing a mechanism to extend temporary regulation suspension beyond Spring 2020: Given the uncertainty around COVID-19, a mechanism to extend the temporary suspension of these regulations to Summer 2020 and possibly Fall 2020 is recommended.

Including flexibility for graduate courses: Though the scope of this proposal is undergraduate courses, the committee would like to express its strong support for similar flexibility for graduate courses, given that many graduate students are international students facing financial hardship and uncertainty due to COVID-19. In particular, a permanent W that would be on a graduate student's transcript after week 2 seems troubling, given that week 1 has been deemed a "soft, transitional week."
March 26, 2020

To: Dylan Rodriguez, Chair
   Riverside Division

From: Philip Brisk, Chair
       Bourns College of Engineering Executive Committee

Re: COVID-19 Response Temporary Suspension and Replacement of UCR Regulations R1.1.4-5 and R1.2.2 for Spring 2020

The BCOE Executive Committee supports the proposed COVID-19 Response Temporary Suspension and Replacement of UCR Regulations R1.1.4-5 and R1.2.2 for Spring 2020.

BCOE Dean Christopher Lynch brought up several suggestions, which the BCOE Executive Committee would like to convey to the Executive Council and to the other Colleges.

R1.1.4 requires the approval of the advisor to drop a course through the eighth full week of the quarter. Advisors need to be made aware of implications for students beyond academic performance, e.g., how dropping a course may impact financial aid. We also need to recognize that this policy could significantly impact advisor workload, and make sure that plans are in-place to mitigate the impact. One possibility would be for the Undergraduate Faculty Advisor for each Major to pre-approve petitions, for example, for students who are in good academic standing.

R1.2.3 addresses approval petitions to count courses taken on a S/NC basis toward major/program degree credit. One possible concern is that students who opt for S/NC grading could suffer adverse impact with respect to future applications for graduate study, medical school, etc. The BCOE Executive Committee respectfully encourages all UCR graduate programs to impose no penalty on future applicants from any college or university who have S/NC grades for courses in their degree programs for the Winter/Spring 2020 semester/quarter.
March 26, 2020

TO: Dylan Rodriguez, Chair
Academic Senate

FROM: Lucille Chia, Chair
CHASS Executive Committee

RE: Proposed COVID-19 Response Temporary Suspension and Replacement of UCR Regulations (R1.1.4-5 and R1.2.2) for Spring 2020

The CHASS Executive Committee reviewed the Proposed COVID-19 Response Temporary Suspension and Replacement of UCR Regulations (R1.1.4-5 and R1.2.2) for Spring 2020 via email. There were no objections and the committee approved the proposed temporary suspension and replacement of UCR regulations.
March 26, 2020

To: Dylan Rodriguez, Chair
    Riverside Division

From: Louis Santiago, Chair, Executive Committee
    College of Natural and Agricultural Science

Re: COVID-19 Response Temporary Suspension and Replacement of UCR Regulations

The CNAS Executive Committee discussed and is in favor of the Temporary Suspension and Replacement of UCR Regulations for the spring quarter in response to the movement to remote teaching. While everyone lauded the move by the Faculty senate to make adjustments to our academic policy so that UCR students are not negatively affected by the abrupt move to remote teaching, several committee members also pointed out aspects that deserve consideration.

1. Approval of S/NC for major requirements for a particular course should be consistent, at least at the college level. Allowing S/NCs to be approved for major requirements by department could cause inconsistencies if different majors adopt different standards and requirements. For example, if a student changes their major, or tries to apply their S/NC approved course towards another program, if that program had not approved S/NC for that course, then it might not count for the new major or program.

2. If large numbers of students request S/NC grading, we may drive up the instances of need to repeat a course due to the higher performance standard required for the “S.” The standards for allowing advancement in a sequence are not exactly the same for S/NC grading and letter grades. An “S” requires a “C” or better, while “C-” is no credit. However, a “C-” would normally allow sequence advancement. Strong and savvy students request S/NC grading to relax their focus on breath/non-major classes. Average and underperforming students request S/NC grading because of difficulty in core courses.

3. There was a concern that this grading approach may work to undermine the effort that faculty are putting in to create an online learning environment.

4. There was a question as to why the only graduate student provision is in R1.1.5, and whether graduate policies are set elsewhere. If this is the case, we wondered whether the sentence in R1.1.5 should be removed. The graduate students will need greater flexibility and our support this quarter as well.
Hi Cherysa,
We are fine with these.
THanks.
Joe

On Wed, Mar 25, 2020 at 7:17 AM Cherysa P Cortez <cherysa.cortez@ucr.edu> wrote:

You are receiving this request via email because the R’Senate/Issues Management System is down due to a campus power outage. Response memos are to be sent to cherysac@ucr.edu.

[Campus Review] Proposed COVID-19 Response Temporary Suspension and Replacement of UCR Regulations (R1.1.4-5 and R1.2.2) for Spring 2020

Distributed for Review: March 25, 2020

Committee Due Date: March 26, 2020 by 5:00PM

On behalf of Senate Division Chair Dylan Rodriguez, I attach a proposal regarding COVID-19-related temporary changes to UCR Regulations (R1.1.4-5 and R1.2.2) for Spring 2020 only. Graduate Council is also asked to also specifically provide comment regarding the proposed temporary language in R1.1.5. Finally, in addition to your committees’ review of the proposed temporary regulation changes, please review the policy advisories in the “statement of purpose and effect” section of the regulation proposal form.

Please provide your committee’s response to cherysac@ucr.edu by close of business on March 26, 2020. Thank you for understanding the necessity for a quickened review window.

Tasked Committees:
Academic Freedom
- Educational Policy
- Courses
- Rules & Jurisdiction
- Graduate Council
- Executive Committee - College of Engineering
- Executive Committee - College of Humanities, Arts and Social Sciences
- Executive Committee - College of Natural and Agricultural Sciences
- Executive Committee - Graduate School of Education
- Executive Committee - School of Business
- Executive Committee - School of Medicine
- Executive Committee - School of Public Policy

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Cherysa Cortez
Executive Director, Academic Senate
University Office Building 221
951.827.6154| cherysac@ucr.edu

UNIVERSITY OF CALIFORNIA RIVERSIDE

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--

Joseph Kahne
Dutton Presidential Chair for Education Policy and Politics
University of California, Riverside
www.civicsurvey.org
https://www.teachingchannel.org/ed4democracy
@jkahne
@Ed4Democracy
Pronouns: he, him, his
March 26, 2020

To: Dylan Rodriquez, Ph.D., Chair, Academic Senate, UCR Division

From: Declan McCole, Ph.D., Chair, Faculty Executive Committee, UCR School of Medicine

Subject: SOM FEC Response to COVID - 19 Temporary Suspension and Replacement of UCR Regulations for Spring 2020

Dear Dylan,

Please find below the comments from the members of the SOM FEC regarding the COVID - 19 Temporary Suspension and Replacement of UCR Regulations for Spring 2020:

With respect to recommendation R1.1.5 - what is the rationale for having withdrawal from a course on a graduate student's permanent record but not on an undergraduate student's record? Some clarification of this distinction would be helpful.

Yours sincerely,

Declan F. McCole, Ph.D.
Chair, Faculty Executive Committee
School of Medicine
March 27, 2020

To: Senate

From: School of Business Executive Committee

Re: [Campus Review] Proposed COVID-19 Response Temporary Suspension and Replacement of UCR Regulations (R1.1.4-5 and R1.2.2) for Spring 2020: Distributed for Review: 3/25/20

Please let this memo serve as an official notification that the School of Business Executive Committee is supportive of this change.
TO: Dylan Rodriguez, Chair
Riverside Division

FR: Richard M. Carpiano, Chair
Executive Committee, School of Public Policy

RE: [Campus Review] Proposed COVID-19 Response Temporary Suspension and Replacement of UCR Regulations (R1.1.4-5 and R1.2.2) for Spring 2020

Date: March 26, 2020

The Executive Committee of the School of Public Policy has reviewed the proposed actions for Spring term 2020 in response to the COVID-19 situation. No concerns were noted to report.
To Be Adopted

COVID-19 Response Temporary Modification to UCR Graduate Regulation (GR) 1.5.7 governing graduate course withdrawals offered in Spring Quarter 2020 only

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
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<tbody>
<tr>
<td><strong>GR1.5.1</strong> A study list is a student's choice of courses to be pursued in any quarter.</td>
<td>No change.</td>
</tr>
<tr>
<td><strong>GR1.5.2</strong> At the beginning of each quarter every student is required to file with the Graduate Division his/her detailed study list bearing the approval of the graduate adviser.</td>
<td>No change.</td>
</tr>
<tr>
<td><strong>GR1.5.3</strong> A student is expected to make normal progress toward his/her credential or Degree objective. The maximum number of quarters in which students may be considered to be full-time is: 8 quarters for elementary and secondary credential students, 10 for special credential students, 7 for Master's students, 9 for M.F.A. students, and 20 for Ph.D. students.</td>
<td>No change.</td>
</tr>
<tr>
<td><strong>GR1.5.4</strong> After the study list is filed, a student may request changes in courses by formal petition.</td>
<td>No change.</td>
</tr>
<tr>
<td><strong>GR1.5.5</strong> A change in the study list must be approved by the graduate adviser and, in the case of a course to be added or dropped, by the instructor concerned.</td>
<td>No change.</td>
</tr>
<tr>
<td><strong>GR1.5.6</strong> Courses may be added to the study list until the end of the third week of instruction. No course may be added after that time without approval of the Graduate Dean.</td>
<td>No change.</td>
</tr>
<tr>
<td><strong>GR1.5.7</strong> Courses may be dropped at any time prior to the end of the fifth week of instruction. If the adviser or instructor withholds approval of a petition to drop a course, the student may appeal to the Graduate Dean.</td>
<td><strong>GR1.5.7</strong> Courses may be dropped at any time prior to the end of the fifth week of instruction. If the adviser or instructor withholds approval of a petition to drop a course, the student may appeal to the Graduate Dean. In Spring 2020, a graduate student may drop a course before the end of the eighth full week and no indication will be entered on the permanent transcript.</td>
</tr>
<tr>
<td><strong>GR1.5.8</strong> With approval of the Graduate Dean, students may withdraw from the University at any time prior to the end of instruction.</td>
<td>No change.</td>
</tr>
</tbody>
</table>
GR1.5.9 Any changes in a student's study list not covered by the above regulations must have the approval of the Graduate Dean.

No change.

GR1.5.10 In order to take a course in Directed Studies (290), a student must complete a petition stating the content of the course, the number of units, and the reason he/she needs to take such a course. The petition must have the written approval of the instructor and of the department Chair or graduate adviser, and it must then be filed with the office of the Dean of the Graduate Division. (En 7 Apr 72)

No change.

Statement of Purpose and Effect:

In response to COVID-19 challenges, the proposed temporary modifications to UCR Graduate Regulation 1.5.7 governing graduate course withdrawals will provide graduate students with more flexibility, allowing courses to be dropped before the end of the eighth full week (as opposed to the end of the fifth week) with no indication entered on the permanent transcript.

This modification is applicable for graduate courses offered in Spring Quarter 2020 only.

Prepared by Jason Stajich (Chair, Graduate Council) for Review by the Senate Executive Council, relevant Senate committees, and College Executive Committees.

Approvals

Graduate Council: April 1, 2020

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: April 2, 2020

Approved by Executive Council in Lieu of the Division: April 6, 2020
To Be Adopted

COVID-19 Response Temporary Modification of UCR Regulations (R1.1.5)

**PRESENT**

R1.1 All courses shall be graded on the basis of A (distinction, indicating exceptional achievement), B (high pass, indicating more than minimal competence but less than exceptional achievement), C (pass, indicating competence), D (marginal pass), or F (fail).

R1.1.1 Grade points per unit shall be: A = 4, B = 3, C = 2, D = 1, F = 0. Passing grades A, B, C and D may be modified by plus (+) or minus (-) suffixes. Minus grades carry three-tenths grade point less per unit, and plus grades (excluding A+) carry three-tenths grade point more than the unsuffixed grade. The grade A+ carries 4.0 grade points per unit, the same as for an unsuffixed A; but when A+ is reported it represents extraordinary achievement. (Am 5 May 77)

R1.1.1.1 The grade GD (Grade Delay) shall be entered on the student’s record: a) when administratively the faculty member is not able to assign a grade or b) when disciplinary proceedings are in progress. The GD shall not itself be calculated in any way in the student’s grade-point average. The GD shall be changed to a grade, or an incomplete, only when the Registrar receives a written request from the instructor, or if unavailable, the program chair, to indicate that the student situation has been resolved.

Once an instructor has decided to proceed with disciplinary proceedings, he or she will refrain from assigning a course grade for the student. If the course concludes before the charge has been resolved, the instructor will assign a grade GD and indicate as a note that this GD is for a “Pending Charge of Academic Integrity”. (En Feb. 15, 2011)

**PROPOSED**

No change.

No change.

No change.
R1.1.2 A grade point average of at least 2.0 is required for graduation in any undergraduate program. A grade point average of at least 3.0 is required for graduation in any graduate program.

R1.1.3 A student may add a course up to the end of the second full week of instruction. With the approval of the instructor and advisor, a student may also add a course during the third full week of instruction. (En 5 May 77) (Am 21 Nov 02)

R1.1.4 A student may drop a course without prior approval no later than the end of the second full week of instruction. From the third through the sixth full week of instruction, a course may be dropped with the approval of the advisor. In Spring 2020, an undergraduate student may also drop a course through the eighth full week of instruction with the approval of the advisor. Any course drop which would reduce the undergraduate student's academic load to less than 12 units must be approved by the Dean. (En 5 May 77)(Am 26 May 88) (Am 21 Nov 02) (COVID-19 Temp. Modification 31 Mar 2020)

R1.1.4.1 With the approval of their college's Executive Committee, instructors and departments may devise policies that drop students from particular courses up to the end of the second full week of instruction -- if students do not meet attendance requirements approved by the Executive Committee and posted in the Schedule of Classes. (En 21 Nov 02)

R1.1.5 If an undergraduate student drops a course before the end of the eighth full week of instruction in Spring 2020, no indication will be entered in the permanent transcript. Deans may permit undergraduate students to withdraw after the eighth week on a case-by-case basis, in which case a transcript symbol of W, signifying withdrawal, entered in the grade column. For graduate students in Spring 2020, a course dropped after the end of the second full week of instruction will remain as a permanent transcript entry showing course number and title, with a
transcript symbol of W, signifying in the grade column. (En 5 May 77) (Am 21 Nov 02) (COVID-19 Temp. Modification 31 Mar 2020)

R1.1.5.1 A student who has been referred for a pending academic integrity violation may not drop or withdraw from the course to escape the consequences of the misconduct. If a student drops or withdraws from the course prior to the resolution of the case brought to Student Conduct, they will be re-enrolled in the course. Students are encouraged to attend and engage fully in the course during the academic integrity review. (En Feb. 15, 2011) No change.

R1.1.6 The final date to petition for conversion from letter grade to S/NC or vice versa will be the end of the eighth week of instruction. (En 5 May 77; Am 25 May 89) No change.

R1.1.7 The only exceptions to this grading system are in R1.2, R1.3, R1.4 and R1.5 below. (En 5 May 77) No change.

R1.2 A student in good standing may undertake courses on an S/NC (satisfactory/no credit) basis subject to the following limitations. The grade S shall be awarded for work satisfactory, that is, work equivalent to a GPA level of 2.0 or higher at the undergraduate level and a GPA level of 3.0 or higher at the graduate level, for unit credit in meeting degree requirements. In the determination of what is "satisfactory" for meeting degree requirements, instructors will take note of R1.1.2 above. Units are assigned for courses graded S, but it has no grade point equivalent and does not enter the grade point average. Neither units nor grade points are assigned for an NC grade; the grade is recorded on the transcript but does not enter the grade point average. (Am 20 Nov 73) No change.
R1.2.1 Subject to the approval of the Graduate Council, each department may set conditions regulating the taking of courses by graduate students on an S/NC basis. Except as provided in R1.3.1, each department may decide that some graduate courses be taken on an A, B, C, D, F basis only. It may require that some graduate courses be taken on an S/NC basis only (provided it proves this to be educationally necessary and gains approval through the channels stated in R1.3). The department may also allow a third (residual) category in which a graduate student may elect to take any course on an S/NC basis, provided that the student's advisor consents.

No change.

R1.2.2 Students enrolled in any undergraduate degree program may receive credit for courses undertaken and graded S on the Riverside campus to a limit of one-third of the total units undertaken and passed on the Riverside campus at the time the degree is awarded. Courses undertaken and graded S during the Spring Quarter of 2020 will not count towards this limit. Units completed on another campus of the University by a Riverside undergraduate student enrolled as an intercampus visitor are considered Riverside work for the purposes of this regulation. (COVID-19 Temp. Modification 31 Mar 2020)

No change.

R1.2.3 Courses which are required in, or prerequisite to, the undergraduate student's major subject may be taken on an S/NC basis only on approval of the Chair of the student's department (or other primary instructional unit) in each individual case.

No change.

R1.2.4 A special student or limited status student may take courses on an S/NC basis at the discretion of the Dean of the school or college in which he is enrolled.

No change.

R1.2.5 Except as otherwise specified by the Executive Committee of the school or college or division concerned, students may elect to take X or XR300, X400, or 300 series courses on an S/NC basis without reference to the one-third limitation specified in R1.2.2.

No change.
R1.3 Departments may designate graduate or undergraduate courses to be graded only on an S/NC basis, provided that they have the approval of the Executive Committee of the college (and the Graduate Council for graduate courses) and the Committee on Courses and the Division, except as provided in:

R1.3.1 Courses in the 290 series (290-299) shall be graded S/NC unless approved for A, B, C, D, F grading by the Graduate Council on the recommendation of the department.

R1.3.2 Graduate students may not use undergraduate or graduate courses taken on an S/NC basis to complete their master's or PhD degree requirements, unless the course is only offered on an S/NC basis. Exceptions must be approved by the Dean of the Graduate Division. (En 24 Jan 74)(En 6 June 16)

R1.4 The grade I (incomplete) denotes that a student's work was of passing quality but incomplete for good cause. Subject to the provisions of R1.4.2, units are not charged and grade points are not assigned for I grades. The grade I can be replaced as follows:

R1.4.1 Subject to time limitations stated in R1.4.2 and upon completion of the required work, as specified by the instructor, the grade I shall be replaced by a grade A to F or S/NC.

R1.4.2 When a course graded I has not been successfully completed within one additional quarter, it will be replaced by a grade of F or by NC if the course was undertaken on an S/NC basis. In the case of a graduating senior an I grade will automatically be recorded as an F or NC. Before a grade of I lapses into a grade of F or NC, the appropriate Dean may extend time for successful completion when he considers that circumstances warrant it. (Am 5 May 77)
For a course extending over more than one term, where evaluation of the student's performance is deferred until the end of the final term, provisional grades of IP (in progress) shall be assigned in the intervening terms. Neither units nor grade points shall be assigned for IP grades. The provisional grades shall be replaced by the final grade if the student completes the full sequence. In the event that the full sequence is not completed, the grade IP will be replaced by the grade I and further changes in the student's record will be subject to the conditions of R1.4.

Repetition of courses not authorized by the Committee on Courses to be taken more than once for credit is subject to the following conditions:

A student may repeat only those courses in which a grade of D, F, or NC was received. (Am 5 May 77)

Repetition of a course more than once requires approval by the appropriate Dean in all instances.

Degree credit for a course will be given only once. The grade assigned each time a course is taken shall be permanently recorded on the student's transcript, but only the most recently earned grade shall be computed in the grade point average. (Am 8 Jan 76)

All grades except I and IP become final when they are assigned. No term grade may be revised by reexamination. The only exception to these rules is in R1.7.1, R5.1.6.2, and R5.1.6.3. (Am 5 May 77)

An instructor may approve and report to the registrar a correction of a recorded course grade at any time if clerical or procedural error has been made in assigning, transmitting, or recording the original grade.

No student shall be excused from assigned final examinations, except as provided in R1.8.1 below.

No change.
R1.8.1 The instructor in charge of an undergraduate course shall be responsible for assigning the final grade in the course. The final grade shall reflect the student's achievement in the course and shall be based upon adequate evaluation of that achievement. The instructor's methods of evaluation must be clearly announced during the progress of the course. Evaluation methods must be of reasonable duration and difficulty and must be in accord with applicable departmental policies. The methods may include a final written examination, a term paper, a final oral examination, a take-home examination, or other evaluation device. If a final written examination is given, it shall not exceed three hours' duration. (COVID-19 Temp. Suspension 12 Mar 2020)

R1.9 A maximum of 16 units of credit may be obtained through internship courses, with a maximum of 12 units of internship scheduled in a single quarter. Internship course credit is given for academic work related to the experience of the internship, not for the work experience alone. (En 2 Dec 76)

R1.9.1 Students who are on academic probation may not enroll in internship courses. (En 27 May 82)

Statement of Purpose and Effect:

Dear Senate Committee Colleagues:

The Temporary Modification to the Graduate Regulation regarding Withdrawals for Spring 2020 (approved April 6, 2020) intends to allow graduate students to drop courses through Week 8 without a “W” appearing on their transcript.

This requires a proposal to revise the language previously appearing in the Temporary Suspension of UCR Regulations for undergraduate grading (1.1.5: “For graduate students in Spring 2020, a course dropped after the end of the second full week of instruction will remain as a permanent transcript entry showing course number and title, with a transcript symbol of W…” approved March 31, 2020).

I write to propose a deletion of the aforementioned provision in 1.1.5 in order to eliminate confusion and contradiction between these two temporary regulation suspensions.
I have included below the two relevant sections of the Temporary Suspensions below so you can clearly see the contradiction that needs to be fixed.

Thank you!
dylan

<table>
<thead>
<tr>
<th>UCR Regulation 1.1.5</th>
<th>UCR Graduate Division Regulation 1.5.7</th>
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<tr>
<td><strong>UCR Regulation 1.1.5</strong></td>
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<tr>
<td>If an undergraduate student drops a course before the end of the eighth full week of instruction in Spring 2020, no indication will be entered in the permanent transcript. Deans may permit undergraduate students to withdraw after the eighth week on a case-by-case basis, in which case a transcript symbol of W, signifying withdrawal, will be entered in the grade column. For graduate students in Spring 2020, a course dropped after the end of the second full week of instruction will remain as a permanent transcript entry showing course number and title, with a transcript symbol of W, signifying withdrawal, entered in the grade column.</td>
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<tr>
<td><strong>Approved by Executive Council in Lieu of the Division on March 31, 2020.</strong></td>
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</table>

| UCR Graduate Division Regulation 1.5.7 |
| Courses may be dropped at any time prior to the end of the fifth week of instruction. If the adviser or instructor withholds approval of a petition to drop a course, the student may appeal to the Graduate Dean. In Spring 2020, a graduate student may drop a course before the end of the eighth full week and no indication will be entered on the permanent transcript. |
| **Approved by Executive Council in Lieu of the Division on April 6, 2020** |

Submitted by: Dylan Rodriguez, Division Chair April 6, 2020

Approvals

Executive Council in Lieu of the Division: 
*As amended per CEP comment below.*

April 13, 2020

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

April 7, 2020
April 10, 2020

To: Dylan Rodríguez, Chair  
Riverside Division

From: Stefano Vidussi, Chair  
Committee on Educational Policy

Re: COVID-19 Response Temporary Modification of UCR Regulation R1.1.5

The Committee on Educational Policy reviewed and supports the COVID-19 response to temporarily modify UCR Regulation R1.1.5 for Spring 2020 only. We point out, however, that in order to extend to Graduate Students the same Regulations applied to Undergraduate Students for the Spring 2020 Quarter, the term “undergraduate” should be stricken out of the first sentence of R1.1.5, that would then apply to all students. (If the term is not stricken out, no Regulations on Withdrawal would remain for Graduate Students.)
April 10, 2020

To: Dylan Rodríguez, Chair
   Riverside Division

From: Randolph C. Head, Chair
      Committee on Courses

Re: COVID-19 Response Temporary Modification of UCR Regulation R1.1.5

The Committee on Courses reviewed and unanimously supports the COVID-19 response to temporarily make another modification to UCR Regulation R1.1.5 for Spring 2020 only, as proposed on April 6, 2020.
The Graduate Council reviewed the proposal to temporarily modify UCR Regulation R1.1.5 in response to COVID-19 and was supportive of the proposed modification. The Council voted in favor of approving the temporary modification.
Executive Council

April 13, 2020

TO: Randolph C. Head, Chair
Committee on Courses

FROM: Dylan Rodríguez
Division Chair

RE: Proposed Modification of Process for Associate Instructor (Associate In) Requests for Instruction of Upper Division and Graduate and Professional Level Courses (Spring 2020 only)

During its April 13, 2020 meeting, Executive Council voted in lieu of the Division to approve the subject proposed temporary modifications to the Committee on Courses, University of California – Riverside, General Rules and Policies Governing Courses of Instruction (Revised May 29, 2018) for Spring Quarter 2020.

Executive Council requests that the Committee on Courses communicates this temporary modification to school and college Executive Committees, Deans, Departments, Programs, and other relevant personnel. Please copy me and Executive Director Cherysa Cortez on the transmittal.

Sincerely yours,

Dylan Rodríguez
Chair of the Riverside Division

Attachments
April 3, 2020 Committee on Courses request
Committee on Courses, University of California – Riverside, General Rules and Policies Governing Courses of Instruction (Revised May 29, 2018)
April 3, 2020

To: Dylan Rodríguez, Chair
    Riverside Division

From: Randolph C. Head, Chair
      Committee on Courses

Re: Proposed Modification of Process for Associate Instructor (Associate In) Requests
    For Instruction of Upper Division and Graduate and Professional Level Courses
    (Spring 2020 only)

The Committee on Courses proposes to temporarily modify the process for Associate In
Requests for the instruction of Upper Division, Graduate and Professional level courses
that is found in the Committee’s General Rules and Policies Governing Courses of
Instruction. This modification would be valid for emergency proposals for the Spring 2020
quarter only, resulting from COVID-19 contingencies.

The Committee proposes that emergency appointment files no longer require the
candidate’s graduate transcript, including GPA, and standard University Bio-bibliography
form. The following items will be required for a complete request:

- An e-mail or memo from the Chair or program director that includes:
  - Justification for the necessity of hiring an Associate
    In to teach the particular course in question.
  - A summary statement of the individual's qualifications regarding both
    knowledge of the field and preparation for classroom presentations.
  - Name(s) of faculty who will monitor course presentation quality. For first
    time appointments, departments are urged to ensure that
    monitoring is close and direct.
- The candidate’s complete curriculum vitae (CV).
- Copies of teaching evaluations for all lower or upper division course(s) the
  candidate has taught within 3 years.

cc: Cherysa Cortez, Director, Academic Senate
The Committee on Courses is established by Bylaw 8.10.1 of the Riverside Division of the Academic Senate. The Committee consists of at least six members selected by the Committee on Committees. Normally at least one member of the Courses Committee represents each of the areas of humanities, social sciences, biological sciences, physical sciences, and each of the colleges/schools. One representative from the UCR libraries and two student members serve as non-voting members, one of the students being nominated by the Graduate Student Council and the other by the Student Senate. One member of the Committee on Courses is also a member of the Committee on Educational Policy. Representatives from the Registrar’s Office serve as consultants to the Committee.

Bylaw 8.10.2 states: “Subject to the provision of 8.10.3, the Committee has authority for final approval of all courses of the Riverside Division, except those courses in University Extension above the 200 series, giving due consideration to the findings of the Graduate Council, the Committee on University Extension, executive committees of the colleges and schools, and officers at Riverside. The committee will report its actions at the next regular meeting of the Division.”

All courses of instruction that are offered for credit, including University Extension, must be approved by the Committee on Courses. Any new course, change in existing course, deletion of course, restoration of a course previously offered, or other action must first be designed and approved by the faculty of the proposing department, committee, or program, and approved by its chair/director. The courses must then be submitted to the Committee via the Course Request System (CRS). Once the course proposal is correctly submitted via CRS to the Course Specialist, it will be automatically routed to the next review or approval level; upon review or approval, it is again forwarded to the next step until it reaches the Committee on Courses. The routing schedule is listed below:

For Undergraduate Courses
1. Department/Committee/Program Faculty approve
2. Department/Committee/Program Chair approves*
   • BMSC, BSAD/BUS and EDUC courses to route to the Appropriate Executive Committee prior to routing to the Registrar’s Office
3. Registrar’s Office reviews
4. College (or School) Executive Committee approves (except BMSC, BSAD/BUS and EDUC)
5. Committee on Courses

For Undergraduate Honors Courses Campus-wide Honors Courses
1. Honors faculty approves
2. Honors Chair approves

Department-based Honors Courses
1. Department faculty approves
2. Department Chair approves

All Honors Courses
1. UHP Executive Committee approves**
   • If applicable, BMSC, BSAD/BUS and EDUC courses to route to the appropriate Executive Committee prior to routing to the Registrar’s Office
2. Registrar’s Office reviews
3. College Executive Committee(s) approve, if applicable
4. Committee on Courses approves

**For Graduate Courses**

1. Department/Committee/Program Faculty approve
2. Department/Committee/Program Chair approves*
   - BMSC, EDUC, and MGT courses to route to the appropriate Dean prior to routing to
     the Registrar’s Office
3. Registrar’s Office reviews
4. Dean of the College (or Division) for review
5. Graduate Council approves
6. Committee on Courses approves

**For Professional Courses**

1. Department/Committee/Program Faculty approve
2. Department/Committee/Program Chair approves
   - If applicable, BMSC, EDUC, and MGT courses to route to the appropriate Executive
     Committee prior to routing to the Registrar’s Office
3. Registrar’s Office reviews
4. College (or Division) Executive Committee
   approves
5. Graduate Council approves
6. Committee on Courses approves

**For Extension Courses**

1. Dean of University Extension approves
2. Chair of the academic department approves
3. Committee on University Extension approves
4. Committee on Courses approves

Submission deadlines for proposals for courses numbered 001-299 are posted on the Committee’s
webpage. Submission deadlines for courses numbered 300-499 may be obtained from the Course
Specialist (X2-2459).
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In submitting a course proposal form, the following items must be given consideration:

I. Classification and Number of Courses:

A. Classification: Classification of courses is contained in Senate Regulations (SR) 739, 740, and 742.¹

SR 740 classifies courses as--

1. **Lower division courses** are open to freshmen and sophomores and are numbered 1-99 or are designated by a letter, especially if the subject is usually taught in high school. In no department is a lower division course acceptable for upper division credit.

2. **Upper division courses** are numbered 100-199 and are ordinarily open only to students who have completed at least one lower division course in the given subject, or six quarters (or four semesters) of college work. Special study courses for undergraduates are numbered 199.²

3. **Graduate courses** are numbered 200-299, and are ordinarily open only to students who have completed at least 18 (or 12 semester) upper division units basic to the subject matter of the course. Graduate courses must be approved by the Graduate Council and by the Committee on Courses.

4. **Professional courses for teachers** numbered 300-399, are offered in (the Graduate School of) Education, and in other departments and are specially designed for teachers or prospective teachers.

5. **Other professional courses** are numbered 400-499.

6. **Individual study or research graduate courses** are numbered 500-599 if they may be used to satisfy minimum higher degree requirements, otherwise they are numbered 600-699.³

The Committee on Courses will apply the following standardization to all courses:

**UNDERGRADUATE COURSES**

| 1 – 99 | Lower Division Courses |
| 100 - 199 | Upper Division Courses |

**Titles and Numbers for Special Undergraduate Courses**

| 90 | Special Studies (1-5) |
| 190 | Special Studies (1-5) |
| 191 | Seminar in [_____] |
| 192 | Junior Seminar (1-4) |
| 192H | Junior Honors Seminar (1-4) |
| 193 | Senior Seminar (1-4) |
| 193H | Senior Honors Seminar (1-4) |
| 194 | Independent Reading (1-2, with a maximum of 4 units) |
| 195 or 195H | Senior Thesis (4-4-4 or less, maximum 12) |
| 196 or 196H | Senior Research Paper (1-4, not repeatable) |
| 197 | Research for Undergraduates (1-4) |
| 198G | Internship, Group (1-12, repeatable to 16) |
| 198H | Junior Honors Research (1-4) |
| 198I | Internship, Individual (1-12, repeatable to 16) |
| 199 | Senior Research (1-4) |
| 199H | Senior Honors Research (1-5) |

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¹ Universitywide Manual of the Academic Senate.
² Riverside uses a slight variation from SR 740 in those courses assigned numbers 190-199.
³ 500-699 courses are not in common use in Riverside.
GRADUATE COURSES
200-299

Titles and Numbers for Special Graduate Courses
287 Interdisciplinary Seminar
290 Directed Studies (1-6)
291 Individual Study in Coordinated Areas
292 Concurrent Studies in [Department/Program] (1-4, repeatable for credit; concurrent enrollment by graduate student in undergraduate course, with credit for additional graduate level participation)
297 Directed Research (1-6)
298G Internship, Group (1-12, repeatable to 16)
298I Internship, Individual (1-12, repeatable to 16)
299 Research for the Thesis or Dissertation (1-12)

PROFESSIONAL COURSES
300 - 399 Professional Courses for Teachers
301 "Teaching of ________ at the College Level" or "Directed Studies in the Teaching of ________" (To be graded S/NC. Units must accurately reflect hours of training.)
302 "Apprentice Teaching" or "Teaching Practicum", variable (1-4) units. Open to all appropriate Academic Student Employees (ASE's) with units assigned to reflect teaching activity during the applicable quarter. To be graded S/NC.
398G Internship, Group (1-12, repeatable to 16)
398I Internship, Individual (1-12, repeatable to 16)
400 - 499 Other Professional Courses

B. Numbering:

1. A, B, C, D: These letters are used in sequential course titles to indicate the affinity of topics covered in the several quarters (i.e. CHEM 001A, CHEM 001B). Students are generally required to complete the whole series or a substantial portion of it. A, B, C, D, courses do not necessarily indicate sequential presentation of the courses. Each quarter's offering is considered a separate course, and new courses must be proposed separately, indicating as specifically as possible the content of each quarter's course.

In a new sequence, the letters A, B, C, ... must be used beginning with “A,” in order. If a course in a sequence is eliminated, any courses with subsequent letters must be changed to restore the proper sequence. For example, if the “A” course in an A-B-C sequence is deleted, courses “B” and “C” must be changed to “A” and “B” respectively.

Note: (E-Z) courses do not follow this rule, but rather function as independent courses. Letter suffixes for these courses may be used in any order.

2. E-Z: The letter designations "(E-Z)" immediately following a course number (e.g., HIST 191 (E-Z), Seminar in History) indicate that different segments or topics within the sequence may be taken for credit. These segments are relatively free standing and students are generally not expected to take the whole series or a substantial portion of it. A student may not receive credit for the same lettered segment unless otherwise indicated in the course description. The letters "E" through "Z" do not indicate an order or prerequisites.

3. H: The letter "H" immediately following a course number usually designates an honors course.

4. L: The letter "L" immediately following a course number in the sciences usually designates a laboratory course.

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4 See footnote 3 on page 5.
5 For additional information on E-Z courses see pp. 10-16.
5. **S:** The letter “S” is used to designate a “special course” which means there is a parallel course that has additional workload and credit as well as an additional activity as the non-S course. An “S” course will also affect the other’s course credit statement. However, not all courses with an “S” suffix are special courses; E-Z courses may have “S” segments.

6. **W, X, Y, Z:** The letter W, X, Y, or Z following a course number usually designates a Writing Across the Curriculum (WAC) course which satisfies, or partially satisfies, the ENGL 001C requirement.
   a. Letter W indicates a standard WAC course
   b. Letter X indicates either a lower or upper division course that is both a WAC and Honors course.
   c. Letter Y indicates a standard WAC course for half (1/2) credit.
   d. Letter Z indicates either lower or upper division courses that are both half WAC and Honors.

7. **Reusing a Course Number:** In order to avoid duplication of credit problems in *General Catalog* copy and on student records within the normal period to degree completion, a minimum of three years must elapse before a number is reused to designate a different course. Any variance to this rule must be approved by the Committee.

8. **Renumbering of Existing Courses:**
   a. Renumbering of existing undergraduate course within undergraduate listing; renumbering an existing graduate course within graduate listing:
      
      Proposal is submitted as "Change existing course" to reflect the number change.
   
   b. Renumbering existing undergraduate course as a graduate course, or vice versa: Two course proposals are required: one for the “new” course and one for “deletion of course.”

II. **Preparation of Course Proposals.**
Course proposals are prepared and may be viewed via the Course Request System (CRS).

A. **Special Instructions for Completing Sections within the Box on the Course Proposal**

1. **Course Title and Subtitle:** Titles and subtitles should be in English and provide a precise description of content and emphasis. As titles and subtitles that are more than 30 spaces in length will be abbreviated in the Schedule of Classes and on transcripts, care should be taken to ensure brevity and clarity of content.

