REGULAR MEETING OF THE RIVERSIDE DIVISION
TUESDAY, MAY 25, 2021
Zoom
1:00 p.m.

ORDER OF BUSINESS

<table>
<thead>
<tr>
<th>PAGE</th>
</tr>
</thead>
</table>

1  Minutes  
Regular Meeting of February 23, 2021....................................................... 6  
*Action Requested: Approval of the Minutes*

2  Announcements by the President  
President Michael V. Drake is unable to attend

3  Announcements by the Chancellor at Riverside  
Chancellor Kim A. Wilcox will address the Division and present the Chancellor’s  
Award for Excellence in Undergraduate Research and Creative Achievement to  
faculty recipients:  
A. Assistant Professor Hollis Woodard, *Entomology* .................................... 10  
B. Assistant Professor Jeff Perry, *Biochemistry*........................................... 11

4  Announcements by Vice Chancellors  
Provost and Executive Vice Chancellor Elizabeth Watkins will address the  
Division

5  Announcements by the Deans or other Executive Officers  
A. Secretary-Parliamentarian: Election Results .............................................. 12

6  Announcements by the Chair

7  Special Orders  
A. Consent Calendar*  
   i) In Memoriam  
      a) Distinguished Professor Anne Kernan, Emeritus......................... 16  
      b) Professor Harold Frank Way, Emeritus ................................. 18  
      c) Professor Louis A. Pedrotti, Emeritus..................................... 21  
      d) Distinguished Professor Reinhold Grimm, Emeritus................. 23  
      e) Professor Seymour VanGundy, Emeritus.................................... 25  
      f) Professor Thomas Hellman Morton, Emeritus............................ 28  
   ii) Approval of Curricula Changes  
      a) BCOE – BS+MS in Mechanical Engineering Major.................. 30  
      b) BCOE – Computer Engineering Undergraduate Program ..... 31  
      c) BCOE – Computer Science Major ........................................... 33  
      d) BCOE and CNAS – Data Science Major.................................... 35

* Approval of all items on the Consent Calendar requires a single unanimous vote called for as the first order of  
business under Special Orders. At the request of any member of the Division, any such item must be withdrawn and  
considered in its regular order on the agenda [bylaw 4.1.2].
e) BCOE – Electrical Engineering College Requirements and Major Requirements ....................................................... 42
f) BCOE – Mechanical Engineering Major ................................................................. 46
g) BCOE – Materials Science and Engineering Major ........................................ 49
h) BUS – Business Administration Major (BSAD) .............................................. 51
i) BUS – Business Administration Minor (BSAD) ............................................... 55
j) CHASS – Administrative Studies Majors .............................................................. 59
k) CHASS – Art History/Administrative Studies Major ....................................... 61
l) CHASS – Art History/Religious Studies Major .................................................. 64
m) CHASS – Anthropology Major ........................................................... 66
n) CHASS – Anthropology Minor ........................................................................... 69
o) CHASS – Art History Major .............................................................................. 72
p) CHASS – Art History Minor .............................................................................. 74
q) CHASS – Bachelor of Arts in Psychology ...................................................... 75
r) CHASS – Bachelor of Arts in Sociology/Administrative Studies .................. 77
s) CHASS – Bachelor of Science in Psychology .................................................. 80
t) CHASS – Bachelor of Science in Sociology/Administrative Studies ............... 83
u) CHASS – Chinese Major ........................................................................................ 86
v) CHASS – Chinese Minor ...................................................................................... 89
w) CHASS – Classical Studies Major ...................................................................... 91
x) CHASS – Comparative Ancient Civilizations Major ..................................... 94
y) CHASS – Comparative Literature Major ........................................................... 98
z) CHASS – Creative Writing Major ....................................................................... 100
aa) CHASS – Creative Writing Minor ................................................................... 102
bb) CHASS – Dance Major ...................................................................................... 104
c) CHASS – Economics/Administrative Studies Major ....................................... 108
d) CHASS – English Major ..................................................................................... 111
e) CHASS – French Major ..................................................................................... 114
f) CHASS – Global Studies Major ......................................................................... 116
g) CHASS – Global Studies Minor ......................................................................... 119
hh) CHASS – Germanic Studies Major ................................................................... 122
ii) CHASS – History/Administrative Studies Major ............................................ 124
jj) CHASS – Labor Studies Minor .......................................................................... 127
kk) CHASS – Japanese Major ................................................................................ 130
ll) CHASS – Language Studies Major .................................................................. 133
mm) CHASS – Liberal Studies Major ..................................................................... 135
nn) CHASS – Linguistics Major .............................................................................. 137
oo) CHASS – Latin American Studies Major ....................................................... 139
pp) CHASS – Latin American Studies Minor ....................................................... 141
qq) CHASS – Media and Cultural Studies Major .................................................. 143
rr) CHASS – Media and Cultural Studies Minor .................................................... 146
ss) CHASS – Middle East and Islamic Studies Major .......................................... 149
tt) CHASS – Middle East and Islamic Studies Minor .......................................... 152
uu) CHASS – Medical and Health Humanities Studies Minor ........................... 155
vv) CHASS – Philosophy Major .............................................................................. 158
ww) CHASS – Political Science/Administrative Studies Major ......................... 160
xx) CHASS – Psychology/Law and Society Major .............................................. 164
yy) CHASS – Religious Studies Major ................................................................... 166
zz) CHASS – Religious Studies Minor ................................................................... 169
aaa) CHASS – Russian Major ............................................................................... 172
Action Requested: Approval of the Consent Calendar

B. Degree reports, received and placed on file† ........................................ 275

C. Annual Reports of Regular Committees, received and placed on file†
   i) Executive Council................................................................. 277

D. Regular Reports of Standing Committees and Faculties, received and placed on file†
   i) Committee on Courses – Course approvals ................................ 282
   ii) Committee on Courses – Instructor approvals .......................... 286
   iii) Committee on Courses – Courses not offered for four or more years. 287
   iv) Committee on University Extension – Course/Instructor approvals .. 288
   v) Executive Council – Campus Naming

† Reports received and placed on file “are received as presented and require no further action” [bylaw 4.1.3]. Only the reporting committee can change or withdraw these reports; however, at the request of any member of the Division, a report will be moved into its regular order on the agenda (Item 10. Reports of Standing Committees and Faculties) where it may be discussed, and motions relating to the report may be offered.
i. North District, Phases I and II; Phase I: Serrano Hall, Cahuilla Hall; Phase II: Luiseno Hall, Tongva Hall................................. 291
ii. Rajendra V. Prasad, M.D., FRCP (C) Monitoring Room, School of Medicine Simulation Center................................. 295

vi) Executive Council – Endorsed Endowed Chair Proposals
i. KA Endowed Chair in Electrical and Computer Engineering .......................... 310
ii. Urban Entomology Endowed Chair Disestablishment............................... 329

vii) Executive Council – Items approved in lieu of the Division
i. Amendment to the Approved Proposed Dual-AIS Score Admission Policy................................. 369
ii. Extension and Enactment of COVID-19 Temporary Modification or Suspension of Senate Regulations and/or Policies Through Summer 2020................................. 410
iii. Proposal to Modify the UCR Comprehensive Review Model for Freshman Admission for Fall 2021 and Fall 2022 and Amendment Regarding Fall 2020........................................ 417

8 Report of the Representative to the Assembly
A. Assembly Meeting, February 10, 2021..................................................... 456
B. Assembly Meeting, April 14, 2021..................................................... 458

9 Report of Special Committees
None

10 Reports of Standing Committees and Faculties
A. Committee on Distinguished Campus Service – recipients of the 2020-2021 Distinguished Campus Service Award
   i. Professor Isgouhi Kaloshian, Nematology and Professor Katherine Borkovich, Microbiology and Plant Pathology .......... 461
   ii. Professor Tuppett Yates, Psychology........................................... 463

B. Committee on Distinguished Teaching – recipients of the 2020-2021 Distinguished Teaching Award
   i. Associate Professor Erin Rankin, Entomology .............................. 465
   ii. Professor Erith Jaffe-Berg, Theatre, Film and Digital Production... 468

C. Graduate Council – recipient of the 2020-2021 Dissertation Advisor/Mentoring Award
   i. Not received

D. Faculty Research Lecturer Committee – recipient of the 2021-2022 Faculty Research Lecturer Award
   i. Distinguished Professor Francisco Zaera, Chemistry................. 471

E. Executive Committee of the College of Natural and Agricultural Sciences Proposal for a Joint Microbiology BS/Microbiology MS Five-Year Combined Degree Program................................................. 473
F. Executive Committee of the College of Natural and Agricultural Sciences
Proposal for a Joint Statistics BS/Statistics MS Five-Year Combined Degree Program

G. Executive Committee of the College of Natural and Agricultural Sciences
proposed changes to the College Board Advanced Placement Examination
Credit – Environmental Science

H. Executive Committee of the College of Natural and Agricultural Sciences
proposed changes to the College Board Advanced Placement Examination
Credit - Statistics

I. Executive Committee of the Graduate School of Education – Proposed
Simple Name Change for the Graduate School of Education

Action Requested: Individual approval of each proposal

11 Petitions of Students
None

12 Unfinished Business
None

13 University and Faculty Welfare
   A. COVID-19 Campus Support for Faculty and Return to Campus

14 New Business
None

May 18, 2021

F. Xu, Secretary-Parliamentarian
Riverside Division of the Academic Senate
MEETING
The Riverside Division of the Academic Senate met on Tuesday, February 23, 2021 at 1:06 p.m. via Zoom. Chair J. Stajich presided. The meeting was attended by 168 members of the Riverside Division of the Academic Senate. Chair Stajich outlined Zoom protocol to ensure that attendees could participate during the meeting.

MINUTES
The Minutes of the Regular Meeting of December 1, 2020 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 shared recent news regarding the budget, including accomplishments ranging from $312 million through fundraising efforts to an increase from 26 to 72 endowed chairs. Furthermore, the legislature and the Governor have agreed to restore funding to various state units, including the University of California. It is anticipated that the legislature will increase the university’s state allocation to what it was last year. However, the university will still have had two years of cost increases, leaving an estimated 9 percent gap left. This is separate from the reductions that the university faced this past year. The state is moving quickly and it is anticipated that the legislature will vote soon on restoring funding to the UC. There is also one-time funding from the CARES Act to cover costs related to COVID-19. The Chancellor shared that once the administration knows how anticipated cuts can be reduced, this will be shared with the campus.

The Chancellor also discussed the Fall 2021 restart, which is very complex. Interim Provost and Executive Vice Chancellor Tom Smith is leading efforts for instructional continuity, Vice Chancellor Rodolfo Torres is leading research efforts, and Vice Chancellor Deborah Dees is leading the COVID-19 management work group. Each group is led by a Vice Chancellor to ensure there is accountability.

There were no questions/comments from the floor.

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

ANNOUNCEMENTS BY THE DEANS OR OTHER EXECUTIVE OFFICERS
Chair Stajich called upon the Secretary Parliamentarian to provide the report on election results. The Secretary Parliamentarian informed the Division that the results of the 2020-2021 recent elections for the Division, Colleges and Schools could be found on page 7 of the meeting agenda.

There was one position that had no more nominees than vacancies and there were no nominations received from the floor. The Division authorized the Secretary-Parliamentarian to cast a single ballot for this position.
The results of the 2020-21 recent elections are reported on page 7 of the agenda.

ANNOUNCEMENTS BY THE CHAIR
Chair Stajich shared that the Draft Strategic Plan has been shared with all Senate committees for review. The Strategic Plan is a very important document that charts the future of the campus. The Senate will compile a collection of the committee responses and share them with the administration.

Chair Stajich also acknowledged the hard work of faculty who have been teaching in a remote learning environment. Though this environment may feel normalized, it is challenging to deliver instruction remotely. Chair Stajich thanked faculty for their contributions and patience with the many technical and pedagogical changes. He also shared that the Senate has passed legislative changes to give students flexibility for when they can drop courses. Both students and faculty need support, and this will be a focus in the Spring meeting.

There were no questions/comments from the floor.

SPECIAL ORDERS
The Consent calendar was unanimously approved.

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

REPORT OF THE REPRESENTATIVE TO THE ASSEMBLY
Riverside Assembly Representative Professor Isgouhi Kaloshian provided the Division with a written report from the Assembly meeting on December 9, 2020. This report can be found on page 98 of the full agenda. There were no questions from the Division.

REPORTS OF SPECIAL COMMITTEES
There were no reports of Special Committees.

REPORTS OF STANDING COMMITTEES AND FACULTIES
Professor Jonathan Eacott, Vice Chair of the Committee on Committees, introduced and moved for adoption of the Committee on Committees proposed changes to Charge of the Committee on Bylaw 6.4.4.1, found on page 101 of the full agenda. The motion was approved unanimously.

Professor Amanda Lucia, Chair of the Graduate Council, introduced and moved for adoption of Committee on Educational Policy and Graduate Council proposal for COVID-19 Response Temporary Modifications to UCR Regulations for Spring 2021 and Summer 2021, found on page 104 of the full agenda. The motion was approved unanimously.

Professor Theodore Garland, Chair of the Faculty Executive Committee of the College of Natural and Agricultural Sciences, introduced and moved for adoption of the proposal for a Graduate Program Name Change from Geological Sciences to Earth & Planetary Sciences, found on page 105 of the full agenda. The motion was approved unanimously.

Professor Subramanian Balachander, Chair of the Faculty Executive Committee of the School of Business, introduced and moved for adoption of the revised proposal to Convert the Business Administration Major (BSAD) from a Two-Year Upper-Division Major to a Four-Year Major, found on page 114 of the full agenda.
There was significant discussion about changing BSAD from a two-year to a four-year major. Some strengths of the proposal included enhanced extracurricular programming and student support services, particularly regarding academic advising. Furthermore, internship experience is particularly important for a professional degree, such as business. If students become BSAD majors sooner in their studies, they will have more time to plan for these internships and join extracurricular activities, such as student clubs.

Many faculty members raised skepticism about this proposal being revenue neutral for the College of Humanities, Arts, and Social Sciences (CHASS), since CHASS would lose a significant number of undergraduate students. There were also concerns about support services for low performing students, particularly those struggling in lower division mathematics courses. Others stressed the importance of a well-rounded liberal arts education.

The motion was not approved, with 61 votes in support of the motion, 161 against the motion, and 9 abstentions.

**PETITIONS OF STUDENTS**
There were no petitions from the students.

**UNFINISHED BUSINESS**
There was no unfinished business.

**UNIVERSITY AND FACULTY WELFARE**
Committee on Faculty Welfare Chair Patricia Morton gave a presentation on COVID impacts on faculty. COVID-19 has hurt many faculty members, particularly women faculty and faculty of color. While there are many work groups that have formed in response to COVID-19, there is not currently a work group that addresses the pressing need for faculty career support.

Professor Morton shared some recommendations that have been provided by the systemwide Committee on Faculty Welfare (UCFW), which include providing financial support for faculty with caregiving responsibilities and adopting Achievement Relative to Opportunity (ARO) principles. Other long-term recommendations include childcare support, family-friendly policies, and providing housing assistance more transparently.

In regard to career advancement, currently COVID impact statements are optional for merit and promotion files. However, many times these statements divulge personal details that faculty members do not want to be revealed. Furthermore, stopping the clock sets back the careers of our faculty members and can limit leadership opportunities.

There were some questions regarding ARO principles, in particular the idea of changing one’s expectations but not standards. Professor Morton shared that there are scholarly articles about ARO. An example of an ARO principle is expecting an excellent article or report, though the number of articles may be fewer than in previous years. Other faculty members also addressed stop the clock and retroactive salary. Though both of these may sound positive, faculty members most impacted by COVID-19 could benefit from this support right now, rather than in the future.

**NEW BUSINESS**
There being no further business, the meeting was adjourned at 3:01 p.m.

ATTEST:
F. Xu, Secretary-Parliamentarian
Riverside Division of the Academic Senate

Rosana Franco
Recording Secretary
2020-2021 Chancellor’s Award for Excellence in Undergraduate Research and Creative Achievement

Faculty Recipient
Professor Hollis Woodard, Entomology

Dr. Woodard is currently an Assistant Professor of Entomology. Since joining UCR in 2015, she has shown a profound commitment to Undergraduate Education, including through her efforts in student mentoring and engaging students in scientific research. Dr. Woodard’s research on the biology and conservation of insect pollinators (bumble bees) is an ideal way to engage UCR undergraduates in science and promote the next generation of creative scholars. She has already mentored more than 2 dozen undergraduates in the last 5 years in meaningful ways, with impressive products resulting from their activities. Her students routinely receive awards, including RISE fellowships and have been awarded Chancellor’s Research Fellowships and the Chancellor’s Award for Excellence in Undergraduate Research and Creativity. Students working with Dr. Woodard have co-authored journal articles and actively presented their work at conferences (19 presentations so far!). Notably, Dr. Woodard has found innovative ways to continue to involve students in research and provide access to research opportunities even during the COVID-19 pandemic. Dr. Woodard has been an active participant and leader in fostering diversity and inclusivity to improve student success. Her research group is predominantly women, first-generation or non-traditional students, and students from underrepresented backgrounds. Multiple letters of support for Dr. Woodard’s mentoring from her students comment on the kind and supportive research environment she constructs in her laboratory. Her students describe her as a tremendously supportive, compassionate, and scientifically rigorous mentor, noting that she, “Promotes a communal setting unlike any other; one of encouragement, cooperation, and excellence”; and that her approach “Challenged me to connect theoretical knowledge with practice, thereby fostering creativity and innovation.”
2020-2021 Chancellor’s Award for Excellence in Undergraduate Research and Creative Achievement

Faculty Recipient
Professor Jeff Perry, Biochemistry

Dr. Perry is currently an Assistant Professor of Biochemistry. Since joining UCR in 2014, he has established a stellar record of supporting undergraduate students in research and creative activity. He has mentored 43 undergraduate students in various cutting edge research projects in his laboratory, where research focuses on discovering inhibitors to proteins that drive human disease. Dr. Perry’s students have contributed to 3 scientific publications and 19 presentations at conferences (several students have even won awards for their outstanding conference presentations!). In addition, he has been a dedicated Honors Program faculty mentor, with 8 students completing their Capstones with him. His current and former students have received dozens of awards and scholarships (45 so far!), and research conducted by his students has even been recognized by the CA state assembly and CA senate. Dr. Perry encourages his undergraduate students to take full advantage of training opportunities like NIH MARCU STAR, RISE, Amgen Scholars Program, American Honda Scholarship, and many other competitive scholarships and honors. Dr. Perry has also been proactive in efforts to support and increase diversity in scientific research. Many of the students who work in Dr. Perry’s laboratory go on to graduate school and medical school, and they attribute their career progression and success to his guidance and support. His students note that Dr. Perry provided “Outstanding learning opportunities and experiences in undergraduate research that have refined my educational and career goals and have helped me to receive scholarships toward those goals”; many also note how constructive and supportive he is in providing feedback that meaningfully advanced their careers (e.g., feedback on presentations, on talking about research, and on graduate school application materials).
2021-2022 RESULTS FROM THE CALL FOR NOMINATIONS

To be received and placed on file:

1. **RIVERSIDE DIVISION**

   A call for Nominations was issued for the following positions:

   **Vice Chair of the Division** (1-year term)
   Two valid nominations received:
   - Jonathan Eacott, Department of History
   - Amanda Lucia, Department of Religious Studies

   An election was held, and the results of the ballot are as follows:
   - Jonathan Eacott    138 votes*
   - Amanda Lucia   92 votes

   *Professor Jonathan Eacott has been elected to the position of Vice Chair of the Division.

   **Representative to the Assembly** (2-year term)
   One valid nomination received:
   - David Biggs, Department of History

   **Committee on Committees** (3-year terms)
   - One representative from BCoE
     One valid nomination received:
     - Michalis Faloutsos, Department of Computer Science & Engineering
   - Two representatives from CHASS
     Two valid nominations received:
     - Ademide Adelusi-Adeluyi, Department of History
     - Anne McKnight, Department of Comparative Literature and Languages

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 among Chemical and Environmental Engineering.

   After a second call for nominations:
   Two valid nomination were received:
   - Yujie Men
   - Younjin Min

   An election was held, and the results of the ballot are as follows:
Assistant Professor Yujie Men has been elected to serve as a member of the BCoE Executive Committee.

**One Member, BCoE Executive Committee (3-year term)**
Elected from among Electrical and Computer Engineering.

One valid nomination received:
- Nanpeng Eric Yu

**One Member, BCoE Executive Committee (3-year term)**
Elected from among Mechanical Engineering.

One valid nomination received:
- Hideaki Tsutsui

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

A call for Nominations was issued for the following positions:

**Chair of Faculty, CHASS Executive Committee (2-year term)**
One valid nomination received:
- Peter Graham, Department of Philosophy

**One member, 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.

One valid nomination received:
- María del Rosario Acosta López, Department of Hispanic Studies

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

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

**Two members, CHASS Executive Committee (to complete an unexpired 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, Neuroscience and Southeast Asian Studies).

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:

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

One valid nomination received:
- Richard Hooley

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

One valid nomination received:
- Andrew Gray

One Member, CNAS Executive Committee (3-year term)
Elected from the Department of Evolution, Ecology and Organismal Biology.

One valid nomination received:
- Helen Regan

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

One valid nomination received:
- Laura Sales

5. GRADUATE 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, no valid nominations were received.

6. SCHOOL OF BUSINESS

A call for Nominations was issued for the following positions:

Chair of Faculty, BUS Executive Committee (2-year term)
One valid nomination received:
- Barry Mishra, Area of Accounting

One Member, BUS Executive Committee (2-year term)
Elected from the Area of Accounting
After a second call for nominations, one valid nomination was received:
  - Ivy Zhang

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

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

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

One valid nomination was received:
  - Subramanian Balachander

7. **SCHOOL OF MEDICINE**

A call for Nominations was issued for the following positions:

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

After a second call for nominations, three valid nominations were received:
  - Marcus Kaul
  - Maurizio Pellecchia
  - Changchen Zhou

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

After a second call for nominations, one valid nomination was received:
  - Kimberley Lakes

The results from the Call for Nominations and Elections have been posted on the Academic Senate website.
Distinguished Professor of Physics Emerita Anne Kernan passed away on May 11, 2020. She was influential in founding and building the experimental high energy physics group and served as Chair of the Physics Department, as Vice Chancellor for Research, and as Dean of the Graduate Division. Within the high energy physics community she was known as an innovative, kind, and generous group leader who worked at the Lawrence Radiation Laboratory (now the Lawrence Berkeley National Laboratory or LBNL), Stanford Linear Accelerator Center (SLAC), CERN, and Fermi National Accelerator Laboratory (Fermilab).

Anne was born in Dublin, Ireland on January 15, 1933, the second of four children to Annie Connor and Frederick Kernan. She earned her Bachelor’s Degree in Physics from University College Dublin at age 19 in 1952. She was the first woman to earn a First Class Honours Degree in Physics and was the only female in her graduating class. She continued her studies there and obtained her Ph.D. in Physics in 1957. Her dissertation was on the interactions of protons and kaons.

Anne spent several years lecturing at University College Dublin before taking up research positions at LBNL and SLAC, where she investigated heavy baryon resonances and electroweak kaon decays. In 1967 she joined the Department of Physics (now Physics and Astronomy) at UC Riverside as a Lecturer and was appointed as an Associate Professor in 1968, becoming the first woman to receive tenure in the Department. She taught all aspects of physics, including Atomic and Nuclear Physics, Quantum Mechanics, and Particle Physics. In 1973-76 she was Physics Department Chair and in 1991-94 she served as Vice Chancellor for
Research and Dean of the Graduate Division, the first woman to serve in these positions.

From SLAC, Anne worked on an experiment at the CERN Intersecting Storage Rings led by Carlo Rubbia, where the focus of her research was diffractive interactions and heavy meson physics. She went on to become one of the founding members of the UA1 experiment at CERN where the W and Z bosons were discovered in 1983. These discoveries led to the award of the 1984 Nobel Prize in physics to Carlo Rubbia and Simon van der Meer. In recognition of her contributions, she attended the award ceremony in Stockholm at the invitation of the recipients. In 1986 Anne’s pursuit of the high energy frontier prompted her to move to the DZero experiment which was being constructed at the Tevatron collider at Fermilab. Working at DZero, her group was part of the team that went on to discover the top quark in 1995.

Dr. Kernan’s honors included Fellow of the American Physical Society (APS) and Fellow of the American Association for the Advancement of Science. She was a Senior Visiting Scientist at CERN, was elected a Counselor of the American Physical Society, and served on many advisory committees for the Lawrence Berkeley Laboratory, the National Science Foundation, the U.S. Department of Energy, and the APS Committee on the Status of Women in Physics. Throughout her career, Anne was a strong advocate of women in science.

Outside of her work, Anne enjoyed hiking, skiing, cooking and the arts. Her brother, Gerard, lived in California for a number of years in the 1960s and 1970s so they regularly spent time together, hiking. Later, she remained in close contact with him and his wife, Mary and their children in Glasnevin and her brother Denis, his wife Vera and their children in Rathfarnham.