2. **Units:** SR 760 states: “The value of a course in units shall be reckoned at the rate of one unit for three hours' work per week per term on the part of the student, or the equivalent.”
   The academic unit submitting the course must substantiate conformity to SR 760.

3. **Number of Hours:** The number of hours per week proposed by the department should be specified as to lecture, seminar, discussion, workshop, colloquium, laboratory, practicum, research, studio, screening, consultation, field, internship, individual study, extra reading, or term paper. If none of these terms adequately describes the work, the hours may alternately be designated as "activity." The category "activity" may also be used for hours with varying content (e.g., students choose from screening, extra reading, and field trips). **Hours per week per unit of credit may not be less than, but may exceed, those listed in the following guidelines:**

   a. **One unit for each hour per week of lecture, seminar, discussion, workshop, colloquium, or consultation.** Discussion is assumed to mean that the class meets regularly each week for the purpose of group consideration of course materials as distinct from lecture. The designation of one hour for "consultation" implies a regularly
assigned meeting of one hour with each student each week. If such consultation is less, the unit assignment must be appropriately adjusted.

It is understood that a minimum of two hours of outside reading or other preparation is expected each week for each hour of lecture, seminar, consultation or discussion. Appendix 1 (parts A and B) contains further information about requirements for faculty contact and non-contact hours in relation to units.

b. One unit for each two to three hours per week of studio, which includes performance or individual practice.

c. One unit for each three hours per week of laboratory, practicum, field work, screening, internship, clinic, thesis, tutorial, and activity.

d. One unit for three hours of outside reading or other preparation each week is expected for individual study, research, extra reading, term paper, etc. These categories imply that the reading or research effort exceeds the standard preparation to support lecture, discussion, etc. (as described in “a” above). The content of these educational activities and the method of evaluation must be described in the syllabus.

e. Internships: Internships (courses numbered 198I, 198G, 298I, 298G, 398I and 398G) have additional activity and hour requirements. See section VII in these guidelines.

The Committee on Courses may require academic units to submit course proposals in order to substantiate conformity to these guidelines.

For the actions listed below, the syllabus should conform to whatever activities are listed, and should show how completion of the activities by the student will be evaluated.

New course
Restoration of course
Change of “faculty contact” hours of an existing course
Addition of “faculty contact” hours to an existing course

For the actions listed below, the syllabus should describe activities that do not involve faculty contact and should show how completion of these activities by the student will be evaluated.

New course
Restoration of a course
Change of the “noncontact” hours of an existing course
Addition of “noncontact” hours to an existing course

4. Prerequisites: Prerequisites for courses are established by the department, committee, or program, and require the approval of the Committee on Courses. Prerequisites for upper-division and graduate courses should ordinarily meet the requirements of SR 740. The Committee interprets SR 740 to mean that the minimum prerequisite(s) for courses numbered 100-199 (inclusive) is/are "upper-division standing or consent of instructor" and/or successful completion of one or more introductory course(s) in the discipline. The minimum prerequisite for courses numbered 200 and above is possession of a bachelor's degree or other evidence of academic maturity. Prerequisites less restrictive than these will be permitted only for extraordinary reasons and will require strong justification. Normally, prerequisites should be limited to the courses necessary for students to comprehend the material presented in the proposed course. More extensive prerequisites must be justified.

A specific prior Grade Point Average may not be listed as a prerequisite for a course, with the exception of honors courses. (A minimum grade, typically C-, in one or a very few specific prerequisite courses may be listed among the

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6 Note: Academic maturity is presently attested to for undergraduates by a GPA in excess of 3.0, consent of the instructor, and evidence of successful completion of upper-division work in the same discipline.
prerequisites for a course.) Redundancy in lists of prerequisite courses should be avoided. For example, lower-
division courses that are already subsumed under upper-division requirements should not be included in the list.
For purposes of fulfilling prerequisites for other courses and for issues of overlap with other courses, Honors
courses and corresponding non-Honors courses are equivalent on fulfillment of prerequisites and course overlap.

Should a department wish to restrict enrollment in a course because pedagogically the course requires students to be in a
certain major or class level, this restriction must be added to the course prerequisite statement. A restriction allows all
seats within a course to be held for students who meet a specific criterion; students who do not meet a course restriction
will be prevented from enrolling. Course restrictions may be based on a student’s class, college, career level, or major.
Some restriction examples include but are not limited to: courses restricted to freshmen or sophomore students only;
courses that are restricted to a specific major, such as, Ethnic Studies or Computer Science majors only. Any restriction
request requires strong justification, including the following:

a. A report which describes whether any other major or minor programs at UCR, outside the requesting department,
   requires this course, either as a specific requirement or on a list of options, in order to satisfy a requirement in the
   student’s major or minor program. In order to generate this report, the preparer
   should request a program search (see below, II. 4, G). If the search indicates that extra departmental major and/or
   minor programs will be affected by the restriction, consultation must take place with the affected
departments/programs as to how to minimize adverse effects of the change on all students concerned.

b. Taking into consideration the findings in item a, the department should consider carefully what is the most
   appropriate form of enrollment restriction which will achieve access for its students while not unduly limiting access
to other students with appropriate prior knowledge and demonstrated need to take the course.

Departments that wish to enforce priority enrollment, that is, holding seats for a select student population for enrollment
management purposes, must include a priority enrollment statement to the course proposal. Priority enrollment is
approved for a three-year limited duration and will require a new course proposal submission subject to review and
approval to continue beyond the three-year period further details of review below). Additions of prerequisites are
strongly discouraged unless there is an academic reason for adding the prerequisite. Therefore, a justification for a
prerequisite should not simply state that it is for enrollment management purposes or to create priority for students
within the major. Any priority enrollment request requires strong justification, including the following:

a. A report which describes whether any other major or minor programs at UCR, outside the requesting department’s,
   require this course, either as a specific requirement or on a list of options, in order to satisfy a requirement in the
   student’s major or minor program. In order to generate this report, the preparer should request a program search
   (see below, II. 4, G.) If the search indicates that extra-departmental major and/or minor programs will be affected
   by the priority enrollment, these additional majors and /or minors must be added to the priority enrollment
   request. If a course is cross-listed it is expected that all departments within the cross-listing will have access to the
course within the priority enrollment request. Requests to deviate from this must be strongly justified to include
demonstrating how students who have the course in their degree requirements will be impacted.

b. Taking into consideration the findings in item a, the department should consider carefully what is the most
   appropriate form of priority enrollment that will provide access for its students while not unduly limiting access to
   other students with demonstrated need to take the course. This justification needs to include data (i.e. enrollment
   history in the course to include majors/class level of students; projections for future need of the course for
   students requiring course to graduate, or other department factors) that substantiates the need to implement
   priority enrollment and how the department feels priority enrollment will positively impact the circumstance it is
   intended to mitigate.

c. When implementing approved priority enrollment in the Student Information System, quota
   controls/reserved seating should be utilized in consultation with the Registrar’s Office for assistance.
   General population students (students who do not meet priority enrollment criteria) should be given access to a
   portion of seats when at all possible.

d. Approval for continuation after the three-year period will be based on a comprehensive review of data and
   narrative submitted by the department with the course proposal. The objective during this review is for the
department to 1) demonstrate the positive impact the priority enrollment had on the major students,
therefore, meeting the goals of instituting priority enrollment, 2) document the continued need for the priority enrollment with key illustration that the issue still persists and 3) how the department has served the general population during the three year period of the priority enrollment.

Needs for data to support this process can be requested at http://www.data-request.ucr.edu/ and will be supplied by the Registrar’s Office.

5. **Course Description**: The description appears in the catalog and should convey the material, the nature, and the scope of the course in a manner that provides guidance to students as they select courses. Descriptions should comply with campus style guidelines and be 50 words or less, with the word count standard determined by the Registrar’s Office.

6. **Grading**: Indicate the grading basis for the course. If the course has special grading, include this information in the appropriate section(s).

   **Grading:** Since Senate regulation 1.2.2 offers students broad latitude to take courses not counting toward their major requirements on a S/NC basis, an undergraduate course may not be restricted as “Letter Grade Only” unless it is an honors course that must be Letter Grade only or enrollment is restricted to majors only.

   The default grading types for undergraduate courses are:

   **Undergraduate Courses (001-199)**
   The default grading type is Letter Grade or petition for Satisfactory/No Credit (S/NC), except for Honors courses that must be Letter Grade Only.

   **Graduate and Professional Courses (200-499)**
   The default grading type is Letter Grade only.

   **Appendix 2** presents these and other grading types and standard grading statements available on CRS.

7. Students may repeat courses for credit if the course allows repeatability under the specific circumstances laid out in this section.

   **Undergraduate Repeatability**

   A. Certain categories of undergraduate courses are normally repeatable for credit, and will routinely be approved as repeatable at a department’s request. The repeatability may be unlimited, or may be limited to a specific number of units. In proposing or modifying a course in this category, departments should briefly explain the hours of repeatability that it is requesting, if more than 4 units are possible. These categories include:

   1. Independent study
   2. Internship
   3. Research courses

   B. Other types of courses may be approved as repeatable in one of two ways:

   1. Repeatability may be requested up to a specified number of units as course content changes. The Committee on Courses recommends using the word “Topics” in the course title of any proposal to create such a course; if the word “Topics” is not used, other language in the course title and/or description should indicate that a range of possible topics is covered and that the course is repeatable. For such courses, each iteration of the course receives a subtitle that represents the changing topic of study. Course subtitles do not need to be approved individually by the Committee on Courses; instead, the department informs the Registrar of the course subtitle during planning for a particular quarter’s course offerings.

   If a department requests that a course be repeatable as content changes, it should explain in the justification for
repeatability why and how course content is expected to change over time. For planning purposes, if subtitles are expected to repeat less often than once every four years, a Topics course with subtitles is appropriate.

2. Repeatability may be requested with a limit for a specific number of units, even if course content does not explicitly change and no subtitles will be used. Requests for this form of repeatability will require detailed justification that explains why the work performed will not be duplicative. Courses in this category should not normally have the word “Topics” in their title.

NOTES

• If a department expects a specific set of topics to be repeated regularly under a general umbrella, a “Topics” course with an E-Z sequence should be created instead of a “Topics” course that is repeatable as content changes (See E-Z Courses). For planning purposes, if most segments are expected to repeat at least once every four years, E-Z segments are appropriate.

• Many E-Z course sequences have the word “Topics” in the title of the umbrella course (See: “Topics courses” and “E-Z courses”). However, using “Topics” in the title does not mean that individual EZ segments are repeatable. Only if a specific segment is approved as repeatable as content changes, or as repeatable to a specific number of units (as described above) is such an E-Z segment repeatable.

• Taking different segments in an EZ sequence never constitutes repetition.

Graduate course repeatability

Any graduate course may be made repeatable for credit, with appropriate justification. For example, in courses such as seminars and colloquia, the material covered varies each time the course is offered, or for each student taking the course. Departments must indicate whether a graduate course is repeatable when proposing or modifying a course, and provide the maximum units of credit that a student can earn from the course. Such courses do not normally, and should not have the word “Topics” in their title.

When their curricular needs make it desirable, departments may also request that graduate courses be repeatable only as content changes. In this case, they should consider creating a course with “Topics” in its title and repeatable as content changes (following the guidelines above under Undergraduate Repeatability).

Departments may also create EZ sequences of courses that cover different topics under a single umbrella. This is particularly suitable when the different topics are expected to be repeated on a regular basis. Taking different segments of an EZ sequence never constitutes repetition.

8. Topics Courses

Courses with the word “Topics” in their title have been used in various ways in the past. In order to clarify the nature of such courses to students, the Committee on Courses recommends the following standardization of Topics courses. These guidelines will be applied to new courses, unless a department provides a careful explanation for variations in the use or non-use of the word “Topics” in courses in the respective categories. The Committee also urges departments revising courses in these categories to also adjust the course title to reflect these policies.

A. Topics courses that constitute EZ sequences

The EZ course format provides a mechanism that allows multiple subtopics to be represented under one broad umbrella topic. (See EZ Courses). Such courses often contain the word “Topics” in the umbrella course title and description.

The use of EZ Topics sequences is appropriate when the majority of segments are regularly offered. A good rule of thumb is that most segments will be repeated at least once every four years.
B. Topics courses with subtitles, which may be repeatable as content and subtitle changes
   A course that uses Topics in the course title may use subtitles to convey the specific material covered each time such a course is offered. When such a course is offered, the department assigns each-course section with a subtitle that more precisely describes the specific content involved, and which also appears on students’ transcripts. Putting the word “Topics” in the course title helps make students aware that the specific content varies each time the course is offered. Subtitles are not reviewed by the Committee on Courses, but are rather assigned when the department communicates them to the Registrar’s office during course planning for a particular quarter.

   Topics courses with subtitles allow faculty to explore diverse topics relating to a single larger theme without having to propose a new course each time the material changes. Such courses may also be used to take advantage of the expertise of a visiting professor, or for other “one-time” offerings. Topics courses with subtitles may be designated as ‘repeatable as content changes’ at a department’s request. The ‘repeatable as content changes’ option also allows a single course number to cover varying offerings whose content is related to the main course title and description, but which are sufficiently different that students may earn credit for more than one iteration (See Repeatability).

   If topics are expected to repeat regularly more often than once every four years, the department should consider creating an EZ sequence instead.

   NOTE:

   Some repeatable graduate courses currently in the catalog (December 2017) are labelled as “Topics” courses, but do not currently require subtitles. The Committee on Courses urges departments to add subtitles and to adjust repeatability statements (if necessary) for such courses when such courses come up for review or modification. Adding subtitles allows student transcripts to become more informative to future employers or universities, and avoids uncertainty about what material the course covered.

9. Cross-listed Courses: List any cross-listed (identical) courses in the appropriate section.

10. Duplicate or Overlapping Courses: If the course content overlaps with the content of other courses to the extent that credit is awarded for only one of the courses (e.g., HNPG 010A, HMSS 001, and HMSS 002), state so in the Credit Statement section. Credit overlap caused by duplication of content results in a punitive effect to students, as credit may be denied post-facto and this may delay graduation, cost excess staff and student time, etc.

B. Instructor: SR 750 states: “(A) Only regularly appointed officers of instruction holding appropriate instructional titles may have substantial responsibility for the content and conduct of courses which are approved by the Academic Senate. (B) Professors, professors in residence and adjunct instructors, and lecturers may give courses of any grade. Persons holding other instructional titles may teach lower division courses only, unless individually authorized to teach courses of higher grade by the appropriate Committee on Courses or Graduate Council. If a course is given in sections by several instructors, each instructor shall hold the required instructional title. (C) Announcements of special study courses in which individual students work under the direction of various members of the department may state that presentation is by the staff, but a member of the department shall be designated as the instructor in charge. (D) Only persons approved by the appropriate administrative officer [Dean of the College from which the proposal originates], with the concurrence of the Committee on Courses concerned, may assist in instruction in courses authorized by the Academic Senate. (E) No student may serve as a reader or assistant in a course in which he is enrolled.”

   All new courses should state the name of the intended instructor(s) or of the Department chair. Changes in existing course(s) should state the name of the instructor(s) who will be teaching the course(s), the name of the instructor in charge, or that of the Department chair [SR750.c].

C. Justifications: For a new course or restoration, describe how the course will strengthen the offerings of the academic unit. For a revision, state the reason for each action proposed. For a deletion, explain why the course is no longer necessary or why it can no longer be taught.

   Include descriptions of new E-Z segments that are not described in the catalog description.
D. **Syllabus:** For a new course, restored course, or a course with a substantive change, include a substantive current or proposed syllabus that outlines the course by week, date, or topic and includes weighted grading criteria. To indicate the amount of required reading, provide a reading list that is linked to a week, date, or topic.

An up-to-date syllabus must be provided. The syllabus must reflect the activities proposed to "earn" the units, accounting both for activities during faculty contact hours and outside individual work. If a discussion (or lab, or workshop, studio, etc.) is included in the course, the syllabus must acknowledge at least briefly what will take place during this activity and show how students’ accomplishment in this activity will be counted in the evaluation of their achievement. Please remember the rules governing awarding of academic credit stated under II.A.2 above.

When a substantial change is being proposed, the syllabus should be updated by the department to reflect this change. Likewise, syllabi that refer to prior versions of the course at UCR or at other institutions will not be considered and the course proposal will be returned for amendment.

E. **Courses Including Distance Learning Technologies:** Courses or course sections instructed entirely or partially through distance learning must be submitted through the regular procedure for approval. Even when such a course closely imitates an already approved course that does not include on-line components, a separate course syllabus must be prepared. The activities, unit justification, and evaluation methods may be different for such a course; moreover, different regulations apply to the parameters of a distance-learning course, concerning, for example, students’ eligibility for financial aid. For additional information on proposals of courses or sections involving online delivery, refer to the appendix, “Guidelines for Remote Learning Courses.”

F. **Course and Program Searches:** Completion of a course search and/or a program search is essential when one of the actions listed below is desired. The purpose of such a search is to identify additional courses as well as major and minor programs that will be affected by the proposed change, so that necessary adjustments may be made at the same time as the requested change. For example, the prerequisites or credit statements for a variety of courses may need to be changed in order to include or exclude the target course as a prerequisite to other courses, or to prevent students from receiving duplicate credit for identical or overlapping course content.

A program search or a course search should be requested as follows:

<table>
<thead>
<tr>
<th>If You Are:</th>
<th>Order a Program Search From:</th>
<th>Order a Course Search From:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deleting the course</td>
<td>Academic Senate Office</td>
<td>Registrar's Office</td>
</tr>
<tr>
<td>Renumbering the course</td>
<td>Academic Senate Office</td>
<td>Registrar's Office</td>
</tr>
<tr>
<td>Changing the Title</td>
<td>Academic Senate Office</td>
<td></td>
</tr>
<tr>
<td>Changing the Units</td>
<td>Academic Senate Office</td>
<td></td>
</tr>
<tr>
<td>Changing the Cross-listing</td>
<td>Academic Senate Office</td>
<td>Registrar's Office</td>
</tr>
<tr>
<td>Changing the Credit Statement</td>
<td></td>
<td>Registrar's Office</td>
</tr>
<tr>
<td>Changing prerequisite to include</td>
<td>Academic Senate Office</td>
<td></td>
</tr>
<tr>
<td>enrollment to majors and/or minors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Allow 5 working days for receipt of search reports.

**Reviewing the reports:** The Program Search report lists programs, majors, and minors in which the proposed course appears. Review these programs to determine if they will be affected by your course proposal. Course numbers, titles, prerequisites, credit statements, etc. may be affected. Use the information from this report to help you answer questions in CRS. If requesting an enrollment restriction to majors and/or minors, use the program search to determine which extra departmental major/minor programs may be affected, and consult with the affected departments, reporting on this in the justification in your request. The Course Search report lists courses that are affected by courses, either in their prerequisite or description. List all courses in this section that are determined to be affected. For Honors courses and Non-honors
courses a course search is necessary, but submittal of affected courses are not necessary (Honor and Non-Honors courses are considered equivalent on fulfillment of prerequisites and course overlap).

G. Requests for Exception to Due Dates for Course Proposals: The deadlines for proposing new courses and for proposing changes to approved courses with reference to a future effective date (the academic term when the new course can first be offered, or when changes will take effect) are firm, and exceptions are approved infrequently. However, it sometimes becomes necessary for a department/program to request a brief exception to the deadline for reasons that could not have been anticipated. When this occurs, the department should complete the Request for Extension of Course Proposal Submission Deadline Form, which is available on the Committee’s web site. If the request is approved, a copy of the approved form, and of any other relevant correspondence, must be pasted into the Faculty Correspondence field on CRS before the late course proposal is submitted. Appendix 3 contains a sample copy of the Request for Extension form.

GENERAL POLICIES

In approving, disapproving, or recommending changes in course proposals, the Committee will be guided by the rules given above and by the following general policies:

I. Level and Emphasis of Courses:

The primary emphasis in the course should be academic and not vocational, stressing the acquiring of a body of knowledge and the understanding of principles and theories rather than the development of skills and techniques for immediate practical application in a vocational sense. The skills and techniques should be taught as means to learning, analyzing, and criticizing theories and principles, not for vocational ends themselves.

II. Scope and Organization of Courses:

Although the Committee does not decide general educational policy nor does it intend to infringe upon departmental judgment as to course content, it will use the following criteria for evaluating a course proposal:

The course should have a clear and essential place in the overall offering of the department, division, or school; either filling a gap in the existing course structure, or strengthening that structure without duplication or excessive overlapping.

Basic courses should not constitute proliferation, i.e., the splitting up of a body of knowledge or a field of study into parts too small to warrant separate treatment in themselves. Seminars offer such a specialized approach.

Courses should be organized realistically with respect to quality of understanding versus quantity of material a student is expected to master in the time allotted. The catalog description should make clear the special nature of a particular course.

III. Course Duplication or Overlap:

The Committee on Courses is watchful of duplication or overlap of courses offered by other academic units. It is the responsibility of the department/program to ensure that any new course it proposes does not duplicate nor overlap existing courses offered by other units on campus. It is imperative that the originating unit provide adequate explanation and/or written concurrence from department(s) where duplication or overlap would exist. (Please see the discussion of duplication of credit under II.A.8 on page 10 above.)

NOTE: It is in the department's own interest to provide such an explanation and consent. If the Committee on Courses has any questions concerning potential duplication or overlap of a proposed new course, the proposal will be returned to the originating department/program for evidence that consultation has taken place.

IV. Guidelines for Cross-Listing of Courses:

The use of and need for CROSS-LISTING of courses varies widely from program to program.

A. Policy Statement:

1. Cross-listed courses are jointly owned and require the agreement of ALL the departments/programs, for which they have
been approved, on all aspects of the course including changes subsequent to initial approval.

2. A proposal for cross-listing with an existing course must be accompanied by concurrent course proposals from ALL of the departments and/or programs with whom the course is to be cross-listed. A syllabus is not required for new courses being cross-listed with an existing course.

3. The proposal for a new course, when submitted for cross-listing, must be accompanied by proposal forms from ALL departments and/or programs involved. The information within the "box" on the course proposal form (e.g., title, description, units, etc.,) must be the same on the forms submitted by ALL participating departments or programs with the exception of the department name and course number. It is recommended that cross-listed courses have the same number but it is not required.

4. Any and all changes in the description, title, units, etc., of an existing cross-listed course require concurrent agreement and submission of course proposal forms by ALL departments and/or programs involved.

The cross-listing of courses is an established practice which is to be continued. Extreme examples of multiple cross-listing exist, indicating the need for guidelines to be used in the consideration of cross-listing proposals. The guidelines enumerated have been prepared with consideration to the "Recommendations" of the Committee on Educational Policy (3/17/80). The needs and views of the Colleges of Natural and Agricultural Sciences and of Humanities, Arts, and Social Sciences have been solicited and considered.

B. Guidelines for Approval of Cross-Listed Courses:

1. Courses created jointly by faculty from more than one department/program will normally be considered for cross-listing.

2. Courses in which instruction is shared by faculty from more than one department/program will be considered for cross-listing. Sharing is interpreted as co-equal responsibility for content, presentation, and the evaluation of student performance. For the purpose of these guidelines, "Guest" lecturers invited from other departments/programs will not be interpreted as adequate justification of cross-listing proposals.

3. New courses prepared for a department or program by a faculty member (or members) from other departments/programs can be considered for cross-listing.

4. Approval of the course's instructor(s) by all departments/programs is required at the time cross-listing of a course is proposed.

5. Recognizing the potential occurrence of "COMPPELLING" administrative or educational reasons for proposing cross-listing, such proposals can be considered. Such proposals must be strongly justified by those making the proposal. Cross-listing proposals in this category are interpreted as occurring in response to truly exceptional circumstances. Cross-listing for the purpose of cross-disciplinary student "advising" will not be considered.

6. If two or more departments/programs deem the content of a course appropriate for inclusion in their respective curricula, the course will be considered for cross listing. If more than three departments propose cross-listing of a single course, the Committee requests strong justification.

7. When deleting multiple cross-listed A,B,C series, all deletions shall have the “Last Effective” term date of the first affected course to avoid any possible confusion in catalog printing.

V. E-Z Courses.

The E-Z course format provides a mechanism whereby many subtopics may be presented under one broad, umbrella topic. The course title covers the broad topic, with the subtitles of lettered segments (E through Z) identifying more specific subject areas. E-Z umbrella courses may be developed within the undergraduate, graduate, and professional school
curricula. These offerings may be used to take advantage of the expertise of visiting professors (“one-time only” offerings) and/or to test acceptance of a course topic with an eye to possible formalization of the more popular segments into regularly scheduled courses. Lettered segments within the E-Z umbrella course may be offered at regular or irregular intervals, based upon student and curricular needs. Generally, the letters H and L are not used for segments to alleviate any confusion with Honors courses or Laboratory courses. In addition, W. X. Y. and Z are usually used for Writing Across the Curriculum (WAC) courses which offer full or partial credit for satisfaction of the ENGL 001C requirement. When creating an E-Z course, select the most appropriate of the three formats described below. Course descriptions will appear in the General Catalog as shown in the examples.

**E-Z Umbrella Course with Segment Subtitles Listed in Its Description**
This format is recommended when the majority of the segments are frequently offered, segments have a similar design, and segment descriptions are not needed to provide guidance to students as they select courses. [See example.]

**Example:**

MUS 080 (E-Z). Private Instruction: Voice, Keyboard, and Strings (1-2) Studio, .5-1 hour; individual practice, 5-10 hours. Prerequisite(s): MUS 001 or equivalent; consent of instructor. Students take a half- or one-hour lesson and practice 5 to 10 hours each week *(see the note regarding fees under the Major Requirements section)*. Offered as demand indicates. E. Voice; F. Classical Piano; G. Jazz Piano; I. Harpsichord; J. Carillon; K. Jazz Guitar; L. Electronic Bass Guitar; M. Lute; N. Classical Guitar; O. Viola da gamba; P. Piano Proficiency; Q. Organ; R. Violin; S. Viola; T. Violoncello; U. Double Bass Viol. Normally graded Satisfactory (S) or No Credit (NC), but students may petition for a letter grade on the basis of performance before a jury or at a recital. Segments are repeatable.

**E-Z Umbrella Course without Segment Subtitles Listed**
This format is recommended when the majority of the segments are infrequently offered.

**Example:**

ENGL 142 (E-Z). Cultural Studies (4) Lecture, 3 hours; reading (extra), 3 hours. Prerequisite(s): upper-division standing or lower-division English course (other than composition) or consent of instructor. The formal, historical, and theoretical analysis of culture in its broadest sense, including popular literature, the mass media, and/or the interplay between "low" and "high" or peasant and elite cultural forms. Topics may be drawn from any historical field.

**E-Z Umbrella Course with Segment Subtitles Listed Separately**
This format is recommended when the majority of the segments are frequently offered and segment descriptions are needed to provide guidance to students as they select courses.

**Example:**

RLST 128 (E-Z). Topics in the Bible (4) For hours and prerequisites, see segment descriptions. Academic examination of issues relating to the Bible.

RLST 128E. Contemporary Views of Jesus (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. An examination of contemporary ways in which Jesus has been understood by academically oriented scholarship. Particular attention is given to the question of sources and of the methods used to identify those parts of the preserved tradition that are attributed to Jesus himself.

RLST 128F. Biblical Fictions (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): RLST 010; upper-division standing or consent of instructor. Examines artistic rewritings of biblical narratives from antiquity to the present (ancient Jewish and Christian novels, medieval plays and stories, modern films and novels) to explore the intersections of religion, culture, and society.
A. **Procedure for Approval of an E-Z Umbrella Course.**

Submission of an E-Z umbrella course proposal must follow the same routing as for any permanent course. The Committee on Courses recommends that the segment subtopics to be offered under an E-Z series be identified at the time of submission of the E-Z umbrella course proposal. Segments are regular courses of instruction. Descriptions and course outlines for new segments must be provided.

B. **Procedure for Approval of an E-Z Umbrella Course with Segment Subtitles Listed in Its Description.**

1. An E-Z umbrella course with segment subtitles in its description must follow the same routing as for any permanent course. The course proposal should be for the E-Z umbrella number [i.e., FREN 177 (E-Z)]. The “Catalog Description” should consist of the umbrella description followed by the segment letters and subtitles [in alphabetical order]. The “Justification” for the umbrella should contain the segment descriptions. An outline or syllabus for each segment must be included in the course proposal. The “Closing Notes” section of the course proposal should indicate which segments are being added.

2. New segment letters and subtitles may be added to an existing E-Z series by submission of a course proposal for the umbrella and number. The “Catalog Description” should consist of the umbrella description followed by the existing and proposed segment letters and subtitles. A description of each new segment should be included in the “Justification” and a course outline for each new segment must be included in the course proposal.

Exception: If the segment is to be offered “one time only” it should be submitted on a separate course proposal. That is, a proposal should be submitted for the E-Z umbrella number with the segment letter (i.e., HIST 111E).

3. A stronger prerequisite than what is stated in the umbrella may be required for a new segment. The specific prerequisite(s) and the segment letter it applies to should be added to the prerequisite(s) for the umbrella.

4. If an academic unit wishes to change or delete a segment letter and subtitle, a course proposal for the umbrella number must be submitted. The “Catalog Description” should consist of the umbrella description followed by the existing segment letters and subtitles [in alphabetical order]. Proposed changes in segment letter(s) and subtitle(s) should be included. Segment letters and subtitles to be deleted should be removed. The “Closing Notes” section of the course proposal should indicate which segments are being changed and/or which segments are being deleted. An explanation for the changes/deletions should be provided in the “Justification.” If the segment change affects the segment description, a new description should be included in the “Justification” and a course outline must be included in the course proposal.

C. **Procedure for Approval of an E-Z Umbrella Course without Segment Subtitles Listed in Its Description**

1. An E-Z umbrella course without segment subtitles in its description must follow the same routing as for any permanent course. The course proposal should be for the E-Z umbrella number and title [i.e., FREN 177 (E-Z)]. The “Catalog Description” should consist of the umbrella description.

2. **Procedure for Approval of an Individual Segment Whose Subtitle Is Not Listed in the Description of Its Umbrella.**

   a. Academic units may choose to establish a segment whose subtitle is not listed in the description of its umbrella course. The complete description of such a segment may or may not be listed in the General Catalog at the unit’s option. However, if the description of one segment of an umbrella is listed in the General Catalog, the descriptions of all other segments of that umbrella must also be listed. "One-time only" segments will be considered as "not for catalog listing."
b. Academic units may establish segments of this type by submitting a course proposal for the E-Z umbrella number with the segment letter (i.e., HIST 111E). These course proposals must follow the same routing as for any permanent course. The "Catalog Description" would be the segment description and a course outline must be included in the course proposal.

c. Unit requirements are approved at the time the E-Z umbrella is approved. When a segment with unit specifications differing from the umbrella is submitted for approval, a change in the existing umbrella should be submitted at the same time to show the variable units.

d. Existing segments not listed in the catalog can be scheduled for presentation in any quarter.

e. When an academic unit chooses to change or to delete an existing segment, a course proposal for the E-Z Umbrella with the segment letter (i.e., HIST 111E) should be submitted. The proposal must follow the same routing as for any permanent undergraduate or graduate course being changed or deleted.

f. A course proposal for a segment must include the applicable restrictions, special grading, and cross-listing notations from its umbrella course proposal. If restrictions, special grading or cross-listing notations are added, deleted or changed on the umbrella course proposal, course proposals reflecting these changes must be submitted concurrently for the umbrella’s segment.

D. Segment Lettering and Titles.

It is important that letters and subtitles for E-Z segments be assigned carefully and consistently. A student may not receive credit for the same segment unless otherwise indicated in the course description. A student may receive credit for repeating the umbrella course if the segment letter and subtitle is different. Duplication of content by different segments within a series is to be avoided. If an activity within an E-Z umbrella course necessitates reuse of alphabet letters, a minimum of three years should elapse before a letter is reused to designate a different segment subtopic.

VI Special Studies (90-190) and Directed Studies (290) Courses:

A. Special Studies Courses (90 and 190).

The sole purpose of undergraduate Special Studies courses (90 and 190) is to provide students with a means for meeting special curricular requirements or problems on an individual basis and for variable units.

Registration in all special studies courses must be approved by the chair of the department/program concerned, based upon a written proposal submitted to the chair. (SR 546)

B. Directed Studies Courses (290).

The sole purpose of graduate Directed Studies courses (290) is to provide students with a means of conducting individual, supervised research or for studying special topics on an individual basis and for variable units.

Registration in all directed studies courses must be approved, in the form of a written petition, by the instructor and the department chair or graduate advisor. The petition must be filed with the office of the Dean of the Graduate Division. (GR 1.5.10)

VII. Internships:

The internship experience has become an increasingly important component in the academic training of our students. Internships differ from Special Studies (90 and 190) by the involvement of a non-departmental sponsor (generally off campus) in addition to the faculty member/student relationship.
Riverside Division Regulation R1.9 adopted in December 1976 states: “A maximum of 16 units of credit may be obtained through internship courses, with a maximum of 12 units of internship scheduled in a single quarter. Internship course credit is given for academic work related to the experience of the internship, not for the work experience alone.”

Guidelines: The following internship guidelines were also adopted:

1. An academic internship is defined as an educational experience in which the student works under the direct supervision of someone other than a faculty member, normally in an agency/firm/institution outside the campus, with a faculty supervisor ultimately responsible for assigning and evaluating academic work done for course credit in relationship to the experience. Under no circumstances will credit be given for the internship experience alone.

2. Each department wishing to sponsor internships will have a designated ladder faculty member or lecturer who is responsible for seeing that a common standard is applied to all internships and that these guidelines are adhered to in all instances.

3. The course number 198 is required for internships: 198I is suggested for individual internships and 198G for group internships. The course number 298 is required for those internships considered by the department to be “graduate”: 298I is suggested for individual internships and 298G for group internships. These graduate internships will normally carry credit toward a graduate degree. The course number 398 will be required for those internships considered by the department to be “professional”: 398I is suggested for individual internships and 398G for group internships. These professional internships will carry academic credit but will not count toward a degree.

4. For individual and group internships, the student and designated faculty member will submit on an appropriate form a clear-written statement of purpose, field experience content, and academic content of the proposed internship. The proposal must be approved by the chair of the department or program in which the internship is offered.

5. The essential criterion for one unit credit is one hour of academic work plus two or more hours of internship per week. Internship courses should normally be listed as 1-12 units, repeatable to a maximum of 16. The normal expectation is that each local internship will not count for more than 4 or 5 units in a single quarter, larger numbers of units being reserved for quarter-away types of situations.

VIII. X-100 and X-200 Courses in University Extension:

In order to facilitate its review of course proposals in University Extension in the X-100 (undergraduate) and X-200 (graduate) series, the Committee on Courses requires from the chairs of departments and programs a brief statement, accompanying the proposal form, vouching for the validity of the course proposal and its acceptability for majors in their respective departments.

IX. Summer Session Courses:

Any course listed in the General Catalog may be offered in Summer Session. No additional approval is required for these courses to be offered in Summer Session. New or experimental courses, modifications of catalog courses, and any other instruction not previously approved, which is proposed by a department/program for presentation in Summer Session must follow the normal Academic Senate procedures for course approval. If a course will be offered in Summer Session only, add the following statement to the end of the course description: Offered in summer only.

X. Continuity of Course Offerings:

Unless otherwise specified, a course that has been approved by the Committee on Courses may be offered in any quarter.
However, if any course has not been offered by a department for four consecutive years the Committee on Courses may request that it be deleted. (See Riverside Division Bylaw 8.10.4.) This policy is intended to ensure that the General Catalog will accurately reflect the departments’ regular course offerings and to encourage departments to examine carefully the justification for retaining infrequently offered courses on the basis of the departments’ curricular objectives and resources. Courses offered only on an intermittent basis should be considered for inclusion in an appropriate E-Z series.

XI. Policy Statement for Courses that Have Not Been Offered for Four Consecutive Years:

Periodically, the Committee on Courses will send lists of courses that have not been offered during the previous four years and eight years to departments. For courses that have not been offered in four years, the departments should either prepare deletion proposals or advise the Committee on Courses that they intend to offer the course(s) during the upcoming year. For courses that have not been offered in eight or more years, the departments should prepare deletion proposals. A course can be reinstated after deletion by submission of a course proposal for restoration.

XII. “One-Time Only” Courses

Special courses to be taught by visiting instructors or courses that are planned as a single offering should be submitted as “one-time only.” Check the “To be offered once only:” box and fill in the Quarter and year it will be offered. These courses then will be automatically deleted upon completion without additional paperwork.

XIII. Use of Films in Academic Courses:

Courses centering on films should include regular lectures and discussion comprising at least half of the course content. Substantial reading lists, term papers, etc., should be required in addition to screening films. Suggestions on information to be included with the course form can be found in the memo of June 20, 1984, from the Committee on Courses to Department/Program Chairs.