Dr. Kernan was a generous benefactor to the UC Riverside Department of Physics and Astronomy. She made substantial donations to support outstanding undergraduate and graduate students via the annual Anne Kernan Graduate Award. She will be remembered as an accomplished and successful physicist with an innovative vision and a kind and generous nature. She was a highly valued professor and member of the UCR community and a mentor to many.

After retiring, Anne moved to Danvers, Massachusetts, to live with her sister Una and her late husband, John O’Connor. Later, she and her sister moved to Panama City Beach, Florida, to live with Una’s son, John Hyland. Anne was preceded in death by her brother Gerard Kernan who died in April 2020. Her sister, Una O’Connor died in August 2020. Anne is survived by her brother Denis Kernan, living in Dublin, and nieces, nephews, grand-nieces and grand-nephews, living in Europe and the United States.

This document was assembled from various sources by Darleen DeMason with help from Stephen Wimpenny and a niece, Fiona Kernan.
In Memoriam

Harold Frank Way, Jr.
Professor of Political Science, Emeritus
UC Riverside
1929-2016

Dr. Harold Frank Way Jr., Professor Emeritus of Political Science at the University of California, Riverside, passed away Sunday, December 4, 2016, at his home in Pasadena. He was 87 years of age. Dr. Way was an expert on criminal justice and one of the people who shaped UCR’s early history. He taught and researched the constitutional rights of criminal defendants and the religious liberty clause of the First Amendment at UCR for 34 years. He published widely in books, anthologies, and journals.

Professor Way came to the University of California, Riverside in 1957, when it was still just a three-year old liberal arts college, to teach in the Department of Political Science. Over the years he participated in building UCR into a modern university complete with sophisticated graduate programs. He served as a dedicated teacher, researcher, and administrator until his retirement in 1991. An expert on constitutional law, criminal justice, and religious liberty, he was the author of many books and articles on these subjects. His 1964 book, Liberty in the Balance, went through five editions.

A gifted and committed educator, he received the Distinguished Teaching Award in 1988 from the UCR Academic Senate, especially for his work in the course “Constitutional Law: Fundamental Freedoms.” He served as the pre-law advisor at UCR for many years and achieved great joy from helping students attain their dream of attending law school. In addition to his scholarship and teaching, Professor Way served as Divisional Dean of Social Science from 1968 to 1969, Assistant Vice Chancellor for Student Academic Services from 1970 to 1973, and Chair of the Political Science Department from 1977 to 1988, the longest term in the history of the department. “While not a founding faculty member in the strict sense, Way helped sustain UCR through its earliest growth,” said Milagros Peña, former dean of the College of Humanities, Arts, and Social Sciences.
In an oral history recorded in 1998, Dr. Way described his advocacy for increased enrollments and new graduate programs. He also described his impressions of Riverside and the fledgling campus during his first year at UCR, during which he got around by bicycle and shared an office with the first Provost, Gordon Watkins. “There was smog, but I was attracted by all the orange groves and the fragrance of orange blossoms in the winter,” Way told Jan Erickson, who did the oral history interviews for the campus. “There were enough movie houses and a few things to do on campus, so it was a good year.”

Distinguished Professor of Political Science David Pion-Berlin described him as “warm and congenial.” Dean of the Graduate Division Shaun Bowler observed that he “was a successful and skilled administrator as chair and in the college office. Moreover, he held those positions at a key time in the campus’ development as it was founded. What we have today when we look around is built upon the foundational work of a generation of people like Frank - and a great deal of those foundations were laid by Frank himself. He is of the generation who took a few buildings on the site of some former orange groves and built a campus of the University of California. Frank was an important and constructive voice in that process. He was long seen as a respected and very well-regarded person on campus because of his role in helping found a campus.”

Dean Bowler added that “with students who wanted to learn, and with junior colleagues who needed to learn, he was endlessly patient, endlessly supportive, and endlessly encouraging. He was a strong supporter and advisor to the first female chair of the Department (Grace Saltzstein) and was very much an advocate for junior faculty. After his retirement he still came to the office regularly and would still be willing to spend time to talk and advise. But one of his favorite activities was to talk - about his project on religious freedom and what he was learning about how that was realized (or not) in the US over its history.” And “he believed teaching - and teaching well - to be an important part of the life of a professor. He himself was a very good teacher and helped to establish the reputation of the department as one in which teaching was taken seriously. More than that, he knew from personal experience how valuable education could be, especially to our student body (then and now). He saw in our students something of himself and the challenges he faced as someone from a very modest rural background and he strove to help them. So he set out to challenge them - and help them rise to that challenge because he knew that rising to the challenge would serve our students in good stead.”

Dean Bowler concluded that “he was, I think it is fair to say, a fierce believer in the idea and values of the UC system, and held a fierce commitment to bring those values to life in an old orange grove with a couple of buildings.”

Prof. Way was born in Chillicothe, Missouri, the son of a baker and a homemaker, and earned his bachelor’s degree at Northeast Missouri State (now Truman State), and his Ph.D. at Cornell University.

Following his retirement in 1991, he did volunteer work at Rancho Santa Ana Botanic Garden in Claremont, and was a volunteer reading tutor for elementary students in the
public schools of Claremont and Pasadena for 20 years. He is survived by his wife Barbara; two daughters; a stepson; and five grandchildren. He has a large extended family in Missouri where a memorial service was held in the spring of 2017. Read an oral history interview online: http://www.ucrhistory.ucr.edu/pdf/way.pdf

Prepared by the Committee on Memorial Resolutions with additional information from Dr. J. Medearis and Dr. J. Laursen.

Sources:

https://ucrtoday.ucr.edu/43233#:~:text=UC%20Riverside%20Professor%20Emeritus%20Harold,He%20was%2087.&text=Over%20the%20years%20he%20participated,complete%20with%20sophisticated%20graduate%20programs.

https://www.legacy.com/obituaries/pe/obituary.aspx?n=harold-frank-way&pid=183044597&__cf_chl_captcha_tk__=cb4c0673020233d3ad53f6bf3365382035340981b8-1618353370-0-AYGZ0oAznJrHzSd708XSJCx3gQGIIw0_qF36K-5x3oFYFMbD1Qs-AlQdJQvp-CbPOfpxuRuFRIBExO-uF-8nYJlzUrdbUcnzc8vq7VBuhyZpdv1_X3_Mop5Si67nCeGnp2vXncRxp9Dxf626HCrJlxnJ04kn6ppsDUCER7joQGGipKP4wjVVcC54cEj8_xSrijs4d7RAZEVQkJUCGxEWgdctstDxr-8rLLOq7A-Ldf364zHoChjm2eRGKAI7t-vXh4a2wlzcbtoLIfCDTRNyqvij0oqytqVXeYAdNAq6S04KZwmAHzZ9CAhVlAMMe77qs8EhXw13yubVFqDPWih7U_CbkZE7wrGf3irR9tz_ebyV-lSRN3UPpGBFYUwlrpKnzoXgCHSOGW6NIq7gmoZEgXRgyKwi1S_Yru4X379rDnHEIc3pv6a05MTRXjitRmDanKi6-paUT5j6xv-s-fXkoHwa-2qM3XTChy8cLVTdGmfpieCvfGVhY1ZTE8zEEaHnjenQQyiQ_XNng3Td55-CxhxQG0aT01qGcQNNm61Uy_ReRto4UabUkWt3mpImth6WwoqPCzCzTRdUeKTCaiT-khF4bb5hHUBfnKjbcwPvyARJ9a2Ovpuf7rbWtE3ucdax6MXGxNVSaPemzJHbJb51UrfXX1wCVPbxRaikuS9EijaaxWVcMURTASmTk34DRCqFGZsmPf-AVHRQCQYL2645mBrDA4uadxdfG
Dr. Louis (Lou) Anthony Pedrotti, professor emeritus of Comparative Literature and Languages at the University of California, Riverside (UCR), passed away on May 20, 2010, following a stroke. He was born on February 23, 1924, and grew up in Pasadena, California. His service in the U.S. Army during World War II interrupted his undergraduate studies at Occidental College. He served as a Private from 1942 until 1945, fighting in the Battle of the Bulge in 1944-45.

Upon returning from his military service, Dr. Pedrotti completed his undergraduate degree at Occidental College with a BA in Foreign Languages and Political Science in 1948. He went on to earn his MA (1951) and Ph.D. (1959) in Slavic Languages & Literature from the University of California, Berkeley.

Dr. Pedrotti came to UCR in 1959 as the first faculty appointment in the Russian Studies Program. His interests were in the teaching of Russian; Russian literature of the pre-Revolutionary period, especially Pushkin, Lermontov, Gogol, Senkovsky, Chekhov and Bunin; Russian civilization and folklore; Polish literature; Romanoviana; and the early period of Russian science fiction and fantasy literature. His publications included *The Genesis of a Literary Alien: Jozef-Julian Srekowsky* published by the University of California Press in 1965 and the first English-language translation (with extensive commentary and analysis), of Osip Senkovsky’s *The Fantastic Journeys of Baron Brambeus* in 1993, a work that was part of mid-19th-century popular literature in Russia and which became a cornerstone of Russian science fiction.
Dr. Pedrotti’s colleagues remember him as a kind, gentle, and humorous man who was eager to support students and colleagues. He served as the Graduate Advisor in what now is the Department of Comparative Literature and Languages and received the Academic Senate Distinguished Teaching Award in 1977. He retired from UCR in 1989, becoming a Professor Emeritus.

Dr. Perotti’s ashes are scattered at the UCR Botanical Gardens. Dr. Pedrotti is survived by his longtime partner, Edwin Traynor.

This memorial was compiled and adapted by Katja M. Guenther from notices by former UCR Chancellor Timothy White and an obituary by Daryl and Barbara Mallett.
In Memoriam

Reinhold Grimm
Distinguished Professor of Comparative Literature and Languages, Emeritus
UC Riverside
1931-2009

Dr. Reinhold Grimm, Distinguished Professor Emeritus of the Department of Comparative Literatures and Foreign Languages at the University of California, Riverside (UCR), passed away on March 5, 2009, in Riverside. Dr. Grimm’s field of research and teaching was primarily in German and Comparative Literature from the 18th to the 21st centuries. He is best known for his work on the towering German playwright and poet, theorist and practitioner of the theater Bertolt Brecht.

Born in Nuremberg, Germany on May 21, 1931, Professor Grimm earned his Ph.D. summa cum laude from Erlangen University in his native Bavaria, having also studied at the University of Colorado at Boulder as a Fulbright Scholar. He taught at Erlangen (1957-61) and Goethe University in Frankfurt (1961-67) before emigrating to the United States. He spent a brief time as a visiting professor at Columbia University before joining the faculty of the University of Wisconsin, Madison in the autumn of 1967. He first held the Alexander Hohfeld Professor of German (1967-1980), and later was named as the Vilas Research Professor of Comparative Literature and German (1980-1990). He joined the faculty of UCR in 1990 where he remained until his retirement in 2003. In 2008, he received the 2008-09 Outstanding Emeritus Award for the University of California, Riverside.

Dr. Grimm was a prolific scholar, conducting research, translating, and editing 18th- to 21st century German literature. He published fifteen monographs, edited ten volumes, co-edited thirty-five more, and published over 200 articles and essays. He authored several translations and studies of the poetry and other writings of Hans Magnus Enzensberger, Georg Büchner, Rainer Maria Rilke, Felix Pollak, and Gottfried Benn. He took special pride in his translation of Enzensberger’s poems in a volume entitled Lighter than Air (2000). His authored or edited monographs on German poetry, drama, novels and culture are primarily written in German, including (with titles here in English translation) Blacks and German Culture (1986), Exile and Inner Immigration (1986), Theories of the German Novel (1971), German Revolutionary Drama (1969), and Structures: Essays on German Literature (1963). For several years in the 1980s and 1990s, he was the editor of Mönatshefte, a premier venue for German studies.
published by the University of Wisconsin. Among the impressive array of continuing publications he accomplished in his retirement are four books, including translations and commentaries of the poems of the German poet Guenther Kunert, a volume on Brecht's prose and poetry, and a sole-authored monograph on Fielding's Tom Jones. Professor Grimm also shared his work more widely with the public by offering English-speaking translations of insightful verses on the truths of daily life and human relations.

Dr. Grimm received various prizes and awards for his work both in Germany and the US, including a Guggenheim Fellowship in 1969. He also served as the National President of the American Association of Teachers of German and as Founding President of the International Brecht Society. He lectured or published on all continents, except Antarctica.

Dr. Grimm is survived by his wife, Anneliese, his daughter, Sabine Goldberg, his son-in-law, Gary, and his two grandsons, Daniel and Matthew, all of Riverside.

This memorial was adapted from an unattributed obituary circulated by the UCR Chancellor’s Office with editorial changes made by Katja M. Guenther.
Seymour Dean VanGundy passed away peacefully at home on December 27, 2020. He was born on February 24, 1931, in Toledo, Ohio. Known to family, friends, and colleagues as ‘Van’, he graduated from Monclova High School, Monclova, Ohio, in 1949. Van entered Bowling Green State University on an Edwin Mosley Scholarship and graduated with a B.A. in Biology in 1953. While an undergraduate, he worked part-time at the local H.J. Heinz Crop Research Department crossing tomatoes and cucumbers and screening cucumbers for cucumber scab resistance under a collaborative program with the Department of Plant Pathology, University of Wisconsin. Plant Pathologist J.C. Walker offered him an assistantship to continue his work on cucumber Angular Leaf Spot when he graduated in 1953.

In 1956 VanGundy finished his Ph.D. research at the University of Wisconsin and continued as a postdoctoral student until February 1957. Dewey J. Raski, Chair of the University of California Statewide Nematology Department, offered him a position in the Nematology Department at UC Riverside. Two months of training with esteemed Nematologist Gerald Thorne prepared Van for his new job before going to California. He joined the UCR Department of Nematology as a Junior Nematologist in March 1957. At that time, the management and damage control of nematodes attacking citrus in southern and central California was of significant economic interest. In 1958, Van researched and published the first complete life history of the citrus nematode (*Tylenchulus semipenetrans*). Consequently, he worked for many years on the ecology and management of citrus nematode. Nearly a decade later, he discovered the Sheath nematode (*Hemicyclophora arenaria*), a new species parasitizing desert citrus. With the campus photographer Ken Middleham, they made the first nematode film featuring the feeding and life cycle of the Sheath nematode. Van’s brought his research experience into the classroom, where he taught graduate courses on the identification of plant parasitic nematodes and the diagnosis and management of plant diseases caused by...
nematodes. He trained 1 M.S. student and 8 Ph.D students in his laboratory, who went on to become university professors and directors of research in a variety of agencies. He was recognized for his outstanding efforts by being named a Fellow of the American Association for the Advancement of Science (AAAS) in 1964 and he advanced to full Professor of Nematology in 1968.

During the 1965-66 academic year, VanGundy spent a sabbatical leave in Australia working with Harry Wallace and Alan Bird to strengthen his interdisciplinary research interest in nematode ecology. In collaboration with UCR colleagues in various departments, Van continued to study resistance in citrus to the citrus nematode, the interaction of multiple nematode associations on citrus and grapevines, and the effects of soil aeration on the ecology of nematodes. He worked with Peter Tsao and Donald E. Munnecke (Dept. Plant Pathology, UCR) on soil fungi/citrus nematode interactions and soil fumigants, respectively. From September 1968 to 1970, he served as Associate Dean for Research in the Graduate Division at UCR.

From 1970-72 Van served as Assistant Vice Chancellor for Research, and from 1972 to 1984, he was Chairman of the Department of Nematology. Through his lobbying efforts, he secured State funding for the first Nematology Quarantine and Isolation facility. In 1977, in collaboration with Diana Wall, he spent a summer at the University of Alaska, Fairbanks, to study nematodes in the black spruce-permafrost ecosystem. In 1979, VanGundy was joint appointed in the UCR Plant Pathology Department and received the title of Professor of Nematology and Plant Pathology. In 1984 he spent a sabbatical leave in Milton Schroth's laboratory (Plant Pathology, UC Berkeley) studying rhizobacteria. On his return, he served in the College of Natural and Agricultural Sciences as Associate Dean for Research from 1985-88 and Dean of the College from 1988-93.

In the Society of Nematologists, Van was instrumental in establishing the Journal of Nematology and served as its first Editor-in-Chief. He served as Vice President and President of the Society of Nematologists and became a Fellow in 1984 and Honorary Member in 1997. In 1978, Van was named a Fellow of the American Phytopathological Society. In 2000, he was appointed to the State Water Quality Control Board - Santa Ana Region by then California Governor Gray Davis and re-appointed in 2006 for a second term by Davis' successor Governor Arnold Schwarzenegger.

Van retired in 1993, but that did not slow him down, as he continued to work on campus under a five-year re-call agreement and engaged in a range of international program activities for the College and campus. He had a voluntary but active role in the College as Associate Dean for International Programs. He was involved with the University's extension program, traveling to many countries to stimulate student and visiting scientist exchange with Russia, Vietnam, and Moldova, among others. In 2006, Van was inducted into Moldova's National Academy of Sciences for his formative role in developing the extension program between UCR and Moldova State University.
Van influenced many people in his life with his kindness and generosity. He will be deeply missed. He is survived by his wife of 66 years, Wilma, two children, three grandchildren and two great grandchildren.

Prepared by Philip A. Roberts and J. Ole Becker, with minor edits by T.M. Perring.
In Memoriam

Thomas Hellman Morton
Professor of Chemistry, Emeritus
UC Riverside
1947-2019

Thomas (Tom) Morton died on March 3, 2019 at the age of 73. He is survived by his wife, Kathryn, his son, Gregory (Duff), and his daughter, Julia. He was born on February 10, 1947, and grew up in Los Angeles, California. His parents, Arthur and Emmy Lou (Hellman) Morton, both had ties to the motion picture industry. Arthur Morton was a composer and orchestrator whose work is manifest in many classic TV and film productions. Tom attended Santa Monica High School, graduating in the class of 1965. He then went on to study the Classics (Greek) and Fine Arts at Harvard, earning an A.B. Magna cum Laude in 1968. Subsequently, Tom earned his Ph.D. in Organic Chemistry at the California Institute of Technology under the mentorship of two advisors, J. L. Beauchamp and R. G. Bergman.

In 1972, Tom began professional career, serving initially on the chemistry faculties of Brown and Brandeis Universities. In 1981, Tom joined the faculty of the Department of Chemistry at the University of California, Riverside, where he remained until retirement. In 2018 he retired and became a Professor of the Graduate Division, an emeritus title that allowed him to continue to pursue his research.

During the first two decades of his career, Tom focused on designing and building apparatus to collect and analyze neutral products from the reactions of gas-phase ions. These studies led Tom to develop a physical description of gaseous ion-neutral complexation, which was groundbreaking. On the basis of this work he was given the Maccoll Award for Organic Mass Spectrometry in 1993. Also during this time period was a brief sojourn into research on the sense of smell that involved modifying the neuronal cells of living vertebrates (salamanders), resulting in a half-dozen papers on the subject, including a paper in the journal.
During the latter part of his career, Tom focused on the structure of gas phase ions using experiment and theory, where the experiments were performed in collaboration with the free-electron laser group in The Netherlands. These studies focused on fundamental inter- and intramolecular interactions of biomolecules.

Tom was an outstanding and engaging teacher and lecturer of particular clarity. He was renowned among students and experts in his field. The delivered content was an admixture of his broad and deep knowledge of history, philosophy and the physical sciences, woven into unique analogies and insights. Apart from being a tireless teacher of graduate students, both in and out of the laboratory, and contributions to the instruction of large introductory classes, Tom made time to teach honors undergraduate students both in the classroom and the research laboratory, often as an overload to his regular teaching duties. Tom's efforts were much appreciated by students, and he received multiple awards based on their input, including Undergraduate Research Mentor of the Year (twice) and Honors Program Professor the Year.

Tom was a strong and vigorous contributor to the University at all levels. His door was always open to his colleagues. From mentoring junior faculty to discussing new research ideas, Tom was always ready to contribute. Remarkably, he has come close to publishing a collaborative paper with nearly every faculty member in the chemistry department at one time or another -- an achievement that is unparalleled to date.

For decades Tom maintained two residences, one in Riverside and the other in Paris. While this allowed him to collaborate with colleagues in France and The Netherlands, it also seemed in keeping with the themes visible as far back as his undergraduate and graduate studies: art history, the classics and chemistry. Tom's spirit (and remarkable laugh) will live on in his many contributions to science and those he affected throughout his career.

Written by Dr. Christopher Switzer and edited by Darleen DeMason.
To be adopted:

Proposed Changes to BS+MS in Mechanical Engineering Major

<table>
<thead>
<tr>
<th><strong>PRESENT:</strong></th>
<th><strong>PROPOSED:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The college offers a combined B.S. + M.S. program in Mechanical Engineering designed to lead to a Bachelor of Science degree as well as a Master of Science degree in five years. Applicants for this program must have a high school GPA above 3.6, a combined SAT Reasoning score above 1950 (or ACT plus Writing equivalent), complete the Entry Level Writing Requirement before matriculation, and have sufficient mathematics preparation to enroll in calculus in their first quarter as freshmen. Eight units of technical electives will count in both programs, reducing the total number of units required for the MS degree. Interested students who are entering their junior year should check with their academic advisor for information on eligibility and other details.</td>
<td>The college offers a combined B.S. + M.S. program in Mechanical Engineering designed to lead to a Bachelor of Science degree as well as a Master of Science degree in five years. Applicants for this program must have a high school GPA above 3.6, complete the Entry Level Writing Requirement before matriculation, and have sufficient mathematics preparation to enroll in calculus in their first quarter as freshmen. Eight units of technical electives will count in both programs, reducing the total number of units required for the MS degree. Interested students who are entering their junior year should check with their academic advisor for information on eligibility and other details.</td>
</tr>
</tbody>
</table>

**Justification:**
UC is proceeding with test-optional admissions for the 2021 and 2022 admission’s cycles and test-blind admissions for 2023 and 2024 admission’s cycles. As a result, per the recommendations of the Committee of Undergraduate Admissions, we are seeking a curriculum change for the BS+MS combined degree program in Mechanical Engineering to remove the inclusion of the ACT and SAT requirement for admissions to the program to reflect the changes in admissions policy.

**Approvals:**
Approved by the faculty of the Department of Mechanical Engineering: November 9, 2020
Approved by the Executive Committee of the College of Engineering: January 29, 2021
Reviewed by the Committee on Undergraduate Admissions: February 26, 2021
Approved by the Committee on Educational Policy: April 1, 2021
Approved by the Graduate Council: February 22, 2021
To be adopted:

Proposed Changes to the Undergraduate Program in Computer Engineering

Present:
Major Requirements
1. Lower-division requirements (72 units)
   a) ENGR 001G
   b) CS 010A, CS 010B, CS 010C, 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
   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 179, CS 180, CS 181, CS 182, CS 183, CS 193 EE 100B, EE 105, EE 115, EE 123, 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

Proposed:
Major Requirements
Lower-division requirements (72 units):
   a) ENGR 001G
   b) CS 010A, CS 010B, CS 010C, CS 061
   c) CS 011/MATH 011
   d) EE 020A, EE 020B, EE 030A, EE 30LA, EE 030B
   e) MATH 009A, MATH 009B, MATH 009C, MATH 010A
   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
   j) Six courses (at least 24 units) as technical electives from the following set of upper division courses CS 110, CS 122A, CS 122B, CS 130, CS 142, CS 144, 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 179, CS 180, CS 181, CS 182, CS 183, CS 193 EE 100B, EE 105, EE 115, EE 123, 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
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.

The technical electives selected from j) must include a senior capstone project option selected from the following 3 options: (1) CS 179 (E-Z), (2) CS 178A and CS 178B (both need to be taken), or (3) EE 175A and EE 175B (both need to be taken). The technical electives must be distinct from those used to satisfy the upper-division requirements specified in items a) to i) above.

**Justification:**
Replacement of EE 001A, EE 01LA, EE 001B by EE 030A, EE 30LA, EE 030B
Courses EE 001A, EE 01LA, EE 001B underwent substantial content modifications. This reflects a long-overdue reorganization of the course content to better serve the students and address many concerns that we have seen over the years. The course numbers were also changed since we already have EE 003, EE 004, EE 005, EE 010, EE 020A, EE 020B numbers for courses that are of much more introductory level. In fact, EE 020A is now a prerequisite for EE 030A. EE 020B is just a renumbering of existing course EE 020.

Replacement of MATH 046 with EE 020A
EE 020A is introduced to provide mathematical principles and tools fundamental to the core background of ECE students. The course introduces complex numbers, ordinary differential equations and methods of their solution with particular emphasis on utilizing Laplace Transform and Fourier Series/Transform. The course will develop a critical skill-set necessary for successful understanding of the material in upper division ECE courses such as Signals and Systems, Robotics and Control Systems, Automatic Control, etc. Application examples in those areas will be provided throughout the course. The course will also introduce elements of mathematical modeling of signals and systems using Matlab/Simulink software. The content of the course draws heavily on feedback by EE and CE faculty, ABET reviewers, and Board of ECE advisers that includes many ECE alumni.

There were several new courses that could be a fit to be added to the CEN undergraduate student plan, the technical elective list.

New two quarter capstone project option developed in CS, and offered first time in Fall 2020.

MATH 008B is no longer offered

CS 134 was discontinued in 201940 and should be removed

**Approvals:**
Approved by the Computer Engineering Program Faculty: February 25, 2021
Approved by the Executive Committee of the College of Engineering: January 13, 2021
Approved by the Committee on Educational Policy: April 22, 2021
To be adopted:

Proposed Changes to Computer Science Major

PRESENT:

Major Requirements
Computer Science Major
1. Lower-division requirements (61 units)
   a) ENGR 001-I
   b) CS 010A, CS 010B, CS 010C, CS 061
   c) CS 011/MATH 011
   d) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 031 or EE 020
   e) PHYS 040A, PHYS 040B, PHYS 040C
   f) At least 9 additional units. 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 135, CS 145, CS 147, CS 160,
   CS 162, CS 164, CS 165, CS 167, CS 166, CS 168, CS 169, CS 170, CS 171,
   CS 172, CS 173, 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.

PROPOSED:

Major Requirements
Computer Science Major
1. Lower-division requirements (61 units)
   a) [no change]
   b) [no change]
   c) [no change]
   d) MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 031 or EE 020
   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) 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 135, CS 142, CS 144, CS 145,
   CS 147, CS 160, CS 162, CS 164, CS 165, CS 167, CS 168, CS 169, CS 170,
   CS 171, CS 172, CS 173, 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.

Justification:
EE 020 is being renumbered to EE 020B. CS 142 and CS 144 are two new upper division offerings added to the catalog recently that were always meant to be technical electives. We are merely correcting the catalog to reflect that. They are courses that reflect depth areas of study that students can choose among for credit toward their major requirements. MATH008B has also been removed as the course is no longer being offered.

Approvals:
Approved by the faculty of the Department of Computer Science and Engineering: September 21, 2020
Approved by the Executive Committee of the College of Engineering: January 13, 2021
Approved by the Committee on Educational Policy: April 22, 2021
To be adopted:

Proposed Changes to the Undergraduate Major in Data Science

PRESENT:  PROPOSED:

Subject abbreviation: DTSE  
The Marlan and Rosemary Bourns College of  
Engineering

Subject abbreviation: DTSC  
College of Natural and Agricultural Sciences

Vassilis Tsotras, Ph.D., Director  
Yehua Li, Ph.D., Associate Director

Program Committee:  
Xinping Cui, Ph.D., Statistics  
Ahmed Eldawy, Ph.D., Computer Science and  
Engineering  
James Flegal, Ph.D., Statistics  
Yingzhuo (Joyce) Fu, Ph.D., Statistics  
Evangelos Hristidis, Ph.D., Computer Science and  
Engineering  
Daniel Jeske, Ph.D., Statistics  
Eamonn Keogh, Ph.D., Computer Science and  
Engineering  
Esra Kurum, Ph.D., Statistics  
Paea LePendu, Ph.D., Computer Science and  
Engineering  
Jun Li, Ph.D., Statistics  
Yehua Li, Ph.D., Statistics  
Stefano Lonardi, Ph.D., Computer Science and  
Engineering  
Shujie Ma, Ph.D., Statistics  
Wenxiu Ma, Ph.D., Statistics  
Amr Magdy, Ph.D., Computer Science and  
Engineering  
Vagelis Papalexakis, Ph.D., Computer Science  
and Engineering  
C.V. Ravishankar, Ph.D., Computer Science and  
Engineering  
Mariam Salloum, Ph.D., Computer Science and  
Engineering  
Christian Shelton, Ph.D., Computer Science and  
Engineering
Major
Data science studies the collection, management, and analysis of data to extract knowledge. It is a multidisciplinary program with core components from Computer Science and Statistics, and required application study in a variety of empirical disciplines. Courses span the discipline from theory to practice and prepare students for careers or graduate studies in data-intensive fields.

The B.S. in Data Science major is an intercollege major offered by the Bourns College of Engineering and the College of Natural and Agricultural Sciences. A B.S. degree in Data Science is offered by each college. When students declare the major, they choose from which college they wish to have their degree awarded. Students whose degrees are awarded by the Bourns College of Engineering are advised in and have their records maintained by the BCOE Office of Student Academic Affairs; students whose degrees are awarded by the College of Natural and Agricultural Sciences are advised in and have their records maintained by the CNAS Undergraduate Academic Advising Center. Breadth requirements vary by college; and students must fulfill the breadth requirements of the college they choose.

All undergraduates in the Bourns College of Engineering must see an advisor at least annually. Visit student.engr.ucr.edu for details.

University Requirements
See Undergraduate Students section.

College Requirements
College breadth requirements vary depending on which college is chosen to award the degree. For details on breadth requirements, see the Colleges and Programs section of this catalog. Students are encouraged to consult their advisor regarding requirements.

Transfer Admissions Requirements of Data Science Major

Vassilis Tsotras, Ph.D., Computer Science and Engineering
Weixin Yao, Ph.D., Statistics
Shuheng Zhou, Ph.D., Statistics

Major
[no change]
Minimum 2.80 cumulative GPA
Minimum 2.70 GPA in the calculus series
Minimum 2.5 in one of the following series:
1. Three courses from CS 010A, 010B, 010C and CS/MATH 011
2. MATH 010A, MATH 031, STAT 008

Minimum Preparation for Data Science:
1. CS 010A
2. CS 010B
3. MATH 009A or MATH 09HA, MATH 009B OR MATH 09HB, MATH 009C OR MATH 09HC

Must complete three of the following:
1. CS 010C
2. CS/MATH 011
3. MATH 031
4. MATH 010A
5. STAT 008

**Change of Major Criteria for the BCOE track**
All students who request a change of major to Data Science in BCOE must meet the following requirements:
- Be in good academic standing
- Have no less than a C- in any Statistics, Math, Science and Engineering Coursework
- Be able to complete the 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 2.70 GPA:
• CS 010A
• CS 010B
• 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 2.70 GPA:
• CS 010A
• CS 010B
• MATH 009A or MATH 09HA
• MATH 009B or MATH 09HB
• MATH 009C or MATH 09HC
An introductory statistics course (STAT 010 or equivalent) is recommended.

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 2.70 GPA:
• CS 010A
• CS 010B
• CS 010C
• MATH 011/CS 011
• MATH 009A or MATH 09HA
• MATH 009B or MATH 09HB
• MATH 009C or MATH 09HC
• One of MATH 031 or MATH 010A
An introductory statistics course (STAT 010 or equivalent) is recommended.

Change of Major Criteria for the CNAS track
All students who request a change of major to Data Science in CNAS must meet the following requirements:
• Be in good academic standing
• Have no less than a C- in any Statistics, Math, Science and Engineering coursework
Be able to complete the 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 CNAS major must have been admissible to the major at point of entry, or must satisfy transfer admission and change of major requirements before earning 135 units
Changing to the Data Science Major at senior level (greater than or equal to 135 units) is not allowed

**Completed 0 to less than 45 units**
Completion of ENGL 001A with C or better, and completion of the following with at least 2.70 GPA:
- CS 010A
- CS 010B
- 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 2.70 GPA:
- CS 010A
- CS 010B
- MATH 009A or MATH 09HA
- MATH 009B or MATH 09HB
- MATH 009C or MATH 09HC
An introductory statistics course (STAT 010 or equivalent) is recommended.

**Completed 90 to less than 135 units**
Completion of ENGL 001A and ENGL 001B with C or better, and completion of the following with at least 2.70 GPA:
- CS 010A
- CS 010B
- CS 010C
- MATH 011/CS 011
- MATH 009A or MATH 09HA
- MATH 009B or MATH 09HB
- MATH 009C or MATH 09HC
- One of MATH 031 or MATH 010A
An introductory statistics course (STAT 010 or equivalent) is recommended.
Major Requirements

1. Lower-division requirements (37 units):
   a) CS 010; CS 012; CS 014
   b) MATH 009A; MATH 009B; MATH 009C; MATH 010A; MATH 031
   c) MATH 011/CS 011

2. Upper-division requirements (60 units):
   a) CS 105; CS 141
   b) STAT 147; STAT 156A; STAT 156B; STAT 170A; STAT 170B
   c) ENGR 170 or PBPL 170
   d) CS 166 or CS 167
   e) STAT 167 or CS 171
   f) STAT 183 or CS 179 (E-Z)
   g) Four courses (at least 16 units) from the following list, none of which can also be used to satisfy other major requirements:
      CS 166; CS 167; CS 170; CS 172; CS 180; CS 181; MATH 120; MATH 135A; STAT 104; STAT 127; STAT 130; STAT 140; STAT 146; STAT 157; STAT 171.

3. Major Breadth requirement (8 units)
   One two-course sequence, chosen from the course sequences listed below:
   i. BIO 5A and BIO 20
   ii. BUS 103 and BUS 115
   iii. BUS 104 and BUS 123
   iv. BUS 124 and BUS 125
   v. ECON 108 and ECON 136
   vi. EE 142 and EE 146
   vii. GEO 111 and GEO 161
   viii. GEO 115 and GEO 147

Note: An introductory Statistics class, such as STAT 100A and STAT 100B, is strongly recommended.

Justification:
This addition finalizes the admissions requirements for transfer students and the change of major requirements for continuing UCR students into the Data Science major. This set of requirements was finalized after consultation with the BCOE advising office (taking into consideration what courses are typically offered in regional colleges) and has been approved by the programs steering committee.
Due to the STAT Department renumbering of STAT 100A and STAT 100B we had to update these courses to reflect the new renumbering, STAT 010 and STAT 011.

From Registrar’s Office, Melinda Miller:
"I don’t anticipate any problems with requesting an approval for new subject codes that are the same as the major codes. There needs to be an approval from the Committee on Courses that new subject codes can be used."

**Approvals:**
- Approved by the faculty of the Program in Data Science: October 29, 2020
- Approved by the Executive Committee of the College of Engineering: October 30, 2020
- Approved by the Executive Committee of the College of Natural & Agricultural Sciences: October 6, 2020; November 17, 2020
- Reviewed by the Committee on Undergraduate Admissions: February 26, 2021
- Approved by the Committee on Educational Policy: April 22, 2021
EXECUTIVE COMMITTEE  
BOURNS COLLEGE OF ENGINEERING  
REPORT TO THE RIVERSIDE DIVISION  
MAY 25, 2021

To be adopted:

Proposed Changes to Electrical Engineering  
College Requirements and Major Requirements

PRESENT:

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

PROPOSED:

[no change]

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

2. Upper-division requirements (81 units)
   a) EE 100A, EE 100B, EE 105, EE 110A,  
      EE 110B, EE 114, EE 116, CS 120A/EE  
      120A, CS 120B/EE 120B, EE 132, EE 133, EE  
      142, 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 162, CS 168/EE 168,  
      EE 115, EE 117, EE 118, EE 123, EE  
      128 (if not chosen as a required course

1. One course in the biological sciences chosen  
from an approved list
2. MATH 009A
3. PHYS 040A, PHYS 040B, PHYS 040C

Major Requirements
1. Lower-division requirements (73 units)
   a) One course in the biological sciences  
      chosen from an approved list
   b) CS 010A, CS 010B, CS 061
   c) EE 016
   d) EE 010, EE 020A, EE 020B, EE 030A, EE  
      030B
   e) MATH 008B or MATH 009A, MATH  
      009B, MATH 009C, MATH 010A, MATH  
      010B
   f) PHYS 040A, PHYS 040B, PHYS 040C

2. Upper-division requirements (77 units)
   a) EE 100A, EE 110A, EE 110B, EE 114, EE  
      116, CS 120A/EE 120A, CS 120B/EE 120B, EE  
      132, EE 133, EE 142, EE 175A, EE 175B
   b) ENGR 181W
   c) Twenty-four (24) units of technical electives  
      chosen from CS 161, CS 162, CS 168/EE 168; EE  
      105, EE 106, EE 100B, EE 115, EE 117, EE 118,  
      EE 123, EE 128, EE 135, EE 136, EE 137, EE  
      138, EE 139, EE 141, EE 144, EE 145/ME 145,  
      EE 146, EE 147, EE 148, EE 150, EE 151, EE
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 and Robotics. 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

Intelligent Systems. Lead Course: EE 142. Sequence Courses: EE 144, EE 145, EE 146, EE 152, 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
**Justification:**

1. **Removal of CHEM 001A, CHEM 01LA from the breadth requirements and their replacement with PHYS 040C**

   The number of courses that ECE students take from the College of Natural Sciences and Mathematics substantially exceeds the number of courses required otherwise to satisfy the BCOE’s breadth requirement. It was decided that specialized courses from the ECE department would be more beneficial to the background of students than the breadth courses in Chemistry. Since it is required to have 20 units of college breadth requirements, we formally added PHYS 040C instead. Note that PHYS 040C was always our curriculum requirement.

2. **Replacement of CS 010 with CS 010A**

   This is just an update to reflect the course number changes introduced by CS&E Department.

3. **Replacement of CS 013 with CS 010B**

   It was decided that CS 010B course is more suitable for electrical engineering curriculum.

4. **Replacement of EE 001A, EE 01LA, EE 001B by EE 030A, EE 30LA, EE 030B**

   Courses EE 001A, EE 01LA, EE 001B underwent substantial content modifications. This reflects a long-overdue reorganization of the course content to better serve the students and address many concerns that we have seen over the years. The course numbers were also changed since we already have EE 003, EE 004, EE 005, EE 010, EE 020A, EE 020B numbers for courses that are of much more introductory level. In fact, EE 020A is now a prerequisite for EE 030A. EE 020B is just a renumbering of existing course EE 020.

5. **Sixteen (16) units of required technical electives was increased to twenty-four (24) units of required technical electives.**

   Our undergraduate curriculum over-went a major revision. This increase in the number of required technical elective course was the result of this revision. It will allow students to get depth in their areas of interest.

6. **Addition of CS 162, EE 105, EE 106, and EE 100B to list of twenty-four (24) units of required technical electives.**

   These courses are relevant to the EE focus areas and are being added.

7. **Lead courses in focus areas were removed since some lead courses were required by core curriculum courses anyway. This was causing confusion for many students. Lead courses in focus areas are now replaced by the required specialized courses that are not part of core course requirements.**

8. **The pool of technical elective courses in all focus areas was substantially increased to accommodate different student interests.**

9. **Replacement of EE 141 with EE 142 as a required course.**
EE 141 is a required course for Communications, Signal Processing and Networking focus area, and is an elective in many other areas. Faculty felt that the basics needed for all EE students are covered in EE 110A and EE 110B and everyone did not need the digital signal processing material covered in EE 141. Most EE programs at other universities require courses equivalent to EE 110A and EE 110B, and not EE 141. On the other hand, it was felt that basic machine learning and pattern recognition covered by EE 142 is needed across all areas. Our Board of Advisors strongly recommended that EE students need to know some aspects of machine learning to be competitive in the job market. Many other EE programs that we considered are also adding aspects of machine learning and data analysis in their core curriculum.

10. Removal of EE 105 from the set of required courses.

It was felt that topics of EE 105 are required for the Control and Robotics focus area only, but not for other focus areas. Such a course is not part of almost any EE program at other universities that the department reviewed.

11. Replacement of MATH 046 with EE 020A.

EE 020A is introduced to provide mathematical principles and tools fundamental to the core background of ECE students. The course introduces complex numbers, ordinary differential equations and methods of their solution with particular emphasis on utilizing Laplace Transform and Fourier Series/Transform. The course will develop a critical skill-set necessary for successful understanding of the material in upper division ECE courses such as Signals and Systems, Robotics and Control Systems, Automatic Control, etc. Application examples in those areas will be provided throughout the course. The course will also introduce elements of mathematical modeling of signals and systems using Matlab/Simulink software. The content of the course draws heavily on feedback by EE and CE faculty, ABET reviewers, and Board of ECE advisers that includes many ECE alumni.

12. Removal of EE 105 from list of sequence courses in the Control and Robotics focus area.

EE 105 is a required course in this focus area as was previously (and is now) indicated and approved.

13. Lower Division Requirement Units

There was a miscalculation of the total number of units in the old catalog. Correct number of units must be 73.

14. Removal of MATH 008B

MATH 008B has been removed as it is no longer offered on campus

Approvals:
Approved by the Department of Electrical & Computer Engineering: June 10, 2020
Approved by the Executive Committee of the College of Engineering: January 13, 2021
Approved by the Committee on Educational Policy: April 22, 2021
To be adopted:

Proposed Changes to Mechanical Engineering Major

PRESENT:

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

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

1. BIOL 005A, BIOL 05LA
2. MATH 008B or MATH 009A
3. PHYS 040A, PHYS 040B, PHYS 040C

PROPOSED:

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

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

1. MATH 009A
2. PHYS 040A, PHYS 040B, PHYS 040C

Major Requirements

1. Lower-division requirements (75 units)
   a) BIOL 005A, BIOL 05LA
   b) CHEM 001A, CHEM 001B, CHEM 01LA, CHEM 01LB
   c) EE 001A, EE 01LA
   d) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   e) ME 002, ME 009, ME 010, ME 018A, ME 018B

Major Requirements

1. Lower-division requirements (78 units)
   a) CHEM 001A, CHEM 001B, CHEM 01LA, CHEM 01LB
   b) EE 005
   c) MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   d) ME 002, ME 009, ME 010, ME 018A, ME 018B
2. **Upper-division requirements** (72 units)

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

b) STAT 100A

e) Choose one Focus Area:

(1) Materials and Structures
Sixteen (16) units of technical electives chosen from ME100B, ME116B, ME121, ME122, ME134/MSE134, ME153, ME156, ME157/MSE143, ME158/MSE148, ME180, ME197

(2) Energy and Environment
Sixteen (16) units of technical electives chosen from ME 100B, ME 116B, ME 117, ME 136, ME 137, ME 138, ME 197

(3) Design and Manufacturing
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,

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

f) STAT 010
ME 156, ME 175D, ME 176, ME 180, ME 197

(4) General Mechanical Engineering
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, ME157/
MSE143, ME158/MSE148, ME180,
ME 175D, ME 176, ME 180, ME 197

Justification:
The Department of Electrical and Computer Engineering is renumbering and updating EE 001A and EE 01LA to EE 030A and EE 030LA. EE 005 has also been updated to now include material needed for ME program requirements. The appropriate replacement for EE001A is now EE 005. BIOL 005A and BIOL 05LA have been removed because these courses are not needed in the curriculum. This allows flexibility for students to take any biology course approved by the College of Engineering to satisfy the biological science requirement. STAT100A has been renumbered by the Department of Statistics to be STAT 010. MATH008B has also been removed as the course is no longer being offered. The program is being modified to reflect these changes.

Approvals:
Approved by the faculty of the Department of Mechanical Engineering: January 13, 2021
Approved by the Executive Committee of the College of Engineering: January 28, 2021
Approved by the Committee on Educational Policy: April 22, 2021
EXECUTIVE COMMITTEE
BOURNS COLLEGE OF ENGINEERING
REPORT TO THE RIVERSIDE DIVISION
MAY 25, 2021

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 (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 (76 units)
   a) BIEN 140A/CEE 140A
   b) CHE 100

PROPOSED:

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.

5. One course in the biological sciences chosen from an approved list
6. CHEM 001A, CHEM 001LA
7. MATH 009A
8. PHYS 040A, PHYS 040B

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 (76 units)
   a) BIEN 140A/CEE 140A
   b) CHE 100

No Change.
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/MSE 136, BIEN 140B/CEE 140B, CHE 105, CHE 161, EE 133, EE 136, EE 137, EE 139, EE 162, ME 153, MSE 142, MSE 143, MSE 148, MSE 155, MSE 156, MSE 197

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

JUSTIFICATION:
The ECE department is restructuring their program and will eliminate EE 001 and EE 01LA from their program curriculum. After review of the available and proposed courses, EE 005 was deemed appropriate as a replacement for EE 001 and EE 001LA as an introductory course in circuits and electronics. MATH008B has also been removed as the course is no longer being offered. The program is being modified to reflect these changes.

APPROVALS:
Approved by the MSE Undergraduate Committee: November 13, 2020
Approved by the Materials Science and Engineering faculty: January 26, 2021
Approved by the Executive Committee of the College of Engineering: January 27, 2021
Approved by the Committee on Educational Policy: April 15, 2021
To be adopted:

Proposed Changes to the Undergraduate Business Administration major (BSAD)

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Requirements</strong></td>
<td><strong>Major Requirements</strong></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Business Administration Major 1. Preparation for Business Administration major (7 courses [at least 27 units])</strong></td>
<td><strong>Business Administration Major 1. Preparation for Business Administration major (7 courses [at least 27 units])</strong></td>
</tr>
<tr>
<td>Major prerequisites (non-BUS courses may be used to satisfy breadth requirements for the School of Business):</td>
<td>Major prerequisites (non-BUS courses may be used to satisfy breadth requirements for the School of Business):</td>
</tr>
<tr>
<td>(1) BUS 010</td>
<td>(1) BUS 010</td>
</tr>
<tr>
<td>(2) BUS 020</td>
<td>(2) BUS 020</td>
</tr>
<tr>
<td>(3) ECON 002</td>
<td>(3) ECON 002</td>
</tr>
<tr>
<td>(4) ECON 003</td>
<td>(4) ECON 003</td>
</tr>
<tr>
<td>(5) CS 008</td>
<td>(5) CS 008</td>
</tr>
<tr>
<td>(6) STAT 048</td>
<td>(6) STAT 008</td>
</tr>
<tr>
<td>(7) MATH 022</td>
<td>(7) MATH 022</td>
</tr>
<tr>
<td>The major requirements for the B.S. in Business Administration are as follows:</td>
<td>No change</td>
</tr>
<tr>
<td>2. Upper-division major requirements (19 courses [at least 77 units])</td>
<td></td>
</tr>
<tr>
<td>Core courses (at least 11 courses [at least 44 units]):</td>
<td></td>
</tr>
<tr>
<td>ECON 102/ECON103, BUS 100W, BUS 101, BUS 102, BUS 103, BUS 104/STAT 104, BUS 105, BUS 106/ECON 134, BUS 107, BUS 108, BUS 109</td>
<td></td>
</tr>
</tbody>
</table>
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.


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, BUS 198I.

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.

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.

Operations and Supply Chain Management:
BUS 123, BUS 124A, BUS 124B, 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 Business Programs.

No change

Justification:
Major requirements:
The changes addressed in this proposal reflect the renumbering of the following Statistics courses: from STAT 048 to STAT 008.

Business Analytics:
To create flexibility for students, BUS123 was moved from being a required course to an elective course in the concentration.

BUS 124 (Business Analytics) was renamed BUS 124A to highlight that it is part of a sequence of courses (i.e., BUS 124A and BUS 124B). BUS 124B (Advanced Business Analytics) is a recently approved course that is added as an elective to the concentration.

BUS 161 was removed from the concentration. The requirements for the Business Analytics concentration were changed to bring them in line with those of other concentrations, and now include greater flexibility for students by including three requirements and two elective courses. Elective courses represent those the area deemed most relevant to Business Analytics.

Finance:
BUS 142 was added as an elective to the major requirements in the Finance concentration to provide more flexibility to students.

Information Systems:
BUS 163 was added as an elective to the major requirements in the Information Systems concentration to provide more flexibility to students.
Operations and Supply Chain Management:
BUS 122 was deleted from the list of electives because it is no longer offered and has already been removed from the catalog.

BUS 124 (Business Analytics) was renamed BUS 124A to highlight that it is part of a sequence of courses (i.e., BUS 124A and BUS 124B). BUS 124B (Advanced Business Analytics) is a recently approved course that is added as an elective to the major requirements in the Operations and Supply Chain Management concentration.

Approvals:
Approved by the School of Business Undergraduate Program Committee: March 18, 2021
Approved by the School of Business Executive Committee: March 22, 2021
Approved by the Committee on Educational Policy: April 22, 2021
To be adopted:

Proposed Changes to the Undergraduate Business Administration minor (BSAD)

PRESENT:

Minor
Students declaring a minor in Business Administration will petition the Undergraduate Business Programs Office at least three quarters prior to graduation. That office will publicize the deadlines each quarter to all colleges and major departments.

Prerequisites for the minor in Business Administration are as follows:
Three lower-division courses (14 units) (must be completed with no grade lower than “C”): BUS 020, ECON 003, STAT 048. Additionally, students need to complete four upper-division courses as follows, depending on the minor of their choice, the general business minor or any of the eight functional business minors (16 units):

General Business:
Four core from the following list: BUS 103, BUS 104/STAT104, BUS106/ECON134, BUS 107, BUS 108.

Accounting:
a) Required: BUS 108, BUS 165A
b) Two additional upper-division Business Administration accounting courses selected from the following: BUS 161, BUS 165B, BUS 165C, BUS 168A, BUS 168B, BUS 169A, BUS 169B, BUS 170.