XIV. Courses Containing Experiments Using Recombinant DNA:

Undergraduate and graduate course proposals which contain experiments using recombinant DNA technology must have the experiments approved and certified by the UCR Institutional Biosafety Committee (IBC). The Committee on Courses will not approve such course proposals if the use of recombinant DNA has not been certified.

It is the instructor’s responsibility to complete and forward the “Biological Use Authorization (BUA)” form to the Compliance Officer of the IBC, Office of Research. A copy of the approved registration form should be attached to the course proposal form when it is submitted to the Committee on Courses. If the course changes and the use of DNA is substantially changed, the instructor should submit a written notification to the Compliance Officer of the IBC, Office of Research. A copy of the approved notification should be attached to the change in course proposal form when it is submitted.

XV. Requests For Approval Of Associate Instructors (Associates-In) and of Teaching Fellows

Normally an Associate-in will conduct the entire instruction of a lower division course or for a subgroup of students in a lower division course. An Associate-in may not give an upper division or graduate course or course section except with the approval of the campus Committee on Courses of Instruction. (SR 750)

Academic Personnel Manual 410-20b. states “Subject to the general supervision of a faculty member . . . , a Teaching Fellow should be competent to provide the entire instruction of a lower division course to a group of students, and normally should be given such assignments. Assignment to conduct instruction in an upper division or graduate course or section may not be made except with the approval of the Committee on Courses of Instruction (Regulation of the Academic Senate, 750).”
A request for approval of an Associate-in or teaching fellow to teach an upper division course or graduate course (Teaching Fellow only) should be sent to the Committee on Courses through the college/school dean (who endorses the request) in accordance with published deadlines. The Committee on Courses is under no obligation to consider requests for approval beyond published deadlines.

The request should contain:

- A justification for the necessity of hiring an Associate-In to teach the particular course in question.
- The candidate's complete curriculum vitae (CV); the standard University Biography Form for Academic Personnel (U1501) may be submitted, but departments are urged to work with the candidate to develop a professional CV for submission.
- A summary statement of the individual's qualifications regarding both knowledge of the field and preparation for classroom presentations.
- Copies of teaching evaluations for all lower or upper division course(s) the candidate has recently taught.
- The candidate's graduate transcript, including the current GPA.
- Name(s) of faculty who will monitor course presentation quality. For first time appointments, departments are urged to ensure that monitoring is close and direct.

In cases where the Associate-in is to teach a cross-listed course, a memo of agreement from the relevant department(s) should accompany the request.

XVI. APPENDICES
APPENDIX 1A

MINIMUM HOURS PER WEEK PER UNIT

SR 760 states: "The value of a course in units shall be reckoned at the rate of one unit for three hours' work per week per term on the part of the student, or the equivalent."

The General Rules and Policies Governing Courses of Instruction state that hours per week per unit of credit may not be less than, but may exceed, those listed in the following guidelines:

One unit for each hour per week of lecture, seminar, discussion, workshop, colloquium, or consultation.

One unit for each three hours per week of laboratory, practicum, field work, screening, internship, clinic, thesis, tutorial . . . . One unit for three hours of outside reading or other preparation each week is expected for individual study, research, extra reading, term paper, etc.

The hours referenced in this box are shaded in the examples below. These hours are listed on the course proposal.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Units</th>
<th>Total Required Hours</th>
<th>Distribution of Required Hours</th>
<th>Group Hours*</th>
<th>Individual Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3 hours per unit or 3 x units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>3</td>
<td>9</td>
<td>3 contact with instructor or TA</td>
<td></td>
<td>6 no contact with instructor or TA</td>
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<tr>
<td>Laboratory</td>
<td>1</td>
<td>3</td>
<td>3 contact with instructor or TA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>4</td>
<td>12</td>
<td>6</td>
<td></td>
<td>6 no contact with instructor or TA</td>
</tr>
</tbody>
</table>

EXAMPLE 2

<table>
<thead>
<tr>
<th>Activity</th>
<th>Units</th>
<th>Total Required Hours</th>
<th>Distribution of Required Hours</th>
<th>Group Hours*</th>
<th>Individual Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3 hours per unit or 3 x units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminar</td>
<td>3</td>
<td>9</td>
<td>3 contact with instructor or TA</td>
<td></td>
<td>6 no contact with instructor or TA</td>
</tr>
<tr>
<td>Discussion</td>
<td>1</td>
<td>3</td>
<td>1 contact with instructor or TA</td>
<td></td>
<td>2 no contact with instructor or TA</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4</td>
<td>12</td>
<td>4</td>
<td></td>
<td>8 no contact with instructor or TA</td>
</tr>
</tbody>
</table>

EXAMPLE 3

<table>
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<tr>
<th>Activity</th>
<th>Units</th>
<th>Total Required Hours</th>
<th>Distribution of Required Hours</th>
<th>Group Hours*</th>
<th>Individual Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3 hours per unit or 3 x units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop</td>
<td>3</td>
<td>9</td>
<td>3 contact with instructor or TA</td>
<td></td>
<td>6 no contact with instructor or TA</td>
</tr>
<tr>
<td>Extra Reading</td>
<td>1</td>
<td>3</td>
<td>3 contact with instructor or TA</td>
<td></td>
<td>3 no contact with instructor or TA</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4</td>
<td>12</td>
<td>3</td>
<td></td>
<td>9 no contact with instructor or TA</td>
</tr>
</tbody>
</table>

*Usually a class or a consultation.
APPENDIX 1B

June 6, 1997

TO: DEPARTMENT/PROGRAM CHAIRS

FR: COMMITTEE ON COURSES

RE: UNIT DISTRIBUTION AND COURSE APPROVAL FORMS

PLEASE DISTRIBUTE TO ALL FACULTY

Recent course forms filed with the Committee on Courses have been unclear about unit distribution. Recently, a number of the proposed courses presented for consideration by the Committee on Courses have not established the academic rigor associated with 4 unit courses. To ensure that academic quality is maintained on our campus, it is critical that course credits accurately reflect the anticipated student work load. This memorandum is designed to explain these requirements. It is sometimes repetitive in its efforts to clear up any ambiguities; please be patient with it.

Lecture, Seminar, Consultation, and Discussion

In general, 1 hour of lecture, seminar, consultation, or discussion is equivalent to one unit of credit. It is understood that a minimum of 2 hours of outside reading or other work is expected for each hour of lecture, seminar, consultation, or discussion. We are well aware that it is often hard to tell exactly how long reading that supports lecture materials will take, and that some students will work faster than others. However, faculty should have a realistic estimate of the time commitment associated with assigned readings and the readings assigned for lectures should be in alignment with course credit expectations.

The attachment of a current course syllabus is critical for the Committee on Courses to fairly evaluate lecture, seminar, consultation, discussion, and other hours. If consultation hours are proposed, the mechanism for implementing and monitoring this educational activity must be explicitly stated and justified.

Laboratory

Three hours of laboratory work is equivalent to one unit of credit. It is understood that students may need to spend significant additional time in preparation for laboratory or to report laboratory findings.

Outside Reading, Extra Reading, Outside Research, Individual Study, Reading, and “Other hours”

One credit is given for 3 hours per week of outside research, extra reading, etc. These categories indicate that reading materials or research efforts exceed the reading required to support lectures ( 2 hrs./1 hr. lecture). The use of these educational activities must be clearly justified to the Committee on Courses.
Typical 4-unit course outlines include:

(a) 3 hr. lecture (including approximately 6 hours of reading) and 3 hr. laboratory per week = 4 units
(b) 3 hr. lecture (including approximately 6 hours of reading) and 3 hr. extra reading per week = 4 units

NOTE THAT THIS DOES NOT MEAN FOUR CREDITS FOR THREE HOURS OF LECTURE AND THREE HOURS OF READING, ETC., FOR A TOTAL OF \((3 + 3 = 6)\) SIX HOURS OF WORK PER WEEK.

IT MEANS FOUR CREDITS FOR THREE HOURS OF LECTURE OR SEMINAR PLUS TWO HOURS OF OUTSIDE PREPARATION FOR EACH OF THOSE HOURS, PLUS THREE HOURS OF EXTRA OR ADDITIONAL READING OR OTHER WORK, FOR A TOTAL OF \((3 + 6 + 3 = 12)\) TWELVE HOURS OF WORK PER WEEK.

OFTEN, NEITHER COURSE PROPOSAL NOR THE COURSE SYLLABUS MAKES IT CLEAR HOW THE WORK DONE FOR UNITS ASSIGNED AS "EXTRA READING", "TERM PAPER", OR "OUTSIDE RESEARCH" REPRESENT WORK THAT IS OVER AND ABOVE THE READING OR WORK THAT IS NORMALLY EXPECTED TO BE DONE OUTSIDE OF CLASS.

IN ORDER TO OBTAIN COURSES COMMITTEE APPROVAL AT FOUR UNITS, SOME INDICATION OF THE DIFFERENCE BETWEEN THE SIX HOURS OF READING OR OTHER WORK ORDINARILY ASSOCIATED WITH THE THREE HOURS OF LECTURE, AND THE THREE HOURS OF EXTRA READING, ETC. MUST APPEAR ON THE SYLLABUS OR IN A WRITTEN EXPLANATION ABOUT THE COURSE. It must be indicated that those extra hours are evaluated in some way distinct from the 'regular' six hours expected in connection with the lecture hours.

WE RECOGNIZE THAT COURSE SYLLABI ARE WRITTEN TO COMMUNICATE INFORMATION ABOUT THE CLASS TO STUDENTS AND ARE NOT SPECIFICALLY INTENDED TO PROVIDE ANSWERS TO THE ABOVE QUESTIONS FOR THE COMMITTEE ON COURSES. THEREFORE, ADDITIONAL INFORMATION IS WELCOME, EITHER IN THE FORM OF A MEMO, OR IN THE JUSTIFICATION SECTION OF THE COURSE FORM, TO ASSIST US IN THE EVALUATION OF UNIT DISTRIBUTION.

THE BASIC INFORMATION IS SUMMARIZED BELOW:

*** THE NORM FOR LECTURE, SEMINAR, CONSULTATION, AND DISCUSSION HOURS IS THAT ONE UNIT OF CREDIT IS ASSIGNED FOR EACH HOUR OF INSTRUCTION.

EXAMPLE: THREE UNITS ARE ASSIGNED TO A CLASS THAT MEETS 2 HOURS PER WEEK FOR LECTURE AND ONE HOUR OF DISCUSSION.

*** APPROXIMATELY TWO HOURS OF OUTSIDE READING OR OTHER WORK IS EXPECTED FOR EACH HOUR THE CLASS MEETS PER WEEK.

EXAMPLE: A CLASS THAT MEETS 2 HOURS PER WEEK FOR LECTURE AND ONE HOUR OF DISCUSSION REQUIRES 6 HOURS OF OUTSIDE WORK PER WEEK.
OTHER WORK, SUCH AS LABORATORY WORK, FIELD WORK, OUTSIDE READING, INDEPENDENT STUDY, TERM PAPER, OR RESEARCH, IS USUALLY COUNTED AT THE RATE OF ONE CREDIT FOR THREE HOURS OF SUCH WORK.

EXAMPLE: A TERM PAPER ASSIGNED IN ADDITION TO THE TWO HOURS PER UNIT WORK NORMALLY EXPECTED SHOULD REQUIRE 3 HOURS PER WEEK THROUGHOUT THE QUARTER TO COMPLETE THE ASSIGNMENT.

We are well aware that it is often hard to tell exactly how long assignments will take, and that some people will work faster than others. Our point here is that THE WORK REQUIRED OF STUDENTS FOR A 4 UNIT COURSE SHOULD REFLECT THE CAMPUS EXPECTATION FOR 4 UNITS OF CREDIT, I.E., THERE SHOULD BE DIFFERENCES BETWEEN WHAT IS ASSIGNED IN 3 AND 4 UNIT COURSES.

**** FOR THE REASONS NOTED ABOVE, A COURSE SYLLABUS SHOULD ACCOMPANY ALL PROPOSALS FOR NEW COURSES AS WELL AS CHANGE FORMS FOR COURSES THAT INVOLVE A REALLOCATION OF UNITS, MAJOR CHANGES TO CONTENT OR NEW INSTRUCTORS.

The Committee on Courses encourages all faculty with questions about the Course Forms and course requirements to clarify all issues prior to submission of a course form. This will ensure a rapid approval of the proposed course through the Committee on Courses and other campus committees.

Faculty and staff should start with the Committee on Courses’ “Course Guidelines”.

Cc: Registrar/Assistant Registrar/Catalog Editor/Courses Coordinator
Deans, Colleges/Schools/Graduate Division
Chairs, Executive Committees
Chairs, Committee on Educational Policy/Graduate Council
Administrative Assistants & Graduate/Undergraduate Secretaries
APPENDIX 2

GRADING

DEFAULT GRADING TYPES
Undergraduate Courses (001-199)
The default grading type is Letter Grade or petition for Satisfactory/No Credit (S/NC).

Graduate and Professional Courses (200-499)
The default grading type is Letter Grade only.

When the grading type is the default, do not add a grading statement in CRS except to indicate that the course is graded In Progress (IP). Example:
Graded In Progress (IP) until HIST 100A and HIST 100B are completed, at which time a final grade is assigned.

When the grading type is not the default, add a grading statement in CRS.

Enter grading types in the Grading Type field. Enter grading statements in the Standard Grading Statement field, or if you need to create your own grading statement, in the Other Grading Statement field. Note: Grading statements are added automatically by CRS at the end of the course description in the General Catalog.

<table>
<thead>
<tr>
<th>GRADING TYPES (shaded below) and their STANDARD GRADING STATEMENTS (in italics below)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Grade or petition for Satisfactory/No Credit (S/NC)</strong></td>
</tr>
<tr>
<td>Undergraduate Courses</td>
</tr>
<tr>
<td>This is the default grading type for undergraduate courses, so no statement is needed.</td>
</tr>
<tr>
<td>Graduate Courses</td>
</tr>
<tr>
<td>May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor</td>
</tr>
<tr>
<td><strong>Letter Grade or Satisfactory/No Credit (S/NC); no petition required</strong></td>
</tr>
<tr>
<td>Students who submit a term paper receive a letter grade; other students receive a Satisfactory (S) or No Credit (NC) grade.</td>
</tr>
<tr>
<td>Students who present a seminar receive a letter grade; other students receive a Satisfactory (S) or No Credit (NC) grade.</td>
</tr>
<tr>
<td>Students who present a seminar or submit a term paper receive a letter grade; other students receive a Satisfactory (S) or No Credit (NC) grade.</td>
</tr>
<tr>
<td>May be taken Satisfactory (S) or No Credit (NC) by students advanced to candidacy for the Ph.D.</td>
</tr>
<tr>
<td>Normally graded Satisfactory (S) or No Credit (NC), but students may petition the instructor for a letter grade on the basis of assigned extra work or examination</td>
</tr>
<tr>
<td><strong>Letter Grade only</strong></td>
</tr>
<tr>
<td>Undergraduate Courses</td>
</tr>
<tr>
<td>Satisfactory (S) or No Credit (NC) grading is not available.</td>
</tr>
<tr>
<td>Graduate and Professional Courses</td>
</tr>
<tr>
<td>This is the default grading type for graduate and professional courses, so no statement is needed.</td>
</tr>
<tr>
<td><strong>Satisfactory/No Credit (S/NC) only</strong></td>
</tr>
<tr>
<td>Graded Satisfactory (S) or No Credit (NC).</td>
</tr>
</tbody>
</table>

This grading type is no longer used.
APPENDIX 3

Request for Extension of Course Proposal Submission Deadline

| Course Number: |
| Course Title: |
| Effective Quarter and Year: |

**Course Action** (check all that apply):

- [ ] New
- [ ] Change
- [ ] Deletion
- [ ] Course Number
- [ ] Title
- [ ] Cross-listing
- [ ] Restoration

- [ ] Credit Statement (e.g., Credit is awarded for only one of BIOL 003 or BIOL 005A)
- [ ] Other

If the course is being deleted or its Course Number, Title, Units, Cross-listing, or Credit Statement is being changed, or you are adding a priority enrollment statement; please request reports from your course proposal preparer before completing the fields in this box.

**List other courses affected by course proposal:**

**List programs (e.g., degrees, minors) affected by course proposal:**

**Course proposal needs approval before the following:**

- [ ] Schedule of Classes is published
- [ ] Summer Sessions Catalog is published
- [ ] First day of enrollment
- [ ] First day of instruction
- [ ] Agenda deadline for the next Riverside Division Academic Senate meeting
- [ ] General Catalog is published

**Request extension of deadline to** (date):

**Reason regular deadline was (or will be) missed:**

---

| Chair of Department/Program: | Date: |
| Submitted By: | Date: |
| Reviewed by Courses Specialist: | Date: |

**Comments:**

- [ ] Approved (____ with conditions in Comments field above)
- [ ] Denied

**Committee on Courses Chair:**

**Date:**

**Instructions:** Complete the form and save as a Word Document. Submit this request as an attachment to an e-mail addressed to mmiller@ucr.edu and beth.beatty@ucr.edu
APPENDIX 4

GUIDELINES FOR REMOTE LEARNING COURSES
(Updated February 23, 2016)

Preamble

It is the Committee on Educational Policy’s interest to insure that courses with a significant remote learning (RL) component are reviewed fairly and consistently by the Senate; accordingly the Committee on Educational Policy (CEP) developed the guidelines below in collaboration with the Committee on Courses and Graduate Council. Either CEP or the Committee on Courses may modify or eliminate some of these guidelines as familiarity with remote learning (RL) courses develops and as best practices in the structure and delivery of RL courses are determined and generally adopted; it is to be expected that such modifications will be adopted after a consultation between these two committees in order to insure consistency. These guidelines are not offered as possible changes in the regulations or committee charges.

In considering RL courses the CEP has assumed that once the Senate through the Committee on Courses has approved a course, it has passed the necessary scrutiny to insure that the expected quality of instruction will be delivered. For the same reason, any instructor approved to give such a course is assumed to have the necessary expertise and should be given all the freedom to modify his/her methods of instruction. Based on this the CEP believes that RL courses should not be associated with a particular instructor, nor with particular choices of software or hardware. In addition, the Committee considers that the repeat policy should apply to courses with equivalent syllabi independently of their being traditional or RL.

This document does not deal with some thorny issues surrounding RL courses, such as revenue sharing and intellectual property. This is not done with the intention to minimize these important concerns, but because they lie well outside the scope of both the Committee on Courses and the CEP.
Guidelines for the approval of Remote Learning courses

Definition

A course shall be labeled remote-learning (RL) if face-to-face contact with an instructor represents less than 1/3 of the total hours of required work per week.¹

Though this will be the general definition of RL courses, both CEP and the Committee on Courses recognize that there may be cases where this will be inappropriate; the ultimate determination of whether a course is to be considered RL will be made by the Committee on Courses, and may be at variance with the above definition.

SR 760 associates one unit for 3 hours of work per week per term. It is understood, however, that a minimum of two hours of outside reading or other preparation is expected each week for each hour of lecture, seminar, consultation, or discussion. The general definition implies that a course with N units will be an RL course if it has fewer than N face-to-face contact hours/week. For example, a 4-unit course for which the total amount of face-to-face lecture plus discussion plus seminar plus workshop plus laboratory time is less than 4 hours/week, would be an RL course. It is presumed (and verified in the course proposal during the Committee on Courses review) that all additional required contacts between students and instructor(s) occur remotely. The guidelines below are intended, in part, to insure that this type of contacts will allow students to interact with the instructors.

Catalog Description

Courses with standard and RL offerings are considered equivalent. Courses proposals with RL as a possibly delivery mode should include a sample course syllabus for RL delivery in lieu of or in addition to a syllabus for traditional delivery and should include the appropriate requests for repeatability. Courses, such as many lab courses, where physical interaction is an important aspect of the course, are presumptively not equivalent if offered in a RL format. Departments wishing to treat RL and traditional delivery courses as non-equivalent are advised to number the courses uniquely and to use the overlap statement to prevent credit being given for both delivery formats

All RL catalog course entries should include

- A broad description of the blend of traditional and online activities for the course
- Whenever pertinent, a note indicating that some specialized hardware and/or software might be required, referring the students to the course syllabus for specific descriptions

Approval

All RL courses require separate approval of the RL syllabus by the Committee on Courses even if there is an approved traditional course with the same course content.

In considering approval of RL course proposals, the Committee on Courses shall be primarily focused on whether or not the RL course will provide quality of education at the level required by UC. The Committee shall be mindful that the goal of such courses is to provide access to more qualified students; neither possible reduction of graduation time, nor revenue advantages, shall be of relevance in the approval process.

¹ This definition parallels the one used at UC Berkeley.
Given the absence of generally-accepted best practices for remote instruction, the Committee on Courses may opt to initially approve a course or syllabus with the RL format only for a defined period of time, with a favorable review required before granting unrestricted approval. The Committee on Courses may require RL course proposals to provide details not required of traditional courses.

Any substantial modification in the delivery or evaluation methods in an RL course should require separate approval by the Committee on Courses even if the content matter is left unaltered.

When RL courses are proposed in degree programs that are subject to accreditation by external agencies (such as the ABET accreditation for Engineering programs), it is the responsibility of the department/program to insure that the external agency will accept the RL courses in the accreditation process.

**Evaluation**

In consultation with the college executive committees, the CEP and Committee on Courses will modify the course evaluation form to include items specific to RL courses. These committees will review and update this form every 5 years or earlier if needed.

No RL course is to be associated with a specific instructor. Nor will they be associated with particular software and hardware needed for their implementation; instructors should be free to replace one type of software/hardware with another form offering to offering as they see fit. Any substantial revision of the evaluation method, however, will require a separate approval by the Committee on Courses.

**Suggested Guidelines to the Committee on Courses**

The following provide a list of points that the Committee on Courses may want to consider when evaluating RL course proposals. Not all points are relevant in all cases and additional ones might be raised for specific instances.

All RL course proposals should

- Conform to the standard schedules of 10-week offerings during the academic year, or 10/5/3/ week for the Summer session; the Committee on Courses can consider alternative scenarios under exceptional circumstances on a case-by-case basis. Any proposal to allow students to take evaluations at different times during the term must also include workable plans to maintain the integrity of the evaluations (see also next bullet).
- Provide a clear description of the evaluation methods including the measures aimed at preventing student dishonesty (especially if online examinations are proposed). In addition, electronic assessment tools must be designed/chosen to insure sufficient variation in the evaluation instruments from offering-to-offering so that the availability of tests from previous offering does not compromise future evaluations.
- Guarantee student access to the instructor in charge of the course. Access to the instructor cannot be delegated to any sort of assistant. The course description should include the frequency, duration and manner of such contact hours. Similarly the number and manner of TA contact hours should be included in the course description.
- Make all reasonable accommodations to insure course access for students with disabilities.
- Rely on generally available hardware since requiring cutting-edge technology will disadvantage some students.
• Insure that all relevant material available to students residing at or near UCR is also available to all RL students; this includes library material available electronically.
• Insure that all software issues (availability, licensing, etc.) should be resolved prior to the beginning of the term.
• Specify all software and hardware requirements, and the manner in which course-specific items can be obtained. This information should be included in the syllabus
• Describe the technical support available to students on and off campus. This should include the option of dial-in support and not be restricted to online support (so as not to disadvantage students whose computer is non functional). This information should be included in the syllabus.
• Insure that all TAs are trained in the software and hardware to be used in the course.
• Have a built-in mechanism for assessing learning outcomes. Assessment should measure the effectiveness of learning in a course, should be used to guide improvement in the course, and, when a comparable regular course is taught in parallel, may enable comparison of the relative effectiveness of the RL and the regular course.

In addition:

Courses with a laboratory component require special attention. If the laboratory requires physical components\(^2\), the simplest solution is to decouple the laboratory into a separate course that is taught on-site. Budget constraints, however, might force a choice between an on-line laboratory and no laboratory at all; such situations must be treated on a case-by-case basis weighing the advantages and problems of the proposal.

Teaching assistants should not be limited to RL courses but should also gain experience by serving in regular courses. A TA must alternate serving in an RL course with serving in two regular offerings except in cases where the TA requests to be assigned to RL courses more frequently.
To: Riverside Division of the Academic Senate

From: Thomas Cogswell, UCR Assembly Representative to the UC Academic Senate

RE: Report of the Meeting of the UC Academic Senate Assembly, February 12, 2020

For nearly a decade, UC Assembly meetings have been held online with the help of zoom. Unfortunately, these meetings are largely terse affairs lasting about an hour and a half, most of the time being taken up with presentations from senior administrators and desultory discussions among the representatives. Yet on 12 February for the first time in years, the Assembly gathered in Oakland for a face to face meeting, lasting six hours. What a contrast!

President Napolitano renewed the University’s commitment to protecting DACA students and to formulating a more sensitive policy about Native American remains, one guided by extensive discussion with the local tribes. Most of her time, however, went to discussing various labor issues. Center stage belonged to the wildcat strike of the Santa Cruz graduate students. She emphatically and repeatedly announced that she would not under any circumstances negotiate them until the current contract expired, and it has years to go. Members then began interrogating her, pointing out that the students had valid points, that the strike might spread to other campuses, and it might become politically embarrassing. In response, she said that various concessions have been offered to the students, and all rejected, although the actual details she offered were vague. She did confirm that UCSC had planned to build a graduate dorm -- alas, the local government blocked the plan. While no vote was taken, the Assembly members were generally sympathetic to the students and urged her to resolve this issue quickly.

Then she turned to the recent budget negotiations. While the state has given the system more money -- huzza! -- the university’s finances remain in a perilous state because costs are rising faster the state's increased allocation. Consequently, it was essential, she argued, that the University increase tuition fees. Of the various proposals, she liked the odds of a cohort-based increase eventually finding support. Under this arrangement, students would be guaranteed a fixed tuition cost for their entire time as undergraduates. That amount, however, could increase for the next cohort and so on. The question of a tuition increase, currently front and center with the Regents, will likely be resolved shortly. At the end of her presentation, one member asked what advice she had for her successor. The question prompted her to dissolve into prolonged laughter, and after a quick wave off, she departed.

Provost Brown then took over. He too firmly rejected the idea of any discussion with the UCSC graduate students. He then sketched out his early vision for UC 2030 -- more undergraduate and graduate students graduating more quickly -- and lamented the unsatisfactory nature of the system’s relationship with the legislators in Sacramento. Better public relations, he boldly argued, was not the answer; instead he urged us to reach out to our local representatives.

Chair Kum-Kum Bhavnani reported that the search committee for a new UC President was considering 400 candidates, and she thought it likely that Napolitano’s successor will be announced at the May Regents’ meeting. She also reported a disturbing development -- she was excluded from the Search Committee. After a long discussion of this matter, the Assembly passed the following resolution:
Resolution on the Search for a new UC President

WHEREAS in previous searches for UC Presidents the Chair of the Academic Advisory Committee was invited to attend ALL meetings of the respective Regents Special Committees; and

WHEREAS Regents Policy 7101.E specifies that "In general, the consultative practices followed in recent presidential searches shall be carried forward"; and

WHEREAS we understand the current Regents Special Committee has (with the exception of an initial meeting on November 6, 2019) met without the Chair of the Academic Advisory Committee;

Resolved, that the Assembly of the Academic Senate wishes to express its concern and disappointment about the exclusion of the Chair of the Academic Advisory Committee from the meetings of the Regents Special Committees. Faculty can contribute invaluable insights into the role played by the President in ensuring the University fulfills its education and research missions for the State, as well as in the overall functioning of the University. We hope that the Regents Special Committee will include the Chair of the Academic Advisory Committee in all future meetings and deliberations."

Finally, the Assembly discussed the report of the Standardized Tests Task Force, co-chaired by Henry Sanchez and our own Eddie Comeaux.* The Task Force established that parts of the SAT were biased. Nevertheless, standardized tests were very good at predicting academic success for students in unrepresented groups. Hence, the report recommended that UC continue to use the SAT for the next nine years until a suitable alternative can be developed. An extensive discussion followed, one which generally supporting the report. The Academic Council, and various Divisions and Committees, must opine on the report before the Assembly will take a final vote on the matter.

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* For the full report, see <https://senate.universityofcalifornia.edu/_files/underreview/sttf-report.pdf>
The Committee is pleased to nominate Professor Norman Ellstrand from the Department of Botany and Plant Sciences as a recipient of the Campus Distinguished Service Award for the Academic year 2019-2020. Professor Ellstrand is a Distinguished Professor and an internationally recognized scholar. His research spans evolutionary and population genetics, invasive species evolution, gene flow and biotechnology risk assessment. Prof Ellstrand has provided exceptional service to our campus, the UC system and our community. His service is multifaceted and only the highlights are provided here. Some of Prof Ellstrand highest impact contributions to our campus have been his clear vision and leadership in initiating three prominent UCR Centers. He was founder, Acting Director and Director of the Biotechnology Impacts Center (2000-2008). He was the founder and Acting Director of the Center for Conservation Biology (1997-98), Co-Chair and member of the CCB Advisory Committee (2010-2013), and he remains involved in this vibrant Center today. Most recently, he has devoted his efforts to develop UCR’s California Agriculture and Food Enterprise (CAFÉ). CAFÉ brings faculty from diverse disciplines across the campus together. CAFÉ has supported workshops, seminars, conferences, and grant writing activities. His enthusiasm, approachable manner, visionary guidance, and strong work ethic has engaged and benefitted faculty across the UCR campus.

In addition to initiating these visionary Centers, Prof Ellstrand has distinguished Senate service including serving on the: Charges Committee three times, Committee on Educational Policy, Library Committee and Faculty Research Lecturer Committee. Prof. Ellstrand has also contributed to the UC system wide by representing UCR at California Global Food Initiative events, being a co-organizer of a panel to discuss Genetically Modified Organisms (GMOs: All Facts, No Fiction), and has lead a workshop on dissertation writing. Prof Ellstrand has been a generous contributor to the Department of Botany and Plant Sciences and the College of Natural and Agricultural Sciences. He has promoted faculty as Chair of the BPSC Awards Committee. He has served as the Graduate Advisor for Plant Biology three times: Plant Biology is the largest life science graduate program at UCR. In addition, he was a member of the Graduate Educational Advisory Committee, GAANN Advisory Committee, Academic Planning Committee, and the Teaching Committee. Finally, Prof Ellstrand has served the College as a member of the CNAS Science Public lecture series committee, a speaker for a CNAS Homecoming Reception and helped to organize the very successful Banquet Symposium for the 100th Anniversary of the Citrus Experiment Station Celebration.

Finally, Prof Ellstrand also has a distinguished history in promoting the success of UCR’s students and faculty. As Graduate Advisor for Plant Biology, he was proactive in anticipating and solving student problems. For faculty, he has taken a leadership role as an informal mentor for junior faculty from numerous departments. For the campus, he is strongly advocates for UCR with local businesses and government. Based on his distinguished service to his department, his College, the Senate, the Campus, the UC System, and to UCR’s faculty, the Committee believes Prof. Ellstrand is highly deserving of the 2019-20 Campus Distinguished Service Award.
COMMITTEE ON DISTINGUISHED CAMPUS SERVICE
NOMINATION FOR THE 2019-2020 DISTINGUISHED CAMPUS SERVICE AWARD

Professor Jay Farrell

The Committee is pleased to nominate Professor Jay Farrell from the Department of Electrical and Computer Engineering (ECE) as a recipient of the Campus Distinguished Service Award for the Academic year 2019-2020. Prof Farrell has provided exceptional service to his department, college, the Senate, and UCR campus. His service is deep and multifaceted and only the highlights are provided here. Prof Farrell has outstanding leadership qualities. He listens, engages people, sets clear and achievable goals, and seeks and achieves consensus. He is efficient, has a vision for excellence and excels in long-term planning. In all of his leadership roles, he exceeds expectations.

Prof Farrell has had several long-term and challenging leadership appointments at UCR. He was Chair of ECE for three full terms (1998-2001, 2011-17). During his leadership, undergraduate and graduate curricula were overhauled, ABET review was passed with flying colors, faculty numbers grew, and new international MS and PhD graduate programs were initiated providing substantial income to ECE. He has also served as the ECE undergraduate advisor twice (2001-03, 2006-07). For BCOE, he served as Chair of the Faculty (2009-12) and, most recently, he has become an Associate Dean of Academic Personnel (2017-present). He works to keep the merit and promotion process transparent and interactions with junior faculty to obtain feedback and assure faculty are on a success track.

At the Senate level, Prof Farrell has contributed to some of the most demanding Senate Committees including: Academic Personnel (2003-06), Shadow CAP (2007-10), Planning and Budget (2003-06), and the Senate Executive Committee (2009-12). He has also served our campus as a member of UCR’s Strategic Planning Steering Committee, Chancellor’s Budget Advisory Council, Academic Personnel Task Force, Search Committee for the Vice Chancellor of Planning and Budget, and Search Committee for the Associate Vice Chancellor & Chief Compliance Officer Search Committee. He also served as Chair for the Resources, Budget Planning & Infrastructure Subcommittee for the Strategic plan. Finally, Professor Farrell has a distinguished research career focusing on the development of advanced navigation, control, and planning methods to enable new capabilities for autonomous vehicles. Based on these successes, he has had the opportunity to assume numerous leadership roles including Presidency in both of his professional societies - the Institute of Electrical and Electronics Engineers and American Automated Control Council.

A quote from a letter supporting Prof Farrell’s nomination summarizes his standing and immense impact at UCR. “Interacting with Jay has taught me a lot about leadership and the fundamental values that sets a great leader apart from others”. Prof Farrell is indeed a great leader and based on his distinguished service to his department, his College, the Senate, the Campus, and to BCOE’s faculty, the Committee believes Prof. Jay Farrell is highly deserving of the 2019-20 Campus Distinguished Service Award.
COMMITTEE ON DISTINGUISHED TEACHING

NOMINATION FOR THE 2019-2020 DISTINGUISHED TEACHING AWARD

The Committee on Distinguished Teaching is pleased to nominate an outstanding educator as recipient of the 2019-2020 Distinguished Teaching Award.

Associate Professor Rebekah Richert

Associate Professor Rebekah Richert joined the Department of Psychology in 2005. Her research investigates the development of religious concepts and the influence of media and technology on children’s thinking. Dr. Richert’s teaching evaluations for both large and small courses are consistently outstanding. She has taught Introduction to Psychology (PSYC002) to more than 550 students; Cognitive Development (PSYC163) to 150 students, and an Undergraduate Seminar (PSYC169) to 24 students. Impressively, she developed and teaches an intensive laboratory course, Child Development (PSYC182E), to 20-25 students. Dr. Richert also teaches the graduate seminar course PSYC258.

Dr. Richert has mentored 11 Ph.D. students since promotion to Associate Professor in 2011. She trains ~20 undergraduate student researchers every year, and her ability and effectiveness as a mentor has been recognized with several awards.

Dr. Richert’s letters and teaching evaluations emphasize her depth of knowledge, overall effectiveness as a teacher, enthusiasm, skill in delivering course material, and her superb mentorship of undergraduate and graduate students. She provides detailed feedback on student papers and encourages undergraduates to interact with primary sources of information from the scientific literature. Letters from undergraduate and graduate research mentees included comments such as “She saw my drive and believed in me…She took the time to help me grow….when speaking to her, it was always very apparent to me that she is someone who cares deeply for the development of every student….Dr. Richert’s support and guidance in her class, and in her lab, provided me with the confidence to pursue graduate school and academia.”

A unique and impressive feature of Dr. Richert’s dossier was her leadership of a Council for Undergraduate Research (CUR) Transformations project funded by the National Science Foundation. CUR has the aim of bringing course-based undergraduate research experiences (CUREs) into undergraduate STEM education. Dr. Richert and other faculty from Psychology and Biology departments at UCR were successful in receiving a CUR award with the goal of transforming the undergraduate Psychology curriculum by embedding research across all 4 years of the program. Under Dr. Richert’s leadership, the department has made great strides in meeting the goals of the project. The year 2 evaluation report from the external review team included a particularly strong endorsement of the educational leadership abilities of Dr. Richert: “The psychology team at University of California at Riverside is led by a strong, competent, motivated, and capable person. In an institution like this one, a project like CUR/TP needs a department level champion and UCR has that champion in Rebekah Richert. Through her leadership, she has developed a committed departmental team and engaged the entire department in this curricular initiative.”

Finally, Dr. Richert’s dossier was all the more impressive, as it was outstanding in all aspects: teaching, research and service. She is well-published and has been the PI on several significant grants that fund her research. Dr. Richert has also been extremely active and productive in university and professional service.

In summary, Dr. Richert has demonstrated exceptional teaching and mentoring of both undergraduate and
graduate students at UC Riverside. It is obvious from the letters and comments on evaluations that her guidance and teaching have greatly impacted the careers and lives of numerous current and former students. For her sustained achievement in teaching excellence and educational innovation, Prof. Richert is fully deserving of the Academic Senate’s Distinguished Teaching Award.
Committee on Faculty Research Lecturer Report to the Riverside Division
May 26, 2020

Nomination of Distinguished Professor Walter Clark for 2020-2021 Faculty Research Lecturer

From its inception well over half a century ago, the Faculty Research Lecturer Award has been the highest honor that the Academic Senate bestows. This year we received nine outstanding nominations, and they came from all three colleges. We are delighted to place in nomination Distinguished Professor Walter Clark, Department of Music, College of Humanities, Arts, and Social Sciences. If approved, Professor Clark would be making history as the first-ever member of the faculty of the Arts to receive this award.

Clark has devoted much of his career to the systematic scholarly investigation of Spanish and Latin American music. Although this is an area that used to be at the margins of musicology, Clark has played a significant role in moving it toward the center. This is an important scholarly achievement.

Although his principal focus has been on “nationalist” Spanish composers of concert music and stage works, his wide-ranging explorations have included music of the Spanish Renaissance, the Hollywood musicals of Carmen Miranda, the Latin American avant-garde from 1980 to 2010, and even Philippine choral music in the 1980s. He has authored many articles and book chapters, and edited a large number of books. His biographies are at the heart of Clark’s work. They are all first-of-a-kind books in the English language, and they also set a new standard for music biography in Spanish, as they re-worked the existing narratives through exhaustive archival research. Importantly, they feature detailed theoretical analyses of principal works, something lacking in the previous biographies.

One of Clark’s key contributions has been the rehabilitation and revival of Spanish and Catalan operas and operettas from around 1900. Partly as a result of his research Spanish conductors felt emboldened to undertake productions and recordings of these long-neglected and generally misunderstood works. These revivals have particular resonance in the current context of Catalan politics. Clark’s forthcoming edition of the three-act Spanish opera by Granados, Maria del Carmen, is a significant contribution. After a twenty-year search, in 2009 Clark found the manuscript in New York, purchased it, and gave it to our Special Collections, which restored and digitized it. It will be recorded in 2021 and produced on stage in 2022. This is a major recovery of Spain’s cultural patrimony.

Cambridge University Press will publish a book Clark is co-editing with a Spanish musicologist: the Cambridge History of Music in Spain, a book of 500-600 pages, with nineteen contributors. It will be the most substantial single volume ever published on Spanish music and fill a conspicuous gap in the literature.

Based on his extraordinary accomplishments over his distinguished career, in 2016 King Felipe VI of Spain awarded him one of that nation’s highest honors: knighthood. In a ceremony at UCR in December of that year the Spanish General Consul in Los Angeles conferred upon him the honor of Knight Commander of the Order of Isabel the Catholic. This is an extraordinary honor and it brings great prestige to our campus.
For these reasons and more (too numerous to mention), we, the undersigned members of the Academic Senate Committee on the Faculty Research lecture, enthusiastically nominate, as Faculty Research Lecturer for 2019-2020, Distinguished Professor Walter Clark.

John Martin Fischer, Philosophy, Chair
Carl F. Cranor, Philosophy
Alexander S. Raikhel, Entomology
David Reznick, Evolution Ecology, and Organismal Biology
Robert Russell, Economics
April 21, 2020

To: Dylan Rodríguez, Chair
Riverside Division

From: Sheldon Tan, Chair
Committee on Undergraduate Admissions

Re: Proposed Exception for Applicants to be considered for Admission by Exception (AxE) without Faculty Special Review Committee (SRC) Evaluation for Fall 2020 Cohort

The Committee on Undergraduate Admissions has been informed by the office of Undergraduate Admissions that a pool of approximately 15-20 Fall 2020 applicants who are 1) part of the Admissions Preparation Program (APP) and 2) student-athletes, did not have the opportunity to take the SAT or ACT, a requirement for admission. The inability of students to take these exams is a result of test cancellations beginning in March 2020 due to the COVID-19 pandemic. The SAT will not be administered again until August 2020 at the earliest.

Under the current Senate approved Admission by Exception Guidelines, UCR faculty has delegated authority to the office of Undergraduate Admissions to admit several categories of students by exception. However, under the current Admission by Exception Guidelines if a student is missing standardized tests, the student is required to be reviewed by the Special Review Committee (SRC) for admission consideration, which is very time consuming and is not intended for such review tasks.

The Committee on Undergraduate Admissions discussed this issue at their April 17, 2020 meeting and noted that the cancellation of the tests due to COVID-19 is beyond students’ control. The Committee on Undergraduate Admissions voted to support a proposal to allow a standardized test exception for the Fall 2020 cohort of applicants for APP and student-athlete students to be considered for admission under the Admissions by Exception Guidelines without SRC Review; therefore, delegating the authority for these admission by exception decisions to the office of Undergraduate Admissions.

The Committee’s justification for this proposal is that applicants with otherwise strong records, should not be penalized for their inability to take standardized tests due to COVID-19.

**Definitions of Populations Noted Above**

**Admissions Preparation Program**
APP is a pipeline program developed in partnership with UCR University Extension. Students admitted into the program are those who are strong academically, however have not yet taken the SAT and/or need additional English language preparation. These students, through the currently approved Senate approved AxE guidelines, are permitted to take the SAT after high-school graduation and are admitted, with test scores, without SRC review.

**Student-Athletes**
There are several student-athletes currently in the pipeline for admission consideration, who have not taken the SAT to date, however are now pursuing admission to UCR.

cc Emily Engelschall, Interim Associate Vice Chancellor for Enrollment Services and Director of Undergraduate Admissions
Cherysa Cortez, Director, Academic Senate
February 27, 2020

To: Dylan Rodríguez, Chair
Riverside Division

From: Sheldon Tan, Chair
Committee on Undergraduate Admissions

Re: Proposed Changes to the Guidelines for Admission by Exception

The Senate Committee on Undergraduate Admissions (UAC) has proposed changes to the Guidelines of Admission by Exception (AxE) (Rev June 26, 2017), in response to the management corrective actions (MCAs) from Phase One of the UC-wide audit of Undergraduate Admissions.

The following are the MCAs that the proposed changes to the AxE Guidelines address.

1. 1.2: Document all admissions decisions with sufficient detail to:
   - Meet the minimum documentation requirements specified in the policies and procedures described in recommendation 1.1.
   - Indicate the specific individuals and/or committees that were involved in the evaluation of the application and the final decision.

   a. Page 1 of the guidelines indicates the three senior campus leaders who will be involved in the AxE applicant review. This is in response to the CA legislation/ BOARS directive requiring three senior campus leaders to be involved in the review of all AxE admissions decisions. Phase I MCA 1.2 requires that we document all individuals and committees involved in the evaluation of an applicant. The Guidelines already documented the SRC’s involvement in the review and the changes will document the three campus leader’s involvement in the AxE review.

2. 3.2: Clearly identify and track all applicants that departments recommend on the basis of special talent.

   a. Appendix B provides an overview of the process for recommending applicants on the basis of special talent.

3. 3.3: Establish and document the minimum requirements for documented verification of special talent for each department. These minimum requirements should identify the types of information and trusted sources that can be used to confirm qualifications or credentials for a
specific sport or talent. Requirements for documented verification of athletic qualifications could be limited to non-scholarship prospective student athletes.

a. Appendix B defines types and sources for verification documents.

4. 3.5: For all non-scholarship prospective student athletes recommended for admission by athletics, require that the athletics compliance office verify the qualifications of the recommended applicant, in accordance with the requirements referenced in recommendation 3.3.

a. Appendix B, Special Talent Verification Process outlines the athletics compliance verification process.

5. 3.6: Require a two-step verification process for any recommendation for admission on the basis of special talent that includes the following:

- The initiator of the recommendation must document and attest, under penalty of disciplinary action, that they have performed an assessment and determined that the level of special talent warrants a recommendation for admission.
- An individual in a supervisory capacity must approve the recommendation. For athletics, this process could be limited to non-scholarship prospective student athletes.

a. Appendix B, Special Talent Verification Process outlines the two step “initiator” and “supervisor” recommendation.

6. 4.2: Establish a local campus policy that outlines acceptable rationale and the required evaluation process for admissions by exception. At a minimum, this policy should ensure that an individual who identifies a candidate for admission by exception cannot make the final admission decision.

a. The complete guidelines document outlines the acceptable rationale and required evaluations process for AxE. The first page documents the CA legislation/ BOARS requirement of 3 senior leadership approvals for all AxE admits as well as how these AxE student are identified and brought to admissions for review.

7. 4.3: Establish controls to ensure that an acceptable rationale for identifying an applicant to be considered for admission by exception is documented for each applicant being considered under the policy.

a. The guidelines for AxE documents the rationale for identifying an applicant as AxE in page 3-4.

8. 4.4: Establish local procedures to annually monitor compliance with the campus percentage limits for admissions by exception established by Regental policy.

a. Process for reporting campus percentage limits added to first page of guidelines.

9. The percentage for special talents or “other students” applicants defined in the first page, or the first category, has been changed from 1% to 2%.
a. This change will lead to more consistency with BOARS’s AxE guideline

10. The percentage for second category applicants defined in the first page has been changed from 4% to remaining percentage, up total of 6%. The description of the second category applicants was also changed.

   a. The language change gives us more flexibilities for recruiting the second category applicants.
   b. The description change is more consistent with BORARS’s definition of second category.
Admission by Exception (AxE) is an offer of admission reserved for applicants who do not meet current campus admission requirement (based on AIS), but meet a set of minimum academic requirements (as specified in Section I below) and

1. Have a special talent or are defined as “other students” (see criteria outlined in Section II below), or
2. Have attained academic achievement despite major disadvantages compared to other students coming from disadvantaged circumstances, including but not limited to low-income students, first generation college students, and those from low-API schools (see criteria outlined in Section II below)

Effective Fall 2006, the Office of Undergraduate Admissions may admit the number of AxE applicants required to yield up to 6% of total freshman enrollment and up to 6% of total transfer enrollment for a specific admission term.

Up to 21% of the AxE enrollments may be reserved for applicants outlined in number #1 above. Special Talent applicants and
The remaining percentage, up to a total of 6.5% may be reserved for applicants outlined in #2 above.

The admission by exception percentages are reviewed on a bi-annual basis and reported out to the Undergraduate Admissions Senate Committee by the Director of Undergraduate Admissions.

1. The Director of Undergraduate Admissions will monitor these limits using an established report following the third week of each new fall and winter term.
2. The Director of Undergraduate Admissions in consultation with the Undergraduate Admissions Senate Committee will review the percentage of special talent applicants and applicants demonstrating academic promise and/or major disadvantage to determine if AxE percentages have met the established criteria, ensure that special talent applicants are not allocated an excessive number of slots, and whether an adjustment to the AxE percentage allocation is needed for a future term.

All applicants admitted by exception, must be approved by three senior campus leaders, which are defined to be the Director of Undergraduate Admissions, another member of senior leadership in Undergraduate Admissions or Enrollment Services (e.g. Associate Director of Undergraduate Admissions or Associate Vice Chancellor of Enrollment Services), and a member of the Academic Senate external to Undergraduate Admissions (e.g. Dean of admitting college or the Chair of the Undergraduate Admissions Senate Committee). In the event that two senior leaders within Undergraduate Admissions or Enrollment Services are not available to approve AxE admits one approver may be replaced with a second approver from the Academic Senate, external to Undergraduate Admissions.

The following criteria have been developed and approved by the Undergraduate Admissions Committee of the UC Riverside Academic Senate.
I. Minimum Academic Requirements

Applicants must meet the following minimum academic criteria in order to be considered for AxE.

**Freshman Applicant**

1. GPA – 3.00 minimum in A-Ga-g subjects.
2. Standardized Test Scores – SAT - 460 minimum score on the Math component and either a 24 minimum score on the Writing and Language Test or a 23 minimum score on the Reading Test.

**OR**

ACT - composite score of 17 (sum of SAT Critical Reading and Math = 830) and a minimum ACT English/Writing score of 17 (SAT Writing = 420*).

- * Indicates “old” (pre-2016) SAT scores. Until there is a new recognized concordance between the College Board and ACT, ACT scores must be translated via an old SAT score.
- Applicants who are unable to meet the above exam requirement prior to high school graduation because either, 1) the exams are not offered in their home country and/or 2) they will participate in the UCR Extension Intensive English program prior to taking the exams, may be considered for admission by completing the exams post high school graduation.

3. A-G Course Omissions - 3 courses or less (no Math or English omissions/deficiencies are allowed).
4. Transferrable coursework taken after the summer following high school graduation – up to 30 units of transferrable coursework can be considered for freshman admission for international students in the Admission Preparation Program and other circumstances as warranted.

- Freshman applicants with the circumstances outlined in number 4 above, may have a gap in their educational record of up to two years and be considered for freshman admission.

**Transfer Applicant**

1. GPA - 2.00 minimum allowed in transferable courses.
2. Units - A minimum of 24 transferable quarter units.
3. Subject Requirements – At least one transferable English Composition course, one transferable math course (has intermediate algebra as a prerequisite), and one appropriate third course from the required 7-course pattern.

All applicants who meet the above academic criteria may compete equally for AxE consideration. Declining academic performance is a factor used to defer applicants even though they may meet the criteria described above. Exceptions to the above criteria are rare. Applicants who do not meet these criteria must demonstrate acceptable alternative academic achievement (see below: IV. Special Committee Review).

II. Definitions of Applicants to be Considered for AxE

The mere presence of one or more of the below factors does not justify review for AxE since such factors exist to some degree for many applicants. Review is justified only in situations where the student’s overall achievement, academic promise in a
specific area, and/or disadvantage, is truly distinctive. Such situations are expected to be rare.

1. **Special Talent or “Other” Applicants (up to 1%)** – Applicants satisfying the above-stated minimum academic requirements and give evidence (outlined in Appendix B) of possessing special talent for University programs requiring such special talent, may be considered for AxE. Students defined as “other” may be considered for AxE if one or more of the following factors have been demonstrated at an exceptional level:

- outstanding achievement in a specific subject area;
- self-motivation and initiative;
- leadership;
- public or community service;
- athletics;
- completion of significant special projects;
- special endorsement of academic promise from their school;
- demonstration of academic promise by achievement in specific areas of study; and/or
- marked improvement in academic performance as demonstrated by academic grade point average and/or enrollment in accelerated, challenging course work (e.g., honors, Advanced Placement, International Baccalaureate, and transferable college courses).

There is no specific breakdown of the 1% according to these factors. In particular, there is no assumption that there must be a balance of students admitted from the spectrum of factors. Thus, one or just a few factors may account for the majority of special talent admissions. At the same time, however, no one special talent factor should prevent other factors from being fully considered and accommodated.

2. **Applicants from disadvantaged circumstances, including but not limited to low-income students, first generation college students, and those from low API schools**

Students satisfying the above-stated minimum academic requirements may be considered for AxE if they have demonstrated academic achievement in the presence of major disadvantages compared to typical student applicants. Disadvantages may include geographical, physical, psychological, financial, or personal and may include, but are not limited to:

- **Low Income**: Family income and household size will be used to determine if an applicant is financially disadvantaged. The family income cutoff will be directly linked to the size of the family. A scale is used to assign variable points. The actual income cutoffs would be based upon annually published federal standards. The University of California Office of the President will provide the Undergraduate Admissions office applicable standards on an annual basis.
• **First-Generation College Attendee:** Parents/Guardians of applicant have not completed an undergraduate degree, attended college or have just recently begun attending college.

• **Disability (Learning, Physical, and/or Psychological):** Applicant will require further review by Student Special Services for recommendation.

• **English as a Second Language:** Applicant’s native language is other than English.

• **Veteran:** Applicant is veteran of U.S. military.

• **Re-entry:** Applicant is 24 years of age or older by term of entry and has been out of school for two years or more.

• **Unusual Life Circumstances/Personal Hardship Indicators:** Applicant is or has one or more of the following: ward of the court; recent or chronic illness/injury; lives in foster home; comes from single parent family; single parent; runaway; death in the immediate family (parent, guardian, sibling); homeless; emancipated minor; incarcerated parent; a current/former inmate of a correctional facility; parolee; and/or a victim of physical/sexual abuse.

• **Location of Residence and/or Limited Educational Opportunity Indicators:** Applicant lives in or around one or more of the following: inner city dwelling/school or rural dwelling/school community with a high crime rate, high unemployment rate, and/or low education level.

• **Applicant Attends High School Where the Following Occurs:** Applicant is bussed to school (therefore, cannot participate in extra curricular/enriching activities); high school does not offer AP/Honors curriculum or high school does not send many applicants to UC; and/or high school has low college-going rate, low high school graduation rate, and low high school test scores (mean average less than 500 on SAT I Math and Verbal).

• **Job:** Applicant is working during school year to supplement family income, save for college, or fulfill other basic needs.

• **Recent Immigrant Status:** Applicant has moved within last six years from non-English speaking country.

• ** Applicant from Another Country:** Applicant attended high school or higher level education in another country and is unable to meet traditional UC admission requirements.

The mere presence of one or more of the above factors does not justify review for AxE since such factors exist to some degree for many applicants. Review is justified only in situations where the student’s achievement, despite harsh challenges, is truly astounding. Such situations are expected to be rare.

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**III. Review Process**

Applicants who qualify for AxE may be identified by the Undergraduate Admissions office in its regular review of applications, by academic departments, or by the Athletics Department. Applicants identified through any of the aforementioned offices will be processed as follows:

1. **Undergraduate Admissions Office:** Applicants identified by the Undergraduate Admissions office will be forwarded by the Admissions Counselor to the Assistant Director—Freshman Evaluations, the Assistant Director—Transfer Evaluations, or the Assistant Director—International Evaluations to the Associate Director of Recruitment.
and Evaluation in Undergraduate Admissions for consideration, as appropriate. Upon review and in consultation with the Director of Admissions, a decision will be made to determine if an AxE offer will be made.

2. **Academic Departments**: Academic departments, which independently identify applicants, will prepare a letter of endorsement and submit the Special Talent and AxE Recommendation Form and forward it to the Undergraduate Admissions office for a final decision. The application file will be reviewed by the Assistant Director—Freshman, Transfer, or International Evaluations, who will consult with the Director of Admissions to determine if an AxE offer will be made. If the recommendation for admission is made primarily on the basis of special talent, the recommending department must follow the procedures outlined in Appendix B.

3. **Athletics Department**: The Athletics Department will submit the Athletic Release Authorization Form and the Request for Admission by Exception Form to Undergraduate Admissions. Upon receipt of these forms, the application file will be reviewed following the procedures outlined in Appendix B. Prepare a letter of endorsement and forward it to the Undergraduate Admissions office for a final decision. Upon receipt of the Athletic Release Authorization Form and the Request for Admission by Exception Form, the Assistant Director—Freshman, Transfer, or International Evaluations will process the AxE offer.

******************************************************************************

**IV. Special Review Committee**

Applicants who do not qualify for AxE and are supported by a UCR faculty, staff, or department may be reviewed by a Special Review Committee (See Appendix A.)
Appendix A

Special Review Committee (SRC)

Charge:
Applicants who do not qualify for Admission by Exception and are supported by a UCR faculty, staff, or department may be reviewed by a Special Review Committee comprised of UCR faculty, with faculty or staff from the appropriate UCR unit, staff from the Academic Resource Center, and the Director of Undergraduate Admissions as Ex-Officio members. The Special Review Committee will make final admissions decisions for such applicants based on its assessment of the likelihood of their academic success at UCR, which in turn is based on:

1. Academic history as reported on the Application for Undergraduate Admissions and Scholarships;
2. An academic evaluation by the Undergraduate Admissions office of all requested official transcripts and completed test scores;
3. The Personal Statement/Insight Questions; and other relevant materials provided to the Special Review Committee for consideration
4. Additional requested materials.

As a condition of admission, the Special Review Committee may require the applicant to:
1. Meet specific goals at the Academic Resource Center; and/or
2. Meet specific goals from the Athletics Department's required Study Table; and/or
3. Meet other conditions as deemed appropriate.

There will be approximately 3-4 meetings each year with the majority of the meetings occurring during the winter and spring quarters. Meetings may occur during the summer only when necessary.

Appeal Process
For an appeal to be considered by the Special Review Committee, new and compelling information must have come to light for the student that was not presented to the Special Review Committee when the student was originally considered for admission. This information must clearly show the student to be significantly stronger overall than had been earlier evidenced.

Items that must be included in the appeal:
1. A letter written by the original supporting department (including the student's full legal name and UCR student ID) requesting that the Special Review Committee reconsider its decision. Letter must include an explanation as to why the new and compelling information was not originally presented to the Special Review Committee.
2. New documentation that supports the appeal such as a transcript or a revised test score report.
Appeal documents must be received in Undergraduate Admissions no later than 14 calendar days from the date the Special Review Committee’s decision was communicated to the original supporting department.

Decisions made by the Special Review Committee as a result of an appeal are final.

Membership:
The Special Review Committee is comprised of at least four Academic Senate faculty members and up to five non-voting University faculty or staff members in Ex-Officio status. Membership is as follows:

**Senate Faculty Members**
Undergraduate Admissions Committee Representative, Chair
- Appointed by the Committee on Undergraduate Admissions
Faculty Representative from CHASS
- Appointed by the Committee on Committees
Faculty Representative from CNAS
- Appointed by the Committee on Committees
Faculty Representative from BCOE
- Appointed by the Committee on Committees
Faculty Representative
- Appointed by the Committee on Committees

**Ex-Officio Members**
ACE Program Coordinator, The Academic Resource Center
Director of Undergraduate Admissions
Admissions Counselor
Faculty Athletic Representative to NCAA when appropriate
Chair, Committee on International Education when appropriate
Other pertinent individuals as deemed appropriate by the chair

Voting members must recuse themselves from any case file for which they serve as the faculty advocate. Further the SRC shall be considered a senate committee for the purpose of executing an annual COI.
Special Talent Admissions

Definition of Special Talent Admissions
Special talent admissions is inclusive of any circumstance in which an applicant is considered for admission to the University of California, Riverside primarily on the basis of their special talent. Special talent refers to a talent that is non-academic in nature, typically presented by Athletics or areas encompassing the visual and performing arts.

Minimum requirements for documented verification of special talent:
A minimum of two verifiable pieces of information from the options listed below must be obtained for any student being recommended for admission solely on the basis of the special talent. Two of the same type of verifiable pieces of information will not be allowed except for letters of recommendation. Information submitted for verification of special talent must be retained and attached to the official student record. It is the responsibility of the recommending department to verify all documentation submitted on behalf of the applicant is official in nature (e.g. team roster is on letterhead or includes an official team logo, etc.)

Types of information and trusted sources that can be used to confirm qualifications or credentials for a specific sport or talent:

1. Athletic Talent
   a. Video of athlete competing where the student is clearly identifiable
   b. Team roster with athlete listed as competing team member
   c. Documentation of talent from third party website to include achievement levels by sport*
   d. Two letters of recommendation by current and/or recent club or high school coach
      i. Verified internet search to confirm person writing the letter has a confirmed association as a coach for the club or high school team
   e. Verified internet search of athlete to confirm recent participation in the sport and recognition received

2. Visual and Performing Arts Talent
   a. Video or portfolio of student’s musical, theatrical, artistic, dance, or other visual and performing art talent
   b. Program from visual and performing art performance, showcase, or competition listing the student
   c. Two letters of recommendation from visual and performing arts professionals familiar with the student’s work
      i. Verified internet search to confirm person writing the letter has a confirmed association as a visual and performing arts professional in the noted area
   d. Verified internet search of student to confirm recent visual and performing arts performances and recognition received

3. Other Special Talent
   a. Video or portfolio of student’s special talent
   b. Documentation of talent from third party website to include achievement or award in a particular field
c. Two letters of recommendation from professionals familiar with the student’s work
   i. Verified internet search to confirm person writing the letter has a confirmed association as a professional in the noted area
d. Verified internet search of student to confirm recent recognition in particular field received

*Third party websites include, but are not limited to, the following:
   https://scpgajt.bluegolf.com/bluegolf/scpgajt17/profile/memsearch.htm
3. Track and Field: https://www.usatf.org/resources/statistics
5. https://www.youtube.com/channel/UC0A5W66_0K-_HnZEQecYGSw

Special Talent Verification Process:
A two-step verification process is required for any applicant recommended for admission primarily on the basis of special talent that includes the following:

1. *The initiator of the recommendation must document and attest, under penalty of disciplinary action that they have performed an assessment and determined that the level of special talent warrants a recommendation for admission.
2. An individual in a supervisory capacity to the initiator must approve the recommendation being put forward. Individuals designated in a supervisory capacity, must minimally be at the Director or Associate Dean level.

*For applicants recommended by Athletics it is required that the Athletics Compliance Office verify the qualifications of the recommended applicant.

Approval from a member of senior leadership from an office external to the recommending department is required for all applicants recommended for admission primarily on the basis of special talent. The person serving in this capacity can be either the Director of Undergraduate Admissions or the Associate Vice Chancellor of Enrollment Services.
Dear Dr. Rodriguez,

Greetings! I am writing to resubmit the Athletic Leadership Minor Proposal on behalf of Dr. Kahne, GSOE Faculty Chair.

GSOE received the response to the proposal in January 2020.

Attached are:
- Memo from Dr. Kahne re Third Revision
- Proposal for Athletic Leadership Minor Fall 2020 v2.0
- Athletic Leadership Minor Letters of Support; there are 6 letters in total as outlined in the proposal

We hope the program can be reviewed again as soon as possible for consideration of implementation for Fall 2020. Please let me know if there are any questions or concerns.

Best Regards,
Sam

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Samantha Jobelius-Morrison
Academic Program Analyst/
GSOE Enrollment Manager
Graduate School of Education
University of California, Riverside
Phone: (951) 827-1493
February 25, 2020

To: Dylan Rodriguez, Chair
    Academic Senate, Riverside Division

From: Joseph Kahne, Chair
    Graduate School of Education, UC Riverside

Re: Third Revision of Proposed New Minor in Athletic Leadership

Thank you for your careful consideration of our proposal for a new Athletic Leadership minor in the Graduate School of Education (GSOE). Your feedback has guided us to prepare another revision of this proposal for further consideration. We have addressed the Committee on Educational Policy (CEP) concerns raised as follows:

- Curriculum: We have removed the BUS 107 and BUS 156 courses as options. The EDUC 154 course was recently approved by the Committee on Courses effective for Fall 2020. The EDUC 154 (Educational Leadership in a Diverse Society) course will allow students to examine issues that affect leadership in diverse educational contexts and will equip future leaders with insights necessary for understanding diverse educational contexts and the challenges often faced, including athletic leadership.

- Sustainability: We are enthusiastic about the support and demand for and sustainability of the program. In addition to Professor Comeaux, several GSOE faculty listed in the proposal—Drs. Jayakumar, Rall, and Vue—have published peer-reviewed work on athletics, and continue to stretch their knowledge base in this area of inquiry. They are willing and capable of teaching the courses in the minor, and have a vested interest in the program and will play an active role its success. We are very confident that our aforementioned ladder faculty members will ensure that the program thrives and grows.

Cc: Eddie Comeaux, Associate Professor
Proposal for Athletic Leadership Minor (New Undergraduate Academic Program)

1. Name of the academic program and the department(s) or unit(s) that will administer the program.

   Name: Athletic Leadership Minor
   Department/Unit: Graduate School of Education (GSOE)

2. Justification for Athletic Leadership Minor

Today and historically, intercollegiate athletics have been an integral part of higher education, involving many student-athletes and occupying a socially prominent space on many college campuses. The popularity of big-time college sports—that is, sports played at schools classified as members of the Division I Football Bowl subdivision—and the increasing funds that flow into athletic programs have created full-scale commercial entertainment with large monetary payouts. For example, for the fiscal year ending in 2015, the total revenue received by the National Collegiate Athletic Association (NCAA) exceeded $1 billion.\(^1\) In many regards, the high stakes investment in college sports is evident. College athletics programs have created economic imperatives that lead them to produce and sell a product that will be attractive to consumers yet complement the educational mission and fundamental values of the institution.

With increasing expansion of the business enterprise that is college athletics, as well as ongoing changes to the core functions of athletics departments,\(^2\) stakeholders in athletics affairs now serve in more public roles. These stakeholders require trustworthy, competent, forward-thinking, accountable leaders who can manage athletic departments’ daily operations and support athletes without compromising the fundamental mission and values of the postsecondary institutions.\(^3\) Indeed, given the increasing changes to the college athletics landscape, there is a need for specialized pre-career training for athletic leaders including athletic directors, compliance officers, business and financial officers, public relations officers, coaches, academic advisors, counselors, and tutors. This training can be acquired in part through undergraduate education.

Currently absent, however, are educational programs that adequately prepare aspiring leaders for work in a variety of athletic settings, especially at the intercollegiate level. At the University of California, Riverside (UCR), there is high student demand for athletics-related courses and for a program that will provide this training. As an example, EDUC 050 (Intercollegiate Athletics and American Higher Education) is a popular class that has been taught in both face-to-face and fully online formats; it has drawn large numbers of undergraduate students from Liberal Studies, Anthropology, Sociology, History, Psychology, English, Spanish, Linguistics, and Ethnic Studies, among other campus majors.

Given the demand for and success of EDUC 050, as evidenced by high student enrollment numbers, the proposed undergraduate minor in Athletic Leadership has the potential to attract a large number of students from many different departments and majors. In fact, this undergraduate minor in Athletic Leadership will likely appeal to and benefit the more than 300
student-athletes who are at UCR at any given time. We have already corresponded with stakeholders in the affairs of athletics at UCR about this proposed undergraduate minor in Athletic Leadership and they have expressed a great deal of support and enthusiasm. As well, the GSOE has recently introduced the undergraduate Education, Society, and Human Development major, which introduces students to issues, policies, and practices in schools and colleges; it is expected that the number of students in this new major will grow to more than 300 by the 2021–2022 academic year. As such, the proposed undergraduate minor in Athletic Leadership has great potential for serving a large number of undergraduate students from within the new major – the B.A. in Education, Society, and Human Development.

At present, there are no undergraduate programs on athletics at UCR or any other UC campus. We believe that participants in the proposed undergraduate minor in Athletic Leadership will enhance their content knowledge and leadership skills in the program as well as advance their understanding of the role athletics leaders play in the larger campus environment. Students in the minor will prepare for career success in variety of areas that include, but are not limited to: sport administration (scholastic, collegiate, and professional), sport management, coaching, community and youth sports, fitness clubs and wellness organizations, and parks and recreation leader. We are also optimistic that the proposed undergraduate minor will serve as a pipeline to the GSOE’s Higher Education Administration and Policy graduate program as well as the Teacher Education program.

As we question all other aspects of schools and universities—from access to equity, undergraduate education to professional education, civil responsibility to individual benefits, research to teaching—it is also appropriate to explore the peripheral activities such as leadership development and preparation programs related to athletics. This context provides the preliminary rationale for establishing the undergraduate minor in Athletic Leadership in the GSOE at UCR in order to prepare students for careers in a variety of athletic settings, particularly at the intercollegiate level.

3. Relationship of the New Program to Existing Programs

This proposed Athletic Leadership Minor is unlike any existing programs on campus. Students will have an opportunity to advance their knowledge base on a range of issues within the current landscape of athletics in various settings. The required lower division course in the Athletic Leadership is also part of the elective lower division courses a student can take to earn the B.A. in Education, Society, and Human Development, all concentrations. The upper division Education courses included in the Athletic Leadership Minor are also part of the B.A. in Education, Society, and Human Development concentration in Community Leadership, Policy, and Social Justice. Students who are pursuing a B.A. in Education, Society, and Human Development, will be allowed to add the Athletic Leadership Minor, but they will not be allowed to use courses from the minor to also satisfy any of the upper division requirements for the major. Upper-Division courses can only be counted for one program. The GSOE offers enough courses in major to allow students to complete the B.A. degree and the Minor without any issues. Students will need to meet with their Academic Advisor to ensure they are meeting the requirements in each area.

4. Proposed Minor Objectives
The purpose of the Athletic Leadership Minor in the GSOE is to prepare students for leadership careers in athletics, particularly at the intercollegiate level. It is designed to provide students with a solid understanding of the administration of student affairs and student-athlete development. Specifically, students who complete the minor program will:

a. Demonstrate knowledge of various approaches universities take to athletics and the extent to which each approach is consistent with the overall educational mission of American higher education.

b. Demonstrate knowledge of the organizational structure and functions of the NCAA, including rule-making processes and principles of conduct.

c. Demonstrate knowledge of the foundations and intersection of higher education, sport, and student affairs, including the philosophy and history of higher education and sport; theories of student development; diversity issues; moral and ethical issues; and leadership in athletics.

d. Demonstrate knowledge of contemporary issues—such as one-year renewal and multi-year scholarship policies; athletes’ rights; Title IX compliance; conference realignment; escalating costs associated with intercollegiate athletics; and the athlete experience—with a particular emphasis on race, gender, and intersectionality.

e. Demonstrate knowledge of critical pedagogical strategies that translate into personal and academic intervention, including advising and counseling techniques.

f. Demonstrate an ability to identify and respond to the diversity of student-athlete needs and athletic program issues while employing a social justice analytical lens.

g. Demonstrate an ability to apply research and theory to improve athletic programs.

h. Demonstrate knowledge of reform initiatives and policies that have been introduced, debated, and in some cases enacted to improve the conditions of athletics generally and to strengthen the learning and personal development trajectories for student-athletes specifically.

5. Curricular Structure

This proposed Athletic Leadership Minor expects to enroll a diverse student body and offer an array of courses suitable for students who are considering leadership careers in a variety of athletic settings, particularly at the intercollegiate level. A total of 20 units are required for the Athletic Leadership Minor—one lower division course and four upper division courses. Three of the five courses will offer a face-to-face version and an optional fully online delivery mode.

One (1) lower division course will provide foundational knowledge in the main content areas of the minor program. In addition, students will take at minimum of four (4) upper division courses related to theories of student development, critical pedagogy, diversity issues, policies, moral and ethical issues, and leadership in athletics. Students can also complete an optional capstone project with their faculty advisor, exploring an athletics-related question or problem of their choice.

Lower Division Course (1)

- EDUC 50: Intercollegiate Athletics and American Higher Education
  —Face-to-face and fully online delivery formats

Upper Division Courses (4)

- EDUC 147: Education in a Diverse Society
• EDUC 150: Policy and Legal Issues in Intercollegiate Athletics
  —Face-to-face and fully online delivery formats
• EDUC 152: Education, Hip Hop, and Sport
  —Face-to-face and fully online delivery formats
• EDUC154: Educational Leadership in a Diverse Society
  —Face-to-face and fully online delivery formats
• EDUC 190: Special Studies;
  —Course to be used for optional capstone project

The proposed program change is in Appendix 1A.

6. For interdisciplinary programs, the degree of participation and the role of each department must be explicitly described. The chairs of all participating departments must provide written approval for the creation of the program and indicate their commitment to provide necessary resources including faculty release.

The program is not interdisciplinary.

7. Faculty Involved in the Program:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 050</td>
<td>Intercollegiate Athletics and American Higher Education</td>
<td>Dr. Uma Jayakumar, Dr. Eddie Comeaux, Dr. Gyasmine George-Williams</td>
</tr>
<tr>
<td>EDUC 147</td>
<td>Education in a Diverse Society</td>
<td>Dr. Rita Kohli, Dr. John Wills, Dr. Lorena Gutierrez</td>
</tr>
<tr>
<td>EDUC 150</td>
<td>Policy and Legal Issues in Intercollegiate Athletics</td>
<td>Dr. Eddie Comeaux, Dr. Uma Jayakumar, Dr. Rican Vue, Dr. Gyasmine George-Williams</td>
</tr>
<tr>
<td>EDUC 152</td>
<td>Education, Hip Hop, and Sport</td>
<td>Dr. Tasha Iglesias, Dr. Gyasmine George-Williams, Dr. Eddie Comeaux</td>
</tr>
<tr>
<td>EDUC 190</td>
<td>Special Studies</td>
<td>Dr. Rican Vue, Dr. Eddie Comeaux, Dr. Uma Jayakumar, Dr. Raquel Rall</td>
</tr>
<tr>
<td>EDUC 154</td>
<td>Educational Leadership in a Diverse Society</td>
<td>Dr. Uma Jayakumar, Dr. Eddie Comeaux, Dr. Raquel Rall, Dr. Rican Vue, Dr. John Levin, Dr. John Wills</td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Position</td>
<td>Expertise</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Eddie Comeaux</td>
<td>Associate Professor, GSOE</td>
<td>Higher education; racial equity issues; student engagement; intercollegiate athletics</td>
</tr>
<tr>
<td>Uma Jayakumar</td>
<td>Associate Professor, GSOE</td>
<td>Race, equity, and diversity issues in higher education, with a focus on how institutional environments (e.g., campus climates/cultures) and organizational practices (e.g., admissions processes and affirmative action) shape college access and outcomes, and how students experience and resist barriers to inclusive engagement</td>
</tr>
<tr>
<td>John Levin</td>
<td>Distinguished Professor</td>
<td>Faculty work and identity internationally; Governance and management of community colleges; and Globalization, Neoliberalism, and Higher education.</td>
</tr>
<tr>
<td>Rita Kohli</td>
<td>Assistant Professor, GSOE</td>
<td>Educational systems and practices that maintain or exacerbate racial inequity; teacher development practices that effectively advance racial equity</td>
</tr>
<tr>
<td>Raquel Rall</td>
<td>Assistant Professor, GSOE</td>
<td>Best practices to increase access to and success in higher education for traditionally marginalized communities; the strategic apex and ideologies of access, diversity, and inclusion at the systemic and structural level of higher education governance, with an emphasis on governing boards.</td>
</tr>
<tr>
<td>Rican Vue</td>
<td>Assistant Professor, GSOE</td>
<td>The role of race and its intersections with ethnicity, class and gender in the</td>
</tr>
</tbody>
</table>
social, political, symbolic, and structural dynamics of U.S. education with an emphasis on equity and inclusion in higher education.

| Dr. Tasha Iglesias, Dr. Gyasmine George-Williams | Lecturers | Effective pedagogy; popular culture; intercollegiate athletics; and sport sociology |

8. Projected enrollment in the program:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-2021</td>
<td>10</td>
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<tr>
<td>2021-2022</td>
<td>15</td>
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<td>2022-2023</td>
<td>20</td>
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<tr>
<td>2023-2024</td>
<td>25</td>
</tr>
<tr>
<td>2024-2025</td>
<td>25</td>
</tr>
</tbody>
</table>

9. Name of degree, if applicable, and the anticipated number of degrees to be granted when the program reaches steady state.