Business Analytics:
a) Required: BUS 123, BUS 124, BUS 125
b) One additional upper-division business analytics course selected from the following:

PROPOSED:

No change

Prerequisites for the minor in Business Administration are as follows:
Three lower-division courses (14 units) (must be completed with no grade lower than “C”): BUS 020, ECON 003, STAT 008. Additionally, students need to complete four upper-division courses as follows, depending on the minor of their choice, the general business minor or any of the eight functional business minors (16 units):

General Business:
No change

Accounting:
No change

Business Analytics:
No change

Business Analytics:
a) Required: BUS 104, BUS 124A
b) Two additional upper-division business analytics courses selected from the following:
Finance:
  a) Required: BUS 106, BUS 132
  b) Two additional upper-division Business Administration finance courses selected from the following: BUS 131, BUS 134 (highly recommended), BUS 135, BUS 136 (highly recommended), BUS 137, BUS 138, BUS 139, BUS 140E, BUS 141, BUS 147.

Information Systems:
  a) Required: BUS 101
  b) Three additional upper-division Business Administration information systems courses selected from the following: BUS 110, BUS 125, BUS 128, BUS 166, BUS 171, BUS 172, BUS 173, BUS 174, BUS 175, BUS 179.

Management: Organizational Behavior/Human Resources:
  a) Required: BUS 107, BUS 155
  b) Two additional upper-division Business Administration organizational behavior or human resources courses selected from the following: BUS 121, BUS 143, BUS 144, BUS 145, BUS 149, BUS 156, BUS 157.

Management: Strategy and Entrepreneurship:
  a) Required: BUS 109, BUS 146
  b) Two additional upper-division Business Administration courses selected from the following: BUS 121, BUS 143, BUS 144, BUS 145, BUS 147, BUS 148, BUS 149, BUS 150, BUS 154, BUS 155, BUS 156, BUS 157, BUS 159, BUS 163, BUS 173.

Marketing:
  a) Required: BUS 103
  b) Three additional upper-division Business Administration marketing courses selected
from the following:
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.

**Operations and Supply Chain Management:**
a) Required: BUS 104, BUS 105
b) Two additional upper-division Business Administration operations and supply chain management courses selected from the following: BUS 122, BUS 123, **BUS 124** (highly recommended), BUS 125, BUS 126, BUS 127/STAT 127, BUS 128, BUS 129 (highly recommended), BUS 130, BUS 173.

**Operations and Supply Chain Management:**
a) Required: BUS 104, BUS 105
b) Two additional upper-division Business Administration operations and supply chain management courses selected from the following: BUS 123, BUS 124A (highly recommended), BUS 124B, BUS 125, BUS 126, BUS 127/STAT 127, BUS 128, BUS 129 (highly recommended), BUS 130, BUS 173.

**Justification:**

**Prerequisites for the minor in Business Administration:**
The changes addressed in this proposal reflect the renumbering of the following Statistics courses: from STAT 048 to STAT 008

**Business Analytics:**
BUS 124 (Business Analytics) was renamed BUS 124A to highlight that it is part of a sequence of courses (i.e., BUS 124A and BUS 124B). BUS 124B (Advanced Business Analytics) is a recently approved course that is added as an elective to the minor.

The requirements for the Business Analytics minor were changed to bring them in line with those of other minors, and now include one core course (BUS 104), one requirement (BUS 124A), and two elective courses. Elective courses represent those the area deemed most relevant to Business Analytics.

**Finance:**
BUS 142 was added as an elective for the Finance minor to provide more flexibility to students.

**Information Systems:**
BUS 163 was added as an elective for the Information Systems minor to provide more flexibility to students.

**Operations and Supply Chain Management:**
BUS 122 was deleted from the list of electives because it is no longer offered and has already been removed from the catalog.
BUS 124 (Business Analytics) was renamed BUS 124A to highlight that it is part of a sequence of courses (i.e., BUS 124A and BUS 124B). BUS 124B (Advanced Business Analytics) is a recently approved course that is added as an elective to the minor.

Approvals:
Approved by the School of Business Undergraduate Program Committee: March 18, 2021
Approved by the School of Business Executive Committee: March 22, 2021
Approved by the Committee on Educational Policy: April 22, 2021
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)
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

PROPOSED:

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

No change
(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) Managerial Accounting/Taxation: BUS 108, and two from BUS 166, BUS 168A, BUS 168B


(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

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

Justification:

The Economics/Administrative Studies major is being updated to reflect the renumbering of STAT 048 to STAT 008.

Approvals:

Approved by the faculty of the Program of the Administrative Studies: October 12, 2020
Approved by the Executive Committee College of Humanities, Arts, and Social Sciences: March 1, 2021
Approved by the Committee on Educational Policy: April 22, 2021
To be adopted:

Proposed Changes to BA 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)

PROPOSED:

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 013, AHS 015, AHS 016, AHS 017A or AHS 017HA, AHS 017B or AHS 017HB, AHS 018/AST 018, AHS 027/ANTH 027/LNST 027, AHS 030/HIST 027/CLA 017
   - b) Early Modern: AHS 013, AHS 015, AHS 016, AHS 017B or AHS 017HB, AHS 017C or AHS 017HC, 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 008 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 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 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) Managerial Accounting/Taxation: BUS 108, and two from BUS 166,
          BUS 168A, BUS 168B
      (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 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

(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 (Art History requirements and Administrative Studies requirements).

**Justification**: STAT Dept. renumber STAT 048 to STAT 008. Developed new courses therefore, the dept. is adding the courses to their respective requirement area, and added missing crosslisted classes, and honors sections.

**Approvals**:
- Approved by the faculty of the Department of Art History: November 17, 2020
- Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
- Approved by the Committee on Educational Policy: April 22, 2021
To be adopted:

Proposed Changes to Art History/Religious Studies Major

**PRESENT:**

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

**Asian Concentration (52 units)**

1. **Lower-division requirements (12 units)**
   - AHS 015, AST 030/CHN 030, RLST 005

2. **Upper-division requirements (40 units)**
   a) Art History (16 units): AHS 140/AST 140, AHS 141/AST 141, AHS 143/AST 143, CPLT 141
   b) Religious Studies (24 units): choose from RLST 101, RLST 103, RLST 105, RLST 106, RLST 142/AST 142/CHN 142, RLST 144/CPLT 144

3. **Optional 190-level work in either Art History or Religious Studies**

**Student-designed Comparative Concentration (52 units)**

1. **Lower-division requirements (12 units)**
   a) Art History, choose at least 4 units:
      - AHS 015, AHS 017A, AHS 017B, AHS 017C, AST 030/CHN 030
   b) Religious Studies, choose at least 4 units: RLST 005, RLST 007, RLST 010

2. **Upper-division requirements (40 units)**
   a) Art History, choose at least 12 units:
      - AHS 140, AHS 141, AHS 143, AHS 155, AHS 156, AHS 157, AHS 159, AHS 161, AHS 162, AHS 164, AHS 171, AHS 172, CPLT 141

**PROPOSED:**

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

**Asian Concentration (52 units)**

1. **Lower-division requirements (12 units)**
   - AHS 013 or AHS 015, AST 030/CHN 030, RLST 005

2. **Upper-division requirements (40 units)**
   a) Art History (16 units):
      - AHS 125, AHS 126, AHS 138/AST 138, AHS 139/AST 139, AHS 143/AST 143, AHS 144/AST 144, AHS 145/AST 146, AHS 146/AST 147, CPLT 141
   b) Religious Studies (24 units): choose from RLST 101, RLST 103, RLST 105, RLST 106, RLST 142/AST 142/CHN 142, RLST 144/CPLT 144

3. **Optional 190-level work in either Art History or Religious Studies**

**Student-designed Comparative Concentration (52 units)**

1. **Lower-division requirements (12 units)**
   a) Art History, choose at least 4 units:
      - AHS 013, AHS 015, AHS 017A or AHS 017HA, AHS 017B or AHS 017HB, AHS 017C or AHS 017HC, AST 030/CHN 030
   b) Religious Studies, choose at least 4 units: RLST 005, RLST 007, RLST 010

2. **Upper-division requirements (40 units)**
   a) Art History, choose at least 12 units:
      - AHS 139/AST 139, AHS 143, AHS 155, AHS 156, AHS 157, AHS 159, AHS 160, AHS 161, AHS 162, AHS 163, AHS 164, AHS 167, AHS 169, AHS 170, AHS 171, AHS 172, AHS 173, CPLT 141
b) Religious Studies, choose at least 12 units: RLST 100, RLST 101, RLST 103, RLST 105, RLST 106, RLST 111, RLST 121, RLST 128 (E-Z), RLST 130, RLST 131, RLST 135/HISE 130, RLST 136, RLST 142/AST 142/CHN 142, RLST 144/CPLT 144

3. Optional 190-level work in either

Art History or Religious Studies
Western Concentration (At least 52 units)
1. Lower-division requirements (16 units)
a) Art History: AHS 017A, AHS 017B, AHS 017C
b) Religious Studies, choose at least 4 units: RLST 007, RLST 010

2. Upper-division requirements (36 units)
a) Art History (16 units): choose from AHS 155, AHS 156, AHS 157, AHS 159, AHS 161, AHS 162, AHS 164, AHS 171, AHS 172
b) Religious Studies (20 units): choose from RLST 100, RLST 111, RLST 121, RLST 128 (E-Z), RLST 130, RLST 131, RLST 135/HISE 130, RLST 136

3. Optional 190-level work in either

Art History or Religious Studies

Justification:
"AHS 013 should not be an increase in units. Rather, the requirements should read AHS 013 or AHS 015. We expect a student would be required to take one or the other, not both. The one they chose would depend upon their interests and other factors. Our intention was simply to add 013 as an option."
There was some ambiguity in the choice of courses for AHRS, especially in the Asian concentration and comparative concentration. These seem to have been treated restrictively in the past, including primarily courses that are specifically or substantially on religious topics. Given that it is art history AND religious studies, I opened this up a bit to include more of our Asian courses. I did more or less the same with the Student-designed comparative concentration. (After seven years as undergrad advisor I had no idea that we had tracks within AHRS!) Developed new courses therefore, the dept. is adding the courses to their respective requirement area, and added missing cross listed classes, and honors sections.

Approvals:
Approved by the faculty of the Department of Art History: November 17, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 21, 2021
To be adopted:

Proposed Changes to Anthropology Major

**PRESENT**

The major requirements for the B.A. and B.S. degrees in Anthropology are as follows:

1. Lower-division requirements
   (four courses [at least 16 units])
   a) ANTH 001, ANTH001H, or ANTH001W, ANTH 002, ANTH 005, and ANTH 007 with a grade of C- or better in each

2. Upper-division requirements
   a) One theoretical/history course
      ANTH 100.
   b) One methods course; ANTH 165E, ANTH 165F, ANTH 165G, or ANTH 165I
   c) One regional course; ANTH 115E-Z or ANTH 140E-Z.

**PROPOSED**

No change

a) ANTH 001, ANTH001H, or ANTH001W, ANTH 002, ANTH 005, and ANTH 007 or ANTH 007S with a grade of C- or better in each

2. Upper-division requirements
   a) One theoretical/history course
      ANTH 100 or ANTH 100W.
   b) One methods course; ANTH 165E, ANTH 165F, ANTH 165G, or ANTH 165I
   c) One regional course; ANTH 115E-Z or ANTH 140E-Z.

3. At least 6 courses (24 units) in one area of concentration.
   a) Four field approach to anthropology
      1) At least one upper-division course in each of the subdisciplines of anthropology:
         (a) Archaeology
         (b) Biological anthropology
         (c) Cultural and social anthropology
         (d) Linguistic anthropology
   e) Two courses (at least 8 units) of upper division Anthropology for the B.A.; three courses (at least 12 units) for the B.S.

b) Medical Anthropology
   1) At least two upper division courses in two different subdisciplines of anthropology:
      (a) Archaeology
      (b) Biological anthropology
      (c) Cultural and social anthropology
      (d) Linguistic anthropology
Note: Students are strongly urged to take the lower-division requirements in the first two years of university study. Students intending to major in anthropology should work closely with a faculty advisor in planning their programs.

Justification:
Lower division requirements: We added ANTH 07S to expand core linguistic options to students. This does not require additional resources from the program, as we already offer this course. This change will not affect students currently enrolled in the major.

ANTH 100W: We added ANTH 100W as a writing-intensive version of ANTH 100 (required for all majors). This does not require additional resources from the program, as we already offer the course. Current students enrolled in ANTH 100W for Winter 2021 will benefit from this addition.

Medical Anthropology concentration: The department has developed a concentration related to medical anthropology because we have a critical mass of classes to offer in this increasingly popular concentration within the field of anthropology. This does not require additional resources from the program.
program, as we already offer these courses. These changes will not affect students currently enrolled in the major who want a generalist degree, but current students may also choose to focus in this concentration.

Pre-requisites: see specific requirements for each class. Courses related to the cross-cultural study of health and healing, including health systems, healthcare, and the political, economic, sociocultural, and biological factors that shape human health and personal experiences of illness. Courses that count toward the concentration are ANTH 144 E-Z and GSST 171.

Black and Black Diaspora Studies concentration: The department has developed a concentration related to black and black diaspora studies in anthropology because we have a critical mass of classes to offer in this increasingly popular concentration within the field of anthropology. This does not require additional resources from the program, as we already offer these courses. These changes will not affect students currently enrolled in the major who want a generalist degree, but current students may also choose to focus in this concentration.

Pre-requisites: see specific requirements for each class. Courses offer critical anthropological perspectives on anti-blackness, including historical political economic perspectives, colonial legacies, institutional and individual racism, racialized health disparities, and social movements.

Courses that count toward the concentration are ANTH 142 E-Z; in addition, some courses in the medical anthropology concentration will also count toward this concentration because of the overlap in content: ANTH 144F, ANTH 144I, ANTH 144K, and ANTH 144O.

For students pursuing either concentration, we added language to clarify that student degree lists, transcripts, and diplomas will indicate anthropology and the diploma will specify their concentration. We use the word “concentration” consistently in this application (rather than specialization) because that is how it is indicated at UCR. All of this language is to clarify how the concentration will be acknowledged.

ANTH 162: We added pre-requisites to this course so we could focus it more for anthropology majors who will come into it with a baseline of anthropology knowledge (instead ANTH 20 and 20S will be offered as a more general introduction to the concepts and will serve as a pre-requisite or generalist course for non-majors). This does not require additional resources from the program, as we already offer the course. Students currently enrolled in the major will need to have these pre-requisites for the course, which should not be an issue because they are required courses. Per requests from the COC, we have also revised the text of the course description to comply with current standards, as this course has not been updated since 1983.

Deleted courses: ANTH 175 (Public health, media, and risk management) and ANTH 187 (Anthropology of risk) have not been taught in many years; many of these topics are folded into new courses instead. This will free up course numbers for new course proposals. These courses have not been offered in several years, but if any current majors have taken them for credit, they will count toward their degree.

Approvals:
Approved by the faculty of the Department of Anthropology: December 2, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 23, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted:

Proposed Changes to Anthropology Minor

**PRESENT**

Department of Anthropology offers a minor in Anthropology which consists of 24 upper division units. Many upper division anthropology courses have lower division prerequisites. Lower division prerequisites do NOT count towards the 24 unit requirement for the minor.

**PROPOSED**

No change

The courses are to be selected as follows:

1. Two upper-division courses in cultural anthropology from ANTH 103, ANTH 114, ANTH 116, ANTH 117, ANTH 121, ANTH 122, ANTH 124, ANTH 125, ANTH 126, ANTH 127 or ANTH 127S, ANTH 131, ANTH 132, ANTH 133, ANTH 136, ANTH 137, ANTH 139, ANTH 142, ANTH 145, ANTH 147, ANTH 148, ANTH 149/WMST 149, ANTH 160, ANTH 162, ANTH 163, ANTH 168/ETST 148/LNST 168, ANTH 170, ANTH 173, ANTH 174, ANTH 175, ANTH 177, ANTH 179, ANTH 182, ANTH 487 (ANTH 001 is the normal lower-division prerequisite for these courses.)

2. Two upper-division courses (8 units) from any ONE of the following subdisciplinary areas: (Both courses MUST be taken in the same subdiscipline)
   a) Archaeology
      (1) Prerequisite: ANTH 005
      (2) Courses: ANTH 110, ANTH 111, ANTH 112, ANTH 113, ANTH 118, ANTH 172, ANTH 178/WMST 178
   b) Physical/Biological Anthropology
      (1) Prerequisite: ANTH 002
      (2) Courses: ANTH 104, ANTH 107, ANTH 150, ANTH 152, ANTH 153, ANTH 155, ANTH 158
   c) Linguistic Anthropology

The courses are to be selected as follows:

1. Two upper-division courses in cultural anthropology from ANTH 103, ANTH 114, ANTH 116, ANTH 117, ANTH 121, ANTH 122, ANTH 124, ANTH 125, ANTH 126, ANTH 127 or ANTH 127S, ANTH 131, ANTH 132, ANTH 133, ANTH 136, ANTH 137, ANTH 139, ANTH 142E, ANTH 142F, ANTH 142I, ANTH 144E, ANTH 144F, ANTH 144G, ANTH 144M, ANTH 145, ANTH 148, ANTH 149/WMST 149, ANTH 163, ANTH 170, ANTH 173, ANTH 177, ANTH 179, ANTH 182 (ANTH 001 is the normal lower-division prerequisite for these courses.)

2. Two upper-division courses (8 units) from any ONE of the following subdisciplinary areas: (Both courses MUST be taken in the same subdiscipline)
   a) Archaeology
      (1) Prerequisite: ANTH 005
      (2) Courses: ANTH 110, ANTH 111, ANTH 112, ANTH 113, ANTH 118, ANTH 172, ANTH 178/WMST 178
   b) Physical/Biological Anthropology
      (1) Prerequisite: ANTH 002
      (2) Courses: ANTH 104, ANTH 107, ANTH 150, ANTH 152, ANTH 153, ANTH 155
(1) Prerequisite: ANTH 003
(2) Courses: ANTH 120, ANTH 123, ANTH 167/LING 167

3. One upper division course (4 units) pertaining to a geographic area from ANTH 115 (E-Z), ANTH 128, ANTH 136 or ANTH 136S, ANTH 140 (E-Z), ANTH 151, ANTH 157, ANTH 161/LNST 161, ANTH 168/ETST 148/LNST 168

4. One upper division methodological course (4 units) from ANTH 165E, ANTH 165F, ANTH 165G, ANTH 184, ANTH 185

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:**
Course renumbering and discontinued classes. Please see below.

Discontinued: ANTH 175
Discontinued: ANTH 187

ANTH 175 (Public health, media, and risk management) and ANTH 187 (Anthropology of risk) have not been taught in many years; many of these topics are folded into new courses instead. This will free up course numbers for new course proposals. These courses have not been offered in several years, but if any current majors have taken them for credit, they will count toward their degree.

<table>
<thead>
<tr>
<th>NEW COURSE NUMBER</th>
<th>TITLE</th>
<th>PREVIOUS COURSE NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 144 E-Z</td>
<td>MEDICAL ANTHROPOLOGY SPECIALIZATION</td>
<td></td>
</tr>
<tr>
<td>ANTH 144E</td>
<td>CULTURE AND MEDICINE</td>
<td>162</td>
</tr>
<tr>
<td>ANTH 144F</td>
<td>GENDER, RACE, AND MEDICINE</td>
<td>143</td>
</tr>
<tr>
<td>ANTH 144G</td>
<td>REPRODUCTION: POLICIES, POLITICS, AND PRACTICES</td>
<td>147</td>
</tr>
<tr>
<td>ANTH 144I</td>
<td>ANTHROPOLOGY OF HUMAN IMMUNODEFICIENCY VIRUS (HIV)</td>
<td>156</td>
</tr>
<tr>
<td>ANTH 144J</td>
<td>BIOLOGICAL APPROACHES TO MEDICAL ANTHROPOLOGY</td>
<td>158</td>
</tr>
<tr>
<td>ANTH 144K</td>
<td>DRUGS AND CULTURE</td>
<td>159</td>
</tr>
<tr>
<td>ANTH 144M</td>
<td>POLITICAL ECONOMY OF HEALTH</td>
<td>160</td>
</tr>
<tr>
<td>ANTH 144N</td>
<td>ANTHROPOLOGY OF GLOBAL HEALTH</td>
<td>166</td>
</tr>
<tr>
<td>ANTH 144O</td>
<td>ANTHROPOLOGY OF BODIES</td>
<td>171</td>
</tr>
<tr>
<td>NEW COURSE NUMBER</td>
<td>TITLE</td>
<td>PREVIOUS COURSE NUMBER</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>ANTH 142 E-Z</td>
<td>BLACK AND BLACK DIASPORA STUDIES</td>
<td></td>
</tr>
<tr>
<td>ANTH 142E</td>
<td>BLACKNESS AND MASS INCARCERATION</td>
<td>114</td>
</tr>
<tr>
<td>ANTH 142F</td>
<td>BUSINESS CULTURES AND IDENTITY</td>
<td>116</td>
</tr>
<tr>
<td>ANTH 142G</td>
<td>CARIBBEAN CULTURE AND SOCIETY</td>
<td>168</td>
</tr>
<tr>
<td>ANTH 142I</td>
<td>AFRO-AMERICAN EXPERIENCE IN THE U.S.</td>
<td>174</td>
</tr>
<tr>
<td>ANTH 142J</td>
<td>POLITICAL ECONOMY OF SOUTH AFRICA</td>
<td>181</td>
</tr>
</tbody>
</table>

**Approvals:**

Approved by the faculty of the Department of Anthropology: December 2, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted:

Proposed Changes to Art History Major BA

PRESENT:

Art History Major
The major requirements for the B.A. in Art History are as follows: (52 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 027/ANTH 027/LNST 027
   b) Early Modern: AHS 015, AHS 017B, AHS 017C, 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 (40 units)
   a) AHS 192
   b) Two courses in each of the major areas (24 units). Note: No course that appears in more than one area can be repeated.
      (1) Pre-modern: AHS 102/ANTH 102, AHS 112/ANTH 151/LNST 112, AHS 116/LNST 116, AHS 117/ANTH 157/LNST 117, AHS 138/AST 138, AHS 139/AST 139, AHS 143/AST 143, AHS 144/AST 144, AHS 147, AHS 148, AHS 155, AHS 156, AHS 157, AHS 159
      (2) Early Modern: AHS 113, AHS 116/LNST 116, AHS 117/ANTH 157/LNST 117, AHS 134/HISE 134, AHS 138/AST 138, AHS 139/AST 139,

PROPOSED:

Art History Major
The major requirements for the B.A. in Art History are as follows: (52 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 013, AHS 015, AHS 016, AHS 017A or AHS 017HA, AHS 017B or AHS 017HB, AHS 027/ANTH 027/LNST 027
   b) Early Modern: AHS 013, AHS 015, AHS 016, AHS 017B or AHS 017HB, AHS 017C or AHS 017HC, AHS 023, AHS 028/LNST 028
   c) Modern/Contemporary: AHS 008, AHS 013, AHS 017C or AHS 017HC, AHS 020/MCS 023, AHS 021/URST 021, AHS 023, AHS 028/LNST 028

2. Upper-division requirements (40 units)
   a) AHS 192
   b) Two courses in each of the major areas (24 units). Note: No course that appears in more than one area can be repeated.
      (1) Pre-modern: AHS 112/ANTH 151/LNST 112, AHS 116/LNST 116, AHS 117/ANTH 157/LNST 117, AHS 138/AST 138, AHS 139/AST 139, AHS 143/AST 143, AHS 144/AST 144, AHS 147, AHS 148, AHS 155, AHS 156, AHS 157, AHS 159
      (2) Early Modern: AHS 113, AHS 116/LNST 116, AHS 117/ANTH 157/LNST 117, AHS 134/HISE 134, AHS 138/AST 138, AHS 139/AST 139,
AHS 143/AST 143, AHS 144/AST 144, AHS 146/AST 146, AHS 164/AST 165/HISE 133/WMST 170, AHS 166/WMST 169, AHS 167, AHS 168, AHS 169, AHS 170, AHS 171, AHS 172, AHS 173, AHS 174, AHS 175, AHS 177, AHS 178/URST 178, AHS 179


3. Twelve (12) elective units of upper-division course work in Art History chosen from the three major areas:

Justification:
Developed new courses therefore, the dept. is adding the courses to their respective requirement area, and added missing cross listed classes, and honors sections.

Approvals:
Approved by the faculty of the Department of Art History: November 17, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 21, 2021

3. Twelve (12) elective units of upper-division course work in Art History chosen from the three major areas:
To be adopted:

Proposed Changes to Art History Minor

**PRESENT**

Requirements for the minor in Art History are as follows:

1. **Lower-division requirements (8 units):**
   One lower-division course from two 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:** Sixteen (16) upper-division units selected from the three areas listed under the major (No more than 8 units may be selected from any one area.)

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.