The GSOE anticipates approximately 25 students to graduate with an Athletic Leadership Minor when the program reaches a steady state.

10. Potential impact of the new program on existing programs. If the proposed program includes required courses from a department other than the administering department, the proposal must include a statement from the department indicating that it has been consulted and that it will provide access to the required courses.

The GSOE anticipates a minimal impact on existing programs.

The Education courses contained within the Athletic Leadership minor are also elective and concentration course options in the B.A. for Education, Society, and Human Development (Education Major). The minor program will help supplement the enrollment in the courses shared by both programs. Therefore, we will be able to provide teaching assistant positions.
in the courses for both programs as we project them with large enrollments because they will be serving two groups of students (both students in the major and students pursuing a minor).

11. A full listing of resources required for start-up and for operations. A letter of support from the College Dean and/or Executive Vice Chancellor-Provost indicating endorsement as well as a promise of support for the proposal also would be extremely helpful.

No new faculty FTE are needed. With the steady growth of the faculty in recent years, the GSOE has the instructional capacity to support the proposed undergraduate minor. As well, no proposals for release time are needed, nor are proposals for teaching assistants, readers, administrative staff, or technical support needed.

A range of current GSOE faculty will teach minor courses, and the GSOE will hire qualified lecturers for these courses, when necessary, as well. EDUC 050 has enrolled, on average, about 60 students for both face-to-face and online delivery modes over the past 6 years. Note that EDUC 050 has been offered multiple times from 2016-2018, so the enrollment numbers will likely be much higher when offered only once per year for the new minor. In addition, enrollment numbers for EDUC 152 was approx. 60 for winter 2019, and we hired a qualified lecturer to teach this course. For spring 2019, EDUC 150 enrolled more than 110 students. Our athletics-related courses have drawn large numbers of undergraduate students from a range of campus majors. As well, our athletics-related courses are appealing to more than 300 current UCR student-athletes. In fact, UCR Athletic Director (Tamica Smith-Jones) and other stakeholders in the affairs of athletics fully and enthusiastically support the proposed Athletic Leadership minor. With the racial diversity of students in athletics, the proposed program, given the range of courses to which they will be exposed, has the potential to serve as a pipeline for GSOE graduate programs, including teacher education, enhancing the compositional diversity of our graduate programs. In short, this proposed program will actually add revenue (and currency) rather create financial concerns, including creating an additional pool of teaching assistants for the GSOE.

12. Both internal and external letters of support should be provided with the proposal. Internal letters of support are often from UCR department chairs and faculty of related programs. The external letters should be from other UC campuses or other peer institutions. Letters from off-campus help to establish the quality of the program and its fit within the context of related programs at other universities. Upon consultation with the CEP the demand for external letters may be waived

a. Louie Rodriguez, Interim Dean in the GSOE at UCR
b. Robert Ream, Interim Associate Dean of Undergraduate Education Programs in the GSOE at UCR
c. Thomas M. Smith, Interim Provost and Executive Vice Chancellor at UCR
d. Tyrone Howard, Professor in the Graduate School of Education & Information Studies at UCLA
e. Tamica Smith-Jones, UCR Athletic Director
f. C. Keith Harrison, Associate Professor for the DeVos Sport Business Management Graduate Program at UCF
13. Approvals from program faculty, College faculty (if the new proposal affects a college regulation), and the appropriate Executive Committee should be obtained before forwarding the new program to the attention of the Senate Analyst for CEP.

Changes in Senate regulations: No changes in Senate regulations are required.

14. All proposals for new programs should be submitted to the Senate Chair no later than March 1 of the academic year prior to the fall quarter in which the proposed program is anticipated to go into effect. This schedule should provide sufficient time for Senate review of the proposal to meet the deadline for final consideration of approval at the May Division Meeting.

Approvals: 
Approved by the faculty of the Graduate School of Education: 2/5/19
Approved by the Executive Committee of the Graduate School of Education: 3/5/19
## Proposed New Athletic Leadership Minor

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Athletic Leadership Minor</strong></td>
<td><strong>Graduate School of Education</strong></td>
</tr>
<tr>
<td></td>
<td>1207 Sproul Hall</td>
</tr>
<tr>
<td></td>
<td>(951) 827-4633</td>
</tr>
<tr>
<td></td>
<td>education.ucr.edu</td>
</tr>
</tbody>
</table>

### Committee in Charge

| Eddie Comeaux, Associate Professor of Higher Education (Education) |
| Uma Jayakumar, Associate Professor of Higher Education (Education) |
| Rita Kohli, Associate Professor of Education, Society, and Culture (Education) |
| Robert Ream, Interim Associate Dean of Undergraduate Education Programs in GSOE (Education) |
| Rican Vue, Assistant Professor of Higher Education (Education) |
| Louie Rodriguez, Interim Dean, *ex officio* |

The Athletic Leadership Minor is to prepare students for leadership careers in athletics, particularly at the intercollegiate level. It is designed to provide students with a solid understanding of the administration of student affairs and athlete development. Students will advance their understanding of the role athletics leaders’ play in the larger university and college systems environments.

### Program Requirements:
Student petitions require the approval of the Undergraduate Education Programs advisor in the Graduate School of Education. College approval from both the Graduate School of Education and the major college is required. Please see education.ucr.edu for the minor petition process. Athletic Leadership Minor candidates must maintain a minimum cumulative GPA of 2.0.

**Requirements for the minor (20 units):**

1. Lower-division requirements (4 units): EDUC 050

2. Upper-division requirements (16 units): EDUC 147, EDUC 150, EDUC 152, EDUC 154

   Optional Capstone Project: EDUC 190

See Minors under the Graduate School of Education in the Colleges and Programs section of this catalog for additional information on minors.
September 11, 2019

To Whom It May Concern:

I write this letter in support of the proposal for the Athletic Leadership Minor. I have thoroughly reviewed the rationale, purpose, and potential impact on the UCR student population, and beyond, and I believe the program has tremendous potential to be successful here at UCR. Not only am I enthusiastic about the support of the program from various entities across campus, but the proposed Athletic Leadership Minor coincides with UCR’s 2020 vision.

Specifically, the proposed Athletic Leadership Minor not only aims to provide UCR students with rich academic and learning experiences but is also being visionary in design. I believe this program has the potential to not only serve an emerging population of students interested in Athletic Leadership, but may have an impact on creating a pipeline between our undergraduate and graduate programs, not only among UCR students, but students across the UC system as well.

As the Interim Dean for the Graduate School of Education, and formerly the Associate Dean of the Undergraduate Education Programs in Education, Society, and Human Development here at UCR, I support this effort and look forward to seeing our students and new minor program thrive.

Sincerely,

Dr. Louie T. Rodriguez
Interim Dean and Professor
Bank of America Chair in Educational Leadership, Policy, and Practice
Graduate School of Education
University of California, Riverside
900 University Avenue
Riverside, CA 92521

T: 951-827-5802
E: louie.rodriguez@ucr.edu
September 10, 2019

To whom this may concern,

I am pleased to write this letter in support of the proposed Undergraduate Minor in Athletic Leadership at UC Riverside. The Minor is academically rigorous, engages an interdisciplinary group of scholars who are eager to collaborate across areas of expertise, and addresses growing demand for leadership skills targeting opportunities and challenges in intercollegiate athletics. No other UC Campus hosts a Minor in Athletic Leadership. This is an innovative program, designed to serve an emerging population of students interested in the collegiate sports industry, and likely to serve as a bridge connecting our undergraduate and graduate programs. The GSOE Undergraduate Education Committee and our Executive Committee have carefully reviewed and engaged in the development of the Minor in Athletic Leadership. We are excited about implementing the Minor which promises to lay the foundation for specialized career training focused in intercollegiate athletics and aligns with the student-centered mission and values of the GSOE.

As Interim Associate Dean for the Undergraduate Education Major, I enthusiastically support the proposed Minor in Athletic Leadership at UC Riverside.

Sincerely,

Robert K. Ream
Interim Associate Dean, Undergraduate Education Programs
Graduate School of Education
University of California, Riverside
Riverside, California 92521
(951) 827-6054
robert.ream@ucr.edu
October 17, 2019

Dear UCR Academic Senate Committee on Educational Policy,

I am writing to provide my enthusiastic support for the proposed GSOE undergraduate minor in Athletic Leadership at UC Riverside (UCR).

After carefully considering the aim and scope of the proposed minor, I believe the new program is rigorous and dynamic, providing students with rich, engaging learning opportunities to develop their academic talents. The new program will also provide students with a strong background and preparation for careers in the athletics industry—and a deep and nuanced understanding of the growing importance of trustworthy, competent, forward-thinking, and accountable leaders in schools and organizations. I am excited about the possibilities of this new program, and am quite confident that there will be high UCR student demand given the purpose and scope of the program.

I fully support the new GSOE minor program in athletic leadership, and look forward to its success and steady growth, and also the lasting educational benefits on UCR students.

Sincerely,

Thomas M. Smith  
Interim Provost and Executive Vice Chancellor
March 1, 2019

To Whom It May Concern:

It is with great support and enthusiasm that I write this letter of support for the establishment of an education minor focused on Athletic Leadership in the Graduate School of Education at the University of California, Riverside. My name is Tyrone Howard and I am on the faculty in the Graduate School of Education at UCLA. Over the past two decades the prominence of athletics and academics has reached unprecedented levels on college campuses nationwide. The focus on revenue generation has driven much of this interest, but a more intentional focus is needed in the area of athletic leadership. I raise this concern because in spite of the billion-dollar industry that is intercollegiate athletics, issues around student athlete college completion, diversity in athletic leadership, sexual assault, and revenue distribution will continue to have a profound on the landscape of colleges and universities. The establishment of an education minor on Athletic Leadership would introduce students to pertinent literature, relevant case studies, meaningful research, and exposure to contemporary issues that shape college athletics and their roles on college campuses. Moreover, UC Riverside, and UC in particular could set a precedent on creating educational pathways that could assist undergraduate and graduate students acquire the essential knowledge, skills, and strategies that are needed on college campuses to inform the next generation of campus leaders.

The establishment of an education minor in Athletic Leadership would provide an opportunity to launch an area of study that is in critical need of new ideas, diverse leaders, and multiple vantage points. The nexus between higher education, collegiate athletics, revenue generation, student engagement and diversity are staples on college campuses. At present, there are no undergraduate programs on athletics at UCR or any other UC campus. I firmly believe that students who would be enrolled in the proposed undergraduate minor in Athletic Leadership will enhance their content knowledge and leadership skills in the program as well as advance their understanding of the role athletics leaders play in the larger campus environment. I am enthusiastically optimistic the possibility that UC Riverside could establish a ground-breaking academic program that would be model that campuses across the nation would emulate. I would whole heartedly endorse such a program.

Sincerely,
Tyrone C Howard
Pritzker Family Endowed Professor
Graduate School of Education & Information Studies
University of California, Los Angeles
To Whom It May Concern:

It is my pleasure as the Director of Intercollegiate Athletics to write this letter of support proposing an Undergraduate Minor in Athletic Leadership at UC Riverside. Intercollegiate Athletics is an integral part of higher education and it has been in my experience over a career expanding 20 years, on a number of diverse college campuses that student athletes occupy socially prominent space. In addition, I understand as an administrator the status of college sports has created the increasing opportunity of funds that flow into athletic programs through scholarship, sponsorships, NCAA grants and more. With the increasing role of intercollegiate athletics relative to recruitment, the business enterprise, elevating campus’ profile as well as ongoing changes to the core function of athletics departments, stakeholders in athletics affairs serve even more in public roles. With that, training is required in part through undergraduate education and other higher education and athletic directors’ associations.

At UC Riverside, an educational program that adequately prepares aspiring leaders for work in a variety of athletic settings is currently unavailable. However, there has been a growing demand and many campuses have responded to athletics related course and Sports Management programs that will provide education and training. Campuses who have responded to this demand have experienced high student undergraduate and graduate enrollment and retention numbers. If UC Riverside response favorably to the proposal for an Undergraduate Minor in Athletic Leadership, it has the potential to attract a large number of students from many different departments and majors. In fact, this undergraduate minor in Athletic Leadership will likely appeal to and benefit the more than 350+ student athletes who are already enrolled at UC Riverside at any given time. It will also serve as a pipeline to the GSOE’s Higher Education Administration and Policy graduate program as well as the Teacher Education program.

At this time no other UC has an Undergraduate Minor in Athletic Leadership. If approved, we will continue to demonstrate UC Riverside’s cutting edge, transformation and will have the unique ability to attract many diverse nonresident and residents of the state who are seeking to complement their educational mission with fundamental knowledge in the collegiate sports industry areas such as CFO, Fundraising/Development, Marketing, Facilities, Leadership, Title IX, Gender Equity, Human Resources, Moral and other Business Affairs.

In close and as we question all other aspects of schools and universities – from access to equity, undergraduate education to professional education, civil responsibility to individual benefits, research to teaching – it is also appropriate to explore the peripheral activities such as leadership development and preparation programs related to athletics. Additionally, we have several professionals within athletics who have earned master’s degrees and/or worked in the profession for many years commensurate who will be willing to teach supplement course and aid in the programming where necessary. This context provides the preliminary rationale for establishing the undergraduate minor in Athletic Leadership at UC Riverside.
It is with great excitement and anticipation to hear back regarding this opportunity at UC Riverside.

Sincerely,

Tamica Smith Jones
Director
9-9-19

To Whom This May Concern:

I have known Dr. Eddie Comeaux for over 20 years and have served as his co-dissertation advisor during his doctoral studies at UCLA in the School of Education. I consider Dr. Comeaux a colleague and visionary as we have collaborated on many intellectual endeavors during the greater part of the past two decades.

In terms of UCR's potential for growth and success, with the Athletic Leadership undergraduate minor, it is uninhibited. First, I have personally grown the undergraduate sport business minor at the University of Central Florida from 10 students in 2007 to 475+ students, from 23 different majors, in 2019. Second, I have shared many of these best practices with Dr. Comeaux, and this effort coupled with his own innovative curriculum ideas--UCR has a winner. Third, his proposal paired with the courses that he has developed for this minor and those that are already in progress are winners. Thus, I can with 100 percent confidence and the above data support that UCR will experience similar success. In the future, I look forward to seeing how the Athletic Leadership minor will impact the lives of many students in the UC system at the Riverside campus.

Cordially,

C. Keith Harrison
C. Keith Harrison, EdD
Associate Professor of Business and Sport
Associated Unit Head/Chief Academic Officer
UCF
Devos Sport Business Management Program
College of Business
To: Chair, Committee on Educational Policy

From: Eddie Comeaux, GSOE

Re: Proposed New Minor in Athletic Leadership

Thank you for your careful consideration of our proposal for a new Athletic Leadership minor in the GSOE. Your feedback has guided us to prepare a revision of this proposal for further consideration. We have addressed the CEPs concerns raised as follows:

- Pedagogical focus. On page 2, you will notice that we included text that highlights a range of career possibilities for students in the new minor.

- Support letters. We included additional support letters from internal stakeholders and scholars across other colleges and universities.

- Interdisciplinary focus. At present, we are proposing to establish an Athletic Leadership minor solely through the GSOE. We have a number of GSOE faculty who are qualified and sufficiently trained to teach courses in this new minor. We are also adding EDUC 154 (Education Leadership), which means that BUS 107 or BUS 156 are optional. Conceivably, students can take all Education courses to complete the requirements for the minor.

- Faculty participation. On pages 4 & 5, you will notice there are a range of GSOE faculty who can teach in the new minor. There will not be a heavy burden on one or two GSOE faculty members.
April 3, 2020

To: Dylan Rodríguez, Chair
    Riverside Division

From: Stefano Vidussi, Chair
      Committee on Educational Policy

Re: Revised Proposal for a New Minor in Athletic Leadership

The Committee on Educational Policy (CEP) reviewed the revised proposal for a new minor in Athletic Leadership at their April 3, 2020 meeting and is appreciative of the program’s response to the Committee’s concerns and additional information provided. Given the School’s response, the Committee is supportive of the proposed new minor.
Proposal for Athletic Leadership Minor (New Undergraduate Academic Program)

1. Name of the academic program and the department(s) or unit(s) that will administer the program.
   
   Name: Athletic Leadership Minor
   
   Department/Unit: Graduate School of Education (GSOE)

2. Justification for Athletic Leadership Minor

   Today and historically, intercollegiate athletics have been an integral part of higher education, involving many student-athletes and occupying a socially prominent space on many college campuses. The popularity of big-time college sports—that is, sports played at schools classified as members of the Division I Football Bowl subdivision—and the increasing funds that flow into athletic programs have created full-scale commercial entertainment with large monetary payouts. For example, for the fiscal year ending in 2015, the total revenue received by the National Collegiate Athletic Association (NCAA) exceeded $1 billion.¹ In many regards, the high stakes investment in college sports is evident. College athletics programs have created economic imperatives that lead them to produce and sell a product that will be attractive to consumers yet complement the educational mission and fundamental values of the institution.

   With increasing expansion of the business enterprise that is college athletics, as well as ongoing changes to the core functions of athletics departments,² stakeholders in athletics affairs now serve in more public roles. These stakeholders require trustworthy, competent, forward-thinking, accountable leaders who can manage athletic departments’ daily operations and support athletes without compromising the fundamental mission and values of the postsecondary institutions.³ Indeed, given the increasing changes to the college athletics landscape, there is a need for specialized pre-career training for athletic leaders including athletic directors, compliance officers, business and financial officers, public relations officers, coaches, academic advisors, counselors, and tutors. This training can be acquired in part through undergraduate education.

   Currently absent, however, are educational programs that adequately prepare aspiring leaders for work in a variety of athletic settings, especially at the intercollegiate level. At the University of California, Riverside (UCR), there is high student demand for athletics-related courses and for a program that will provide this training. As an example, EDUC 50 (Intercollegiate Athletics and American Higher Education) is a popular class that has been taught in both face-to-face and fully online formats; it has drawn large numbers of undergraduate students from Liberal Studies, Anthropology, Sociology, History, Psychology, English, Spanish, Linguistics, and Ethnic Studies, among other campus majors.

   Given the demand for and success of EDUC 50, as evidenced by high student enrollment numbers, the proposed undergraduate minor in Athletic Leadership has the potential to attract a large number of students from many different departments and majors. In fact, this undergraduate minor in Athletic Leadership will likely appeal to and benefit the more than 300
student-athletes who are at UCR at any given time. We have already corresponded with stakeholders in the affairs of athletics at UCR about this proposed undergraduate minor in Athletic Leadership and they have expressed a great deal of support and enthusiasm. As well, the GSOE has recently introduced the undergraduate Education, Society, and Human Development major, which introduces students to issues, policies, and practices in schools and colleges; it is expected that the number of students in this new major will grow to more than 300 by the 2021–2022 academic year. As such, the proposed undergraduate minor in Athletic Leadership has great potential for serving a large number of undergraduate students from within the new major – the B.A. in Education, Society, and Human Development.

At present, there are no undergraduate programs on athletics at UCR or any other UC campus. We believe that participants in the proposed undergraduate minor in Athletic Leadership will enhance their content knowledge and leadership skills in the program as well as advance their understanding of the role athletics leaders play in the larger campus environment. Students in the minor will prepare for career success in variety of areas that include, but are not limited to: sport administration (scholastic, collegiate, and professional), sport management, coaching, community and youth sports, fitness clubs and wellness organizations, and parks and recreation leader. We are also optimistic that the proposed undergraduate minor will serve as a pipeline to the GSOE’s Higher Education Administration and Policy graduate program as well as the Teacher Education program.

As we question all other aspects of schools and universities—from access to equity, undergraduate education to professional education, civil responsibility to individual benefits, research to teaching—it is also appropriate to explore the peripheral activities such as leadership development and preparation programs related to athletics. This context provides the preliminary rationale for establishing the undergraduate minor in Athletic Leadership in the GSOE at UCR in order to prepare students for careers in a variety of athletic settings, particularly at the intercollegiate level.

3. Relationship of the New Program to Existing Programs

This proposed Athletic Leadership Minor is unlike any existing programs on campus. Students will have an opportunity to advance their knowledge base on a range of issues within the current landscape of athletics in various settings. The required lower division course in the Athletic Leadership is also part of the elective lower division courses a student can take to earn the B.A. in Education, Society, and Human Development, all concentrations. The upper division Education courses included in the Athletic Leadership Minor are also part of the B.A. in Education, Society, and Human Development concentration in Community Leadership, Policy, and Social Justice. Students who are pursuing a B.A. in Education, Society, and Human Development, will be allowed to add the Athletic Leadership Minor, but they will not be allowed to use courses from the minor to also satisfy any of the upper division requirements for the major. Upper-Division courses can only be counted for one program. The GSOE offers enough courses in major to allow students to complete the B.A. degree and the Minor without any issues. Students will need to meet with their Academic Advisor to ensure they are meeting the requirements in each area.

4. Proposed Minor Objectives
The purpose of the Athletic Leadership Minor in the GSOE is to prepare students for leadership careers in athletics, particularly at the intercollegiate level. It is designed to provide students with a solid understanding of the administration of student affairs and student-athlete development. Specifically, students who complete the minor program will:

- Demonstrate knowledge of various approaches universities take to athletics and the extent to which each approach is consistent with the overall educational mission of American higher education.
- Demonstrate knowledge of the organizational structure and functions of the NCAA, including rule-making processes and principles of conduct.
- Demonstrate knowledge of the foundations and intersection of higher education, sport, and student affairs, including the philosophy and history of higher education and sport; theories of student development; diversity issues; moral and ethical issues; and leadership in athletics.
- Demonstrate knowledge of contemporary issues—such as one-year renewal and multi-year scholarship policies; athletes’ rights; Title IX compliance; conference realignment; escalating costs associated with intercollegiate athletics; and the athlete experience—with a particular emphasis on race, gender, and intersectionality.
- Demonstrate knowledge of critical pedagogical strategies that translate into personal and academic intervention, including advising and counseling techniques.
- Demonstrate an ability to identify and respond to the diversity of student-athlete needs and athletic program issues while employing a social justice analytical lens.
- Demonstrate an ability to apply research and theory to improve athletic programs.
- Demonstrate knowledge of reform initiatives and policies that have been introduced, debated, and in some cases enacted to improve the conditions of athletics generally and to strengthen the learning and personal development trajectories for student-athletes specifically.

5. Curricular Structure

This proposed Athletic Leadership Minor expects to enroll a diverse student body and offer an array of courses suitable for students who are considering leadership careers in a variety of athletic settings, particularly at the intercollegiate level. A total of 20 units are required for the Athletic Leadership Minor—one lower division course and four upper division courses. Three of the five courses will offer a face-to-face version and an optional fully online delivery mode.

One (1) lower division course will provide foundational knowledge in the main content areas of the minor program. In addition, students will take at minimum of four (4) upper division courses related to theories of student development, critical pedagogy, diversity issues, policies, moral and ethical issues, and leadership in athletics. Students can also complete an optional capstone project with their faculty advisor, exploring an athletics-related question or problem of their choice.

Lower Division Course (1)
- EDUC 50: Intercollegiate Athletics and American Higher Education
  —Face-to-face and fully online delivery formats

Upper Division Courses (4)
- EDUC 147: Education in a Diverse Society
• EDUC 150: Policy and Legal Issues in Intercollegiate Athletics
  —Face-to-face and fully online delivery formats
• EDUC 152: Education, Hip Hop, and Sport
  —Face-to-face and fully online delivery formats
• EDUC154: Educational Leadership in a Diverse Society (pending approval)
  —Face-to-face and fully online delivery formats
  Or BUS 107: Organizational Behavior or BUS 156: Leadership Development
• EDUC 190: Special Studies;
  —Course to be used for optional capstone project

The proposed program change is in Appendix 1A.

6. For interdisciplinary programs, the degree of participation and the role of each department must be explicitly described. The chairs of all participating departments must provide written approval for the creation of the program and indicate their commitment to provide necessary resources including faculty release.

The program is not interdisciplinary.

7. Faculty Involved in the Program:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Instructor(s)</th>
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<tbody>
<tr>
<td>BUS 107</td>
<td>Organizational Behavior</td>
<td>Dr. Kyle Ingram</td>
</tr>
<tr>
<td>BUS 156</td>
<td>Leadership Development</td>
<td>Dr. Elaine Wong</td>
</tr>
<tr>
<td>EDUC 50</td>
<td>Intercollegiate Athletics and American Higher Education</td>
<td>Dr. Uma Jayakumar, Dr. Eddie Comeaux, Dr. Gyasmine George-Williams</td>
</tr>
<tr>
<td>EDUC 147</td>
<td>Education in a Diverse Society</td>
<td>Dr. Rita Kohli, Dr. John Wills, Dr. Lorena Gutierrez</td>
</tr>
<tr>
<td>EDUC 150</td>
<td>Policy and Legal Issues in Intercollegiate Athletics</td>
<td>Dr. Eddie Comeaux, Dr. Uma Jayakumar, Dr. Rican Vue, Dr. Gyasmine George-Williams</td>
</tr>
<tr>
<td>EDUC 152</td>
<td>Education, Hip Hop, and Sport</td>
<td>Dr. Tasha Iglesias, Dr. Gyasmine George-Williams, Dr. Eddie Comeaux</td>
</tr>
<tr>
<td>EDUC 190</td>
<td>Special Studies</td>
<td>Dr. Rican Vue, Dr. Eddie Comeaux, Dr. Uma Jayakumar, Dr. Raquel Rall</td>
</tr>
<tr>
<td>EDUC 154 (pending approval)</td>
<td>Educational Leadership in a Diverse Society</td>
<td>Dr. Uma Jayakumar, Dr. Eddie Comeaux, Dr. Raquel Rall, Dr. Rican Vue, Dr. John Levin, Dr. John Wills</td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Position</td>
<td>Expertise</td>
</tr>
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<td>----------------</td>
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</tr>
<tr>
<td>Eddie Comeaux</td>
<td>Associate Professor, GSOE</td>
<td>Higher education; racial equity issues; student engagement; intercollegiate athletics</td>
</tr>
<tr>
<td>Uma Jayakumar</td>
<td>Associate Professor, GSOE</td>
<td>Race, equity, and diversity issues in higher education, with a focus on how institutional environments (e.g., campus climates/cultures) and organizational practices (e.g., admissions processes and affirmative action) shape college access and outcomes, and how students experience and resist barriers to inclusive engagement</td>
</tr>
<tr>
<td>John Levin</td>
<td>Distinguished Professor</td>
<td>Faculty work and identity internationally; Governance and management of community colleges; and Globalization, Neoliberalism, and Higher education.</td>
</tr>
<tr>
<td>Rita Kohli</td>
<td>Assistant Professor, GSOE</td>
<td>Educational systems and practices that maintain or exacerbate racial inequity; teacher development practices that effectively advance racial equity</td>
</tr>
<tr>
<td>Raquel Rall</td>
<td>Assistant Professor, GSOE</td>
<td>Best practices to increase access to and success in higher education for traditionally marginalized communities; the strategic apex and ideologies of access, diversity, and inclusion at the systemic and structural level of higher education governance, with an emphasis on governing boards.</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Description</td>
</tr>
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<td>-----------------------</td>
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<tr>
<td>Rican Vue</td>
<td>Assistant Professor, GSOE</td>
<td>The role of race and its intersections with ethnicity, class and gender in the social, political, symbolic, and structural dynamics of U.S. education, with an emphasis on equity and inclusion in higher education.</td>
</tr>
<tr>
<td>School of Business Faculty</td>
<td>Organizational Behavior</td>
<td>Dr. Tasha Iglesias, Dr. Gyasmine George-Williams Lecturers Effective pedagogy; popular culture; intercollegiate athletics; and sport sociology</td>
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8. Projected enrollment in the program:

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<th>Year</th>
<th>Projected Enrollment</th>
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<tr>
<td>2019-2020</td>
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<tr>
<td>2020-2021</td>
<td>10</td>
</tr>
<tr>
<td>2020-2022</td>
<td>20</td>
</tr>
<tr>
<td>2022-2023</td>
<td>25</td>
</tr>
<tr>
<td>2023-2024</td>
<td>25</td>
</tr>
</tbody>
</table>

9. Name of degree, if applicable, and the anticipated number of degrees to be granted when the program reaches steady state.

The GSOE anticipates approximately 25 students to graduate with an Athletic Leadership Minor when the program reaches a steady state.

10. Potential impact of the new program on existing programs. If the proposed program includes required courses from a department other than the administering department, the proposal must include a statement from the department indicating that it has been consulted and that it will provide access to the required courses.

The GSOE anticipates a minimal impact on existing programs.
The Education courses contained within the Athletic Leadership minor are also elective and concentration course options in the B.A. for Education, Society, and Human Development (Education Major). The minor program will help supplement the enrollment in the courses shared by both programs. Therefore, we will be able to provide teaching assistant positions in the courses for both programs as we project them with large enrollments because they will be serving two groups of students (both students in the major and students pursing a minor).

The proposed undergraduate minor program includes an option to take a course in the School of Business (SB) to satisfy the requirements. BUS 107 (Organizational Behavior) or BUS 156 (Leadership Development) or EDUC 154 (Educational Leadership in a Diverse Society) can be taken to meet the minimum 20 units for the minor. We have consulted with the School of Business and they are in support of the Athletic Leadership minor students taking Business 107 or 157. A memo is included from School of Business indicating their support of use of the courses in the program.

11. A full listing of resources required for start-up and for operations. A letter of support from the College Dean and/or Executive Vice Chancellor- Provost indicating endorsement as well as a promise of support for the proposal also would be extremely helpful.

No new faculty FTE are needed. With the steady growth of the faculty in recent years, the GSOE has the instructional capacity to support the proposed undergraduate minor. As well, no proposals for release time are needed, nor are proposals for teaching assistants, readers, administrative staff, or technical support needed.

A range of current GSOE faculty will teach minor courses, and the GSOE will hire qualified lecturers for these courses, when necessary, as well. EDUC 50 has enrolled, on average, about 60 students for both face-to-face and online delivery modes over the past 6 years. Note that EDUC 50 has been offered multiple times from 2016-2018, so the enrollment numbers will likely be much higher when offered only once per year for the new minor. In addition, enrollment numbers for EDUC 152 was approx. 60 for winter 2019, and we hired a qualified lecturer to teach this course. For spring 2019, EDUC 150 enrolled more than 110 students. Our athletics-related courses have drawn large numbers of undergraduate students from a range of campus majors. As well, our athletics-related courses are appealing to more than 300 current UCR student-athletes. In fact, UCR Athletic Director (Tamica Smith-Jones) and other stakeholders in the affairs of athletics fully and enthusiastically support the proposed Athletic Leadership minor. With the racial diversity of students in athletics, the proposed program, given the range of courses to which they will be exposed, has the potential to serve as a pipeline for GSOE graduate programs, including teacher education, enhancing the compositional diversity of our graduate programs. In short, this proposed program will actually add revenue (and currency) rather create financial concerns, including creating an additional pool of teaching assistants for the GSOE.

12. Both internal and external letters of support should be provided with the proposal. Internal letters of support are often from UCR department chairs and faculty of related programs. The external letters should be from other UC campuses or other peer institutions. Letters from
off-campus help to establish the quality of the program and its fit within the context of related programs at other universities. Upon consultation with the CEP the demand for external letters may be waived

   a. Louie Rodriguez, Interim Dean in the GSOE at UCR
   b. Robert Ream, Interim Associate Dean of Undergraduate Education Programs in the GSOE at UCR
   c. School of Business Executive Committee at UCR
   d. Thomas M. Smith, Interim Provost and Executive Vice Chancellor at UCR
   e. Tyrone Howard, Professor in the Graduate School of Education & Information Studies at UCLA
   f. Tamica Smith-Jones, UCR Athletic Director
   g. C. Keith Harrison, Associate Professor for the DeVos Sport Business Management Graduate Program at UCF

13. Approvals from program faculty, College faculty (if the new proposal affects a college regulation), and the appropriate Executive Committee should be obtained before forwarding the new program to the attention of the Senate Analyst for CEP.

Changes in Senate regulations: No changes in Senate regulations are required.

14. All proposals for new programs should be submitted to the Senate Chair no later than March 1 of the academic year prior to the fall quarter in which the proposed program is anticipated to go into effect. This schedule should provide sufficient time for Senate review of the proposal to meet the deadline for final consideration of approval at the May Division Meeting.

Approvals: Date:
Approved by the faculty of the Graduate School of Education: 2/5/19
Approved by the Executive Committee of the Graduate School of Education: 3/5/19
### Appendix 1A

**EXECUTIVE COMMITTEE**  
**GRADUATE SCHOOL OF EDUCATION**  
**REPORT TO THE RIVERSIDE DIVISION**  

*(date)*

To be adopted:

Proposed New Athletic Leadership Minor

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
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<tbody>
<tr>
<td></td>
<td><strong>Athletic Leadership Minor</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Graduate School of Education</strong></td>
</tr>
</tbody>
</table>
|          | 1207 Sproul Hall  
|          | (951) 827-4633  
|          | education.ucr.edu  |

**Committee in Charge**  
Eddie Comeaux, Associate Professor of Higher Education (Education)  
Elaine Wong, Associate Professor of Management (Business)  
Robert Ream, Interim Associate Dean of Undergraduate Education Programs in GSOE (Education)  
Louie Rodriguez, Interim Dean, *ex officio*

The Athletic Leadership Minor is to prepare students for leadership careers in athletics, particularly at the intercollegiate level. It is designed to provide students with a solid understanding of the administration of student affairs and athlete development. Students will advance their understanding of the role athletics leaders’ play in the larger university and college systems environments.

**Program Requirements:**  
Student petitions require the approval of the Undergraduate Education Programs advisor in the Graduate School of Education. College approval from both the Graduate School of Education and the major college is required. Please see education.ucr.edu for the minor petition process.
<table>
<thead>
<tr>
<th>Athletic Leadership Minor candidates must maintain a minimum cumulative GPA of 2.0.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirements for the minor (20 units):</strong></td>
</tr>
<tr>
<td>1. Lower-division requirements (4 units): EDUC 050</td>
</tr>
<tr>
<td>2. Upper-division requirements (16 units): EDUC 147, EDUC 150, EDUC 152, EDUC 154 or BUS 107 or BUS 156</td>
</tr>
<tr>
<td>Optional Capstone Project: EDUC 190</td>
</tr>
<tr>
<td>See Minors under the Graduate School of Education in the Colleges and Programs section of this catalog for additional information on minors.</td>
</tr>
</tbody>
</table>
October 30, 2019

To: Dr. Dylan Rodriguez, Chair of the Academic Senate

From: Dr. Joseph Kahne,
Chair, Executive Committee,
Graduate School of Education

Re: Revision to the New Academic Program of Athletic Leadership Minor

The Executive Committee of the Graduate School of Education supports this proposal as written starting for the Fall 2020 academic year. The approved proposal and catalog copy is attached for review by the Academic Senate.

Thank you for your consideration.
September 11, 2019

To Whom It May Concern:

I write this letter in support of the proposal for the Athletic Leadership Minor. I have thoroughly reviewed the rationale, purpose, and potential impact on the UCR student population, and beyond, and I believe the program has tremendous potential to be successful here at UCR. Not only am I enthusiastic about the support of the program from various entities across campus, but the proposed Athletic Leadership Minor coincides with UCR’s 2020 vision.

Specifically, the proposed Athletic Leadership Minor not only aims to provide UCR students with rich academic and learning experiences but is also being visionary in design. I believe this program has the potential to not only serve an emerging population of students interested in Athletic Leadership, but may have an impact on creating a pipeline between our undergraduate and graduate programs, not only among UCR students, but students across the UC system as well.

As the Interim Dean for the Graduate School of Education, and formerly the Associate Dean of the Undergraduate Education Programs in Education, Society, and Human Development here at UCR, I support this effort and look forward to seeing our students and new minor program thrive.