**PROPOSED**

Requirements for the minor in Art History are as follows:

1. **Lower-division requirements (8 units):**
   One lower-division course from two of the three major areas. Note: No course that appears in more than one area can be repeated.
   a) Pre-modern: AHS 013, AHS 015, AHS 016, AHS 017A or AHS 017HA, AHS 017B or AHS 017HB, AHS 027/ANTH 027/LNST 027
   b) Early Modern: AHS 013, AHS 015, AHS 016, AHS 017B or AHS 017HB, AHS 017C or AHS 017HC, AHS 023, AHS 028/LNST 028
   c) Modern/Contemporary: AHS 008, AHS 013, AHS 016, AHS 017C or AHS 017HC, AHS 020/MCS 023, AHS 021/URST 021, AHS 023, AHS 028/LNST 028

2. **Upper-division requirements:** No change

**Justification:**

Developed new courses therefore, the dept. is adding the courses to their respective requirement area, and added missing cross listed classes, and honors sections.

**Approvals:**

Approved by the faculty of the Department of Art History: November 17, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 21, 2021
To be adopted:

Proposed Changes to Bachelor of Arts in Psychology

PRESENT:  

PROPOSED:  

Major Requirements  
Psychology Major  
[no change]

For the Bachelor of Arts  
The major requirements for the B.A. degree in Psychology are as follows:

1. Lower-division requirements  
(at least 39 units)
   a) One course in Mathematics equivalent to MATH 004 or higher; or a score on the MAE (Math Advisory Exam) sufficient for placement into MATH 022 or higher.
   b) One 4 unit course in Biological Sciences (Biochemistry, Biology, Botany and Plant Sciences, Entomology, Nematology, or Plant Pathology)
   c) One 4 unit course in Physical Sciences (Chemistry, Physics, Earth Sciences, excluding cultural Geography courses)
   d) Two additional 4 unit courses that satisfy the CHASS Natural Sciences and Mathematics breadth requirements.
   e) PSYC 001, PSYC 002, PSYC 011, PSYC 012

2. Upper-division requirements (37 units)
   a) PSYC 110 or CBNS 106
   b) PSYC 140, PSYC 150
   c) PSYC 132 or PSYC 134
   d) PSYC 160 or PSYC 161 or PSYC 162 or PSYC 163
   e) Four additional 4-unit, upper-division Psychology courses, with the following restrictions:
5-unit quarter of PSYC 198G, or one 4- to 8-unit quarter of PSYC 198I may be included. No 190- series courses other than PSYC 198G or PSYC 198I may be used. Students planning for graduate school should take into consideration any specific graduate school requirements when choosing these elective Psychology courses.

**Note:** Students who have taken general or introductory Psychology courses other than PSYC 001 and PSYC 002 must consult with a departmental advisor.

**Justification:**
2. e) Offer additional electives for students to meet upper-division requirements. These additional electives have been deemed by faculty to meet the instructional course standards.

**Approvals:**
Approved by the faculty of the Department of Psychology: December 6, 2019
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted:

Proposed Changes to BA Sociology/Administrative Studies

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the Bachelor of Arts</td>
<td>No Change</td>
</tr>
<tr>
<td>Sociology Department requirements</td>
<td></td>
</tr>
<tr>
<td>(14 courses [at least 56 units])</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>1. Lower-division requirements (5 courses [at least 20 units])</td>
<td>No Change</td>
</tr>
<tr>
<td>a) SOC 001 or SOC 001H with a grade of “C-” or better</td>
<td></td>
</tr>
<tr>
<td>b) SOC 003, SOC 004, SOC 005 with a grade of “C-” or better in each</td>
<td></td>
</tr>
<tr>
<td>c) One additional lower-division Sociology courses with a grade of “C-” or better</td>
<td></td>
</tr>
<tr>
<td>2. Upper-division requirements (9 courses [at least 36 units])</td>
<td>No Change</td>
</tr>
<tr>
<td>a) SOC 168 or SOC 169</td>
<td></td>
</tr>
<tr>
<td>b) A minimum of one course each selected from four of the following five areas of emphasis:</td>
<td></td>
</tr>
<tr>
<td>(1) Social Institutions, Organizations and Change: SOC 112, SOC 121,</td>
<td>No Change</td>
</tr>
<tr>
<td>SOC 122, SOC 123, SOC 125, SOC 126, SOC 137, SOC 139/MCS 139,</td>
<td></td>
</tr>
<tr>
<td>SOC 143/URST 143, SOC 150, SOC 151, SOC 156, SOC 160, SOC 176/Bus 176,</td>
<td></td>
</tr>
<tr>
<td>SOC 179, SOC 181, SOC 182, SOC 184</td>
<td></td>
</tr>
<tr>
<td>(2) Social Psychology: SOC 173,</td>
<td>No Change</td>
</tr>
<tr>
<td>SOC 174, SOC 175, SOC 177 E-Z,</td>
<td></td>
</tr>
<tr>
<td>SOC 178, SOC 186E, SOC 186F,</td>
<td></td>
</tr>
<tr>
<td>SOC 186G</td>
<td></td>
</tr>
<tr>
<td>(3) Social Inequality: SOC 128,</td>
<td>No Change</td>
</tr>
<tr>
<td>SOC 129, SOC 130, SOC 131 E-Z,</td>
<td></td>
</tr>
<tr>
<td>SOC 132, SOC 133, SOC 135, SOC 161,</td>
<td></td>
</tr>
<tr>
<td>SOC 162, SOC 163,</td>
<td></td>
</tr>
<tr>
<td>SOC 164, SOC 165</td>
<td></td>
</tr>
<tr>
<td>(4) Criminology and Deviance: SOC</td>
<td>No Change</td>
</tr>
</tbody>
</table>
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 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
      (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) Managerial Accounting/Taxation: BUS 108, and two from BUS 166, BUS 168A, BUS 168B


(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

(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:
STAT renumbered STAT 048 to STAT 008

Approvals:
Approved by the faculty of the Department of Sociology: December 1, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 22, 2021
To be adopted:

Proposed Changes to Bachelor of Science in Psychology

**PRESENT:**

**For the Bachelor of Science**
The B.S. degree is designed to provide a research-intensive curriculum for students who want a deeper understanding of how knowledge is created through research and for students who may be interested in research-based graduate programs in psychology and the biological sciences.

Psychology courses must be taken for a letter grade. Students must check course descriptions for prerequisite requirements.

**Admission**
A limited number of students are accepted into the B.S. degree of the Psychology major.

Acceptance is according to overall GPA and acceptable progress towards the Psychology major, including PSYC 001, PSYC 002, PSYC 011 and PSYC 012 with a B- or better. Students must apply when they have completed between 75 and 100 quarter units of college work.

The major requirements for the B.S. degree in Psychology are as follows:

1. **Lower-division requirements for the B.S. (at least 39 units)**
   a) One course in Mathematics equivalent to MATH 004 or higher; or a score on the MAE (Math Advisory Exam) sufficient for placement into MATH 022 or higher.
   b) One 4 unit course in Biological Sciences (Biochemistry, Biology, Botany and Plant Sciences, Entomology, Nematology, or Plant Pathology)
   c) One 4 unit course in Physical Sciences (Chemistry, Physics, Earth Sciences, excluding cultural Geography courses)
   d) Two additional 4 unit courses that satisfy

**PROPOSED:**

[no change]
the CHASS Natural Sciences and Mathematics breadth requirements.

e) PSYC 001, PSYC 002, PSYC 011, PSYC 012 with no grade below a B-

2. Upper-division requirements (37 units)

a) PSYC 110 or CBNS 106

b) PSYC 140, PSYC 150

c) PSYC 132 or PSYC 134

d) PSYC 160 or PSYC 161 or PSYC 162 or PSYC 163

e) Any three of the following: PSYC 109, PSYC 120L/CBNS 120L, PSYC 180, PSYC 181, PSYC 182 (E-Z), PSYC 195, PSYC 197 (for a total of 4 units, letter grade required), PSYC 199H

f) One of the following: PSYC 117, PSYC 136, PSYC 139, PSYC 148, PSYC 169, or PSYC 190 (for a total of 4 units, letter grade required). One of the following graduate seminars may be substituted, with permission of the instructor: PSYC 251, PSYC 255, PSYC 256, PSYC 257, PSYC 258, PSYC 263

g) One additional 4-unit, upper-division Psychology course. No 190–series courses other than PSYC 198G or PSYC 198I may be used.

Students planning for graduate school should take into consideration any specific graduate school requirements when choosing these elective Psychology courses.

Justification:

2. g) Offer additional electives for students to meet upper-division requirements. These additional electives have been deemed by faculty to meet the instructional course standards.

Appraisals:

Approved by the faculty of the Department of Psychology: December 6, 2019

Approved by the Executive Committee of the College of Humanities,
Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
EXECUTIVE COMMITTEE
COLLEGE OF COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 25, 2021

To be adopted:

Proposed Changes to BS Sociology/Administrative Studies major

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED:</th>
</tr>
</thead>
</table>

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 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

No Change
No Change
No change
No change
No change
No change
165
(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 103 or ECON 104A or ECON130 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

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

(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 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

(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:**
STAT renumbered STAT 048 to STAT 008

**Approvals:**
Approved by the faculty of the Department of Sociology: December 1, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 22, 2021
To be adopted:  
Proposed Changes to Chinese Major

**PRESENT:**

1. **Lower-division requirements (12 units plus language proficiency)**
   a. Proficiency in Chinese through the intermediate level (CHN 006 or its equivalent)
   b. Four (4) units from lower-division lecture courses on Chinese literature, culture, and film: AST 030/CHN 030, AST 040/CHN 040, AST 046/CHN 046, AST 048/CHN 048, and any other lower-division lecture courses on Chinese literature, culture, and film chosen in consultation with the student’s advisor.
   c. Eight (8) units: CPLT 001 or CPLT 001W, CPLT 002

2. **Upper-division requirements (36 units)**
   a. Twelve (12) units in Chinese language from CHN 101A, CHN 101B, CHN 101C, CHN 105, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z)
   
   b. Twelve (12) units in Chinese literature, culture, and film from AST 107/CHN 107/RLST 107, AST 135/CHN 135, AST 136/CHN 136, AST 142/CHN 142, AST 145/CHN 141/CLA 141/CPAC 141/POSC 140, AST 148/CHN 148, AST 185/CHN 185/MCS 169, CHN 104, CHN 105, CHN 106, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z), CHN 134, CHN 137, CHN 190, CPLT 142E/WMST 142E, and any other upper-division lecture courses on Chinese literature, culture, and film chosen in consultation with the student’s advisor.

**PROPOSED:**

1. **Lower-division requirements (12 units plus language proficiency)**
   a. Proficiency in Chinese through the intermediate level (CHN 006 or its equivalent)
   b. Four (4) units from lower-division lecture courses on Chinese literature, culture, and film: AST 030/CHN 030, AST 040/CHN 040, AST 046/CHN 046, AST 048/CHN 048, and any other lower-division lecture courses on Chinese literature, culture, and film chosen in consultation with the student’s advisor.
   c. Eight (8) units: CPLT 001 or CPLT 001W, 1 lower-division CPLT course

2. **Upper-division requirements (36 units)**
   a. Twelve (12) units in Chinese language from CHN 101A, CHN 101B, CHN 101C. Students whose proficiency exceeds the 101 series should take the 12 required units by taking CHN 105, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z), by taking the courses listed under (b) or (c), or by using EAP language courses.
   
   b. Twelve (12) units in Chinese literature, culture, and film from AST 107/CHN 107/RLST 107, AST 135/CHN 135, AST 136/CHN 136, AST 142/CHN 142, AST 145/CHN 141/CLA 141/CPAC 141/POSC 140, AST 148/CHN 148, AST 185/CHN 185/MCS 169, CHN 104, CHN 105, CHN 106, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z), CHN 134, CHN 137, CHN 190, CPLT 142E/WMST 142E, and any other upper-division lecture courses on Chinese literature, culture, and film chosen in consultation with the student’s advisor.
c. Eight (8) units in China-related upper-
division courses from other departments
(with adviser’s consent), can include the
courses listed under (b).
d. CPLT 193 (4) units. (CPLT 196 strongly
recommended but not required)

Justification:

Justification for removing CPLT 002 in lower division requirements: This is to change a core
requirement for the literatures and languages majors in the Department of Comparative Literature and
Languages. These majors (Chinese, Classical Studies, Comparative Ancient Civilizations, Comparative
Literature, French, German Studies, Japanese, Languages, and Russian) share a required curricular rubric
which trains students in the basic skills and sensibilities for literary and cultural studies. This rubric of
courses is: CPLT 1 (“Introduction to Close Reading”); CPLT 2 (“Reading World Literature”); CPLT 193
(“Capstone Research Seminar”). Our faculty have noted that while the framing CPLT 1/CPLT 193 creates
and maintains a curricular coherency and a linkage in concepts and reading and writing practices across
time for our students, that CPLT 2 does not; rather, CPLT 2 can tend to offer a sampling of literary
readings across world literary traditions, and an introduction to the notion of “world literature” (itself a
problematic and much-debated concept), yet without introducing students to the depth and vibrancy of
any one of those traditions in a meaningful way. We therefore have determined, as a collective to remove
the CPLT 2 requirement and replace it with any lower-division, elective CPLT course, reflected here as
“1 lower-division CPLT course.” It is our shared conviction that students will significantly benefit from
this curricular change, because, rather than a more superficial reading of a number of texts across
traditions, students will have the opportunity to study a single literary tradition or literary-comparative
problem, theme, or field of texts in details. This will, in our shared view, expose students to a tradition or
literary language which may not be their chosen area of focus for their major, and which will enrich their
intellectual experience in the College for this reason; it will also provide a counterpoint, and an opening
onto what is, for the student, a new literary tradition or theme, which they will not have studied before,
and which will allow them to think about their chosen major in a new light. Finally, these courses will
provide a bridge between CPLT 1 and students’ upper-division course work in their chosen areas of
focus, and it will enable and support the shift in sensibility, reading style, and writing approach, required
as students move from CPLT 1 to more sustained study at the upper-division level, all of which
culminates in CPLT 193, where students produced a sustained piece of literary-critical writing in their
chosen area of specialization under the guidance of department faculty. While the requirement “1 lower-
division CPLT course” is listed in these terms for ease of recognition and application, we regularly offer a
number of courses that fill this requirement, including: CPLT 23 (“Modern Japan and Personal
Narrative”); CPLT 25 (“Introduction to Science Fiction”); CPLT 26 (“Introduction to Literature, Film,
and Art by French and Francophone Women”); CPLT 27 (“Food and Film”); CPLT 28 (“Justice, Law,
Violence”); CPLT 30 (“Introduction to Chinese Civilization”); CPLT 40 (“Literary response to Disaster
and Repression”); CPLT 48 (“Chinese Cinema”); CPLT 62 (“Introduction to Southeast Asian
Literature”); CPLT 63 (“Reading Southeast Asian Stories”); CPLT 70 (“Introduction to African
Literature”); among others.

Justification for point 2a.: This revision would clarify confusion regarding the Chinese major
curriculum and assist both students and staff (current or future) to understand clearly that students whose
proficiency exceeds the 101 series cannot waive the 12 units but must replace these units with alternate
courses from the approved list.

87
Approvals:
Approved by the faculty of the Department of Comparative Literature & Languages: November 23, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted:

Proposed Changes to Chinese Minor

PRESENT:

1. Lower-division requirements (4 units plus language proficiency)
   a. Proficiency in Chinese through the intermediate level (second year)
   b. Four (4) units from lower-division lecture courses on Chinese literature and culture: CHN 030/AST 030, CHN 040/AST 040, CHN 046/AST 046 or CHN 046W/AST 046W, CHN 048/AST 048

2. Upper-division requirements (20 units)
   a. Twelve (12) upper-division units in Chinese language from CHN 101A, CHN 101B, CHN 101C, CHN 105, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z)
   b. Eight (8) units in Chinese literature and culture: CHN 104, CHN 105, CHN 106/PHIL 123, CHN 107/AST 107/RLST 107, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z), CHN 118 (E-Z), CHN 132/AST 132/CLA 132/CPAC 132, CHN 134, CHN 135/AST 135, CHN 136/AST 136, CHN 137, CHN 141/AST 145/CLA 141/CPAC 141/POSC 140, CHN 142/AST 142, CHN 148/AST 148, CHN 185/AST 185/MCS 169, CHN 190 CPLT 142E/WMST 142E, and any other upper-division lecture courses on Chinese literature, culture, and film chosen in consultation with the student’s advisor.

PROPOSED:

1. No Change

2. Upper-division requirements (20 units)
   a. Twelve (12) upper-division units in Chinese language from CHN 101A, CHN 101B. Students whose proficiency exceeds the 101 series should take the 12 required units by taking CHN 105, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z), by taking the courses listed under (b) or (c), or by using EAP language courses.
   b. Eight (8) units in Chinese literature and culture: CHN 104, CHN 105, CHN 106/PHIL 123, CHN 107/AST 107/RLST 107, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z), CHN 118 (E-Z), CHN 132/AST 132/CLA 132/CPAC 132, CHN 134, CHN 135/AST 135, CHN 136/AST 136, CHN 137, CHN 141/AST 145/CLA 141/CPAC 141/POSC 140, CHN 142/AST 142, CHN 148/AST 148, CHN 185/AST 185/MCS 169, CHN 190 CPLT 142E/WMST 142E, and any other upper-division lecture courses on Chinese literature, culture, and film chosen in consultation with the student’s advisor.

Justification:

Justification for point 2a: This revision would clarify confusion regarding the Chinese major curriculum and assist both students and staff (current or future) to understand clearly that students whose proficiency exceeds the 101 series cannot waive the 12 units but must replace these units with alternate courses from the approved list.
Approvals:
Approved by the faculty of the Department of Comparative Literature & Languages: November 23, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 25, 2021

To be adopted:
Proposed Changes to Classical Studies Major

PRESENT:
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

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

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. No change

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

3. a) CPLT 001 or CPLT 001W and 1 lower-division CPLT course (8 units)
   b) CPLT 193 (4 units). (CPLT 196 strongly recommended but not required).

4. No change
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:**

**Justification for CPLT 002 removal:**

This is to change a core requirement for the literatures and languages majors in the Department of Comparative Literature and Languages. These majors (Chinese, Classical Studies, Comparative Ancient Civilizations, Comparative Literature, French, German Studies, Japanese, Languages, and Russian) share a required curricular rubric which trains students in the basic skills and sensibilities for literary and cultural studies. This rubric of courses is: CPLT 1 (“Introduction to Close Reading”); CPLT 2 (“Reading World Literature”); CPLT 193 (“Capstone Research Seminar”). Our faculty have noted that while the framing CPLT 1/CPLT 193 creates and maintains a curricular coherency and a linkage in concepts and reading and writing practices across time for our students, that CPLT 2 does not; rather, CPLT 2 can tend to offer a sampling of literary readings across world literary traditions, and an introduction to the notion of “world literature” (itself a problematic and much-debated concept), yet without introducing students to the depth and vibrancy of any one of those traditions in a meaningful way. We therefore have determined, as a collective to remove the CPLT 2 requirement and replace it with any lower-division, elective CPLT course, reflected here as “1 lower-division CPLT course.” It is our shared conviction that students will significantly benefit from this curricular change, because, rather than a more superficial reading of a number of texts across traditions, students will have the opportunity to study a single literary tradition or literary-comparative problem, theme, or field of texts in details. This will, in our shared view, expose students to a tradition or literary language which may not be their chosen area of focus for their major, and which will enrich their intellectual experience in the College for this reason; it will also provide a counterpoint, and an opening onto what is, for the student, a new literary tradition or theme, which they will not have studied before, and which will allow them to think about their chosen major in a new light. Finally, these courses will provide a bridge between CPLT 1 and students’ upper-division course work in their chosen areas of focus, and it will enable and support the shift in sensibility, reading style, and writing approach, required as students move from CPLT 1 to more sustained study at the upper-division level, all of which culminates in CPLT 193, where students produced a sustained piece of literary-critical writing in their chosen area of specialization under the guidance of department faculty. While the requirement “1 lower-division CPLT course” is listed in these terms for ease of recognition and application, we regularly offer a number of courses that fill this requirement, including: CPLT 23 (“Modern Japan and Personal Narrative”); CPLT 25 (“Introduction to Science Fiction”); CPLT 26 (“Introduction to Literature, Film, and Art by French and Francophone Women”); CPLT 27 (“Food and Film”); CPLT 28 (“Justice, Law, Violence”); CPLT 30 (“Introduction to Chinese Civilization”); CPLT 40 (“Literary response to Disaster and Repression”); CPLT 48 (“Chinese Cinema”); CPLT 62 (“Introduction to Southeast Asian Literature”); CPLT 63 (“Reading Southeast Asian Stories”); CPLT 70 (“Introduction to African Literature”); among others.
Justification for CLA 010D addition:
CLA 010D "Alexander the Great and the Hellenistic World" will serve as one of the introductory civilization courses required for our Classical Studies majors. This new course is part of a restructuring of our civilization sequence, which will eventually comprise four courses in all: two on Greek and two on Roman civilization.

Approvals:
Approved by the faculty of the Department of Comparative Literature: December 17, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted:

Proposed Changes to Comparative Ancient Civilizations Major

**PRESENT:**

1. Lower-division requirements (20 units): CPLT 001 or CPLT 001W, any three from ANTH 003, ANTH 004, AST 030/CHN 030, CLA 010A, CLA 010B, CLA 010C, CPLT 017A

2. Upper-division requirements (44 units)
   a) At least 16 units from CPAC 102/CLA 102, CPAC 112/CLA 113/HISE 113, CPAC 121/CLA 121/POSC 121, CPAC 132/AST 132/CHN 132/CLA 132, CPAC 133/HISE 114, CPAC 134/HIST 110, CPAC 141/AST 141/CHN 141/CLA 141/AST 145/POSC 140
   b) CPLT 193 (4 units). (CPLT 196 strongly recommended but not required)
   c) The balance (24 units) from any of the following upper-division courses in related disciplines; students are recommended, in consultation with their advisor, to focus on one or two ancient civilizations in related courses to obtain special depth in those areas. Since related course offerings in these areas are often added, some of the most recent courses acceptable to fulfill this requirement may not be listed and students are advised to consult with the major advisor.

**PROPOSED:**

1. Lower-division requirements (20 units): CPLT 001 or CPLT 001W, 1 lower-division CPLT course, and any three from ANTH 003, ANTH 004, AST 030/CHN 030, CLA 010A, CLA 010B, CLA 010C, CPLT 017A

2. Upper-division requirements (44 units)
   a) No change
   b) No change
   c) No change

**Anthropology**

ANTH 110
ANTH 117
ANTH 144E

**Art History**

AHS 144/AST 144
AHS 146/AST 147
AHS 147
AHS 148
AHS 155

**Anthropology**

ANTH 110
ANTH 117
ANTH 144E

No change
### Asian Studies
- AST 107/CHN 107/RLST 107
- AST 136/CHN 136
- AST 142/CHN 142/RLST 142
- AST 144/AHS 144
- AST 147/AHS 147
- AST 148/CHN 148

### Chinese
- CHN 107/AST 107/RLST 107
- CHN 142/AST 142/RLST 142
- CHN 148/AST 148

### Classics
- CLA 100/HISE 110
- 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/CPAC 132/AST 132/CHN 132
- CLA 141/CPAC 141/AST 145/CHN 141/POSC 140
- CLA 165

### Comparative Literature
- CLA 112/CPLT 112/RLST 117
- CLA 114/CPLT 114

### English
- ENGL 100 (E-Z)
- ENGL 149
- ENGL 151A
- ENGL 151B

### Ethnic Studies
- ETST 115 (E-Z)/HISA 144 (E-Z)

### Greek
- GRK 101 (E-Z)

### History
- HISA 144 (E-Z)/ETST 115 (E-Z)
- HISE 110/CLA 100
- HISE 115
- HISE 116
- HISE 117
- HISE 150
- HISE 171
- HIST 110/CPAC 134
- HIST 180
HIST 181

Latin
LATN 101 (E-Z)
LATN 135

Philosophy
PHIL 120 (E-Z)
PHIL 122E

Political Science
POSC 110

Religious Studies
RLST 101
RLST 106
RLST 107/AST 107/CHN 107
RLST 111
RLST 117/CLA 112/CPLT 112
RLST 121
RLST 124 (E-Z)
RLST 128E
RLST 130
RLST 131
RLST 136
RLST 142/AST 142/CHN 142

No change

Justification:

Justification for removing CPLT 002 in lower division requirements: This is to change a core requirement for the literatures and languages majors in the Department of Comparative Literature and Languages. These majors (Chinese, Classical Studies, Comparative Ancient Civilizations, Comparative Literature, French, German Studies, Japanese, Languages, and Russian) share a required curricular rubric which trains students in the basic skills and sensibilities for literary and cultural studies. This rubric of courses is: CPLT 1 (“Introduction to Close Reading”); CPLT 2 (“Reading World Literature”); CPLT 193 (“Capstone Research Seminar”). Our faculty have noted that while the framing CPLT 1/CPLT 193 creates and maintains a curricular coherency and a linkage in concepts and reading and writing practices across time for our students, that CPLT 2 does not; rather, CPLT 2 can tend to offer a sampling of literary readings across world literary traditions, and an introduction to the notion of “world literature” (itself a problematic and much-debated concept), yet without introducing students to the depth and vibrancy of any one of those traditions in a meaningful way. We therefore have determined, as a collective to remove the CPLT 2 requirement and replace it with any lower-division, elective CPLT course, reflected here as “1 lower-division CPLT course.” It is our shared conviction that students will significantly benefit from this curricular change, because, rather than a more superficial reading of a number of texts across traditions, students will have the opportunity to study a single literary tradition or literary-comparative problem, theme, or field of texts in details. This will, in our shared view, expose students to a tradition or literary language which may not be their chosen area of focus for their major, and which will enrich their intellectual experience in the College for this reason; it will also provide a counterpoint, and an opening onto what is, for the student, a new literary tradition or theme, which they will not have studied before, and which will allow them to think about their chosen major in a new light. Finally, these courses will provide a bridge between CPLT 1 and students’ upper-division course work in their chosen areas of
focus, and it will enable and support the shift in sensibility, reading style, and writing approach, required as students move from CPLT 1 to more sustained study at the upper-division level, all of which culminates in CPLT 193, where students produced a sustained piece of literary-critical writing in their chosen area of specialization under the guidance of department faculty. While the requirement “1 lower-division CPLT course” is listed in these terms for ease of recognition and application, we regularly offer a number of courses that fill this requirement, including: CPLT 23 (“Modern Japan and Personal Narrative”); CPLT 25 (“Introduction to Science Fiction”); CPLT 26 (“Introduction to Literature, Film, and Art by French and Francophone Women”); CPLT 27 (“Food and Film”); CPLT 28 (“Justice, Law, Violence”); CPLT 30 (“Introduction to Chinese Civilization”); CPLT 40 (“Literary response to Disaster and Repression”); CPLT 48 (“Chinese Cinema”); CPLT 62 (“Introduction to Southeast Asian Literature”); CPLT 63 (“Reading Southeast Asian Stories”); CPLT 70 (“Introduction to African Literature”); among others.