Sincerely,

Dr. Louie F. Rodriguez
Interim Dean and Professor
Bank of America Chair in Educational Leadership, Policy, and Practice
Graduate School of Education
University of California, Riverside
900 University Avenue
Riverside, CA 92521

T: 951-827-5802
E: louie.rodriguez@ucr.edu
October 17, 2019

Dear UCR Academic Senate Committee on Educational Policy,

I am writing to provide my enthusiastic support for the proposed GSOE undergraduate minor in Athletic Leadership at UC Riverside (UCR).

After carefully considering the aim and scope of the proposed minor, I believe the new program is rigorous and dynamic, providing students with rich, engaging learning opportunities to develop their academic talents. The new program will also provide students with a strong background and preparation for careers in the athletics industry—and a deep and nuanced understanding of the growing importance of trustworthy, competent, forward-thinking, and accountable leaders in schools and organizations. I am excited about the possibilities of this new program, and am quite confident that there will be high UCR student demand given the purpose and scope of the program.

I fully support the new GSOE minor program in athletic leadership, and look forward to its success and steady growth, and also the lasting educational benefits on UCR students.

Sincerely,

[Signature]

Thomas M. Smith
Interim Provost and Executive Vice Chancellor
September 10, 2019

To whom this may concern,

I am pleased to write this letter in support of the proposed Undergraduate Minor in Athletic Leadership at UC Riverside. The Minor is academically rigorous, engages an interdisciplinary group of scholars who are eager to collaborate across areas of expertise, and addresses growing demand for leadership skills targeting opportunities and challenges in intercollegiate athletics. No other UC Campus hosts a Minor in Athletic Leadership. This is an innovative program, designed to serve an emerging population of students interested in the collegiate sports industry, and likely to serve as a bridge connecting our undergraduate and graduate programs. The GSOE Undergraduate Education Committee and our Executive Committee have carefully reviewed and engaged in the development of the Minor in Athletic Leadership. We are excited about implementing the Minor which promises to lay the foundation for specialized career training focused in intercollegiate athletics and aligns with the student-centered mission and values of the GSOE.

As Interim Associate Dean for the Undergraduate Education Major, I enthusiastically support the proposed Minor in Athletic Leadership at UC Riverside.

Sincerely,

Robert K. Ream
Interim Associate Dean, Undergraduate Education Programs
Graduate School of Education
University of California, Riverside
Riverside, California 92521
(951) 827-6054
robert.ream@ucr.edu
MEMORANDUM

DATE: October 17, 2018

TO: Eddie Comeaux
School of Education

FROM: Jean Helwege, Chair
School of Business Executive Committee

Re: Athletic Leadership Minor

The Executive Committee of the School of Business is supportive of the proposal to create a minor in Athletic Leadership. The proposed minor includes a course in business leadership (BUS 156 - Leadership Development) that is currently offered by the School of Business. This course has a pre-requisite of BUS 107 (Organizational Behavior), which is also relevant training for students interested in leading athletic organizations. Both courses have been recently taught by the school and the School of Business plans to continue to offer the courses regularly. If the demand for the classes increases sharply as a result of this minor, the management area is prepared to offer additional sections of these courses.
To Whom It May Concern:

It is my pleasure as the Director of Intercollegiate Athletics to write this letter of support proposing an Undergraduate Minor in Athletic Leadership at UC Riverside. Intercollegiate Athletics is an integral part of higher education and it has been in my experience over a career expanding 20 years, on a number of diverse college campuses that student athletes occupy socially prominent space. In addition, I understand as an administrator the status of college sports has created the increasing opportunity of funds that flow into athletic programs through scholarship, sponsorships, NCAA grants and more. With the increasing role of intercollegiate athletics relative to recruitment, the business enterprise, elevating campus’ profile as well as ongoing changes to the core function of athletics departments, stakeholders in athletics affairs serve even more in public roles. With that, training is required in part through undergraduate education and other higher education and athletic directors’ associations.

At UC Riverside, an educational program that adequately prepares aspiring leaders for work in a variety of athletic settings is currently unavailable. However, there has been a growing demand and many campuses have responded to athletics related course and Sports Management programs that will provide education and training. Campuses who have responded to this demand have experienced high student undergraduate and graduate enrollment and retention numbers. If UC Riverside response favorably to the proposal for an Undergraduate Minor in Athletic Leadership, it has the potential to attract a large number of students from many different departments and majors. In fact, this undergraduate minor in Athletic Leadership will likely appeal to and benefit the more than 350+ student athletes who are already enrolled at UC Riverside at any given time. It will also serve as a pipeline to the GSOE’s Higher Education Administration and Policy graduate program as well as the Teacher Education program.

At this time no other UC has an Undergraduate Minor in Athletic Leadership. If approved, we will continue to demonstrate UC Riverside’s cutting edge, transformation and will have the unique ability to attract many diverse nonresident and residents of the state who are seeking to complement their educational mission with fundamental knowledge in the collegiate sports industry areas such as CFO, Fundraising/Development, Marketing, Facilities, Leadership, Title IX, Gender Equity, Human Resources, Moral and other Business Affairs.

In close and as we question all other aspects of schools and universities – from access to equity, undergraduate education to professional education, civil responsibility to individual benefits, research to teaching – it is also appropriate to explore the peripheral activities such as leadership development and preparation programs related to athletics. Additionally, we have several professionals within athletics who have earned master’s degrees and/or worked in the profession for many years commensurate who will be willing to teach supplement course and aid in the programming where necessary. This context provides the preliminary rationale for establishing the undergraduate minor in Athletic Leadership at UC Riverside.

Tel 951.827.4572 • Fax 951.827.2453 • www.gohighlanders.com
It is with great excitement and anticipation to hear back regarding this opportunity at UC Riverside.

Sincerely,

Tamica Smith Jones
Director
March 1, 2019

To Whom It May Concern:

It is with great support and enthusiasm that I write this letter of support for the establishment of a education minor focused on Athletic Leadership in the Graduate School of Education at the University of California, Riverside. My name is Tyrone Howard and I am on the faculty in the Graduate School of Education at UCLA. Over the past two decades the prominence of athletics and academics has reached unprecedented levels on college campuses nationwide. The focus on revenue generation has driven much of this interest, but a more intentional focus is needed in the area of athletic leadership. I raise this concern because in spite of the billion-dollar industry that is intercollegiate athletics, issues around student athlete college completion, diversity in athletic leadership, sexual assault, and revenue distribution will continue to have a profound on the landscape of colleges and universities. The establishment of an education minor on Athletic Leadership would introduce students to pertinent literature, relevant case studies, meaningful research, and exposure to contemporary issues that shape college athletics and their roles on college campuses. Moreover, UC Riverside, and UC in particular could set a precedent on creating educational pathways that could assist undergraduate and graduate students acquire the essential knowledge, skills, and strategies that are needed on college campuses to inform the next generation of campus leaders.

The establishment of an education minor in Athletic Leadership would provide an opportunity to launch an area of study that is in critical need of new ideas, diverse leaders, and multiple vantage points. The nexus between higher education, collegiate athletics, revenue generation, student engagement and diversity are staples on college campuses. At present, there are no undergraduate programs on athletics at UCR or any other UC campus. I firmly believe that students who would be enrolled in the proposed undergraduate minor in Athletic Leadership will enhance their content knowledge and leadership skills in the program as well as advance their understanding of the role athletics leaders play in the larger campus environment. I am enthusiastically optimistic the possibility that UC Riverside could establish a ground-breaking academic program that would be model that campuses across the nation would emulate. I would whole heartedly endorse such a program.

Sincerely,
Tyrone C Howard  
Pritzker Family Endowed Professor  
Graduate School of Education & Information Studies  
University of California, Los Angeles
To Whom This May Concern:

I have known Dr. Eddie Comeaux for over 20 years and have served as his co-dissertation advisor during his doctoral studies at UCLA in the School of Education. I consider Dr. Comeaux a colleague and visionary as we have collaborated on many intellectual endeavors during the greater part of the past two decades.

In terms of UCR's potential for growth and success, with the Athletic Leadership undergraduate minor, it is uninhibited. First, I have personally grown the undergraduate sport business minor at the University of Central Florida from 10 students in 2007 to 475+ students, from 23 different majors, in 2019. Second, I have shared many of these best practices with Dr. Comeaux, and this effort coupled with his own innovative curriculum ideas--UCR has a winner. Third, his proposal paired with the courses that he has developed for this minor and those that are already in progress are winners. Thus, I can with 100 percent confidence and the above data support that UCR will experience similar success. In the future, I look forward to seeing how the Athletic Leadership minor will impact the lives of many students in the UC system at the Riverside campus.

Cordially,

C. Keith Harrison

C. Keith Harrison, EdD
Associate Professor of Business and Sport
Associated Unit Head/Chief Academic Officer
UCF
Devos Sport Business Management Program
College of Business
January 30, 2020

To: Eddie Comeaux, Associate Professor and Graduate Advisor
   Graduate School of Education

From: Dylan Rodríguez, Chair
       Riverside Division

Re: 2nd Round - Proposed Athletic Leadership Minor

Dear Eddie,

I write with the most recent Senate review of the proposed Minor in Athletic Leadership. The attached Committee on Educational Policy response raises some questions that may be worth close examination as you consider making revisions to the proposal. I trust that this will be helpful to informing your work on this curricular matter.

Peace
dylan

Cc: Cherysa Cortez, Senate Executive Director
December 11, 2019

To: Dylan Rodríguez, Chair
    Riverside Division

From: Stefano Vidussi, Chair
      Committee on Educational Policy

Re: Revised Proposal for a New Minor in Athletic Leadership

The Committee on Educational Policy (CEP) reviewed the revised proposal for a new minor in Athletic Leadership and is appreciative of the program’s response to the Committee’s initial concerns. The Committee is generally supportive of the proposal but did still have some concerns. As BUS 107 is a prerequisite for BUS 156, the Committee recommends that the curriculum be updated to reflect this and remove the “or” between the two courses as BUS 107 needs to be taken in order to enroll in BUS 156.

The Committee remains concerned about the program’s sustainability as the majority of the courses are offered by Professor Comeaux and the added faculty do not appear to have expertise in athletic leadership. The Committee recommends that the program consider adding the curriculum as a track to the Minor in Education, which could provide a more sustainable path forward for the program.
Proposal for Athletic Leadership Minor (New Undergraduate Academic Program)

1. Name of the academic program and the department(s) or unit(s) that will administer the program.
   
   Name: Athletic Leadership Minor
   
   Department/Unit: Graduate School of Education (GSOE)

2. Justification for Athletic Leadership Minor

Today and historically, intercollegiate athletics have been an integral part of higher education, involving many student-athletes and occupying a socially prominent space on many college campuses. The popularity of big-time college sports—that is, sports played at schools classified as members of the Division I Football Bowl subdivision—and the increasing funds that flow into athletic programs have created full-scale commercial entertainment with large monetary payouts. For example, for the fiscal year ending in 2015, the total revenue received by the National Collegiate Athletic Association (NCAA) exceeded $1 billion.\(^1\) In many regards, the high stakes investment in college sports is evident. College athletics programs have created economic imperatives that lead them to produce and sell a product that will be attractive to consumers yet complement the educational mission and fundamental values of the institution.

With increasing expansion of the business enterprise that is college athletics, as well as ongoing changes to the core functions of athletics departments,\(^2\) stakeholders in athletics affairs now serve in more public roles. These stakeholders require trustworthy, competent, forward-thinking, accountable leaders who can manage athletic departments’ daily operations and support athletes without compromising the fundamental mission and values of the postsecondary institutions.\(^3\) Indeed, given the increasing changes to the college athletics landscape, there is a need for specialized pre-career training for athletic leaders including athletic directors, compliance officers, business and financial officers, public relations officers, coaches, academic advisors, counselors, and tutors. This training can be acquired in part through undergraduate education.

Currently absent, however, are educational programs that adequately prepare aspiring leaders for work in a variety of athletic settings, especially at the intercollegiate level. At the University of California, Riverside (UCR), there is high student demand for athletics-related courses and for a program that will provide this training. As an example, EDUC 050 (Intercollegiate Athletics and American Higher Education) is a popular class that has been taught in both face-to-face and fully online formats; it has drawn large numbers of undergraduate students from Liberal Studies, Anthropology, Sociology, History, Psychology, English, Spanish, Linguistics, and Ethnic Studies, among other campus majors.

Given the demand for and success of EDUC 050, as evidenced by high student enrollment numbers, the proposed undergraduate minor in Athletic Leadership has the potential to attract a large number of students from many different departments and majors. In fact, this
undergraduate minor in Athletic Leadership will likely appeal to and benefit the more than 300 student-athletes who are at UCR at any given time.

We have already corresponded with stakeholders in the affairs of athletics at UCR about this proposed undergraduate minor in Athletic Leadership and they have expressed a great deal of support and enthusiasm. As well, the GSOE has recently introduced the undergraduate Education, Society, and Human Development major, which introduces students to issues, policies, and practices in schools and colleges; it is expected that the number of students in this new major will grow to more than 300 by the 2021–2022 academic year. As such, the proposed undergraduate minor in Athletic Leadership has great potential for serving a large number of undergraduate students from within the new major – the B.A. in Education, Society, and Human Development.

At present, there are no undergraduate programs on athletics at UCR or any other UC campus. We believe that participants in the proposed undergraduate minor in Athletic Leadership will enhance their content knowledge and leadership skills in the program as well as advance their understanding of the role athletics leaders play in the larger campus environment. We are also optimistic that the proposed undergraduate minor will serve as a pipeline to the GSOE’s Higher Education Administration and Policy graduate program as well as the Teacher Education program.

As we question all other aspects of schools and universities—from access to equity, undergraduate education to professional education, civil responsibility to individual benefits, research to teaching—it is also appropriate to explore the peripheral activities such as leadership development and preparation programs related to athletics. This context provides the preliminary rationale for establishing the undergraduate minor in Athletic Leadership in the GSOE at UCR in order to prepare students for careers in a variety of athletic settings, particularly at the intercollegiate level.

3. Relationship of the New Program to Existing Programs

This proposed Athletic Leadership Minor is unlike any existing programs on campus. Students will have an opportunity to advance their knowledge base on a range of issues within the current landscape of athletics in various settings. The required lower division course in the Athletic Leadership is also part of the elective lower division courses a student can take to earn the B.A. in Education, Society, and Human Development, all concentrations. The upper division Education courses included in the Athletic Leadership Minor are also part of the B.A. in Education, Society, and Human Development concentration in Community Leadership, Policy, and Social Justice. Students who are pursuing a B.A in Education, Society, and Human Development, will be allowed to add the Athletic Leadership Minor, but they will not be allowed to use courses from the minor to also satisfy any of the upper division requirements for the major. Upper-Division courses can only be counted for one program. The GSOE offers enough courses in major to allow students to complete the B.A. degree and the Minor without any issues. Students will need to meet with their Academic Advisor to ensure they are meeting the requirements in each area.

4. Proposed Minor Objectives
The purpose of the Athletic Leadership Minor in the GSOE is to prepare students for leadership careers in athletics, particularly at the intercollegiate level. It is designed to provide students with a solid understanding of the administration of student affairs and student-athlete development. Specifically, students who complete the minor program will:

a. Demonstrate knowledge of various approaches universities take to athletics and the extent to which each approach is consistent with the overall educational mission of American higher education.

b. Demonstrate knowledge of the organizational structure and functions of the NCAA, including rule-making processes and principles of conduct.

c. Demonstrate knowledge of the foundations and intersection of higher education, sport, and student affairs, including the philosophy and history of higher education and sport; theories of student development; diversity issues; moral and ethical issues; and leadership in athletics.

d. Demonstrate knowledge of contemporary issues—such as one-year renewal and multi-year scholarship policies; athletes’ rights; Title IX compliance; conference realignment; escalating costs associated with intercollegiate athletics; and the athlete experience—with a particular emphasis on race, gender, and intersectionality.

e. Demonstrate knowledge of critical pedagogical strategies that translate into personal and academic intervention, including advising and counseling techniques.

f. Demonstrate an ability to identify and respond to the diversity of student-athlete needs and athletic program issues while employing a social justice analytical lens.

g. Demonstrate an ability to apply research and theory to improve athletic programs.

h. Demonstrate knowledge of reform initiatives and policies that have been introduced, debated, and in some cases enacted to improve the conditions of athletics generally and to strengthen the learning and personal development trajectories for student-athletes specifically.

5. **Curricular Structure**

This proposed Athletic Leadership Minor expects to enroll a diverse student body and offer an array of courses suitable for students who are considering leadership careers in a variety of athletic settings, particularly at the intercollegiate level. A total of 20 units are required for the Athletic Leadership Minor—one lower division course and four upper division courses. Three of the five courses will offer a face-to-face version and an optional fully online delivery mode.

One (1) lower division course will provide foundational knowledge in the main content areas of the minor program. In addition, students will take four (4) upper division courses related to theories of student development, critical pedagogy, diversity issues, policies, moral and ethical issues, and leadership in athletics. Students can also complete an optional capstone project with their faculty advisor, exploring an athletics-related question or problem of their choice.

**Lower Division Course (1)**

- EDUC 050: *Intercollegiate Athletics and American Higher Education*
  —Face-to-face and fully online delivery formats

**Upper Division Courses (4)**

- EDUC 147: *Education in a Diverse Society*
- EDUC 150: *Policy and Legal Issues in Intercollegiate Athletics*
—Face-to-face and fully online delivery formats

• EDUC 152: *Education, Hip Hop, and Sport*
  —Face-to-face and fully online delivery formats
• BUS 107: *Organizational Behavior*
• EDUC 190: *Special Studies;*
  —Course to be used for optional capstone project

The proposed program change is in Appendix 1A.

6. For interdisciplinary programs, the degree of participation and the role of each department must be explicitly described. The chairs of all participating departments must provide written approval for the creation of the program and indicate their commitment to provide necessary resources including faculty release.

The program is not interdisciplinary.

7. **Faculty Involved in the Program:**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 107</td>
<td>Organizational Behavior</td>
<td>Dr. Kyle Ingram</td>
</tr>
<tr>
<td>EDUC 050</td>
<td>Intercollegiate Athletics and American Higher Education</td>
<td>Dr. Eddie Comeaux</td>
</tr>
<tr>
<td>EDUC 147</td>
<td>Education in a Diverse Society</td>
<td>Dr. Rita Kohli, Dr. John Wills, Dr. Lorena Gutierrez</td>
</tr>
<tr>
<td>EDUC 150</td>
<td>Policy and Legal Issues in Intercollegiate Athletics</td>
<td>Dr. Eddie Comeaux</td>
</tr>
<tr>
<td>EDUC 152</td>
<td>Education, Hip Hop, and Sport</td>
<td>Dr. Eddie Comeaux</td>
</tr>
<tr>
<td>EDUC 190</td>
<td>Special Studies</td>
<td>Dr. Eddie Comeaux, Dr. Uma Jayakuma, Dr. Raquel Rall</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Position</th>
<th>Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eddie Comeaux</td>
<td>Associate Professor, GSOE</td>
<td>Higher education; racial equity issues; student engagement; intercollegiate athletics</td>
</tr>
<tr>
<td>Uma Jayakumar</td>
<td>Associate Professor, GSOE</td>
<td>Race, equity, and diversity issues in higher education, with a focus on how institutional environments (e.g., campus climates/cultures) and organizational practices</td>
</tr>
</tbody>
</table>
(e.g., admissions processes and affirmative action) shape college access and outcomes, and how students experience and resist barriers to inclusive engagement.

**Raquel Rall**

Assistant Professor, GSOE

Best practices to increase access to and success in higher education for traditionally marginalized communities; the strategic apex and ideologies of access, diversity, and inclusion at the systemic and structural level of higher education governance, with an emphasis on governing boards.

**Rita Kohli**

Assistant Professor, GSOE

Educational systems and practices that maintain or exacerbate racial inequity; teacher development practices that effectively advance racial equity.

<table>
<thead>
<tr>
<th>School of Business Faculty</th>
<th>Lecturer(s)</th>
<th>Organizational Behavior</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>TBD</td>
<td>intercollegiate athletics; and sport sociology</td>
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</table>

8. Projected enrollment in the program:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
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<tbody>
<tr>
<td>2019-2020</td>
<td>5</td>
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<tr>
<td>2020-2021</td>
<td>10</td>
</tr>
<tr>
<td>2020-2022</td>
<td>20</td>
</tr>
<tr>
<td>2022-2023</td>
<td>25</td>
</tr>
<tr>
<td>2023-2024</td>
<td>25</td>
</tr>
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</table>

9. Name of degree, if applicable, and the anticipated number of degrees to be granted when the program reaches steady state.
The GSOE anticipates approximately 25 students to graduate with an Athletic Leadership Minor when the program reaches a steady state.

10. Potential impact of the new program on existing programs. If the proposed program includes required courses from a department other than the administering department, the proposal must include a statement from the department indicating that it has been consulted and that it will provide access to the required courses.

The GSOE anticipates a minimal impact on existing programs.

The Education courses contained within the Athletic Leadership minor are also elective and concentration course options in the B.A. for Education, Society, and Human Development (Education Major). The minor program will help supplement the enrollment in the courses shared by both programs. Therefore, we will be able to provide teaching assistant spots in the courses for both programs as we project them with large enrollments because they will be serving two groups of students (both students in the major and students pursing a minor).

The proposed undergraduate minor program will include a course in the School of Business (SB)—Business 107 (Organizational Behavior). We have consulted with the School of Business and they are in support of the Athletic Leadership minor students taking Business 107. A memo is included from School of Business indicating their support of use of the course in the program.

11. A full listing of resources required for start-up and for operations. A letter of support from the College Dean and/or Executive Vice Chancellor-Provost indicating endorsement as well as a promise of support for the proposal also would be extremely helpful.

No new faculty FTE are needed. With the steady growth of the faculty in recent years, the GSOE has the instructional capacity to support the proposed undergraduate minor. As well, no proposals for release time are needed, nor are proposals for teaching assistants, readers, administrative staff, or technical support needed.

Eddie Comeaux will teach EDUC 50, 150, and 152 when available, and the GSOE will hire qualified lecturers for these courses as well. EDUC 50 has enrolled, on average, about 60 students for both face-to-face and online delivery modes over the past 6 years. Note that EDUC 050 has been offered multiple times from 2016-2018, so the enrollment numbers will likely be much higher when offered only once per year for the new minor. In addition, the first week enrollment numbers for EDUC 152 is approx. 60 for winter 2019, and we hired a qualified lecturer to teach this course. Our athletics-related courses have drawn large numbers of undergraduate students from a range of campus majors. As well, our athletics-related courses are appealing to more than 300 current UCR student-athletes. In fact, UCR stakeholders in the affairs of athletics, including the Athletic Director (Tamica Smith-Jones), fully and enthusiastically support the proposed Athletic Leadership minor. With the racial diversity of students in athletics, the proposed program, given the range of courses to which they will be exposed, has the potential to serve as a pipeline for GSOE graduate programs,
including teacher education, enhancing the compositional diversity of our graduate programs. In short, this proposed program will actually add revenue (and currency) rather create financial concerns, including creating an additional pool of teaching assistants for the GSOE.

12. Both internal and external letters of support should be provided with the proposal. Internal letters of support are often from UCR department chairs and faculty of related programs. The external letters should be from other UC campuses or other peer institutions. Letters from off-campus help to establish the quality of the program and its fit within the context of related programs at other universities. Upon consultation with the CEP the demand for external letters may be waived

a. Louie Rodriquez, Associate Dean of Undergraduate Education in the GSOE
b. School of Business Executive Committee
c. Tyrone Howard, Professor in the Graduate School of Education & Information Studies at UCLA

13. Approvals from program faculty, College faculty (if the new proposal affects a college regulation), and the appropriate Executive Committee should be obtained before forwarding the new program to the attention of the Senate Analyst for CEP.

Changes in Senate regulations: No changes in Senate regulations are required.

14. All proposals for new programs should be submitted to the Senate Chair no later than March 1 of the academic year prior to the fall quarter in which the proposed program is anticipated to go into effect. This schedule should provide sufficient time for Senate review of the proposal to meet the deadline for final consideration of approval at the May Division Meeting.

Approvals: Date:
Approved by the faculty of the Graduate School of Education: 2/5/19
Approved by the Executive Committee of the Graduate School of Education: 3/5/19
To be adopted:

Proposed New Athletic Leadership Minor

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
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<tbody>
<tr>
<td></td>
<td><strong>Athletic Leadership Minor</strong></td>
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<tr>
<td></td>
<td><strong>Graduate School of Education</strong></td>
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<tr>
<td></td>
<td>1207 Sproul Hall</td>
</tr>
<tr>
<td></td>
<td>(951) 827-4633</td>
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<tr>
<td></td>
<td>education.ucr.edu</td>
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</tbody>
</table>

**Committee in Charge**
- Eddie Comeaux, Associate Professor of Higher Education (Education)
- Elaine Wong, Associate Professor of Management (Business)
- Louie Rodriguez, Associate Dean of Undergraduate Education Programs in GSOE (Education)
- Thomas Smith, Dean, *ex officio*

The Athletic Leadership Minor is to prepare students for leadership careers in athletics, particularly at the intercollegiate level. It is designed to provide students with a solid understanding of the administration of student affairs and student-athlete development. Students will advance their understanding of the role athletics leaders’ play in the larger university and college systems environments.

**Program Requirements:**
Student petitions require the approval of the Undergraduate Education Programs advisor in the Graduate School of Education. College approval from both the Graduate School of Education and the major college is required. Please see education.ucr.edu for the minor petition process.
Athletic Leadership Minor candidates must maintain a minimum cumulative GPA of 2.0.

**Requirements for the minor (20 units):**

1. Lower-division requirements (4 units): EDUC 050

2. Upper-division requirements (16 units): BUS 107, EDUC 147, EDUC 150, EDUC 152

   Optional Capstone Project: EDUC 190

See Minors under the Graduate School of Education in the Colleges and Programs section of this catalog for additional information on minors.
March 6, 2019

To: Dr. Dylan Rodriguez, Chair of the Academic Senate

From: Dr. Joseph Kahne,
Chair, Executive Committee,
Graduate School of Education

Re: New Academic Program of Athletic Leadership Minor

The Executive Committee of the Graduate School of Education voted to approved this proposal as written starting for the Fall 2019 academic year. The approved proposal and catalog copy is attached for review by the Academic Senate.

Thank you for your consideration.
MEMORANDUM

DATE: October 17, 2018

TO: Eddie Comeaux
School of Education

FROM: Jean Helwege, Chair
School of Business Executive Committee

Re: Athletic Leadership Minor

The Executive Committee of the School of Business is supportive of the proposal to create a minor in Athletic Leadership. The proposed minor includes a course in business leadership (BUS 156 - Leadership Development) that is currently offered by the School of Business. This course has a pre-requisite of BUS 107 (Organizational Behavior), which is also relevant training for students interested in leading athletic organizations. Both courses have been recently taught by the school and the School of Business plans to continue to offer the courses regularly. If the demand for the classes increases sharply as a result of this minor, the management area is prepared to offer additional sections of these courses.
March 7, 2019

To Whom It May Concern:

I write this letter in support of the proposal for the Athletic Leadership Minor. I have thoroughly reviewed the rationale, purpose, and potential impact on the UCR student population, and beyond, and I believe the program has tremendous potential to be successful here at UCR. Not only am I enthusiastic about the support of the program from various entities across campus, but the proposed Athletic Leadership Minor coincides with the 2020 vision outlined by UCR nearly 10 years. Specifically, the proposed Athletic Leadership Minor aims to provide UCR students with rich academic and learning experiences while also being visionary in design. I believe this program has the potential to not only serve an emerging population of students interested in Athletic Leadership, but may have an impact on creating a pipeline between our undergraduate program and our graduate programs, not only among UCR students, but for students across the UC system as well.

As the Associate Dean for the Undergraduate Education Major here at UCR, I support this effort and look forward to seeing the students and the program thrive.

Sincerely,

Louie F. Rodriguez
Associate Dean, Undergraduate Education Programs
Associate Professor, Educational Policy Analysis & Leadership | Education, Society, and Culture
Graduate School of Education
University of California Riverside
March 1, 2019

To Whom It May Concern:

It is with great support and enthusiasm that I write this letter of support for the establishment of an education minor focused on Athletic Leadership in the Graduate School of Education at the University of California, Riverside. My name is Tyrone Howard and I am on the faculty in the Graduate School of Education at UCLA. Over the past two decades the prominence of athletics and academics has reached unprecedented levels on college campuses nationwide. The focus on revenue generation has driven much of this interest, but a more intentional focus is needed in the area of athletic leadership. I raise this concern because in spite of the billion-dollar industry that is intercollegiate athletics, issues around student athlete college completion, diversity in athletic leadership, sexual assault, and revenue distribution will continue to have a profound on the landscape of colleges and universities. The establishment of an education minor on Athletic Leadership would introduce students to pertinent literature, relevant case studies, meaningful research, and exposure to contemporary issues that shape college athletics and their roles on college campuses. Moreover, UC Riverside, and UC in particular could set a precedent on creating educational pathways that could assist undergraduate and graduate students acquire the essential knowledge, skills, and strategies that are needed on college campuses to inform the next generation of campus leaders.

The establishment of an education minor in Athletic Leadership would provide an opportunity to launch an area of study that is in critical need of new ideas, diverse leaders, and multiple vantage points. The nexus between higher education, collegiate athletics, revenue generation, student engagement and diversity are staples on college campuses. At present, there are no undergraduate programs on athletics at UCR or any other UC campus. I firmly believe that students who would be enrolled in the proposed undergraduate minor in Athletic Leadership will enhance their content knowledge and leadership skills in the program as well as advance their understanding of the role athletics leaders play in the larger campus environment. I am enthusiastically optimistic the possibility that UC Riverside could establish a ground-breaking academic program that would be model that campuses across the nation would emulate. I would whole heartedly endorse such a program.

Sincerely,
Tyrone C Howard
Pritzker Family Endowed Professor
Graduate School of Education & Information Studies
University of California, Los Angeles
April 26, 2019

To: Dylan Rodríguez, Chair  
Riverside Division

From: Paul Lyons, Chair  
Committee on Educational Policy

Re: Proposed New Minor in Athletic Leadership

The Committee on Educational Policy (CEP) reviewed the Graduate School of Education’s proposal for a new minor in Athletic Leadership at their April 12, 2019 meeting and had several significant concerns with the proposal.

The Committee recommends that the School update the proposal to include the pedagogical focus of the minor as it was not clear how the minor will benefit students in future careers.

The Committee noted concern with the lack of broad support for the proposed minor from internal and external groups as only one internal letter of support and one external letter of support were included in the proposal. The Committee recommends that the School include additional letters of support from external groups and internal groups at UCR such as academic programs that have leadership programs.

The Committee recommends that the School consider establishing the minor as an interdisciplinary program as the curriculum of the program includes areas from across disciplines. Additionally, the Committee noted concern that the letter of support from the School of Business Executive Committee notes that the proposed minor’s curriculum includes BUS 156, however, the proposed curriculum only includes BUS 107. The Committee requests that the proposal clarify if BUS 156 should be included in the curriculum as well.

Lastly, the Committee noted concern that one GSOE faculty member will be instructing four of the five required courses and the burden that this will place on the faculty member. Concern was also noted about the program’s legacy if the faculty member were to go on leave or leave the University. The Committee recommends that the proposal be updated to include a plan for who will instruct the required courses for the program in these scenarios. Additionally, the Committee recommends that the proposal include a discussion of additional faculty support for the proposed minor so that it is not reliant on one faculty member.
December 18, 2019

To: Dylan Rodríguez, Chair Riverside Division

From: Subramanian Balachander
Chair, School of Business Executive Committee

Re: Campus Review. Proposed Bylaw Change: Proposed Change to the School of Business Bylaws

We would like to thank the R&J committee for the comments on our proposal. The following is our response. In red fonts are the committee’s comments. Also attached are two documents: one detailing in the recommended format, the summary changes to the bylaws as it exists today including the revisions made in response to comments from the R&J committee; and a second one providing more details of the justification for changes to specific clauses and detailed voting results.

Firstly, the proposal appears to refer to Sturgis. This should be made explicit and precise, e.g. specifying which edition and, at suitable places, e.g. when 'main motion' is mentioned, chapter and paragraph.

The Standard Code of Parliamentary Procedure is referred to in B3.1.8 (proposal). To eliminate any doubt we revised the proposal to read:

B3.1.8 These bylaws constitute primary rules of order for meetings of the Faculty and of the Standing Committees of the School of Business. The order of business is that prescribed in Chapter 4 of the bylaws of the Division. Questions of order not covered by these bylaws or those of the Division are covered by the latest edition of the Sturgis’ Standard Code of Parliamentary Procedure.

In addition, in our previous justifications for B3.1.6 (proposal), we stated that a Main motion would be defined as in the Standard Code of Parliamentary Procedure (4th Edition). To be more specific, the reference is to pages 16-17 and 32-35 of the Code. However, this reference is not proposed to be included in the bylaws. It was just discussed as a justification for the proposal.

3.1.5
Some members may be unavailable to attend a special meeting due to other commitments. Therefore, it is recommended that a time-window for email voting, even as short as 24 hours, be provided, either after or before the special meeting. This would not materially slow the process.
To accommodate members who cannot attend a special meeting, we revised B3.1.5 to read:

B3.1.5 By default, a main motion in a Regular Meeting will be submitted to mail or electronic ballot with balloting to close no sooner than one week after the meeting when the motion was introduced. To hold a vote on the main motion in the meeting requires a majority vote in the meeting to do so.

By default, a main motion in a Special Meeting will be submitted to mail or electronic ballot with balloting to close no sooner than 24 hours after the meeting when the motion was introduced. To hold a vote on the main motion in the meeting requires a majority vote in the meeting to do so.

3.1.6
Such a rule is acceptable if and only if a procedure is specified for all members to place items on the agenda; without the latter the rule infringes on shared governance.

According to B3.1.1, at least two weeks prior to each scheduled Regular Meeting, the Chair shall issue a solicitation of requests for agenda items to the faculty. The Chair has the final discretion to include or exclude any proposed agenda item from a Regular Meeting unless it was submitted on behalf of at least five voting members of the Faculty.

B3.1.6 states that the Faculty shall not vote on any main motion at a meeting unless it has been included in the meeting’s agenda. It does not mean that an item that is not on the agenda (because the chair decided not to include it on the agenda and the proposer was not able to submit it on behalf of five members) cannot be discussed. In any meeting, there is “any other business” agenda item. At this point, any member can raise any issue for discussion. Such a discussion will indicate if there is sufficient support to include the item on the next agenda for formal voting.

3.1.7
Vague, especially in the phrase ‘unless otherwise specified’ (specified by whom, and under what constraints?)

To clarify the vagueness, B3.1.7 is revised as follows:

B3.1.7 Except when Requisite Majority is required (see chapter 6 of the bylaws of the Division), for a motion to pass, the number of votes cast for the motion must be larger than the number of votes cast against the motion.
SCHOOL OF BUSINESS  
REPORT TO THE RIVERSIDE DIVISION 
May 26, 2020  

To be adopted:  

Proposed Change to the School of Business Bylaws  

Current  

SOBA1 Membership  

SOBA1.1 The Faculty of the School of Business Administration consists of (a) the President of the University; (b) the Chancellor; (c) the Executive Vice Chancellor; (d) the Dean of the School of Business Administration; (e) all members of the Academic Senate who are members of the department(s) assigned to the School of Business Administration; (f) designated Senate members from other colleges and schools, who are assigned to the School of Business Administration; (g) such other Senate members as may be specified by the bylaws of the Division.  

SOBA1.2 Only voting members of the Academic Senate are eligible to vote in the Faculty of the School of Business Administration.  

SOBA2 Officers  

SOBA2.1 The Officers of the Faculty consist of a Chair, vice chair and a secretary.  

SOBA2.1.1 The Chair of the Faculty is elected for a two-year term and is not eligible to succeed himself/herself immediately, unless his/her previous term lasted for less than one year. To assure orderly transition, the Chair of the Faculty shall remain in office until the successor assumes office. The election is conducted in accordance with the procedure prescribed in these bylaws. If the Chair is unable to complete the term of office, the Secretary-Parliamentarian of the Division shall within one month conduct an election in accordance with the procedure prescribed in these bylaws for the unexpired term provided.

Proposed  

B1 Membership  

B1.1 The Faculty of the School of Business consists of (a) the President of the University; (b) the Chancellor; (c) the Executive Vice Chancellor; (d) the Dean of the School of Business; (e) all members of the Academic Senate who are members of the department(s) assigned to the School of Business; (f) designated Senate members from other colleges and schools, who are assigned to the School of Business; (g) such other Senate members as may be specified by the bylaws of the Division.  

B1.2 Only voting members of the Academic Senate are eligible to vote in the Faculty of the School of Business.  

B2 Officers  

B2.1 The Officers of the Faculty consist of a Chair, vice chair and a secretary.  