Justification for removing ANTH 162 and replacing with ANTH 144E: The Anthropology department renumbered ANTH 162 to ANTH 144E and thus needs to be updated in the major related courses.

Approvals:
Approved by the faculty of the Department of Comparative Literature & Languages: November 23, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted: Proposed Changes to Comparative Literature Major

PRESENT:
1. Lower-division requirements (20 units plus proficiency)
   a) Proficiency in at least one language (besides English), ancient or modern, through the intermediate level (second year)
   b) CPLT 001 or CPLT 001W, CPLT 002
   c) CPLT 017A, CPLT 017B, CPLT 017C

2. Upper-division requirements (48 units)
   a) Sixteen (16) units in one literature, distributed as much as possible among courses representing the various literary periods
   b) Twelve (12) units in a second literature
   c) CPLT 110, CPLT 193, (CPLT 196 strongly recommended but not required)
   d) Twelve (12) elective units in Comparative Literature

Students contemplating graduate study in Comparative Literature are urged to complete two years in a second (non-English) language before graduation.

PROPOSED:
1. Lower-division requirements (20 units plus proficiency)
   a) Proficiency in at least one language (besides English), ancient or modern, through the intermediate level (second year)
   b) CPLT 001 or CPLT 001W, or 1 lower-division CPLT course
   c) CPLT 017A, CPLT 017B, CPLT 017C

No change

No change

Justification:
This is to change a core requirement for the literatures and languages majors in the Department of Comparative Literature and Languages. These majors (Chinese, Classical Studies, Comparative Ancient Civilizations, Comparative Literature, French, German Studies, Japanese, Languages, and Russian) share a required curricular rubric which trains students in the basic skills and sensibilities for literary and cultural studies. This rubric of courses is: CPLT 1 (“Introduction to Close Reading”); CPLT 2 (“Reading World Literature”); CPLT 193 (“Capstone Research Seminar”). Our faculty have noted that while the framing CPLT 1/CPLT 193 creates and maintains a curricular coherency and a linkage in concepts and reading and writing practices across time for our students, that CPLT 2 does not; rather, CPLT 2 can tend to offer a sampling of literary readings across world literary traditions, and an introduction to the notion of “world literature” (itself a problematic and much-debated concept), yet without introducing students to the depth and vibrancy of any one of those traditions in a meaningful way. We therefore have determined, as a collective to remove the CPLT 2 requirement and replace it with any lower-division, elective CPLT course, reflected here as “1 lower-division CPLT course.” It is our shared conviction that students will significantly benefit from this curricular change, because, rather than a more superficial reading of a number of texts across traditions, students will have the opportunity to study a single literary tradition or literary-comparative problem, theme, or field of texts in details. This will, in our shared view, expose
students to a tradition or literary language which may not be their chosen area of focus for their major, and which will enrich their intellectual experience in the College for this reason; it will also provide a counterpoint, and an opening onto what is, for the student, a new literary tradition or theme, which they will not have studied before, and which will allow them to think about their chosen major in a new light. Finally, these courses will provide a bridge between CPLT 1 and students’ upper-division course work in their chosen areas of focus, and it will enable and support the shift in sensibility, reading style, and writing approach, required as students move from CPLT 1 to more sustained study at the upper-division level, all of which culminates in CPLT 193, where students produced a sustained piece of literary-critical writing in their chosen area of specialization under the guidance of department faculty. While the requirement “1 lower-division CPLT course” is listed in these terms for ease of recognition and application, we regularly offer a number of courses that fill this requirement, including: CPLT 23 (“Modern Japan and Personal Narrative”); CPLT 25 (“Introduction to Science Fiction”); CPLT 26 (“Introduction to Literature, Film, and Art by French and Francophone Women”); CPLT 27 (“Food and Film”); CPLT 28 (“Justice, Law, Violence”); CPLT 30 (“Introduction to Chinese Civilization”); CPLT 40 (“Literary response to Disaster and Repression”); CPLT 48 (“Chinese Cinema”); CPLT 62 (“Introduction to Southeast Asian Literature”); CPLT 63 (“Reading Southeast Asian Stories”); CPLT 70 (“Introduction to African Literature”); among others.

Approvals:
Approved by the faculty of the Department of Comparative Literature & Languages: November 23, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted:

Proposed Changes to Creative Writing

PRESENT:
The major requirements for the B.A. degree in Creative Writing are as follows:

Prerequisite courses: CRWT 056 or equivalent, and ENGL 001A or equivalent.

1. Lower-division requirements (20 units; five courses)
Two Creative Writing survey courses from CRWT 046S, CRWT 047S, or CRWT 048S, CRWT 046, CRWT 047 or CRWT 048 and Two Creative Writing introductory courses from CRWT 057A, CRWT 057B, or CRWT 057C and One literature survey course from CRWT 012/ CPLT 012, CRWT 040, CRWT 041, CRWT 042, CRWT 043, CRWT 044, CRWT 045, CRWT 076, ENGL 014, ENGL 015, ENGL 017, CRWT 097H

2. Upper-division requirements (36 units)
a) Three workshop courses in primary genre:
Creative Nonfiction CRWT 130, CRWT 132, CRWT 134 or Poetry CRWT 150, CRWT 160, CRWT 170 or Fiction CRWT 152, CRWT 162, CRWT 172
b) One workshop in second genre: CRWT 130, CRWT 132, CRWT 134, CRWT 150, CRWT 152, CRWT 160, CRWT 162*, CRWT 170*, CRWT 172*

PROPOSED:
The major requirements for the B.A. degree in Creative Writing are as follows:

No Change

1. Lower-division requirements (20 units; five courses)
No Change

2. Upper-division requirements (36 units)
a) No change
b) No change

* These workshops may be repeated; however, only 4 units total can be applied to the major.
c) One workshop in third genre: CRWT 130, CRWT 132, CRWT 134, CRWT 150, CRWT 152, CRWT 160, CRWT 162*, CRWT 170*, CRWT 172*
   * These workshops may be repeated; however, only 4 units total can be applied to the major.

d) Three upper-division courses in Creative Writing: CRWT 136, CRWT 143, CRWT 146, CRWT 151, CRWT 155, CRWT 164A/TFDP 164A, CRWT 164B/TFDP 164B, CRWT 164C/TFDP 164C, CRWT 165, CRWT 171, CRWT 173, CRWT 174, CRWT 176, CRWT 180, CRWT 182, CRWT 185, CRWT 187/CPLT 187, CRWT 191 (may be taken twice but used only once for major credit), CRWT 198I (may be taken only once, for 4 units)

e) Four (4) units of CRWT 195 or CRWT 195H (Senior Honors Thesis) or any upper division course in another subject area outside of Creative Writing

Justification:

1) The list of required upper division courses was expanded to include the playwriting series, CRWT 164 A, B & C. These courses are very similar to the courses already listed as fulfilling the requirement, and we regularly have granted exceptions to students who ask that they count toward fulfilling this requirement. The mixing of genres is more common in the field, the career profiles of writers tend to encompass a wider variety of genres than in the past, and these courses clearly fulfill the pedagogical intent of the requirement to broaden the student’s repertoire of skill and knowledge.

Approvals:
Approved by the faculty of the Department of Creative Writing: October 8, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted:

Proposed Changes to Creative Writing Minor

**PRESENT:**

Minor

1. **Lower-division requirements (12 units)**
   a) One introductory writing workshop: CRWT 056
   
   b) One introductory reading course: CRWT 040, CRWT 043, CRWT 046S, CRWT 047S, CRWT 048S, CRWT 046, CRWT 047, or CRWT 048.
   
   c) One introductory workshop course: CRWT 057, CRWT 057B, CRWT 057C.

2. **Upper-division requirements (20 units)**
   a) Four (4) units from (1) CRWT 176 (or)
   (2) Any upper-division course in English, Comparative Literature and Foreign Languages, or Theatre (except ENGL 101, ENGL 103; FREN 100, FREN 101A, FREN 101B, FREN 101C; GER 101, GER 103A, GER 103B; RUSN 103; SPN 101A, SPN 101B, SPN 101C, SPN 105, SPN 106A, SPN 106B)
   
   b) Sixteen (16) units in one of the following emphases:

   **Nonfiction Emphasis**
   (1) CRWT 130, CRWT 132, CRWT 134
   (2) Four (4) units from CRWT 150, CRWT 152, CRWT 164A/THEA 164A, CRWT 165, CRWT 166A/MCS 166A/TFDP 166A, CRWT 171, CRWT 187/CPLT 187

   **Poetry Emphasis**
   (1) CRWT 150, CRWT 160, CRWT 170
   (2) Four (4) units from CRWT 130, CRWT 152, CRWT 164A/THEA 164A, CRWT 165, CRWT 166A/MCS 166A/

**PROPOSED:**

Minor

1. **Lower-division requirements (16 units)**
   a) One introductory writing workshop: CRWT 056
   
   b) One introductory reading course: CRWT 040, CRWT 043, CRWT 046S, CRWT 047S, CRWT 048S, CRWT 046, CRWT 047, or CRWT 048.
   
   c) Two introductory workshop courses from CRWT 057, CRWT 057B, CRWT 057C.

2. **No change**
TFDP 166A, CRWT 171, CRWT 187/CPLT 187

**Fiction Emphasis**
(1) CRWT 152, CRWT 162, CRWT 172
(2) Four (4) units from CRWT 130, CRWT 150, CRWT 164A/THEA 164A, CRWT 165, CRWT 166A/MCS 166A/TFDP 166A, CRWT 187/CPLT 187

**Drama Emphasis**
(1) CRWT 164A/TFDP 164A, CRWT 164B/TFDP 164B, CRWT 164C/TFDP 164C
(2) Four (4) units from CRWT 130, CRWT 150, CRWT 152, CRWT 165, CRWT 166A/MCS 166A/TFDP 166A, CRWT 166B/MCS 166B/TFDP166B, CRWT 166C/MCS 166C/TFDP 166C, CRWT 187/CPLT 187, TFDP 121

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. See also Journalism minor.

**Justification:**

1) The minor requirement for one CRWT 057 course was expanded to two CRWT 057 courses. This brings the requirement into line with the major requirements, and two sections of CRWT 057 are prerequisites for many of our upper division courses.

**Approvals:**
Approved by the faculty of the Department of Creative Writing: October 8, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 17, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted:

Proposed Changes to BA Dance Major

**PRESENT:**

Major Requirements

The Dance major focuses on two broad areas of study: Dance Making and Dance Studies. After completing a number of shared required courses, Dance majors will choose an emphasis in either Dance Making or Dance Studies and complete a Capstone Research Seminar.

1. **Lower-division requirements (8 units):**
   - DNCE 014, DNCE 019

2. Dance Making (12 units): Three courses from DNCE 115E, DNCE 115F, DNCE 115G or DNCE 115J

3. Dance Studies: (8 units), 2 courses from the following: DNCE 131/GSST 127, DNCE 132, DNCE 133, DNCE 134, DNCE 135

4. Production: DNCE 140

5. Movement Practice (up to 24 units)
   - Dance majors must enroll in at least one movement practice course per quarter, and must pursue a concentration in two different dance genres of at least 6 units each.
   - Up to 24 units may be counted towards the major from:
     a) DNCE 066A, DNCE 066B (West African Dance)
     b) DNCE 067A, DNCE 067B, DNCE 067C (Modern Technique)
     c) DNCE 068 (Somatics)
     d) DNCE 069A, DNCE 069B (18th Century Dance)
     e) DNCE 070A, DNCE 070B, DNCE 070C (Hip Hop Dance)

**PROPOSED:**

Major Requirements

The Dance major focuses on two broad areas of study: Dance Making and Dance Studies. After completing a number of shared required courses, Dance majors will choose an emphasis in either Dance Making or Dance Studies and complete a Capstone Research Seminar.

1. **Lower-division requirements (8 units):**
   - DNCE 014, DNCE 019


3. Dance Studies: (8 units), 2 courses from the following: DNCE 131/GSST 127, DNCE 132, DNCE 133, DNCE 134, DNCE 135, DNCE 136

4. Movement Practice (up to 24 units)
   - Dance majors must enroll in at least one movement practice course per quarter, and must pursue a concentration in two different dance genres of at least 6 units each.
   - Up to 24 units may be counted towards the major from:
     a) DNCE 066A, DNCE 066B (West African Dance)
     b) DNCE 067A, DNCE 067B, DNCE 067C (Modern Technique)
     c) DNCE 068 (Somatics)
     d) DNCE 069A, DNCE 069B (18th Century Dance)
     e) DNCE 070A, DNCE 070B, DNCE 070C (Hip Hop Dance)
f) DNCE 071A, DNCE 071B (Ballet)
g) DNCE 073A, DNCE 073B (Jazz Dance)
h) DNCE 074A, DNCE 074B (Yoga for Dancers)
i) DNCE 075A, DNCE 075B (Dance Techniques and Practices)
j) DNCE 081, DNCE 181 (Dance Cultures, Culture in Dance)

Dance Making Emphasis:
1. Eight units from Dance Making/Practice Electives:
DNCE 167, DNCE 168, DNCE 180(E-Z), DNCE 181*, or any DNCE 115(E-Z) not used to fulfill requirement #2 above.

No more than 4 units may be drawn from the following movement practice courses to fulfill this eight unit elective requirement:

2. Four units from Dance Studies Electives:
DNCE 155(E-Z), DNCE 161/MCS 161, DNCE 162/MCS 162, DNCE 171(E-Z)/MCS 151(E-Z), DNCE 172(E-Z), DNCE 173(E-Z), DNCE 181* or any of DNCE 131/GSST 127, DNCE 132, DNCE 133, DNCE 134, DNCE 135, DNCE 136 not used to fulfill requirement #3 above,
* DNCE 081 and 181 may be used to fulfill either the Dance Making or the Dance Studies requirement, but not both.

3. Production: DNCE 140

Dance Making Emphasis:
No Change

3. Dance Making Capstone:
a) DNCE 188
b) DNCE 189E

Dance Studies Emphasis:
1. Eight units from Dance Studies Electives:
DNCE 155(E-Z), DNCE 161/MCS 161, DNCE 162/MCS 162, DNCE 171(E-Z)/MCS 151(E-Z), DNCE 172(E-Z), DNCE

4. Dance Making Capstone:
a) DNCE 188
b) DNCE 189E

Dance Studies Emphasis:
No Changes
173(E-Z), DNCE 181* or any of DNCE 131/ GSST 127, DNCE 132, DNCE 133, DNCE 134, DNCE 135, DNCE 136 not used to fulfill requirement #3 above,

2. Four units from Dance Making/Practice Electives:
DNCE 066A, DNCE 066B, DNCE 067A, DNCE 067B, DNCE 067C, DNCE 068,
DNCE 069A, DNCE 069B, DNCE 070A, DNCE 070B, DNCE 070C, DNCE 071A,
DNCE 071B, DNCE 073A, DNCE 073B, DNCE 074A, DNCE 074B, DNCE 075A,
DNCE 075B, DNCE 081*, or any DNCE 115(E-Z) not used to fulfill #2 above.

* DNCE 081 and 181 may be used to fulfill either the Dance Making or the Dance Studies requirement, but not both.

3. Dance Studies Capstone: DNCE 189F

**Justification:**
Adding DNCE 115K and DNCE 115M to the Dance Making UD requirements, adding DNCE 136 to the Dance Studies courses, and removing DNCE 140 from the Dance Studies track. Remove DNCE 140 as a requirement for Dance Studies Emphasis.

When we originally proposed DNCE 115 (E-Z): Dance Making we had not developed all of the topics/approaches under the umbrella. This was partly intentional given that we were creating sections that reflected the faculty at the time. Since then we have increased our faculty and are currently visioning future curricular shifts. As such, we need to expand our dance-making courses to more accurately reflect the breadth and scope of our research, and including DNCE 115K and 115M is a good step in that direction. Further, we offer a different 115 section each quarter, and the more sections we have the less likely we’ll have to repeat a topic in a two year cycle (which would negatively impact the cohorts who have to take the 115 courses in sequence). Further, we routinely hire Visiting Professors and Lecturers to teach upper division dance-making courses and having a breadth of offerings will allow us to reach a wider applicant pool and thus offer a richer experience for our majors.

It is absolutely critical that we add DNCE 136: Hip Hop Collectivity and Change to the required core Dance Studies course list for the major. The original DNCE 131 – 135 Dance Studies courses were created 15 years ago and do not accurately reflect the current faculty. Adding a course on Hip Hop not only reflects our new faculty but also a necessary critical shift in the field. Further adding this course will signal to our students that Hip Hop Studies is essential to our curriculum, and that our department is committed to destabilizing the Western/Euro approaches and points of entry into contemporary dance practices that they are so familiar with.

The faculty feel that in order for us to more firmly define a Dance Making emphasis from a Dance Studies Emphasis, there needs to be less shared coursework. While we feel that DNCE 140: Production would be a valuable course for all students, it really only serves those interested in dance making,
performance and interdisciplinary artist practice. Therefore we’d like to remove it from the list of required courses for those more interested in Dance Studies, and instead they can take it as an elective should they desire to learn more in the area of production and performance.

**Approvals:**
Approved by the faculty of the Department of Dance: October 19, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 17, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted:

Proposed Changes to Economics/Administrative Studies Major

PRESENT:
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.

PROPOSED:

[no change]

Administrative Studies requirements (37 units)

1. Lower-division courses (17 units)
   a) BUS 010, BUS 020
   b) STAT 008 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 ECON130 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 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 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, POSC182,
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) **Managerial Accounting/Taxation:** BUS 108,
and two from BUS 166, BUS 168A, BUS 168B

(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 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

(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/Administrative Studies major is being updated to reflect the renumbering of STAT 048 to STAT 008.

Approvals:
Approved by the faculty of the Department of Economics: October 12, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 22, 2021
To be adopted: Proposed Changes to English

PRESENT:

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):

b. Four courses; one course from each of the following areas:
   i. 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
   iii. 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
   iv. Literature after 1900: ENGL 120B, ENGL 120T, ENGL 125C, ENGL 126B, ENGL

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):**
   a) ENGL 102, or 102W. This course should normally be taken prior to or concurrently with the student’s first upper-division English course.

b) Four courses; one course from each of the following areas:
   i. 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
   iii. 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
   iv. Literature after 1900: ENGL 120B, ENGL 120T, ENGL 125C, ENGL 126B, ENGL
c. One course 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

d. Race and Ethnicity Requirement: This course can also count towards requirements 2b or 2c or 2f. This course is to be chosen from among the following: ENGL 120A, ENGL 120B, ENGL 120T, 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

e. Four additional upper-division English courses. 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 additional upper-division courses, a copy of an approved petition will be placed in the student’s file.

f. Additional Upper Division Courses: Four additional upper-division English courses worth 4 units each. Only 4 units from either ENGL 103 or any upper-division 4 unit Creative Writing course will be accepted toward the fulfillment of this requirement. One course worth 4 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 additional upper-division courses, a copy of an approved petition will be placed in the student’s file.

Students are not allowed more than 20 units 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 advisor 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:

Justification for including ENGL 188:
The English Department created and added this course as an alternative to ENGL 189 as a capstone seminar equivalent.

Justification for editing 2f:
Clarifying the verbiage of the requirement in terms of units for ENGL190 and a Creative Writing upper division course in order to ensure that they represent substantial investment of time and study on the part of the students.

Justification for clarity on Race and Ethnicity requirement:
Adding the race and ethnicity requirement separately as its own standing section clarifies to students how they must fulfill this requirement. Previously, the requirement only stated to choose from a list of bolded courses within other requirements, which led to student confusion and the inability to properly track completion within their Degree Audit.

Justification for editing the format of major requirements:
The department reorganized and added some clarity to the overall listing of the major requirements to ensure the same format was followed throughout.

Approvals:
Approved by the faculty of the Department of English: November 20, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted: Proposed Changes to French Major

PRESENT:

1. CPLT 001 or CPLT 001W, CPLT 002

2. Language proficiency (16 units) - FREN 075, FREN 101A, FREN 101B, FREN 101C

3. Eight courses (32 units) of upper-division electives in the French Program. Of these the student must choose a minimum of five courses (20 units) offered entirely in French. Students may petition to take one course (4 units) outside of the French Program on a related topic. It is strongly encouraged that students take at least one class focusing on a time period earlier than 1800. It is highly recommended that students complete FREN 101B and FREN 101C before enrolling in upper-division electives.

4. CPLT 193 (4 units). (CPLT 196 strongly recommended but not required)

PROPOSED:

1. CPLT 001 or CPLT 001W, or 1 lower-division CPLT course (8 units)

2. No change

3. No change

4. No change

Justification:

This is to change a core requirement for the literatures and languages majors in the Department of Comparative Literature and Languages. These majors (Chinese, Classical Studies, Comparative Ancient Civilizations, Comparative Literature, French, German Studies, Japanese, Languages, and Russian) share a required curricular rubric which trains students in the basic skills and sensibilities for literary and cultural studies. This rubric of courses is: CPLT 1 (“Introduction to Close Reading”); CPLT 2 (“Reading World Literature”); CPLT 193 (“Capstone Research Seminar”). Our faculty have noted that while the framing CPLT 1/CPLT 193 creates and maintains a curricular coherency and a linkage in concepts and reading and writing practices across time for our students, that CPLT 2 does not; rather, CPLT 2 can tend to offer a sampling of literary readings across world literary traditions, and an introduction to the notion of “world literature” (itself a problematic and much-debated concept), yet without introducing students to the depth and vibrancy of any one of those traditions in a meaningful way. We therefore have determined, as a collective to remove the CPLT 2 requirement and replace it with any lower-division, elective CPLT course, reflected here as “1 lower-division CPLT course.” It is our shared conviction that students will significantly benefit from this curricular change, because, rather than a more superficial reading of a number of texts across traditions, students will have the opportunity to study a single literary tradition or literary-comparative problem, theme, or field of texts in details. This will, in our shared view, expose students to a tradition or literary language which may not be their chosen area of focus for their major,
and which will enrich their intellectual experience in the College for this reason; it will also provide a counterpoint, and an opening onto what is, for the student, a new literary tradition or theme, which they will not have studied before, and which will allow them to think about their chosen major in a new light. Finally, these courses will provide a bridge between CPLT 1 and students’ upper-division course work in their chosen areas of focus, and it will enable and support the shift in sensibility, reading style, and writing approach, required as students move from CPLT 1 to more sustained study at the upper-division level, all of which culminates in CPLT 193, where students produced a sustained piece of literary-critical writing in their chosen area of specialization under the guidance of department faculty. While the requirement “1 lower-division CPLT course” is listed in these terms for ease of recognition and application, we regularly offer a number of courses that fill this requirement, including: CPLT 23 (“Modern Japan and Personal Narrative”); CPLT 25 (“Introduction to Science Fiction”); CPLT 26 (“Introduction to Literature, Film, and Art by French and Francophone Women”); CPLT 27 (“Food and Film”); CPLT 28 (“Justice, Law, Violence”); CPLT 30 (“Introduction to Chinese Civilization”); CPLT 40 (“Literary response to Disaster and Repression”); CPLT 48 (“Chinese Cinema”); CPLT 62 (“Introduction to Southeast Asian Literature”); CPLT 63 (“Reading Southeast Asian Stories”); CPLT 70 (“Introduction to African Literature”); among others.