B2.1.1 The Chair of the Faculty is elected for a two-year term and is not eligible to succeed himself/herself immediately, unless his/her previous term lasted for less than one year. To assure orderly transition, the Chair of the Faculty shall remain in office until the successor assumes office. The election is conducted in accordance with the procedure prescribed in these bylaws. If the Chair is unable to complete the term of office, the Secretary-Parliamentarian of the Division shall within one month conduct an election in accordance with the procedure prescribed in these bylaws for the unexpired term provided.
that the unexpired term is longer than six months. In the interim or in the event the vacated term is less than six months, the Vice Chair of the Faculty will serve as Chair.

SOBA2.1.2 The Vice Chair of the Faculty is chosen by the Executive Committee from among its members. The term of office expires at the end of his or her term of committee membership.

SOBA2.1.3 The secretary of the Faculty is chosen by the Executive Committee from among its members. The term of office expires at the end his or her term of committee membership.

SOBA2.1.4 The election of the Chair of the Faculty is conducted as provided in Chapter 7 of the bylaws of the Division.

SOBA2.1.5 The Chair assumes office on the first day of September following his/her election at a regular election, or immediately upon completion of the ballot count at a special election. The vice chair and secretary take office immediately upon appointment.

SOBA3 Meetings

SOBA3.1 Regular Meetings of the faculty are scheduled by the Chair of the faculty to be held in-the first month of classes in the Fall term, in the first month of classes in the Winter term, and in the last month of classes in the Spring term. Under the above scheduling constraints, the meeting will be scheduled by the Chair of the faculty to accommodate as many faculty as possible. Special Meetings may be called by the Dean of the School of Business Administration, the Chair of the Faculty, the Executive Committee or by the written request of five voting members of the Faculty.

SOBA3.1.1 At least two weeks prior to each scheduled Regular Meeting, the Chair shall issue a solicitation of requests for agenda items to the faculty. The Chair has the final term provided that the unexpired term is longer than six months. In the interim or in the event the vacated term is less than six months, the Vice Chair of the Faculty will serve as Chair.

B2.1.2 The Vice Chair of the Faculty is chosen by the Executive Committee from among its members. The term of office expires at the end of his or her term of committee membership.

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B2.1.5 The Chair assumes office on the first day of September following his/her election at a regular election, or immediately upon completion of the ballot count at a special election. The vice chair and secretary take office immediately upon appointment.

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B3.1.1 At least two weeks prior to each scheduled Regular Meeting, the Chair shall issue a solicitation of requests for agenda items to the faculty. The Chair has the final
discretion to include or exclude any proposed agenda item from a Regular Meeting unless it was submitted on behalf of at least five voting members of the Faculty.

**SOBA3.1.2** At least one week prior to a scheduled Regular Meeting, the Chair shall distribute the agenda for the meeting together with all pertinent documents to each member of the Faculty.

**SOBA3.1.3** Special Meetings are intended for the purpose of addressing urgent agenda and require at least four business days prior notice to the faculty. At least three business days prior to a scheduled Special Meeting, the Chair shall distribute the agenda for the meeting together with all pertinent documents to each member of the Faculty.

Justification: Better language

**SOBA3.1.4** A quorum consists of one-half of the members of the Faculty of the School of Business Administration who are members of the Academic Senate and not emeritus faculty. A quorum is necessary to conduct any official business at such meeting.

**SOBA3.1.5** A motion to submit a measure to mail ballot has precedence over a motion for a vote in a meeting.

**SOBA3.1.6** The Faculty shall not vote on any main motion (e.g., change curricular requirements, change regulations of the school or its structure, or change these permissions of the faculty) at a meeting unless it has been included in the meeting’s agenda.

**B3.1.2** At least one week prior to a scheduled Regular Meeting, the Chair shall distribute the agenda for the meeting together with all pertinent documents to each member of the Faculty.

**B3.1.3** Special Meetings are intended for addressing urgent agenda and require at least four business days prior notice to the faculty. At least three business days prior to a scheduled Special Meeting, the Chair shall distribute the agenda for the meeting together with all pertinent documents to each member of the Faculty.

**B3.1.4** A quorum consists of one-half of the members of the Faculty of the School of Business who are members of the Academic Senate and not emeritus faculty. A quorum must be physically present at a meeting to conduct any official business.

**B3.1.5** By default, a main motion in a Regular Meeting will be submitted to mail or electronic ballot with balloting to close no sooner than one week after the meeting when the motion was introduced. To hold a vote on the main motion in the meeting requires a majority vote in the meeting to do so.

By default, a main motion in a Special Meeting will be submitted to mail or electronic ballot with balloting to close no sooner than 24 hours after the meeting when the motion was introduced. To hold a vote on the main motion in the meeting requires a majority vote in the meeting to do so.

**B3.1.6** The Faculty shall not vote on any main motion at a meeting unless it has been included in the meeting’s agenda.
bylaws) at a meeting at which such proposals for change are first made, unless notice is previously given to all members of the Faculty in a call to the meeting.

**SOBA3.1.7** Any main motion introduced by a member of the faculty at a meeting and not previously announced in the meeting agenda shall be either tabled until the next meeting or vote on the motion by mail ballot with balloting to close no sooner than one week after the meeting when the motion was introduced.

**SOBA3.1.8** These bylaws constitute primary rules of order for meetings of the Faculty and of the Standing Committees of the School of Business Administration. The order of business is that prescribed in Chapter 4 of the bylaws of the Division. Questions of order not covered by these bylaws or those of the Division are covered by *The Standard Code of Parliamentary Procedure*.

**SOBA3.1.9** The minutes of every meeting of the Faculty, the Executive Committee and every School of Business Administration Standing Committee will be made available to all Faculty within ten business days after the meeting.

**SOBA4 Committees**

**SOBA4.1** There shall be an Executive Committee consisting of the Chair of the Faculty and the elected members of the Faculty as provided in **SOBA 4.1.1**, In addition, the Dean of the School is an ex officio member and the associate Dean(s) of the School is/are non-voting ex officio member(s) unless he/she is an elected member. An elected member is not eligible for immediate reelection unless he/she has completed a term of fewer than 18 months. Eligibility is reestablished after one year of non-service. The Chair, Vice Chair, and

**B3.1.7** Except when Requisite Majority is required (see chapter 6 of the bylaws of the Division), for a motion to pass, the number of votes cast for the motion must be larger than the number of votes cast against the motion.

**B3.1.8** These bylaws constitute primary rules of order for meetings of the Faculty and of the Standing Committees of the School of Business. The order of business is that prescribed in Chapter 4 of the bylaws of the Division. Questions of order not covered by these bylaws or those of the Division are covered by the latest edition of the Sturgis’ Standard Code of Parliamentary Procedure.

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**B4 Committees**

**B4.1** There shall be an Executive Committee consisting of the Chair of the Faculty and the elected members of the Faculty as provided in **B 4.1.1**, In addition, the Dean of the School is an ex officio member and the associate Dean(s) of the School is/are non-voting ex officio member(s) unless he/she is an elected member. An elected member is not eligible for immediate reelection unless he/she has completed a term of fewer than 18 months. Eligibility is reestablished after one year of non-service. The Chair, Vice Chair, and Secretary of the Faculty occupy
Secretary of the Faculty occupy corresponding offices in the Executive Committee. The Vice Chair and Secretary are elected by the Executive Committee from the existing elected Faculty members of the Executive Committee whenever a vacancy arises.

SOBA4.1.1 The elected members of the committee shall include one member chosen from each designated academic area in the School. The five currently designated academic areas are Accounting and Information Systems, Finance, Operations and Supply Chain Management, Marketing, and Management. The election is conducted as provided in Chapter 7 of the bylaws of the Division. The first order of business of the Executive Committee, after the election of the Chair of the Faculty, will be to determine whether the representation formula needs change and to recommend appropriately to the Faculty.

SOBA4.1.1.1 The election for the Executive Committee is conducted as provided in Chapter 7 of the bylaws of the Division.

SOBA4.1.1.2 The term of office of members of the Executive Committee is two years.

SOBA4.1.2 The Executive Committee has the following functions:

SOBA4.1.2.1 The Executive Committee has general oversight of the academic welfare and discipline of students in the school and has the power to bring before the Faculty any matters that the committee deems advisable.

SOBA4.1.2.2 The Executive Committee appoints all other standing committees and all special committees of the Faculty unless otherwise directed at a meeting of the faculty.

SOBA4.1.2.3 The Executive Committee acts finally for the Faculty (a) in the awarding of all degrees to students of the school and (b) in the awarding of honors at graduation. The committee is likewise empowered to act on petitions of students for graduation under suspension of the regulations. The committee corresponding offices in the Executive Committee. The Vice Chair and Secretary are elected by the Executive Committee from the existing elected Faculty members of the Executive Committee whenever a vacancy arises.

B4.1.1 The elected members of the committee shall include one member chosen from each designated academic area in the School. The five currently designated academic areas are Accounting and Information Systems, Finance, Operations and Supply Chain Management, Marketing, and Management. The election is conducted as provided in Chapter 7 of the bylaws of the Division. The first order of business of the Executive Committee, after the election of the Chair of the Faculty, will be to determine whether the representation formula needs change and to recommend appropriately to the Faculty.

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will report all degrees approved to the Division.

SOBA4.1.2.4 Unless otherwise mandated by Senate bylaws, policies, and procedures, the Executive Committee acts for the Faculty in the establishment, modification, and discontinuation of majors and minors within the school.

SOBA4.1.2.5 The Executive Committee acts for the Faculty in making recommendations to the Division regarding courses.

SOBA4.1.2.6 The Executive Committee reviews and makes recommendations to the Dean of the School of Business Administration on proposals to restructure the School and reviews the status of all interdisciplinary programs.

SOBA4.1.2.7 The Executive Committee establishes and maintains liaison with the Executive Committees of the other colleges and schools in the Division.

SOBA4.1.2.8 The Executive Committee assists the Dean on his/her request in matters relating to the administration of the School of Business Administration.

SOBA4.1.3 Changes or revisions in the masters level graduate programs curriculum, including proposals for new courses or deletion of existing courses, must be approved by the Executive Committee. Changes or revisions in the undergraduate programs curriculum, including proposals for new courses or deletion of existing courses, must be approved by the Executive Committee.

SOBA4.2 The School of Business Administration academic programs shall be guided by two Standing Committees: the Undergraduate and the Master level committees. The duty of the academic program committees is to oversee the relevant curricula. This includes developing, monitoring, evaluating and revising the substance and delivery of the curricula of degree programs and to assess the impact of

committee will report all degrees approved to the Division.

B4.1.2.4 Unless otherwise mandated by Senate bylaws, policies, and procedures, the Executive Committee acts for the Faculty in the establishment, modification, and discontinuation of majors and minors within the school.

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B4.2 The School of Business academic programs shall be guided by three Standing Committees: the Undergraduate, the Master and the Ph.D. level committees. The duty of the academic program committees is to oversee the relevant curricula. This includes developing, monitoring, evaluating and revising the substance and delivery of the curricula of degree programs and to assess the impact of the curricula on learning. The
the curricula on learning. The academic program committees guide the design and implementation of the School of Business’ Assurance of Learning program as defined by AACSB.

SOBA4.2.1 The members of the School of Business academic programs committees will be appointed by the Executive Committee and shall have representation in all academic areas as defined in 4.1.1. The Dean of the School of Business Administration will be an ex officio member and the Associate Dean(s) of the School will be non-voting ex officio member(s). In addition, the Executive Committee can appoint other non-voting members to the committees as needed.

SOBA4.2.2 The chairs of the master’s level Academic Programs Committee and the Chair of the undergraduate Administration Academic Programs Committee will be appointed by the Dean of the School of Business Administration and approved by the Executive Committee.

SOBA4.2.3 The term of office of the master’s level Academic Programs Committee is two years. The term of office of the undergraduate Academic Programs Committee is two years.

SOBA4.2.4 All new programs must be approved by the faculty of the School of Business Administration.

SOBA4.3 The Executive Committee may appoint additional committees as needed.

SOBA5 Revisions and Amendments

B4.2.2 The chairs of the Academic Program Committees will be appointed by the Dean of the School of Business and approved by the Executive Committee.

B4.2.3 The term of office of members of the Academic Program Committees is two years.

B4.2.4 All new programs must be approved by the Executive Committee and the faculty of the School of Business.

B4.3 The Executive Committee may appoint additional committees as needed.

B5 Revisions and Amendments
These bylaws and regulations can be amended or suspended only as provided in chapter 6 of the bylaws of the Division.

Statement of Purpose and Effect:
There are three major topics in these bylaws: (1) How to abbreviate the school’s name; (2) adjusting the academic committee structure to reflect the existence of new Ph.D. concentrations and the transfer of the Ph.D. program to the school (previously, it was an interdepartmental program); and (3) issues related to faculty meetings.

Name change:
The School of Business changed its name from the School of Business Administration in 2018. Thus, SOBA is no longer an appropriate initialization to use in the bylaws. The proposal includes the change from SOBA to B in each bylaw identifier. Likewise, wherever the bylaws of the School use the phrase “School of Business Administration”, the phrase “School of Business” is used instead.

Ph.D. program:
In 2015 the school proposed to change the interdepartmental doctoral program in management and marketing. Because most of the training was done in the School of Business, the interdepartmental nature of the program was dropped to reflect the fact that the school only has one department. At the same time, concentrations were expanded from management and marketing to include all five research areas in the school (i.e., finance, operations and accounting were added). The faculty felt that the appropriate way to ensure high quality doctoral training was to add a Ph.D. committee, rather than have one graduate committee deal with both masters and doctoral programs. These changes are made in the B4 bylaws.

Faculty Meetings:
Because the school is only one department, faculty meetings are identical to department meetings. There is typically more to discuss than can be dealt with in just three meetings a year, so B3.1 is amended to clarify that regular meetings can be held more than once a quarter. In recent years, the faculty meetings have been held twice a quarter and the dates of these meetings are announced in the summer. This allows for more attendance, given that faculty have the dates well in advance and can avoid planning other events on these regular meeting dates. To ensure sufficient in-person attendance in the meeting telepresence is allowed (e.g., phone, online) but will not count toward a quorum. We found that attendees on the telephone sometimes hung up before the meeting was over, making the count unreliable when they were considered as part of the quorum. Professors may still find it difficult to attend meetings, so to maximize participation in decision-making the bylaws are being adjusted to ensure that electronic ballots are easily used. In previous meetings, there were instances where it was not clear whether a vote had to be held in the meeting or not, which partially owed to confusion over the definition of a main motion. The Rules and Jurisdiction Committee recommended that we clarify our bylaws after an inquiry was made a few years ago. Since by default all votes on main
motions in regular meetings will be done by mail, SOBA3.1.7 is no longer needed. We also had some confusion with close votes as to what defined a “majority vote.” Finally, we specified that new programs must be approved by the Executive Committee (EC) and by the faculty to avoid a situation where a program was voted down by the EC but approved by the faculty as a whole. New programs require substantial review by the Senate and having a program that does not have the explicit support of the EC makes it unlikely to gain Senate approval. The faculty as a group are not able to answer questions or provide a justification for elements of the program. So the faculty need a voice and a champion that will help send the program through the Senate approval process. When questions come back about why it is needed, how minor details are addressed and so forth, the EC deals with them. When the EC itself is not in favor of a program that the majority of the faculty approved, they are not in a position to answer questions, let alone champion the proposal. In something as major as a program initiation, it is important to have full support from all areas of the school – the faculty as a whole, the faculty leadership (EC members), the dean, the associate deans and, preferably, current students and alumni. The fact that the EC did not approve a program that the faculty supported despite their view suggests a lack of support of the program and that it will ultimately not be successful.

Approved by the faculty of the School of Business: April 11, 2018 and April 12, 2019. Subsequent changes based on feedback from the Committee on Rules and Jurisdiction approved on November 8, 2019.

Approvals

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: February 14, 2020

Received by Executive Council: February 24, 2020
To be adopted:

Proposed Change to the School of Business bylaws

Note: Most of the changes were voted on February 11, 2019. At that point, The School of Business had 34 eligible voters. For a bylaw change proposal to be adopted on that date, 2/3 majority (23) must have voted FOR the proposal. On November 8, 2019, another vote was taken on changes made in the bylaws in response to comments from the Committee on Rules and Jurisdiction. These changes are highlighted in yellow below for convenience. At that time of voting on November 8, 2019 for the changes highlighted in yellow, The School of Business had 40 eligible voters. For these subsequently proposed bylaw changes to be adopted, 2/3 majority (27) must have voted FOR the proposal.

Motion 1
Wherever the bylaws of the School are labeled as SOBA (e.g., SOBA1, SOBA1.1, etc.), they will instead be labeled as B (e.g., SOBA1.1 changes to B1.1)
Vote: 25-For; 1-Against; 0 Abstain; 8-no vote

Motion 2
Wherever the bylaws of the School use the phrase “School of Business Administration”, the phrase “School of Business” will be used instead
Vote: 24-For; 2-Against; 0 Abstain; 8-no vote

Note: Votes were taken on individual proposed changes except for the above two omnibus votes

<table>
<thead>
<tr>
<th>Current</th>
<th>Propose Change</th>
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<tbody>
<tr>
<td><strong>SOBA1 Membership</strong></td>
<td><strong>B1 Membership</strong></td>
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<tr>
<td><strong>SOBA1.1</strong> The Faculty of the School of Business Administration consists of (a) the President of the University; (b) the Chancellor; (c) the Executive Vice Chancellor; (d) the Dean of the School of Business Administration; (e) all members of the Academic Senate who are members of the department(s) assigned to the School of Business Administration; (f) designated Senate members from other colleges and schools, who are assigned to the School of Business Administration; (g) such other Senate members as may be specified by the bylaws of the Division.</td>
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<tr>
<td>SOBA1.2</td>
<td>Only voting members of the Academic Senate are eligible to vote in the Faculty of the School of Business Administration.</td>
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<td>SOBA2 Officers</td>
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</tr>
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<td>SOBA2.1.1 The Chair of the Faculty is elected for a two-year term and is not eligible to succeed himself/herself immediately, unless his/her previous term lasted for less than one year. To assure orderly transition, the Chair of the Faculty shall remain in office until the successor assumes office. The election is conducted in accordance with the procedure prescribed in these bylaws. If the Chair is unable to complete the term of office, the Secretary-Parliamentarian of the Division shall within one month conduct an election in accordance with the procedure prescribed in these bylaws for the unexpired term provided that the unexpired term is longer than six months. In the interim or in the event the vacated term is less than six months, the Vice Chair of the Faculty will serve as Chair.</td>
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<td>SOBA2.1.4 The election of the Chair of the Faculty is conducted as provided in Chapter 7 of the bylaws of the Division.</td>
<td>B2.1.4 The election of the Chair of the Faculty is conducted as provided in Chapter 7 of the bylaws of the Division.</td>
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| SOBA2.1.5 The Chair assumes office on the first day of September following his/her election at a regular election, or immediately upon completion of the ballot count at a special election. The vice chair and secretary take office immediately upon appointment. | B2.1.5 The Chair assumes office on the first day of September following his/her election at a regular election, or immediately upon completion of the ballot count at a special election. The vice chair
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<th><strong>SOBA3 Meetings</strong></th>
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<td><strong>SOBA3.1</strong> Regular Meetings of the faculty are scheduled by the Chair of the faculty to be held in the first month of classes in the Fall term, in the first month of classes in the Winter term, and in the last month of classes in the Spring term. Under the above scheduling constraints, the meeting will be scheduled by the Chair of the faculty to accommodate as many faculty as possible. Special Meetings may be called by the Dean of the School of Business Administration, the Chair of the Faculty, the Executive Committee or by the written request of five voting members of the Faculty. (Am Feb. 15, 2011) (Am Feb. 19, 2013)</td>
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</tr>
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<td><strong>Justification:</strong> To allow for more than 3 regular meetings in a year</td>
<td><strong>Vote:</strong> 24-For; 1-Agaist; 0 Abstain; 9-no vote</td>
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<td><strong>SOBA3.1.1</strong> At least two weeks prior to each scheduled Regular Meeting, the Chair shall issue a solicitation of requests for agenda items to the faculty. The Chair has the final discretion to include or exclude any proposed agenda item from a Regular Meeting unless it was submitted on behalf of at least five voting members of the Faculty.</td>
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<td><strong>B3.1.2</strong> At least one week prior to a scheduled Regular Meeting, the Chair shall distribute the agenda for the meeting together with all pertinent documents to each member of the Faculty.</td>
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<td><strong>SOBA3.1.3</strong> Special Meetings are intended for the purpose of addressing urgent agenda and require at least four business days prior notice to the faculty. At least three business days prior to a scheduled Special Meeting, the Chair shall distribute the agenda for the meeting together with all pertinent documents to each member of the Faculty.</td>
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</tr>
<tr>
<td><strong>Justification:</strong> Better language</td>
<td></td>
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<td>Vote: 26-For; 0-Against; 0-Abstain; 8-no vote</td>
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<td><strong>SOBA3.1.4</strong> A quorum consists of one-half of the members of the Faculty of the School of Business Administration who are members of the Academic Senate and not emeritus faculty. A quorum is necessary to conduct any official business at such meeting.</td>
<td><strong>B3.1.4</strong> A quorum consists of one-half of the members of the Faculty of the School of Business who are members of the Academic Senate and not emeritus faculty. A quorum must be physically present at a meeting to conduct any official business.</td>
</tr>
<tr>
<td>Justification: To ensure sufficient in-person attendance in the meeting. Telepresence is allowed (e.g., phone, online) but will not count toward a quorum. Common sense would suggest that there should be lower limit on the number of faculty who are physically attending the meeting to declare a quorum.</td>
<td></td>
</tr>
<tr>
<td>Vote: 23-For; 4-Against; 0-Abstain; 7-no vote</td>
<td></td>
</tr>
<tr>
<td><strong>SOBA3.1.5</strong> A motion to submit a measure to mail ballot has precedence over a motion for a vote in a meeting.</td>
<td><strong>B3.1.5</strong> By default, a main motion in a Regular Meeting will be submitted to mail or electronic ballot with balloting to close no sooner than one week after the meeting when the motion was introduced. To hold a vote on the main motion in the meeting requires a majority vote in the meeting to do so.</td>
</tr>
<tr>
<td>By default, a main motion in a Special Meeting will be submitted to mail or electronic ballot with balloting to close no sooner than 24 hours after the meeting when the motion was introduced. To hold a vote on the main motion in the meeting requires a majority vote in the meeting to do so.</td>
<td></td>
</tr>
<tr>
<td>Justification: to allow as many faculty as possible the opportunity to vote, the default voting method is thereby defined as mail or electronic ballot (both will be allowed). Changes highlighted in yellow were made in response to comments from the Committee Rules and Jurisdiction.</td>
<td></td>
</tr>
<tr>
<td>Vote: 24-For; 3-Against; 0-Abstain; 7-no vote</td>
<td></td>
</tr>
<tr>
<td>Vote (for subsequent changes in yellow): 27-For; 0-Against; 1-Abstain; 12-no vote</td>
<td></td>
</tr>
<tr>
<td><strong>SOBA3.1.6</strong> The Faculty shall not vote on any main motion (e.g., change curricular requirements, change regulations of the school or its structure, or change these bylaws) at a meeting at which such proposals for change are first made, unless notice is</td>
<td><strong>B3.1.6</strong> The Faculty shall not vote on any main motion at a meeting unless it has been included in the meeting’s agenda.</td>
</tr>
<tr>
<td>SOBA3.1.7</td>
<td>Any main motion introduced by a member of the faculty at a meeting and not previously announced in the meeting agenda shall be either tabled until the next meeting or vote on the motion by mail ballot with balloting to close no sooner than one week after the meeting when the motion was introduced.</td>
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<tr>
<td>Justification: Since by default all votes on main motions in regular meetings will be done by mail, this item is no longer needed.</td>
<td></td>
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<tr>
<td>Vote: 23-For; 3-Against; 0-Abstain; 8-no vote</td>
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<thead>
<tr>
<th>B3.1.7</th>
<th>Except when Requisite Majority is required (see chapter 6 of the bylaws of the division), for a motion to pass, the number of votes cast for the motion must be larger than the number of votes cast against the motion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justification: This is to define our “majority vote” rule. As pointed out in the Standard Code of Parliamentary Procedure, the term “majority vote” sometimes casus controversy when the basis for computing the majority is not stated. B3.1.11 explicitly define our “majority vote” rule.</td>
<td></td>
</tr>
<tr>
<td>Vote: 24-For; 1-Against; 0-Abstain; 9-no vote</td>
<td></td>
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</tbody>
</table>

| SOBA3.1.8 | These bylaws constitute primary rules of order for meetings of the Faculty and of the Standing Committees of the School of Business Administration. The order of business is that prescribed in Chapter 4 of the bylaws of the Division. Questions of order not covered by these bylaws or those of the Division are covered by The Standard Code of Parliamentary Procedure |
| B3.1.8 | These bylaws constitute primary rules of order for meetings of the Faculty and of the Standing Committees of the School of Business. The order of business is that prescribed in Chapter 4 of the bylaws of the Division. Questions of order not covered by these bylaws or those of the Division are covered by the latest edition of the Sturgis’ Standard Code of Parliamentary Procedure |

Previously given to all members of the Faculty in a call to the meeting.

Justification: The examples given for “main motion” give the impression that less important motions might not be “main motions”. Main motion will be defined as in the Sturgis’ Standard Code of Parliamentary Procedure (4th Edition) (refer to in SOBA3.1.8).

Vote: 25-For; 0-Against; 0-Abstain; 9-no vote
Justification: Clarification that the source for the Standard Code of Parliamentary Procedure is Sturgis.

Vote (for the later changes in yellow): 28-For; 0-Against; 0-Abstain; 12-no vote

<table>
<thead>
<tr>
<th>SOBA3.1.9</th>
<th>B3.1.9</th>
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<tbody>
<tr>
<td>The minutes of every meeting of the Faculty, the Executive Committee and every School of Business Administration Standing Committee will be made available to all Faculty within ten business days after the meeting.</td>
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<tr>
<th>SOBA4 Committees</th>
<th>B4 Committees</th>
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</thead>
<tbody>
<tr>
<td><strong>SOBA4.1</strong> There shall be an Executive Committee consisting of the Chair of the Faculty and the elected members of the Faculty as provided in SOBA 4.1.1. In addition, the Dean of the School is an ex officio member and the associate Dean(s) of the School is/are non-voting ex officio member(s) unless he/she is an elected member. An elected member is not eligible for immediate reelection unless he/she has completed a term of fewer than 18 months. Eligibility is reestablished after one year of non-service. The Chair, Vice Chair, and Secretary of the Faculty occupy corresponding offices in the Executive Committee. The Vice Chair and Secretary are elected by the Executive Committee from the existing elected Faculty members of the Executive Committee whenever a vacancy arises.</td>
<td><strong>B4.1</strong> There shall be an Executive Committee consisting of the Chair of the Faculty and the elected members of the Faculty as provided in B 4.1.1. In addition, the Dean of the School is an ex officio member and the associate Dean(s) of the School is/are non-voting ex officio member(s) unless he/she is an elected member. An elected member is not eligible for immediate reelection unless he/she has completed a term of fewer than 18 months. Eligibility is reestablished after one year of non-service. The Chair, Vice Chair, and Secretary of the Faculty occupy corresponding offices in the Executive Committee. The Vice Chair and Secretary are elected by the Executive Committee from the existing elected Faculty members of the Executive Committee whenever a vacancy arises.</td>
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<tr>
<th>SOBA4.2</th>
<th>B4.2</th>
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<tr>
<td>The School of Business Administration academic programs shall be guided by two Standing Committees: the Undergraduate and the Master level committees. The duty of the academic program committees is to oversee the relevant curricula. This includes developing, monitoring, evaluating and revising the substance and delivery of the curricula of degree programs and to assess the impact of the curricula on learning. The academic program committees guide the design and implementation of the School of Business’ Assurance of Learning program as defined by AACSB.</td>
<td>The School of Business academic programs shall be guided by three Standing Committees: the Undergraduate, the Master and the PhD level committees. The duty of the academic program committees is to oversee the relevant curricula. This includes developing, monitoring, evaluating and revising the substance and delivery of the curricula of degree programs and to assess the impact of the curricula on learning. The academic program committees guide the design and implementation of the School of Business’ Assurance of Learning program as defined by AACSB.</td>
</tr>
<tr>
<td>Justification: adding a 3\textsuperscript{rd} academic committee for the PhD program as was approved by faculty</td>
<td>Vote: 26-For; 0-Against; 0-Abstain; 8-no vote</td>
</tr>
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</tr>
<tr>
<td><strong>SOBA4.2.1</strong> The members of the School of Business Administration academic programs committees will be appointed by the Executive Committee and shall have representation in all academic areas as defined in 4.1.1. The Dean of the School of Business Administration will be an ex officio member and the Associate Dean(s) of the School will be non-voting ex officio member(s). In addition, the Executive Committee can appoint other non-voting members to the committees as needed. (En 5 May 77) (Am Feb. 15, 2011) (Am Feb 19 2013) (Am 2 Dec 14) (Am Oct 10 2016)</td>
<td><strong>B4.2.1</strong> The members of the School of Business academic programs committees will be appointed by the Executive Committee and shall have representation in all academic areas as defined in 4.1.1. The Dean of the School of Business will be an ex officio member of all academic programs committees. The Associate Dean for the Undergraduate Program will be an ex officio member of the Undergraduate level committee. The Associate Dean for Graduate Programs and the Directors of the master level programs will be ex officio members of the Master level committee and the Associate Dean for Graduate Programs and the PhD Graduate Advisor will be ex officio members of the PhD level committee. In addition, the Executive Committee can appoint other non-voting members to the committees as needed. (En 5 May 77) (Am Feb. 15, 2011) (Am Feb 19 2013) (Am 2 Dec 14) (Am Oct 10 2016)</td>
</tr>
<tr>
<td>Justification: adding a 3\textsuperscript{rd} academic committee for the PhD program and clarifying the membership in the academic program committees</td>
<td>Vote: 25-For; 2-Against; 0-Abstain; 7-no vote</td>
</tr>
<tr>
<td><strong>SOBA4.2.2</strong> The chairs of the master’s level Academic Programs Committee and the Chair of the undergraduate Administration Academic Programs Committee will be appointed by the Dean of the School of Business Administration and approved by the Executive Committee. (Am 8 Jun 78)(Am Feb. 15, 2011)</td>
<td><strong>B4.2.2</strong> The chairs of the Academic Program Committees will be appointed by the Dean of the School of Business and approved by the Executive Committee. (Am 8 Jun 78)(Am Feb. 15, 2011)</td>
</tr>
<tr>
<td>Justification: to accommodate the addition of the PhD program committee</td>
<td>Vote: 25-For; 0-Against; 0-Abstain; 9-no vote</td>
</tr>
<tr>
<td><strong>SOBA4.2.3</strong> The term of office of the master’s level Academic Programs</td>
<td><strong>B4.2.3</strong> The term of office of members of the Academic Program Committees is two</td>
</tr>
<tr>
<td>Committee is two years. The term of office under graduate Academic Programs Committee is two years. (En 5 May 77)(Am Feb. 15, 2011) (Am Feb 19 2013)</td>
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<td>Justification: to accommodate the addition of the PhD program committee</td>
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<td>Vote: 31-For; 0-Agaist; 0 Abstain; 3-no vote</td>
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<tr>
<td><strong>SOBA4.2.4</strong> All new programs must be approved by the faculty of the School of Business Administration. (En 15 Feb 2011) (Am 19 Feb 2013)</td>
<td><strong>B4.2.4</strong> All new programs must be approved by the Executive Committee and the faculty of the School of Business. (En 15 Feb 2011) (Am 19 Feb 2013)</td>
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<tr>
<td>Justification: While a faculty vote in support of a new program is informative to the UCR Academic Senate, the faculty as a group is not able to answer questions or provide a justification for elements of the program. So the faculty need a voice and a champion that will help send the program through the approval process. When questions come back about why it is needed, how minor details are addressed and so forth, the EC deals with them. When the EC itself is not in favor of a program that the majority of the faculty approved, they are not in a position to answer questions, let alone champion the proposal. In something as major as a program initiation, it is important to have full support from all areas of the school – the faculty as a whole, the faculty leadership (EC members), the dean, the associate deans and, preferably, current students and alumni. The fact that the EC did not approve a program that the faculty supported despite their view suggests a lack of support of the program and that it will ultimately not be successful.</td>
<td></td>
</tr>
<tr>
<td>Vote: 24-For; 7-Agaist; 0 Abstain; 3-no vote</td>
<td></td>
</tr>
<tr>
<td><strong>SOBA4.3</strong> The Executive Committee may appoint additional committees as needed.</td>
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<td><strong>SOBA5 Revisions and Amendments</strong></td>
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</tr>
<tr>
<td><strong>SOBA5.1</strong> These bylaws and regulations can be amended or suspended only as provided in chapter 6 of the bylaws of the Division</td>
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To be adopted:

Proposed Change to the School of Business Administration By-laws

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<th>PROPOSED</th>
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<tr>
<td><strong>SOBA1 Membership</strong></td>
<td><strong>B1 Membership</strong></td>
</tr>
<tr>
<td><strong>SOBA1.1</strong> The Faculty of the School of Business Administration consists of (a) the President of the University; (b) the Chancellor; (c) the Executive Vice Chancellor; (d) the Dean of the School of Business Administration; (e) all members of the Academic Senate who are members of the department(s) assigned to the School of Business Administration; (f) designated Senate members from other colleges and schools, who are assigned to the School of Business Administration; (g) such other Senate members as may be specified by the bylaws of the Division.</td>
<td><strong>B1.1</strong> The Faculty of the School of Business consists of (a) the President of the University; (b) the Chancellor; (c) the Executive Vice Chancellor; (d) the Dean of the School of Business; (e) all members of the Academic Senate who are members of the department(s) assigned to the School of Business; (f) designated Senate members from other colleges and schools, who are assigned to the School of Business; (g) such other Senate members as may be specified by the bylaws of the Division.</td>
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<td><strong>SOBA1.2</strong> Only voting members of the Academic Senate are eligible to vote in the Faculty of the School of Business Administration.</td>
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than six months. In the interim or in the event the vacated term is less than six months, the Vice Chair of the Faculty will serve as Chair.

**SOBA2.1.2** The Vice Chair of the Faculty is chosen by the Executive Committee from among its members. The term of office expires at the end of his or her term of committee membership.

**SOBA2.1.3** The secretary of the Faculty is chosen by the Executive Committee from among its members. The term of office expires at the end of his or her term of committee membership.

**SOBA2.1.4** The election of the Chair of the Faculty is conducted as provided in Chapter 7 of the bylaws of the Division.

**SOBA2.1.5** The Chair assumes office on the first day of September following his/her election at a regular election, or immediately upon completion of the ballot count at a special election. The vice chair and secretary take office immediately upon appointment.

**SOBA3 Meetings**

**SOBA3.1** Regular Meetings of the faculty are scheduled by the Chair of the faculty to be held in the first month of classes in the Fall term, in the first month of classes in the Winter term, and in the last month of classes in the Spring term. Under the above scheduling constraints, the meeting will be scheduled by the Chair of the faculty to accommodate as many faculty as possible. Special Meetings may be called by the Dean of the School of Business Administration, the Chair of the Faculty, the Executive Committee or by the written request of five voting members of the Faculty. (Am Feb. 15, 2011) (Am Feb. 19, 2013)

**SOBA3.1.1** At least two weeks prior to each scheduled Regular Meeting, the Chair shall issue a solicitation of requests for agenda items to the faculty. The Chair has the final discretion to include or exclude any proposed agenda item from a Regular Meeting unless it was submitted on behalf of at least five voting members of the Faculty.

**SOBA3.1.2** At least one week prior to a unexpired term is longer than six months. In the interim or in the event the vacated term is less than six months, the Vice Chair of the Faculty will serve as Chair.

**B2.1.2** The Vice Chair of the Faculty is chosen by the Executive Committee from among its members. The term of office expires at the end of his or her term of committee membership.

**B2.1.3** The secretary of the Faculty is chosen by the Executive Committee from among its members. The term of office expires at the end of his or her term of committee membership.

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**B3 Meetings**

**B3.1** Regular Meetings of the faculty will be scheduled by the Chair of the faculty to be held in the first month of classes in the Fall term, in the first month of classes in the Winter term, and in the last month of classes in the Spring term. Under the above scheduling constraints, the meeting will be scheduled by the Chair of the faculty to accommodate as many faculty as possible. Other Regular Meetings or Special Meetings may be called by the Dean of the School of Business, the Chair of the Faculty, the Executive Committee or by the written request of five voting members of the Faculty. (Am Feb. 15, 2011) (Am Feb. 19, 2013)

**B3.1.1** At least two weeks prior to each scheduled Regular Meeting, the Chair shall issue a solicitation of requests for agenda items to the faculty. The Chair has the final discretion to include or exclude any proposed agenda item from a Regular Meeting unless it was submitted on behalf of at least five voting members of the Faculty.