**Approvals:**
Approved by the faculty of the Department of Comparative Literature & Languages: November 23, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted:

Proposed Changes to Global Studies Major

**PRESENT:**

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.

**PROPOSED:**

[no change]

**Global Health, Sustainability, and Resources**
- ANTH 162, ANTH 164, BPSC 165, ECON 129, ECON 143, ECON 148, ENGR 171, ETST 116, GBST 103, GBST 130/PBPL 130, GEO 157,

Global Institutions and Economics

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 184, MCS 188, MUS 118, PHIL 161, PHIL 164, PHIL 165, POSC 104, POSC 104S, POSC 107, POSC 110, POSC 180, POSC 180S, PHIL 167, SOC 184
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:**
ANTH course renumbering. ANTH 162 is being renumbered to ANTH 144E. ANTH 181 is being renumbered ANTH 142J. ANTH 168 is being renumbered to ANTH 142G.

**Approvals:**
Approved by the faculty of the Program of Global Studies: November 12, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted:

Proposed Changes to Global Studies Minor

PRESENT:

1. Lower-division requirements (22 units)
   a) GBST 001, GBST 002
   b) Proficiency of a foreign language at the sixth quarter level
   c) One additional course in world history, taken in consecutive sequence with the first world history course (can be used to satisfy college breadth).

2. Upper-division requirements (7 courses, 45 units)
   a) Seven upper-division requirements (45 units). Students must select seven (7) courses with significant global content in at least two different disciplines and two (2) courses in a geographic area. Students may focus on the humanities or social science, but no more than seven (7) courses may be exclusively in either humanities or social science.

PROPOSED:

1. Lower-division requirements (21 units)
   a) GBST 001
   b) Proficiency of a foreign language at the fourth quarter level

2. Upper-division requirements (16 units)
   a) Four upper-division courses. Students must select four (4) courses with significant global content in at least two different disciplines; two (2) of these courses must be in a geographic area. 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

Global Institutions and Economics
ECON 124, ECON 170, ECON 182, ECON 183, ECON 185/LNST 185, ECON 187/LNST 187
ENGL 121
ETST 100, ETST 104, ETST 109G, ETST 118/MUS 129, ETST 148/ANTH 168/ LNST 168, ETST 166, ETST 175/GSST 175
MCS 125, MCS 139, MCS 145, MCS 171, MCS 174
GBST 090, GBST 101, GBST 195A, GBST 195B, GBST 195C, GBST 198-I
SPN 102A, SPN 122B, SPN 145, SPN 179, SPN 188
HIST 151
LAS 105, LAS 168, LAS 187
LNST 164/ANTH 164/GSST 164, LNST 168/ANTH 168/ETST 148, LNST 185/ ECON 185, LNST 187/ECON 187
MUS 122, MUS 123, MUS 125, MUS 126/ANTH 177/GSST 126, MUS 127, MUS 129/ETST 118
POSC 109/RLST 173, POSC 110, POSC 120, POSC 124, POSC 125, POSC 126, POSC 128, POSC 133, POSC 150, POSC 160, POSC 268, POSC-267
PSYC 148
PBPL 191
RLST 113, RLST 144, RLST 145, RLST 149, RLST 175, RLST 246, RLST 246C
SOC 122, SOC 123, SOC 161, SOC 181, SOC 184
TFDP 161, THEA 176/ANTH 128/AST 128/DNCE 128/MUS 128
URST 178
GSST 108/PHIL 108, GSST 109/ANTH 109, GSST 126/ANTH 177/MUS 126, GSST 162, GSST 164/ANTH 164/LNST 164, GSST 175/ETST 175, GSST 179

**Justification:**
The revised Global Studies major responds to the most recent Undergraduate Program Review and related recommendations by the Committee on Educational Policy, which suggested streamlining the major to make requirements more clear and meaningful, and to ensure that courses are offered with sufficient frequency for students to complete the major in four years. The revised major includes GBST 001 (but not GBST 002, as previously), requires four (4) rather than six (6) quarters of foreign language, and organizes upper division electives in terms of thematic tracks.

The proposed revisions seek to similarly streamline the Global Studies minor by:

1a: The GBST major no longer requires GBST 001 and GBST 002, so the minor should require just GBST 001, which is offered, at least, three times each year. As an interdisciplinary program with only .25 FTE (for teaching) available on a regular basis, it has been a struggle to offer GBST 002 as frequently as needed to support students who want to major/minor in Global Studies.

1b. The GBST major now requires four (4) rather than six (6) quarter of foreign language, which had proved onerous for many students to fit into their schedules, even in the case that levels 5-6 in their desired language was offered regularly at UCR. The proposed revision mirrors that made in the major.

2b. The existing Global Studies minor includes the list of courses that previously constituted the electives available to satisfy the Global Studies major requirements. The proposed revision replaces that list with the current list of upper division electives available to Global Studies majors, and organizes them in the same thematic tracks majors are currently encouraged to use as a basis for completing their course requirements.

In addition to revising the Global Studies minor to reflect changes already approved for the program’s major, the proposed revision seeks to make the minor more attractive to students by reducing the total number of courses in line with other CHASS minors. Note that while the current Global Studies minor requires nine (9) lower division and seven (7) upper division courses, most CHASS minors require a total of 6-7 courses. For example: Anthropology requires six (6) upper division courses; Political Science requires once (1) lower division course and five (5) upper division courses; and Sociology requires a three-course sequence at the lower division, plus four (4) upper division courses.

2a) The proposed revision includes GBST 001 and foreign language at the fourth quarter level (like the major), plus four upper division courses for a total of six (6) courses for CHASS students, given that college breadth requirements will cover the language.

**Approvals:**
Approved by the faculty of the Department of Global Studies: November 12, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 17, 2021
Approved by the Committee on Educational Policy: April 5, 2021
EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 25, 2021

To be adopted:  
Proposed Changes to Germanic Studies Major

PRESENT:  

1. Lower-division requirements (24 units)  
   a. Sixteen (16) units: GER 001, GER 002, GER 003, GER 004, or equivalents  
   b. Eight (8) units: CPLT 001 or CPLT 001W, CPLT 002

2. Upper-division requirements (36 units)  
   a. Sixteen (16) units from the following: GER 100, GER 101, GER 102, GER 103A, GER 103B, GER 104, GER 108, GER 172/PHIL 172  
   b. Twenty (20) units as follows:  
      1) Sixteen (16) upper-division units in German literature and film beyond the language proficiency requirement, chosen in consultation with student’s advisor.  
      2) CPLT 193 (CPLT 196 strongly recommended but not required)

PROPOSED:  

1. Lower-division requirements (24 units)  
   a. Sixteen (16) units: GER 001, GER 002, GER 003, GER 004, or equivalents  
   b. Eight (8) units: CPLT 001 or CPLT 001W, or 1 lower-division CPLT course

No change.

Justification:  

This is to change a core requirement for the literatures and languages majors in the Department of Comparative Literature and Languages. These majors (Chinese, Classical Studies, Comparative Ancient Civilizations, Comparative Literature, French, German Studies, Japanese, Languages, and Russian) share a required curricular rubric which trains students in the basic skills and sensibilities for literary and cultural studies. This rubric of courses is: CPLT 1 (“Introduction to Close Reading”); CPLT 2 (“Reading World Literature”); CPLT 193 (“Capstone Research Seminar”). Our faculty have noted that while the framing CPLT 1/CPLT 193 creates and maintains a curricular coherency and a linkage in concepts and reading and writing practices across time for our students, that CPLT 2 does not; rather, CPLT 2 can tend to offer a sampling of literary readings across world literary traditions, and an introduction to the notion of “world literature” (itself a problematic and much-debated concept), yet without introducing students to the depth and vibrancy of any one of those traditions in a meaningful way. We therefore have determined, as a collective to remove the CPLT 2 requirement and replace it with any lower-division, elective CPLT course, reflected here as “1 lower-division CPLT course.” It is our shared conviction that students will significantly benefit from this curricular change, because, rather than a more superficial reading of a number of texts across traditions, students will have the opportunity to study a single literary tradition or literary-comparative problem, theme, or field of texts in details. This will, in our shared view, expose students to a tradition or literary language which may not be their chosen area of focus for their major, and which will enrich their intellectual experience in the College for this reason; it will also provide a
counterpoint, and an opening onto what is, for the student, a new literary tradition or theme, which they will not have studied before, and which will allow them to think about their chosen major in a new light. Finally, these courses will provide a bridge between CPLT 1 and students’ upper-division course work in their chosen areas of focus, and it will enable and support the shift in sensibility, reading style, and writing approach, required as students move from CPLT 1 to more sustained study at the upper-division level, all of which culminates in CPLT 193, where students produced a sustained piece of literary-critical writing in their chosen area of specialization under the guidance of department faculty. While the requirement “1 lower-division CPLT course” is listed in these terms for ease of recognition and application, we regularly offer a number of courses that fill this requirement, including: CPLT 23 (“Modern Japan and Personal Narrative”); CPLT 25 (“Introduction to Science Fiction”); CPLT 26 (“Introduction to Literature, Film, and Art by French and Francophone Women”); CPLT 27 (“Food and Film”); CPLT 28 (“Justice, Law, Violence”); CPLT 30 (“Introduction to Chinese Civilization”); CPLT 40 (“Literary response to Disaster and Repression”); CPLT 48 (“Chinese Cinema”); CPLT 62 (“Introduction to Southeast Asian Literature”); CPLT 63 (“Reading Southeast Asian Stories”); CPLT 70 (“Introduction to African Literature”); among others.

**Approvals:**
Approved by the faculty of the Department of Comparative Literature & Languages: November 23, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted:

Proposed Changes to History/Administrative Studies Major

**PRESENT:**

**History/Administrative Studies Major**
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 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 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:

**PROPOSED:**

[no change]

b) [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, POSC182, 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) **Managerial Accounting/Taxation:** BUS 108, and two from BUS 166, BUS 168A, BUS 168B

(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 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

(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).

**Justification:**

1. b) The UCR Department of Statistics is renumbering their courses to better reflect lower and upper division course sequencing. Due to these revisions, the History Administrative Studies major requests to revise the STAT 048 course requirement to STAT 008.

**Approvals:**

Approved by the faculty of the Department of History: November 11, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 22, 2021
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 25, 2021

To be adopted:

Proposed Changes to Labor Studies Minor

PRESENT:

Requirements for labor studies minor are as follows:

1. Five courses (at least 20 units) from the approved list of courses

2. One of the following 'core' courses: LABR 001, HISA 124, ETST 102, SOC 112, SOC 135, GSST 101

3. A labor internship course (at least 4 units or the equivalent) completed through the following course: LABR 198-I


PROPOSED:

[no change]

[no change]

[no change]

[no change]

5. Two courses from the following: ANTH 104, ANTH 105/BUS 158, ANTH 109/GSST 109, ANTH 122, ANTH 134, ANTH 138, ANTH 139, ANTH 140T, ANTH 144G/GSST 140, ANTH 149/GSST 149, ANTH 150/ANTH 148, ANTH 151, ANTH 164, GSST 166/MCS 127, GSST 168, GSST 176, GSST 185/ANTH 143, GSST 186, GSST 187, GSST 189


6. Students can also petition to the chair of the program to count towards the minor an independent study or regular course not listed above that is relevant to labor studies.
**Justification:**

ANTH renumbered courses. ANTH 143 is now ANTH 144F, ANTH 147 is now ANTH 144G, ANTH 160 is now ANTH 144M, and ANTH 168 is now ANTH 142G.

**Approvals:**

Approved by the faculty of the Labor Studies Program: January 6, 2021

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021

Approved by the Committee on Educational Policy: April 5, 2021
To be adopted: Proposed Changes to Japanese Major

PRESENT:
The Japanese Major enables students to acquire advanced proficiency in the Japanese language and to develop critical thinking skills in their analysis of Japanese literary, filmic, and social texts. Students are encouraged to study in Japan through the University of California’s numerous Education Abroad Programs.

1. Lower-division requirements (16 units plus language proficiency)
   a) Proficiency in Japanese through the intermediate level (JPN 006 or its equivalent)
   b) Eight (8) units from lower-division lecture courses on Japanese literature and culture: AST 022/JPN 022/MCS 022, AST 023/CPLT 023/JPN 023, AST 032/JPN 032, AST 034/JPN 034, AST 056/CPLT 056/JPN 056, JPN 035 and any other lower-division lecture courses on Japanese literature, culture, and film chosen in consultation with the student’s advisor.
   c) Eight (8) units from CPLT 001 or CPLT 001W, CPLT 002

2. Upper-division requirements (36 units)
   a) Twelve (12) upper-division units in Japanese language from JPN 101A, JPN 101B, JPN 101C, JPN 110. Students whose proficiency exceeds the 101 series should take the 12 required units by taking 110 more than once, by using EAP language courses, or, under the JPN 190 rubric, by converting an existing “content” course into a language course with the instructor’s help.
   b) Twenty (20) units in upper-division

PROPOSED:
The Japanese Major enables students to acquire advanced proficiency in the Japanese language and to develop critical thinking skills in their analysis of Japanese literary, filmic, and social texts. Students are encouraged to study in Japan through the University of California’s numerous Education Abroad Programs.

1. Lower-division requirements (16 units plus language proficiency)
   a) Proficiency in Japanese through the intermediate level (JPN 006 or its equivalent)
   b) Eight (8) units from lower-division lecture courses on Japanese literature and culture: AST 022/JPN 022/MCS 022, AST 023/CPLT 023/JPN 023, AST 032/JPN 032, AST 034/JPN 034, AST 056/CPLT 056/JPN 056, JPN 035 and any other lower-division lecture courses on Japanese literature, culture, and film chosen in consultation with the student’s advisor.
   c) Eight (8) units from CPLT 001 or CPLT 001W, or 1 lower-division CPLT course.

2. No change
Japanese literature and culture from AST 150/JPN 150, AST 151/JPN 151, AST 152 (E-Z)/JPN 152 (E-Z), AST 153 (E-Z)/JPN 153 (E-Z), AST 184/JPN 184, AST 190, CPLT 134/GER 134/JPN 134/MCS 134, CPLT 142J/WMST 142J, CPLT 145/JPN 145, JPN 110, JPN 190, KOR 112, and any other upper-division lecture courses on Japanese literature, culture, and film chosen in consultation with the student’s advisor.

c) Four (4) units in CPLT 193. (CPLT 196 strongly recommended but not required)

**Justification:**

This is to change a core requirement for the literatures and languages majors in the Department of Comparative Literature and Languages. These majors (Chinese, Classical Studies, Comparative Ancient Civilizations, Comparative Literature, French, German Studies, Japanese, Languages, and Russian) share a required curricular rubric which trains students in the basic skills and sensibilities for literary and cultural studies. This rubric of courses is: CPLT 1 (“Introduction to Close Reading”); CPLT 2 (“Reading World Literature”); CPLT 193 (“Capstone Research Seminar”). Our faculty have noted that while the framing CPLT 1/CPLT 193 creates and maintains a curricular coherency and a linkage in concepts and reading and writing practices across time for our students, that CPLT 2 does not; rather, CPLT 2 can tend to offer a sampling of literary readings across world literary traditions, and an introduction to the notion of “world literature” (itself a problematic and much-debated concept), yet without introducing students to the depth and vibrancy of any one of those traditions in a meaningful way. We therefore have determined, as a collective to remove the CPLT 2 requirement and replace it with any lower-division, elective CPLT course, reflected here as “1 lower-division CPLT course.” It is our shared conviction that students will significantly benefit from this curricular change, because, rather than a more superficial reading of a number of texts across traditions, students will have the opportunity to study a single literary tradition or literary-comparative problem, theme, or field of texts in details. This will, in our shared view, expose students to a tradition or literary language which may not be their chosen area of focus for their major, and which will enrich their intellectual experience in the College for this reason; it will also provide a counterpoint, and an opening onto what is, for the student, a new literary tradition or theme, which they will not have studied before, and which will allow them to think about their chosen major in a new light. Finally, these courses will provide a bridge between CPLT 1 and students’ upper-division course work in their chosen areas of focus, and it will enable and support the shift in sensibility, reading style, and writing approach, required as students move from CPLT 1 to more sustained study at the upper-division level, all of which culminates in CPLT 193, where students produced a sustained piece of literary-critical writing in their chosen area of specialization under the guidance of department faculty. While the requirement “1 lower-division CPLT course” is listed in these terms for ease of recognition and application, we regularly offer a number of courses that fill this requirement, including: CPLT 23 (“Modern Japan and Personal Narrative”); CPLT 25 (“Introduction to Science Fiction”); CPLT 26 (“Introduction to Literature, Film, and Art by French and Francophone Women”); CPLT 27 (“Food and Film”); CPLT 28 (“Justice, Law, Violence”); CPLT 30 (“Introduction to Chinese Civilization”); CPLT 40 (“Literary response to Disaster and Repression”); CPLT 48 (“Chinese Cinema”); CPLT 62 (“Introduction
to Southeast Asian Literature”); CPLT 63 (“Reading Southeast Asian Stories”); CPLT 70 (“Introduction to African Literature”); among others.

**Approvals:**
Approved by the faculty of the Department of Comparative Literature & Languages: November 23, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted: Proposed Changes to Languages Major

PRESENT:

The B.A. in Languages enables a student to specialize in two foreign languages through the acquisition of language competencies, as well as exposure to the theoretical basis and structure of language itself (linguistics), and the study of the cultural and literary practices, which the target languages reflect and enact. Students interested in a single language concentration should see individual language program listings in this catalog.

1. CPLT 001 or CPLT 001W, CPLT 002, and LING 020
2. Elementary and intermediate courses in languages one and two as required
3. Sixty (60) upper-division units distributed as follows:
   a. Language one — 28 units which must include the following minimums:
      1) Sixteen (16) units in language
      2) Twelve (12) units in literature and culture
   b. Language two — 20 units which must include the following minimums:
      1) Twelve (12) units in language
      2) Eight (8) units in literature and culture
   c. LING 111 — 4 units
   d. One other course in Linguistics — 4 units
   e. CPLT 193 (4 units). (CPLT 196 strongly recommended but not required.)

PROPOSED:

No change.

1. CPLT 001 or CPLT 001W, LING 020, or 1 lower-division CPLT course
2. No change
3. No change

Justification:

This is to change a core requirement for the literatures and languages majors in the Department of Comparative Literature and Languages. These majors (Chinese, Classical Studies, Comparative Ancient Civilizations, Comparative Literature, French, German Studies, Japanese, Languages, and Russian) share a required curricular rubric which trains students in the basic skills and sensibilities for literary and cultural studies. This rubric of courses is: CPLT 1 (“Introduction to Close Reading”); CPLT 2 (“Reading World
Literature”); CPLT 193 (“Capstone Research Seminar”). Our faculty have noted that while the framing CPLT 1/CPLT 193 creates and maintains a curricular coherency and a linkage in concepts and reading and writing practices across time for our students, that CPLT 2 does not; rather, CPLT 2 can tend to offer a sampling of literary readings across world literary traditions, and an introduction to the notion of “world literature” (itself a problematic and much-debated concept), yet without introducing students to the depth and vibrancy of any one of those traditions in a meaningful way. We therefore have determined, as a collective to remove the CPLT 2 requirement and replace it with any lower-division, elective CPLT course, reflected here as “1 lower-division CPLT course.” It is our shared conviction that students will significantly benefit from this curricular change, because, rather than a more superficial reading of a number of texts across traditions, students will have the opportunity to study a single literary tradition or literary-comparative problem, theme, or field of texts in details. This will, in our shared view, expose students to a tradition or literary language which may not be their chosen area of focus for their major, and which will enrich their intellectual experience in the College for this reason; it will also provide a counterpoint, and an opening onto what is, for the student, a new literary tradition or theme, which they will not have studied before, and which will allow them to think about their chosen major in a new light. Finally, these courses will provide a bridge between CPLT 1 and students’ upper-division course work in their chosen areas of focus, and it will enable and support the shift in sensibility, reading style, and writing approach, required as students move from CPLT 1 to more sustained study at the upper-division level, all of which culminates in CPLT 193, where students produced a sustained piece of literary-critical writing in their chosen area of specialization under the guidance of department faculty. While the requirement “1 lower-division CPLT course” is listed in these terms for ease of recognition and application, we regularly offer a number of courses that fill this requirement, including: CPLT 23 (“Modern Japan and Personal Narrative”); CPLT 25 (“Introduction to Science Fiction”); CPLT 26 (“Introduction to Literature, Film, and Art by French and Francophone Women”); CPLT 27 (“Food and Film”); CPLT 28 (“Justice, Law, Violence”); CPLT 30 (“Introduction to Chinese Civilization”); CPLT 40 (“Literary response to Disaster and Repression”); CPLT 48 (“Chinese Cinema”); CPLT 62 (“Introduction to Southeast Asian Literature”); CPLT 63 (“Reading Southeast Asian Stories”); CPLT 70 (“Introduction to African Literature”); among others.

Approvals:
Approved by the faculty of the Department of Comparative Literature & Languages: November 23, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted:

Proposed Changes to Liberal Studies Major

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The major requirements for the B.A. degree in Liberal Studies are as follows:</td>
<td>The major requirements for the B.A. degree in Liberal Studies are as follows:</td>
</tr>
</tbody>
</table>
| 1. Lower-division requirements (12 courses [at least 48 units]). Courses can be used to fulfill college breadth requirements.  
  a) Science and Mathematics (4 courses [at least 16 units]) from: BIOL, CHEM, CS, GEO, MATH, or PHYS.  
  b) Humanities and Fine Arts (4 courses [at least 16 units]) from: ART, AHS, CPLT, CRWT, DNCE, ENGL, LING, MUS, PHIL, or TFDP.  
  c) History and Social Sciences (4 courses [at least 16 units]) from: ANTH, ECON, ETST, GBST, GSST, HIST, MCS, POSC, PSYC, RLST, or SOC. | 1. No Change |
| 2. Upper-division requirements: 10 courses (at least 40 units).  
  a) One writing course from: ENGL 103 or CRWT 130.  
  b) One course in American/European Literature or Arts, not to include language study, from: ART, AHS, CLA, CPAC, CPLT, DNCE, ENGL, EUR, FREN, GER, ITAL, LATN, LNST, MUS, MCS, PHIL, PORT, RUSN, SPN, or TFDP.  
  c) One course in non-Western Literature or Arts or Gender Studies, not to include language study, from: AHS, ART, ARLC, AST, CHN, CPLT, DNCE, ETST, GSST, JPN, KOR, MCS, MUS, PHIL, SEAS, TFDP, or VNM.  
  d) One course in U.S. History or Government/Politics, Economics, or Society from: ANTH, ECON, HIST, POSC, or SOC.  
  e) One course in Communications or Technology | 2. Upper-division requirements: 10 courses (at least 40 units).  
  No Change  
  No Change  
  No Change  
  No Change  
  No Change |
from: ANTH, AHS, ART, CPLT, CS, ECON, ENGL, ETST, GSST, MCS, PHIL, SOC, or TFDP.

f) One course with a Global Perspective from: AHS, ANTH, ECON, ETST, GBST, GSST, HIST, LNST, PHIL, POSC, RLST, or SOC.

No Change

g) Three additional upper-division courses offered in the College of Arts and Social Sciences OR for pre-teaching credential students, three from the following: EDUC 109S, EDUC 110S, EDUC 116S, EDUC 172S, EDUC 174S, EDUC 175S.

No Change

h) Liberal Studies Capstone Course: LBST 191 or LBST 190
3. Exit Portfolio: Students will compile at least three pieces of written work from upper-division courses, one of which must specifically address research methodology, broadly understood, and evidence of applied research or work experience – e.g., a fourth paper, journal/report from an internship or experiential learning exercise, or, for pre-teaching credential students, a record of classroom experience.

Justification:

EDUC 109S was renumbered to EDUC 147; EDUC 110S was renumbered to EDUC 162; EDUC 172S will be renumbered to EDUC 171; EDUC 174 was renumbered to EDUC 178; EDUC 174S was renumbered to EDUC 177; EDUC 175S was renumbered to EDUC 179A; GSOE renumbered the courses effective for Summer 2019 and Fall 2019. The courses were renumbered to become compliant with Committee on Courses Guidelines regarding courses that end in the letter “S”.

EDUC 109, EDUC 110, EDUC 116, and EDUC 175 were deleted by the GSOE effective for Summer 2019 and Fall 2019. The courses were deleted because they do not plan to offer these specific courses as they are set-up based on their course activities (such as lecture and term paper or research).

Approvals:
Approved by the faculty of the Department of Liberal Studies: November 19, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted: Proposed Changes to Linguistics

PRESENT:
Related Courses
Refer to departmental listings for course descriptions.