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scheduled Regular Meeting, the Chair shall distribute the agenda for the meeting together with all pertinent documents to each member of the Faculty.

SOBA 3.1.3 Special Meetings are intended for the purpose of addressing urgent agenda and require at least four business days prior notice to the faculty. At least three business days prior to a scheduled Special Meeting, the Chair shall distribute the agenda for the meeting together with all pertinent documents to each member of the Faculty.

SOBA 3.1.4 A quorum consists of one-half of the members of the Faculty of the School of Business Administration who are members of the Academic Senate and not emeritus faculty. A quorum is necessary to conduct any official business at such meeting.

SOBA 3.1.5 A motion to submit a measure to mail ballot has precedence over a motion for a vote in a meeting.

SOBA 3.1.6 The Faculty shall not vote on any main motion (e.g., change curricular requirements, change regulations of the school or its structure, or change these bylaws) at a meeting at which such proposals for change are first made, unless notice is previously given to all members of the Faculty in a call to the meeting.

SOBA 3.1.7 Any main motion introduced by a member of the faculty at a meeting and not previously announced in the meeting agenda shall be either tabled until the next meeting or vote on the motion by mail ballot with balloting to close no sooner than one week after the meeting when the motion was introduced.

SOBA 3.1.8 These bylaws constitute primary rules of order for meetings of the Faculty and of the Standing Committees of the School of Business Administration. The

B3.1.7 Unless otherwise specified, for a motion to pass, the number of votes cast for the motion must be larger than the number of votes cast against the motion.

B3.1.8 These bylaws constitute primary rules of order for meetings of the Faculty and of the Standing Committees of the School of Business. The order of business
order of business is that prescribed in Chapter 4 of the bylaws of the Division. Questions of order not covered by these bylaws or those of the Division are covered by The Standard Code of Parliamentary Procedure.

SOBA3.1.9 The minutes of every meeting of the Faculty, the Executive Committee and every School of Business Administration Standing Committee will be made available to all Faculty within ten business days after the meeting.

SOBA4.4 Committees

SOBA4.1 There shall be an Executive Committee consisting of the Chair of the Faculty and the elected members of the Faculty as provided in SOBA 4.1.1. In addition, the Dean of the School is an ex officio member and the associate Dean(s) of the School is/are non-voting ex officio member(s) unless he/she is an elected member. An elected member is not eligible for immediate reelection unless he/she has completed a term of fewer than 18 months. Eligibility is reestablished after one year of non-service. The Chair, Vice Chair, and Secretary of the Faculty occupy corresponding offices in the Executive Committee. The Vice Chair and Secretary are elected by the Executive Committee from the existing elected Faculty members of the Executive Committee whenever a vacancy arises.

SOBA4.2 The School of Business Administration academic programs shall be guided by two Standing Committees: the Undergraduate and the Master level committees. The duty of the academic program committees is to oversee the relevant curricula. This includes developing, monitoring, evaluating and revising the substance and delivery of the curricula of degree programs and to assess the impact of the curricula on learning. The academic program committees guide the design and implementation of the School of Business’ Assurance of Learning program as defined by AACSB.

SOBA4.2.1 The members of the School of Business Administration academic programs committees will be appointed by the Executive Committee consisting of the Chair of the Faculty and the elected members of the Faculty as provided in B 4.1.1. In addition, the Dean of the School is an ex officio member and the associate Dean(s) of the School is/are non-voting ex officio member(s) unless he/she is an elected member. An elected member is not eligible for immediate reelection unless he/she has completed a term of fewer than 18 months. Eligibility is reestablished after one year of non-service. The Chair, Vice Chair, and Secretary of the Faculty occupy corresponding offices in the Executive Committee. The Vice Chair and Secretary are elected by the Executive Committee from the existing elected Faculty members of the Executive Committee whenever a vacancy arises.

B4.2 The School of Business academic programs shall be guided by three Standing Committees: the Undergraduate, the Master and the PhD level committees. The duty of the academic program committees is to oversee the relevant curricula. This includes developing, monitoring, evaluating and revising the substance and delivery of the curricula of degree programs and to assess the impact of the curricula on learning. The academic program committees guide the design and implementation of the School of Business’ Assurance of Learning program as defined by AACSB.

B4.2.1 The members of the School of Business academic programs committees will be appointed by the Executive Committee.
Executive Committee and shall have representation in all academic areas as defined in 4.1.1. The Dean of the School of Business Administration will be an ex officio member and the Associate Dean(s) of the School will be non-voting ex officio member(s). In addition, the Executive Committee can appoint other non-voting members to the committees as needed. (En 5 May 77) (Am Feb 15, 2011) (Am Feb 19 2013) (Am 2 Dec 14) (Am Oct 10 2016)

SOBA4.2.2 The chairs of the master's level Academic Programs Committee and the Chair of the undergraduate Administration Academic Programs Committee will be appointed by the Dean of the School of Business Administration and approved by the Executive Committee. (Am 8 Jun 78)(Am Feb. 15, 2011)

SOBA4.2.3 The term of office of the master's level Academic Programs Committee is two years. The term of office undergraduate Academic Programs Committee is two years. (En 5 May 77)(Am Feb. 15, 2011) (Am Feb 19 2013)

SOBA4.2.4 All new programs must be approved by the faculty of the School of Business Administration. (En 15 Feb 2011) (Am 19 Feb 2013)

SOBA4.3 The Executive Committee may appoint additional committees as needed.

SOBA5.1 These bylaws and regulations can be amended or suspended only as provided in chapter 6 of the bylaws of the Division Committee and shall have representation in all academic areas as defined in 4.1.1. The Dean of the School of Business will be an ex officio member of all academic programs committees. The Associate Dean for the Undergraduate Program will be an ex officio member of the Undergraduate level committee. The Associate Dean for Graduate Programs and the Directors of the master level programs will be ex officio members of the Master level committee and the Associate Dean for Graduate Programs and the PhD Graduate Advisor will be ex officio members of the PhD level committee.

In addition, the Executive Committee can appoint other non-voting members to the committees as needed. (En 5 May 77) (Am Feb. 15, 2011) (Am Feb 19 2013) (Am 2 Dec 14) (Am Oct 10 2016)

B4.2.2 The chairs of the Academic Program Committees will be appointed by the Dean of the School of Business and approved by the Executive Committee. (Am 8 Jun 78)(Am Feb. 15, 2011)

B4.2.3 The term of office of members of the Academic Program Committees is two years. (En 5 May 77)(Am Feb. 15, 2011) (Am Feb 19 2013)

B4.2.4 All new programs must be approved by the Executive Committee and the faculty of the School of Business. (En 15 Feb 2011) (Am 19 Feb 2013)

B4.3 The Executive Committee may appoint additional committees as needed.

B5 Revisions and Amendments

B5.1 These bylaws and regulations can be amended or suspended only as provided in chapter 6 of the bylaws of the Division
Statement of Purpose and Effect:

The proposed changes to the by-laws are related to four issues: (1) voting and meeting rules, (2) committee structure, (3) EC approval of new programs, and (4) the recently approved name change. These issues were raised in about more than a dozen separate motions at a School of Business faculty meeting. A mail vote was taken on each motion and most passed with at least 23 votes from among the 34 faculty members who are eligible to vote. However, there were often a half dozen people or more who did not vote, causing some of the ballots to fail on the first round. A second faculty meeting was held where the failed motions were proposed again and another mail ballot was sent out related to those motions, in the hopes of obtaining greater participation. In a few cases, the second ballot failed and those are not included in the proposed changes. The proposals are based on 13 motions that all passed with 2/3 majority or more. None of the proposals received even as many as 5 no votes, indicating that the changes have widespread support in the school.

Most of the proposed changes (in number) are related to the change to the school’s name to the School of Business from School of Business Administration. One of the 13 motions is to include this change throughout the by-laws. Furthermore, the abbreviation of SOBA is no longer appropriate given this name change. We propose that the letter B, standing for business, be used in place of SoBA throughout the by-laws.

The second most frequent source of changes stems from how our faculty vote. The school is just one department with 34 Senate members, so it is often difficult to schedule faculty meetings at a time that allows the majority of voters to attend. For a motion to pass, the majority of the faculty must vote for the proposal and thus it is not sufficient for the majority of the voters in the room to approve a motion. Consequently, poor attendance is often the reason why motions do not pass. To reduce the impact of this problem, the faculty proposes changes that make it easier to hold a mail ballot. In particular, the by-laws will make mail ballots the default. As a result, the by-laws should be changed to indicate the time required for a vote and to eliminate rules about requiring advance notice of votes before a faculty meeting. The changes also outline how the faculty might hold an in-person ballot, which we expect will now occur only in special circumstances. The new by-laws also address the issue of a quorum. The school typically frequently holds meetings that only last an hour, as attendance would be even lower if the meetings were much longer. There might be enough people at the beginning of a meeting but by the time a vote comes up some people may have had to leave, which raises concerns about whether a quorum still holds. There were some meetings where people “attended” via phone calls but then it was not clear they were still on the phone when a vote was taken. This led to a desire to count a quorum based on physical presence, as the new by-laws indicate. Shorter meetings mean less is accomplished, so the school started to hold more frequent meetings. This raised the issue of whether they were special meetings or regular meetings, even when the dates of the meetings had been set months in advance. Thus, the proposed changes also include clarification about the ability to hold more frequent regular meetings.

A third set of changes is related to the existence of the Ph.D. program. The program was an interdepartmental program that only included two of the five research areas in business, but with the 2017-18 academic year the program is no longer interdepartmental and it now includes all five research areas. The current by-laws refer to two standing committees, one for undergraduates and one for master’s programs. This was appropriate when the school had no doctoral program, or perhaps when the doctoral program was not specific to the school, but the master’s committee should now either be changed to graduate committee or a third committee dedicated to the Ph.D. programs should be formed. The faculty voted to create a specialized...
doctoral committee with the expectation that its members will include the Ph.D. coordinators from the five areas. These committees work closely with the area coordinators, deans and the department chair to improve the school’s programs and the work is best done if everyone on the committee is aware of policies and efforts that come from the school’s administration. To ensure this outcome, the faculty voted to make the associate deans ex officio members of the committees in charge of their respective topics.

Finally, the by-laws are currently unclear as to the role of the EC in approving new programs. Several professors inquired about the interpretation of the rules last year and were told by the Senate that it would be a good idea to clarify them. The change in the wording regarding new programs is intended to clarify that the EC must approve all new programs in the School of Business so that a program cannot be proposed to the Senate without EC approval. Currently, a program can be proposed and forwarded to the Senate without the support of the EC. While a faculty vote in support of a new program is informative to the UCR Academic Senate, the faculty as a group is not able to answer questions or provide a justification for elements of the program. So, the faculty need a voice and a champion that will help send the program through the approval process. When questions come back about why it is needed, how minor details are addressed and so forth, the EC deals with them. When the EC itself is not in favor of a program that the majority of the faculty approved, they are not in a position to answer questions, let alone champion the proposal. In something as major as a program initiation, it is important to have full support from all areas of the school – the faculty as a whole, the faculty leadership (EC members), the dean, the associate deans and, preferably, current students and alumni. The fact that the EC did not approve a program that the faculty supported despite their view suggests a lack of support of the program and that it will ultimately not be successful. The proposed change to regulation B4.2.4 is intended to ensure that new program proposals have widespread support before going to the Senate.

Approved by the School of Business faculty: April 20, 2018
July 26, 2018

To: Dylan Rodríguez, Chair
    Riverside Division

From: Kambiz Vafai
    Chair, Committee on Rules and Jurisdiction

Re: Campus Review. Proposed Bylaw Change: School of Business A1-A3.1.6:
    Membership, Meetings, Amendments & Revisions

The Committee on Rules and Jurisdiction reviewed the proposed Bylaw Change to School
of Business A1-A3.1.6: Membership, Meetings, Amendments & Revisions and although
these changes may not violate the code of the Academic Senate, the Committee has the
following recommendations/questions.

**B3.1**
Other Regular Meetings – What is considered an “other regular meeting”? What
differentiates a Regular Meeting from a Special Meeting?

**B3.1.4**
Please note the typo in the proposed column.

**B3.1.4 should read B3.1.4**

**B3.1.5**
Some of the committee members believe that mail balloting should also be the default in
Special meetings as it is in the Regular meetings and less time given for submitting the
mail ballot. One week may be too long.

The proposed bylaws state that all main motions in a Regular Meeting will be submitted
to mail ballot. Please note electronic ballots will not be allowed unless specified in the
bylaws.

How do those not in attendance benefit or participate in debate if main motions go
straight to mail ballot?
B3.1.6
This would make it impossible for new business to be introduced and discussed at meetings. Perhaps the following language should be used:
“The Faculty shall not vote on any main motion at a meeting if it includes any of the following: changes to curricular requirements, changes to the regulations of the school or its structure, or changes to the current bylaws unless it has been included on that meetings agenda.” This will help avoid the introduction of complex items in meetings.

An individual member’s opinion:
'Mail or email balloting with a reasonable time limit, to accommodate those not present at the meeting, must be allowed following ALL meetings, regular or special, as failure to do so would violate senate code fundamentals. The time limit may be expedited in the case of a special meeting.'
To: Dylan Rodriguez  
Riverside Division Academic Senate  

From: Boris Maciejkovsky, Chair  Committee on Diversity & Equal Opportunity

Re: Proposed Bylaw Change: School of Business A1-A3.1.6: Membership, Meetings, Amendments & Revisions

The committee reviewed the proposed bylaw change and had no additional comments.
GRADUATE COUNCIL

October 18, 2018

TO: Dylan Rodriguez, Chair
    Riverside Division

FR: Jason Stajich, Chair
    Graduate Council

RE: [Campus Review] Proposed Bylaw Change: School of Business A1-A3.1.6:
    Membership, Meetings, Amendments & Revisions

The Graduate Council reviewed and discussed the proposed bylaw change for the School of Business at their October 18, 2018 meeting. The Council had no concerns with the proposed changes and was supportive of the proposal.
Report on the Faculty Campus Climate Survey 2019

UCR Academic Senate Committee on Faculty Welfare

April 2020

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1 Introduction

This survey was developed by UCR’s Academic Senate Committee on Faculty Welfare (CFW) to assess the overall climate of UCR. There were questions on seven topics (Research, Teaching, Advising/Mentoring, Service, Equity, Campus Climate, Leadership and Governance).

The CFW requests that the Senate distributes this report to all departments and Academic Senate committees. It further requests that appropriate entities on campus come up with recommendations via active engagement between the Senate and the administration. Recommendations resulting from this consultation should be implemented within an established time frame (for example, one academic year) to resolve the key issues exhibited by this survey.

1.1 Background

In fall 2018, the CFW decided to conduct a faculty climate survey as a result of the dissatisfaction with the most recent survey conducted by an outside consulting firm at the request of the UCR administration in Winter 2013. There was a general sense that the response turnout for that survey had been low for a number of reasons, but especially due to the fact that the questions were more relevant for the administration than for the faculty. The CFW thought that a survey written and conducted by the faculty for the faculty would be much more relevant and would also put the respondents at ease. The CFW convened a subcommittee (three members) in charge of structuring the survey and writing a questionnaire. After many drafts, feedback and long deliberations with the committee, the survey was finally approved at the end of Winter 2019.

1.2 The survey

Invitations to take the survey were sent out on May 7, 2019. Altogether, 1123 members of Academic Senate were invited of whom 243 were emeriti. It was closed on May 21, 2019.

The survey was designed and administered via Qualtrics. A special care was taken to make it as anonymous as possible. For that reason, it was decided at the early stage of designing the survey that raw data would never be shared with anyone outside the CFW. Furthermore, even raw data do not contain any identifying information for respondents (e-mail addresses, names, IP/MAC addresses of computers and devices used to take the survey etc). It was clearly stated in the invitation that the survey is completely anonymous and the identity of respondents would be protected.

1.3 Analysis of results

The raw data were carefully analyzed and summarized by the CFW over the course of four quarters (spring 2019-spring 2020). At the beginning of the 2019-2020 academic year, two more faculty joined the subcommittee, and one member left. After many rewrites and much feedback from the committee, the subcommittee concluded the report during the spring quarter 2020.

Numerical responses and comments were analyzed in parallel. Numerical data were used to analyze representability of the survey (see §1.4) and also for comparison with the context and details of the comments.

A total of 633 comments were received across all sections of the survey. Comments from each section were divided between members of the subcommittee. Each member sorted their assigned comments into 3 to 5 findings. These findings were discussed in several meetings of the CFW. During the ensuing discussion, seven major findings were proposed (see Section 2).

Many comments were relevant to more than one section (e.g., comments within the section on departmental leadership also referred to college or campus leadership). Therefore, each member of the subcommittee reexamined their assigned comments and matched them to any applicable finding proposed by the full committee. Comments could be matched to more than one finding. The seven major findings are presented

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1 Faculty with several departmental affiliations may have received more than one invitation.
here in order of most-to-least comments. Comments that could not be matched (31 comments, or 5%) were
categorized as “Other issues.”

The committee believes the comments were significant and insightful, especially in the instances where many
comments shared a concern. To protect the identity of respondents, no comments with personal information
or written in a manner that could reveal the identity were included. All comments presented in this report
are rewritten, summarized, or represent a composite of several similar statements.

1.4 How representative is the survey?

The number of respondents varied between 339 to 363 (depending on questions asked). Only 9 respondents
identified themselves as emeriti. The response rate in proportion of the number of invitations sent was thus
between 30.2% and 32.3% (depending on the question). If we assume that all emeriti who participated in the
survey identified themselves, the response rate among active faculty was up to 42.1%.

For the purpose of assessing representativeness of the survey, respondents were asked to provide demographic
information (college/school affiliation, department affiliation within the college/school, faculty rank, length
of service at UCR, gender and race/ethnicity). The number of responses gathered on these questions was in
general lower (sometimes significantly lower) than on the survey per se. A possible explanation is that some
respondents were reluctant to provide too much of potentially identifying information.

Figure 1: Gender distribution of survey respondents (322
answers) and UCR faculty².

²https://www.universityofcalifornia.edu/inocenter/uc-workforce-diversity
Figure 2: Self-identified race and ethnicity of survey respondents (327 answers) and UCR faculty. Data provided by UCOP were used for comparison.

Figure 3: Faculty rank of survey respondents. Data are only available for presently employed faculty. The total number of responses to this question (297) is significantly lower than the total number of respondents.

Figure 4: Distribution across colleges and graduate/professional schools (332 answers).

³https://ir.ucr.edu/stats/employees/headcount
There is no information available to compare the distribution of length of service. Out of 305 respondents who provided that information, the two largest groups there whose who have been working at UCR for 1-4 years (83=27.2%) and more than 20 years (70=23%). The distribution across the other 3 groups was more even.

Summary
The survey appears to accurately represent the distribution of faculty across colleges/schools and faculty rank. Gender and race/ethnicity distribution is harder to assess since a significant number of respondents chose not to provide that information.

2 Major findings

2.1 Campus administrators’ lack of consultation with faculty (regarding funding and hiring priorities, campus growth, allocation of resources, etc.) imperils UCR’s research and teaching missions.

2.1.1 Numerical data
This finding was derived from 339 responses to the question, “I have confidence in the administrative leadership decision-making processes at the campus level with respect to: (Q6) formulating realistic goals; (Q7) providing adequate resources and facilities to enable growth goals.”

![Survey responses to the statement](image)

Figure 5: Survey responses to the statement, “I have confidence in the administrative leadership decision-making processes at the campus level with respect to:

Q6 Formulating realistic growth goals.

Q7 Providing adequate resources and facilities to enable growth goals.”

2.1.2 Edited comments
This finding was also supported by 140 comments, representing 22% of the total comments received. The comments below are rewritten, summarized or merged to protect the identity of the authors. The overall content and feel have been preserved as much as possible.

The university makes decisions that completely defy faculty’s stated goals, dismantling our nationally-ranked programs. As a result, we will no longer attract top students or faculty.

The administration is not committed to shared governance.

Shared governance is a distant memory.

Faculty are rarely consulted in decision-making; instead, we are asked to fill out surveys after upper administration has already made the decisions.

Faculty are not consulted about FTEs, workload, leadership opportunities; instead, decision making processes are top-down and not transparent.
The current leadership does not respect the majority faculty opinion in making its decisions. For example, faculty did not choose the massive increases in undergraduate enrollment currently underway.

The administration makes decisions by fiat in flagrant disregard of shared governance. To take just one example, the administration moved forward with the STEM High School proposal with almost no input from faculty.

Upper administration has repeatedly violated shared governance, as evidenced by its lack of consultation with faculty regarding UC PATH, the STEM High School, the “35,000 in 2035” initiative.

Now that 2020 is already upon us, it is shocking how little the administration has consulted with faculty regarding a new strategic plan. The Chancellor was widely criticized for his lack of broad consultation in his 5-year review, yet this pattern continues.

The administration operates as if it disdains its faculty, students and staff. There is no effort to bring the campus together to define goals and develop strategies for a larger campus.

It seems to me that campus leaders do not care about UCR; they seem more interested in furthering their own careers.

The disastrous cluster hiring process is but one example of the disconnect between upper level administration, especially the chancellor, and the rank and file faculty. Instead of supporting the professors, the campus leadership gives us more busy-work, making it more difficult for us to conduct research and teach.

The administration notifies faculty of its decisions and equates it with consultation.

The campus leadership’s top-down approach treats faculty as if we’re part of the problem, not the solution.

The administration is not committed to shared governance. The budget process should be transparent so campus leaders can be held accountable for their decisions.

The cluster hire process was disturbing and dysfunctional: it took away departments’ abilities to make their own all-important decisions about hiring.

Faculty feedback is not taken seriously when it comes to review of deans or chancellors.

We can’t solve our problems if administrators ignore faculty.

Administrators waste our potential when they treat UCR like a business rather than a university.

The Chairs’ and Directors’ Forum is an information dump rather than a true consultation.

New administrators need to be better trained about faculty governance, equity and academic freedom.

Administrators need to stop trying to make us like other UCs. We should celebrate the wonderful faculty, staff and students we have at UCR.

What makes UCR special: faculty and students dedicated to research, teaching and mentoring. Administrators take credit for this, but do not give faculty their due.

Humanities and Social Sciences do not receive enough funding.

Support for research and travel pales in comparison to other UCs and R1 institutions.

Teaching loads are heavier than at other UCs; UCR’s expectations resemble Cal States’.

Scheduling courses from 7am to 9pm negatively affects educational experiences of students and impinges on faculty’s abilities to fulfill family obligations.

Timing of classes should be determined by department, not by the campus.

UCR should forestall expansion until we have enough classrooms for current student body.

Staff is overworked and cannot respond adequately to faculty and student needs.
We need more staff with the requisite skills to assist the growing number of faculty, allowing faculty to focus on their research and teaching rather than on administrative or technical tasks.

There are not enough staff to keep rooms clean or research facilities and equipment functioning.

The number of administrators and staff at the campus level keeps increasing while staff are taken away from departments—where the real research and teaching occurs.

2.1.3 Summary

Faculty observe a lack of consultation and a disregard for shared governance by campus administration, which has resulted in substandard conditions to effectively carry out research and teaching responsibilities.

2.2 Insufficient infrastructural and financial supports compromise (graduate) education.

2.2.1 Numerical data

This finding was derived from responses to the question, “My department/school and campus support my research agenda in the following ways...” pertaining to graduate studies. 363 responses were given. The majority (more than 55%) of respondents disagree or strongly disagree with the claims that financial support of graduate students is competitive with other UCs and that the graduate student body is diverse.

Figure 6: Survey responses to the statement, “My department/school and campus support my research agenda in the following ways” (percentage of the total number of respondents)

2.2.2 Edited comments

This finding was supported by 123 comments, representing 19% of the total comments received. The comments below are rewritten, summarized or merged to protect the identity of the authors. The overall content and feel have been preserved as much as possible.

Our financial packages to graduate students cannot compete with other UCs, much less other R1 institutions, so the number and quality of our grad students are declining.

A research university cannot exist without graduate students and research infrastructure and both are in a poor state at UCR.

We do not do enough to recruit and support a diverse graduate student body.
UCR has spent more energy raising the profile of its undergraduate than graduate student body, and this should be rectified.

There are too few TA positions to support grad students.

Discussion section enrollments are too large, overworking grad students and diminishing undergraduate educational experiences.

TA workload is especially problematic in CHASS where students write essays, the grading of which is time-consuming.

The enrollment number which “triggers” the hiring of Readers and TAs is too high, especially when compared to other UCs.

Undergraduate classes smaller than 75 also need graduate student support.

Class enrollments are too large.

We do not have enough classrooms; many of those we have are not well-maintained.

2.2.3 Summary

Lack of resources for graduate students reduce their ability to work effectively, as well as UCR’s ability to attract strong graduate students and to improve its standing as an R1 institution.

2.3 Hostile campus climate (bullying, sexual harassment, abuses of power, disrespect) disproportionately harms women, faculty of color (FOC) and junior faculty

2.3.1 Numerical data

The survey collected two numerical metrics pertaining to this finding. The first question was, “I have confidence in the department/college/campus academic leadership handling of problematic behaviors, practices or personnel”. The total number of responses was, respectively, 346/344/341. The corresponding data are shown in Figure 7 below.

Figure 7: Survey responses to the statement, “I have confidence in the department/college/campus academic leadership handling of problematic behaviors, practices or personnel” (percentage of the total number of respondents)

In the second, respondents were asked whether they had first-hand experience of hostile and problematic behavior. An alarmingly large number (254 respondents) reported having experienced or witnessed various kinds of such conduct, as shown in Figure 8.

2.3.2 Edited comments

This finding was supported by 120 comments, representing 19% of the total comments received. The comments below are rewritten, summarized or merged to protect the identity of the authors. The overall content and feel have been preserved as much as possible.
The university cares more about liability exposure than justice.

LPSOEs are treated as second class citizens despite their significant contributions to UCR’s mission.

Dishonest faculty suffer no consequences; to the contrary, some have been promoted.

There is a bias against faculty who have “politically incorrect” or unpopular views.

Full professors disrespect the work of junior scholars.

The department atmosphere is toxic.

A faculty member spied on and bullied his graduate students, pitting them against each other, causing some to leave the program.

There seems no way to resolve bullying when a power imbalance is involved.

Administrators have violated whistleblower policies.

Senior faculty have bullied junior faculty with regard to voting.

Men in leadership positions ignore women.

Senior faculty members discriminate against faculty members they do not like.

Egregious misbehavior by white male faculty members (bullying, not showing up for classes, use of profanity, attempts to sabotage others’ merit reviews) has been ignored.

The campus is completely unconcerned about bullying, hostility and even violence committed by men unless compelled to move by external forces. This was underscored by the gross mishandling of sexual harassment allegations against Sandoval.

Some senior faculty take junior faculty data or ideas and present them as their own.

The upper administration only responds to gender discrimination in the review process when faced with legal action or a public relations crisis.

Aggressors receive only gentle reprimands followed by promotion.

Faculty who have experienced intimidation or racial micro-aggressions feel they have no recourse as they fear retribution.

A dean pressured a search committee to hire the person s/he wanted.
The anti-Latin atmosphere on campus is palpable, despite UCR’s HSI status.

Graduate students reported verbal abuse by a faculty member; there does not seem to be a mechanism to report such incidents.

Some senior faculty expect junior faculty to do all the work.

My department chair bullied me.

I have experienced blatant sexism and subtle homophobia from my chair.

I have been sexually harassed by colleagues.

A senior faculty member denigrated me in faculty meetings when I turned down their repeated requests that I do some service.

Senior faculty member berated junior faculty in a faculty meeting.

The chair takes sides in department factions and rationalizes wrongdoing.

A senior faculty member bullies staff and junior faculty to get what they want, but nothing is done about it.

I am personally aware of accounting fraud.

Every case related to harassment or bullying was reported to higher authorities but no action was taken.

Chair creates a toxic environment by disrespecting faculty, especially those of immigrant backgrounds.

I have seen violations of ethical, confidential and professional standards.

Legalities and secrecy allow bad actors to get away with their predatory behaviors.

Faculty are not held accountable in any way for sexism, racism or misogyny.

Dean gives leadership positions to faculty who agree with him; most have been given to men, even though there is gender parity among the faculty.

Deans tried to use funds donated for an endowed chair for other purposes, and nothing was done by upper administration.

Faculty member was not disciplined for financial misconduct from which they personally benefited.

I am concerned with the increasing number of hate crimes, offensive graffiti and physical threats on campus.

The campus did not respond adequately to students bullying me.

Sexism is rampant. The handling of the Sandoval case underscores men’s power and perpetuates the view that men are more important than women. How can any woman feel safe or taken seriously?

Work environment is not equitable for women, FOC, junior faculty or adjuncts, though some micro efforts are occurring.

Senior faculty ignore campus/school/department priorities and do whatever they want, which diminishes faculty governance and perpetuates dysfunctional culture.

Counterpoints:

VPAR appropriately handled issue of faculty misconduct.

The Office of Diversity, Equity and Inclusion resolved an incident of a student making inappropriate comments based on gender.
2.3.3 Summary

There is substantially more confidence in department than college or campus handling of problematic behavior. The lack of confidence in college and campus handling exists because many faculty have witnessed or experienced problematic behavior which did not result in appropriate consequences, apart from a couple of notable exceptions.

2.4 Women and FOC (especially junior faculty) bear the brunt of inequities regarding workload, service, working conditions and teaching (evaluations), yet fewer retention efforts are made on their behalf.

2.4.1 Edited comments

This finding was supported by 104 comments, representing 16% of the total comments received. The comments below are rewritten, summarized or merged to protect the identity of the authors. The overall content and feel have been preserved as much as possible.

There are too few women in leadership positions at UCR.

Research has shown that teaching evaluations are biased against women and FOC; UCR relies too heavily on them as measures of teaching effectiveness.

We have persistent problems when it comes to gender and race and we don’t seem to be able to solve them.

Junior faculty tend to do the main service and teaching in the department.

African-American and Latin students comprise half our major, and they would like more faculty with their backgrounds to advise them.

Teaching assignments favor white men and disfavor minority women.

Senior faculty do not do enough to protect junior faculty from high teaching loads.

University policies do not consider differences among courses that result in significant differences in workload.

Retention, especially of FOC, is our biggest problem.

Teaching evaluations over-emphasize the negative and weigh too heavily in personnel reviews; teaching excellence is just expected, not rewarded.

UCR has enhanced its reputation on the backs of those it refuses to recognize in the personnel review process.

Faculty do not share teaching responsibilities equitably yet there seems to be no system in place to document or rectify these inequities.

The personnel process is biased against women who have children after tenure, who cannot stop the clock despite scientifically-proven impairments that often accompany childbearing.

There is no system for redressing pay inequities which often favor men.

The personnel review process privileges quantitative work over qualitative, and rewards quantity over quality.

Publications of faculty in smaller areas are not sufficiently acknowledged.

2.4.2 Summary

Merit and promotion review processes do not adequately give credit to the work faculty of color and women disproportionately do; thus, retention and advancement of faculty of color and women is insufficient.
2.5 Advising and mentoring are not adequately acknowledged as faculty labor, and tend to be borne by women, FOC and junior faculty.

2.5.1 Numerical data

One of the first questions in the survey was “My department/school distributes advising and mentoring responsibilities equitably with respect to ______” for various categories of mentoring and their recognition in the personnel review process (Figures 9 and 10). 351 responses were given. Their analysis shows that while most respondents have from neutral to strongly positive opinion on equitability of distribution of such duties, the opinions about recognition of mentoring in merit and promotion process are very polarized. Surprisingly, a large number of respondents (in some cases more than 30%) expressed no opinion on the matter.

2.5.2 Edited comments

This finding was supported by 58 comments, representing 9% of the total comments received. The comments below are rewritten, summarized or merged to protect the identity of the authors. The overall content and feel have been preserved as much as possible.

Undergraduate advising loads are too high, especially given the extra support our students need.

Mentoring is severely undervalued, especially for FOC who are known for the extra burden of mentoring and advising they take on.

Efile should be changed to reflect the many hours it takes to mentor undergraduate and graduate students.
Women do most of the mentoring and this is not acknowledged in the personnel review process.

Undergraduate advising should be done by faculty, not by staff who do not know the field.

There are disparities in advising and mentoring yet these are not systematically tracked, much less addressed.

Mentoring and advising are undervalued; UCR rewards selfishness.

There is no way to indicate the hidden labor involved in mentoring students—who are not my advisees—about career options or graduate school.

Faculty who are good at advising and mentoring are given more of those responsibilities, often to the detriment of their own careers.

We do not adequately reward faculty who spend significant time and effort with under-represented undergraduate and graduate students.

Junior faculty often do the bulk of the advising but senior faculty are named as committee chairs and get the credit.

2.5.3 Summary

The quantitative data presented likely reflect the experiences of the majority, where many believe that advising and mentoring are distributed equitably. However, the comments, which likely reflect the experiences of the minority, present a rather different picture. According to comments, women, faculty of color, and junior faculty often bear more mentoring responsibilities, which leaves less time for research and hinders their merit advancements and promotions. This is also reflected in numerical data pertaining to equity in the evaluation of mentoring (Figure 10).

2.6 College and campus leadership do not consult sufficiently (or communicate effectively) with faculty about policies, hiring priorities, teaching expectations.

2.6.1 Numerical data

This finding was derived from responses to the three questions, shown in Figures 11, 12 and 13. Figures 11, 12 are also relevant for §2.7. There were 346 (respectively, 344, 341) responses to questions concerning departments leadership (respectively, colleges/schools leadership, the campus leadership).

Figure 11: Distribution of responses to the survey question, “Is the faculty adequately consulted by the department/college/campus academic leadership regarding department/college/campus goals?”

2.6.2 Edited comments

This finding was supported by 32 comments, representing 5% of the total comments received. The comments below are rewritten, summarized or merged to protect the identity of the authors. The overall content and feel have been preserved as much as possible.
College leaders seem to be more concerned about what upper administration thinks than helping faculty fulfill our mission.

Morale has sunk to an all-time low.

Deans provide conflicting messages with regarding to teaching loads and team teaching.

Dean’s office makes misleading presentations about budgets for hiring and support.

Deans do not advocate for faculty, who are the reason why the college can function. This is demoralizing.

Our dean does not respect faculty governance.

Our college leadership lacks vision, transparency and consistency in decision-making.

**Counterpoint:**

Our Dean does an effective job of outlining clear vision within our constraints.

### 2.6.3 Summary

Departments were largely seen as appropriately consulting faculty, whereas the colleges and the campus leadership were not seen as appropriately consulting faculty for campus goals, hiring, and merits/promotions.
2.7 While many faculty members expressed satisfaction with department leadership, others faulted department chairs for lack of transparency, favoritism and insufficient consultation with faculty.

2.7.1 Numerical data

Relevant numerical data are shown in Figures 7, 11, 12 and 13.

2.7.2 Edited comments

This finding was supported by 25 comments, representing 4% of the total comments received. The comments below are rewritten, summarized or merged to protect the identity of the authors. The overall content and feel have been preserved as much as possible.

Department leadership supports faculty labor and contributions, though this is not always the case with senior faculty.

My chair gives preferential treatment to scholars whose approach s/he shares in hiring, which threatens the department’s intellectual diversity.

Our process for selecting a new department chair was shrouded in secrecy.

Our department chair vets issues with senior faculty before bringing them to the entire faculty, which is problematic as senior faculty do not represent all fields.

Our chair gives too much power to less experienced faculty and consults too little with senior faculty.

I love my department.

Our department leadership is stable and outstanding.

2.8 Other issues

2.8.1 Edited comments

Thirty-one comments, representing 5% of the total, described other issues. The comments below are rewritten, summarized or merged to protect the identity of the authors. The overall content and feel have been preserved as much as possible.

UCR does not run efficiently—classroom conditions, technology, course scheduling—despite myriad meetings held to address these issues.

Very problematic that UCPath, Banner and eFilePlus were implemented before being thoroughly tested.

Students on skateboards and scooters make campus less safe.

Despite problems, I feel fortunate to work in a civil community where I can work with students from under-served communities.
3 Appendix

Climate Survey Subcommittee
Justin Chartron, Bioengineering (joined in 2019–20)
Begoña Echeverria, GSOE
Jacob Greenstein, Mathematics
Marta Hernandez Salvan, Hispanic Studies
Daniel Jeske (term ended in 2018–19)
Megan Robbins, Psychology (joined in 2019–20)

Committee on Faculty Welfare
Abhijit Ghosh, Earth and Planetary Sciences (Chair)
Justin Chartron, Bioengineering
Begoña Echeverria, GSOE
Brian Federici, Entomology
Jacob Greenstein, Mathematics
John Heraty, Entomology
Marta Hernandez Salvan, Hispanic Studies
Stefano Lonardi, Computer Science & Engineering
Manuela Martins-Green, Molecular, Cell & Systems Biology
Megan Robbins, Psychology
Patricia Morton, Media & Cultural Studies
Raymond Russell, Sociology