Anthropology
ANTH 120 (Language and Culture)
ANTH 123 (Linguistic Anthropology)
ANTH 165 (Cognitive Anthropology)
ANTH 259 (Anthropological Linguistics)

Education
EDUC 172 (Reading and Language Development)
EDUC 179B (Language Development in Content Areas)
EDUC 201A (Theories and Processes of Reading)

English
ENGL 112 (History of the English Language)

French
FREN 104 (Phonetics)

Mathematics
MATH 144 (Introduction to Set Theory)

Philosophy
PHIL 125 (Intermediate Logic)
PHIL 126 (Advanced Logic)
PHIL 132 (Philosophy of Language)

Psychology
PSYC 110 (The Brain and Behavior)
PSYC 134 (Cognitive Processes)
PSYC 135 (Psycholinguistics)
PSYC 163 (Cognitive Development)

Spanish
SPN 105 (Phonology of the Spanish Language)

PROPOSED:
Related Courses
Refer to departmental listings for course descriptions.

No change

Education
EDUC 171 or EDUC 172 (Reading and Language Development)
EDUC 179A (Language Development in Content Areas)
EDUC 179B (Language Development in Content Areas)
EDUC 201A (Theories and Processes of Reading)

No change

No change

No change

No change

No change
SPN 106 (Structure of the Spanish Language)
SPN 107 (Spanish in the United States)
SPN 207 (History of the Spanish Language)

Justification for adding “EDUC 171 or”: The Education department placed a credit statement between EDUC 171 and 172, thus has requested that Linguistics lists both courses as eligible for related courses.

Justification for adding “EDUC 179A”: EDUC 179A used to be numbered EDUC 175. In 2018, the Education department decided to renumber EDUC 175 to EDUC 179A. Without the knowledge of the Education or Linguistics department the newly renumbered EDUC 179A was removed from the Linguistics Catalog under the related courses. Both the Education and Linguistics department would like to have the course re-added to the Linguistics catalog.

Approvals:
Approved by the faculty of the Department of Comparative Literature & Languages: December 17, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 23, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted:

Proposed Changes to Latin American Studies Major

PRESENT:

The specific requirements for the major are as follows:

1. Lower-division requirements (5 units)
   a) Introduction to Latin American Studies (LNST 001) or an equivalent course from the following list of lower-division courses:
      LNST 015/ MUS 015, LNST 016/ MUS 016, LNST 017/ MUS 017, LNST 073A/ DNCE 073A, LNST 073B/ DNCE 073B, ANTH 010, ANTH 027/AHS 027, AHS 028, ETST 002, ETST 004/ HIST 004, ETST 008, MCS 025/ENGL 021/TFDP 021, MCS 046/ SPN 046, HASS 022A, GBST 001, GBST 002, HIST 075, POSC 020, RLST 009, RLST 011, SPN 012, GSST 031H, GSST 020
   b) Proficiency in Spanish to the SPN 005 level or in Portuguese to a comparable level
      Note Additional course work in Spanish and/or Portuguese recommended for students interested in careers in Latin American fields

2. Upper-division requirements (at least 36 units)
   a) At least two courses in three of the following groups (at least 24 units total):
      (2) Economics and Business: BUS 114, BUS 138, BUS 185, ECON 122E, ECON 178, ECON 181, ECON 182, ECON 185/LNST 185, ECON 187/LNST 187

PROPOSED:

[no change]


(5) Literature and Cultural Studies: ENGL 121E, ENGL 136, ENGL 136T, ENGL 137T, ETST 114, ETST 170/ WRLT 170, LNST 120/SPN 120C, LNST 153/ETST 153, SPN 102B, SPN 111F, SPN 111W, SPN 121E, SPN 122A, SPN 145, SPN 165, SPN 170(E-Z), SPN 172, SPN 188(E-Z), PORT 162(E-Z), RLST 138


(7) Politics: ETST 111, ETST 123, ETST 156, POSC 157, POSC 159, POSC 160, LNST 142/POSC 162, LNST 148/POSC 158, SOC 181


b) At least twelve (12) units selected from other Latin American Studies courses from the disciplinary areas above or from a list of upper-division courses with significant Latin American content available in the program office.

Justification:
ANTH renumbered courses. ANTH 171 is now ANTH 144O and ANTH 168 is now ANTH 142G.

Approvals:
Approved by the faculty of the Latin American Studies Program: January 6, 2021
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted:

Proposed Changes to Latin American Studies Minor

PRESENT:

Latin American Studies offers a minor consisting of at least 20 upper-division units.

To complete the requirements for the minor, students must select five courses from two of the following groups:


5. Literature and Cultural Studies: ENGL 121E, ENGL 136, ENGL 136T, ENGL 137T, ETST 114, ETST 170/ WRLT 170, LNST 120/SPN 120C, LNST 153/ETST 153, SPN 102B, SPN 111F, SPN 111W, SPN 121E, SPN 122A, SPN 145, SPN 165, SPN 170(E-Z), SPN 172, SPN 188(E-Z), PORT 162(E-Z), RLST 138

PROPOSED:

[no change]

7. Politics: ETST 111, ETST 123, ETST 156, POSC 124 or POSC 124S, POSC 126, POSC 157, POSC 159, POSC 160, LNST 142/POSC 162, LNST 148/POSC 158, SOC 181


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:**

ANTH renumbered courses. ANTH 171 is now ANTH 144O and ANTH 168 is now ANTH 142G.

**Approvals:**

Approved by the faculty of the Latin American Studies Program: January 6, 2021
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES, ARTS, & SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 25, 2021

To be adopted:

Proposed Changes to Media and Cultural Studies Major

**PRESENT:**  
Major Requirements
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/MCS 006, MCS 009/MUS 007, MCS 015, CPLT 021/MCS 021, ART 022/JPN 022/MCS 022, GER 045/MCS 042, MCS 043/RUSN 045, ITAL 045/MCS 044, FREN 045/MCS 045, MCS 046/SPAN 046, AST 047/KOR 047/MCS 047, AST 064/MCS 049/VNM 064, CRWT 066/MCS 066/TFDP 066

**PROPOSED:**  
Major Requirements
[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/

   [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 108, MCS 109, MCS 110 (E-Z), MCS 111, GSST 112/LGBS 112/MCS 112, CPLT 134/GER 134/JPN 134/MCS
b) Majors are encouraged to take one production course but it is not required. ART 140, ART 145, ART 146 (E-Z), ART 155/MCS 155, ART 167, ART 168, ART 169 (EZ), ART 175, MCS1981, TFDP 101, TFDP 109, TFDP 132, TFDP 133, TFDP 135, TFDP 138, TFDP 145, TFDP 155, TFDP 156A, TFDP 156B, TFDP 157, TFDP 166A, TFDP 166B, TFDP 166C, TFDP 167, TFDP 168, TFDP 169

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.

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

Justification:
Major, 1b MCS 002, MCS 015 added to lower-division electives for field coverage.
Major, 2a courses added to reflect actual catalog of courses, individual courses in E-Z sequences deleted to eliminate redundancy. NB: course changes/new courses are already approved in CRAMS and in catalog, just not in major & minor description.

Major, 2b changed to clarify major requirements so that student audit conforms to actual requirements. Major, text at the end of 2: cut, to eliminate confusing duplication of text immediately preceding.

**Approvals:**
Approved by the faculty of the Department of Media and Cultural Studies: October 30, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted:

Proposed Changes to Media and Cultural Studies Minor

PRESENT:

The Media and Cultural Studies minor provides an interdisciplinary examination of film, video, television, multimedia, visual and digital cultures with a primary emphasis on history and theory and a secondary focus on creative intervention in media environments through production.

A minimum of 24 units (one lower-division course and five upper-division courses) are required.

1. Lower-division requirements (2 lower-division courses [at least 8 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 minor. The department will consider grade petitions on a case-by-case basis.

   b) 1 lower division course chosen from the following:
      ART 004/MCS 004, MCS 005, MCS 010, MCS 020, AHS 020/MCS 023

2. Upper-division requirements (a minimum of 4 courses [at least 16 units])
   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), CPLT 126/GER 126/MCS 126, GSST 166/MCS 127, MCS 128, MCS 129, MCS 130, ART 131/MCS 131, MCS 132, MCS 134, ART [no change]

PROPOSED:

[no change]

A minimum of 24 units (two lower-division courses and four upper-division courses) are required.

1. Lower-division requirements (2 lower-division courses [at least 8 units]):
   a) [no change]

   b) 1 lower division course chosen from the following:
      MCS 002, ART 004/MCS 004, MCS 005, MCS 010, MCS 015, MCS 020, AHS 020/MCS 023

2. Upper-division requirements (a minimum of 4 courses [at least 16 units])
   a) 4 upper division MCS courses (strongly recommended to be taken with MCS faculty) chosen from [at least 16 units]:
      MCS 102, ANTH 103/MCS 103, ENGL 104/MCS 104, MCS 105, MCS 106, MCS 107, MCS 108, MCS 109, MCS 110 (E-Z), MCS 111, GSST 112/LGBS 112/MCS 112, MCS 113, CPLT 134/GER 134/JPN 134/MCS 114, MCS 115, MCS 116, MCS 117, GER 118 (E-Z)/MCS 118 (E-Z), MCS 119A & MCS 119B, MCS 120, MCS 122, GSST 124/MCS 123/SEAS 175, MCS 124, LNST 125 (E-Z)/MCS 125 (E-Z)/SPN 125 (E-Z), CPLT 126/GER 126/MCS 126, GSST 166/ MCS [no change]
135/MCS 135, ART 136/MCS 136, AHS
136/MCS 137, AHS 137/MCS 138, MCS
139/SOC 139, MCS 140, ENGL 144 (E-Z)/MCS
144 (E-Z), ENGL 145 (E-Z)/MCS 145 (E-Z),
ENGL 146 (E-Z)/MCS 146 (E-Z), MCS 148,
ART 150/MCS 150, DNCE 171 (E-Z)/MCS 151
(E-Z), DNCE 171G/MCS 151G, DNCE
172 (E-Z)/MCS 152 (E-Z), DNCE 173 (E-
Z)/MCS 153 (E-Z), MCS 154, MCS 156 (E-Z),
DNCE 161/MCS 161, DNCE 162/MCS 162, ART
161/MCS 163, MCS 164, MCS 167, MCS 168,
MCS 169, MCS 171, MCS 172, MCS 173 (E-Z),
MCS 174 (E-Z), MCS 177, MCS 178, MCS 179,
MCS 180, MCS 181, MCS 184, MCS 185, MCS
186, MCS 188

b) No more than one media production course (4 units) may be used towards the total of four upper division courses chosen from:
ART 140, ART 145, ART 146 (E-Z), ART
155/MCS 155, ART 167, ART 168, ART 169 (E-
Z), ART 175, CS 134, TFDP 101, TFDP 102,
TFDP 109, TFDP 132, TFDP 133, TFDP 135,
TFDP 138, TFDP 144, TFDP 145, TFDP 155,
TFDP 156A, TFDP 156B, TFDP 157, TFDP
166A, TFDP 166B, TFDP 166C, TFDP 167,
TFDP 168, TFDP 169

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

b) One media production course (4 units) chosen from the list below may be used towards the total of four upper division courses chosen from:
ART 140, ART 145, ART 146 (E-Z), ART
155/MCS 155, ART 167, ART 168, ART 169 (E-
Z), ART 175, CS 134, TFDP 101, TFDP 102,
TFDP 109, TFDP 132, TFDP 133, TFDP 135,
TFDP 138, TFDP 144, TFDP 145, TFDP 155,
TFDP 156A, TFDP 156B, TFDP 157, TFDP
166A, TFDP 166B, TFDP 166C, TFDP 167,
TFDP 168, TFDP 169

[no change]

**Justification:**
Minor, description changed to match number of courses detailed below.
Minor, 1 changed to correct typographic artifact.
Minor, 1b changed to insert colon. MCS 002, MCS 015 added to lower-division electives for field coverage.
Minor, 2 & 2a) changed to insert clarifying text about upper division requirements and to conform with format; courses to reflect actual catalog. NB: course changes/new courses are already approved in CRAMS and in catalog, just not in major & minor description.
Minor, 2b) changed to eliminate punitive wording; text inserted as clarification.

**Approvals:**
Approved by the faculty of the Department of Media and Cultural Studies: October 30, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 25, 2021

To be adopted:

Proposed Changes to Middle East and Islamic Studies Major

PRESENT:

The major requirements for the B.A. in Middle East and Islamic Studies are as follows (56 units of required courses):

1. Language requirement: 6 courses (24 units)
   Students are required to fulfill the language requirement by taking 6 classes in a language in MEIS (Arabic, Persian, Turkish, Hebrew, Urdu, Malay/Indonesian) or pass the proficiency requirement by taking a test administered by the department. Currently UCR offers only Arabic, but students can take language classes either abroad (i.e. AUC in Cairo, Bogaziçi University in Istanbul) or in other UC campuses (UCLA, Irvine) upon the approval of MEIS director.

2. Senior Research (4 units): Students must take MEIS 199 or HIST 197 (taken senior year with the prior approval of the instructor or MEIS director)

3. Required courses: 3 courses (12 units) (at least one should be taken from area I and one from area II)
   I. Survey courses: ARLC 155/CPLT 155/MEIS 155/RLST 157, RLST 111, HIST 121, HIST 124
   II. Specialized courses: ANTH169/GBST 169, GSST 162/RLST 162, HIST 125, HIST 126

4. Select four from the elective courses (16 units of elective courses):
   Arabic Literatures and Cultures
   ARLC 120, ARLC 151/CPLT 151/MEIS 151, ARLC 152/CPLT 152, ARLC 154/CPLT

PROPOSED:

The major requirements for the B.A. in Middle East and Islamic Studies are as follows (48 units):

1. Language requirement: 4 courses (16 units)
   Students are required to fulfill the language requirement by taking 4 classes in a language in MEIS (Arabic, Persian, Turkish, Hebrew, Urdu, Malay/Indonesian) or pass the proficiency requirement by taking a test administered by the department. Currently UCR offers only Arabic, but students can take language classes either abroad (i.e. AUC in Cairo, Bogaziçi University in Istanbul) or in other UC campuses (UCLA, Irvine) upon the approval of MEIS director.

2. Senior Research (4 units): Students must take MEIS 199 or HIST 197 with MEIS content (taken senior year with the prior approval of the instructor and MEIS Director as the MEIS Director should be able to review the content to ensure that it fits the major)

3. Required courses: 3 courses (12 units) (at least one should be taken from area I and one from area II)
   I. Survey courses: AHS 013, ARLC 155/CPLT 155/MEIS 155/RLST 157, HIST 121, HIST 124
   II. Specialized courses: AHS 125, ANTH169/GBST 169, GSST 162/RLST 162, HIST 125, HIST 126

4. Select 4 from the elective courses (16 units of elective courses):
   Arabic Literatures and Cultures
   [no change]
<table>
<thead>
<tr>
<th>Department</th>
<th>Course Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>ANTH 136/SEAS 136, ANTH 140I, ANTH 188/GSST 151, ANTH 189/GSST 168, ANTH 109</td>
</tr>
<tr>
<td>Anthropology</td>
<td>[no change]</td>
</tr>
<tr>
<td>Asian Studies</td>
<td>AST 167/CPLT 167/SEAS 167</td>
</tr>
<tr>
<td>Asian Studies</td>
<td>[no change]</td>
</tr>
<tr>
<td>Comparative Ancient Civilizations</td>
<td>CPAC 121/CLA 121/POSC 121</td>
</tr>
<tr>
<td>Comparative Ancient Civilizations</td>
<td>[no change]</td>
</tr>
<tr>
<td>Economics</td>
<td>ECON 170E</td>
</tr>
<tr>
<td>Economics</td>
<td>[no change]</td>
</tr>
<tr>
<td>Gender and Sexuality Studies</td>
<td>ANTH 109/GSST 109, ANTH 188/GSST 151, ANTH 189/GSST 168, GSST 162/RLST 162, GSST 169</td>
</tr>
<tr>
<td>Gender and Sexuality Studies</td>
<td>[no change]</td>
</tr>
<tr>
<td>Global Studies</td>
<td>GBST 191</td>
</tr>
<tr>
<td>Global Studies</td>
<td>GBST 191</td>
</tr>
<tr>
<td>Hispanic Studies</td>
<td>SPN 193</td>
</tr>
<tr>
<td>History</td>
<td>HISE 160, HIST 111, HIST 125, HIST 126, HIST 128</td>
</tr>
<tr>
<td>History</td>
<td>[no change]</td>
</tr>
<tr>
<td>Media and Cultural Studies</td>
<td>MCS 172</td>
</tr>
<tr>
<td>Media and Cultural Studies</td>
<td>[no change]</td>
</tr>
<tr>
<td>Political Science</td>
<td>POSC 107, POSC 120, POSC 133, POSC 152</td>
</tr>
<tr>
<td>Political Science</td>
<td>[no change]</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>RLST 112, RLST 113, RLST 116, RLST 121, RLST 130, RLST 148, RLST 150, RLST 151, GSST 162/RLST 162</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>[no change]</td>
</tr>
<tr>
<td>Theatre, Film and Digital Production</td>
<td>TFDP 177</td>
</tr>
<tr>
<td>Theatre, Film and Digital Production</td>
<td>[no change]</td>
</tr>
</tbody>
</table>
**Justification:**

Language requirement from 6 courses changes to 4 courses to allow students’ interest in major and minor, a change also proposed by the External Reviewers of the program in 2019. As a result, the current language requirement of 24 units be reduced to 16 unites, and the current 56 units of required courses are reduced to 48 units of required courses.

HIST 197 "with MEIS content" is added because HIST 197 is an advanced historical research on specific topics taught by different professors. HIST 197 can count as MEIS course only if it is taught by professor or it has MEIS content.

AHS 013, HIST 30 and HIST 122 are proposed to be added to the required courses for major and minor because they are MEIS related. HIST 128 is added to the elective courses for major and minor because it is MEIS related.

Art History and its courses on Islamic art are proposed because Professor Fatima Quraishi teaches them.

Hispanic Studies seminar SPN 193 on the literatures and cultures of the Hispanic world is proposed to be added to the elected courses because Professor Benjamin Liu teaches it and it contains part of the Muslim world.

Political Science and courses are proposed to be deleted because currently no faculty members in the Political Science teach the courses.

**Approvals:**

Approved by the faculty of the Middle East and Islamic Studies Program: November 8, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 21, 2021
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 25, 2021

To be adopted:

Proposed Changes to Middle East and Islamic Studies Minor

**PRESENT:**

1. Select two from the required courses (8 units)
   - ANTH 168/GSST 168, ANTH 169/GBST 169, ARLC 155/CPLT 155/MEIS 155/RLST 157, HIST 121, HIST 124, HIST 125, HIST 126, RLST 111

2. Select four from the elective courses (16 units)
   - a) Arabic Literatures
      - ARBC 105
   - b) Arabic Literatures and Cultures
      - ARLC 120, ARLC 151/CPLT 151/MEIS 151, ARLC 152/CPLT 152, ARLC 154/CPLT 154/PHIL 128, ARLC 156/CPLT 156/MEIS 156/RLST 156
   - c) Anthropology
      - ANTH 136/SEAS 136, ANTH 140-I
   - d) Asian Studies
      - AST 167/CPLT 167/SEAS 167
   - e) Comparative Literature
      - CPLT 153
   - f) Gender and Sexuality Studies
      - GSST 151/ANTH 188, GSST 162/RLST 162, GSST 169
   - g) History
      - HISE 117, HISE 160, HISE 112, HISE 116, HISE 118, HIST 125, HIST 126, HIST 137

**PROPOSED:**

1. Select 2 from the required courses (8 units)
   - AHS 013, AHS 125, ANTH 189/GSST 168, ANTH 169/GBST 169, ARLC 155/CPLT 155/MEIS 155/RLST 157, GSST 162/RLST 162, HIST 030, HIST 121, HIST 122, HIST 124, HIST 125, HIST 126, HIST 128, RLST 111

2. Select 4 from the elective courses (16 units)
   - a) [no change]
   - b) [no change]
   - c) [no change]
   - d) [no change]
   - e) [no change]
   - f) [no change]
Religious Studies
RLST 112, RLST 113, RLST 116, RLST 126/HIST 127, RLST 148, RLST 150/SEAS 150, RLST 151, RLST 155

Theatre, Film and Digital Production
TFDP 177

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.

No change.

Justification:
AHS 125 discusses the illustrations and Illuminations: the Arts of the Book in the Islamic World. It is proposed as one of the required courses for the minor as well as the major.

ANTH 168 and GSST 168 are two separate classes that are not cross listed. The intended MEIS minor course is GSST 168 (GENDER AND POWER IN MUSLIM SOC) which is actually cross listed with ANTH 189 not ANTH 168.

HIST 122 is proposed as one of the required courses. HIST 122 offers the themes of Modern Middle East.

MEIS 199 is proposed as one of the required courses.

AHS 013 is proposed as one of the elective courses. AHS 013 is Arts and Architecture of the Islamic World surveys the visual and material culture of the Islamic world in the Middle East, Africa, and Asia. AHS 126 Sultans and Saints: the Visual and Material Culture of Islam in South Asia is proposed as one of the elective courses.

SPN 193 Hispanic Studies seminar on the literatures and cultures of the Hispanic world is proposed to be added to the elected courses. The course contains part of the Muslim world. Benjamin Liu currently teaches the course.

HIST 125 (Islam and Revolution in Iran) is one of the required courses. HIST 126 (Istanbul in History and Fiction) is one of the required courses. HIST 128 (Iran through Literature and Cinema) is added to the elected courses.

MEIS 199 (Senior Research, Independent Study) should be deleted in the elected courses and be moved to one of the required courses.

Political Science courses in the list: POSC 107 (Non-Western Political Thought), POSC 120 (Politics of India and Pakistan), POSC 133 (Politics of Central Asia in Comparative Perspective), and POSC 152 (Politics of the Middle East) are proposed to be deleted because no faculty members in the Political Science teach these courses.
On Current Upper Division Undergraduate Courses, POSC 133 and POSC 152 are proposed to be deleted to reflect the above proposed changes.

**Approvals:**
- Approved by the faculty of the Middle East and Islamic Studies Program: November 8, 2020
- Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
- Approved by the Committee on Educational Policy: April 21, 2021
To be adopted: Medical and Health Humanities Studies Minor

PRESENT:

PROPOSED:

1. Requirements (20 Units)

a) Four (4) units from MHHS 001

b) Twelve (12) additional units, selected from the following streams. Students must take at least Four (4) units from two of the three groups.

STREAM ONE: Science and Medicine. GSST 183; GSST 161; GSST 161S; GSST 171; GSST 189; HIST 106

STREAM TWO: Society, Culture and Health. AHS 133; ANTH 160; ANTH 162; ANTH 166; ENGL 122Q; ENGL 141M; GSTT 185; HISA 147/ETST 116; HIST 107; HIST 188E/AST188E; PHIL 112, PHIL 167; PHIL 168; RLST 110; RLST 122

STREAM THREE: Arts in Wellness. CRWT 130; CRWT 134; CRWT 150; CRWT 155; CRWT 170; CRWT 176; DNCE 115E; DNCE 115G; DNCE 133; DNCE 134; DNCE 181; MCS 106; MCS 135/ART135; TFDP 122; TFDP 158; TFDP 191T

c) Four (4) units from MHHS 191.

All students must take the introductory course (MHHS 001) and the senior seminar. There is no required order in which elective courses must be taken but credit in MHHS 001 is required for entry into MHHS 191. Students wishing to earn credit in Stream Three: Arts in Wellness must obtain consent from the instructor and MHHS Chair prior to enrolling in CRWT, DNCE, MCS, OR TFDP courses.

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

PURPOSE

The Minor in Medical and Health Humanities Studies (MHHS) at UCR emphasizes the inextricable relationship between the Humanities, Social Sciences, and the Arts and their contributions to explicating health, illness, and medicine. This proposal fits within the growing national and international recognition of
Medical and Health Humanities in providing students with the skills to perceive, understand, and document diverse human experiences in health and medicine. The three proposed streams; Science and Medicine, Society, Culture, and Health, and Arts in Wellness represent traditional foci in the fields of Medical and Health Humanities and are areas of faculty research and art making at UCR. The Minor will serve as the foundation for students to examine current and historical narratives, discourses, and artistic expressions of health, and emphasizes that health and pathology are not only the domain of medicine and biomedical sciences but also rich topics for interdisciplinary humanities and artistic inquiry. As an interdisciplinary field the our MHHS Minor expands the sites and measures of medicine beyond the clinical encounter. The intentional integration of Humanities, Social Sciences, and Arts is a recognition that medicine is best viewed not as in service or in opposition to the clinical and life sciences, but as generatively enmeshed with a biomedical culture and diverse understandings of what constitutes medicine, health, and wellness.

COMMITTEE IN CHARGE

Juliet McMullin (Anthropology), Chair
Jeanette Kohl (Art History), Co-Chair
Emily Rapp Black (Creative Writing)
Clifford Trafzer (History)
Fuson Wang (English)

Supporting Faculty

Gloria Chan-Sook Kim (Media & Culture Studies)
Lucille Chia (History)
Maria Regina Firmino-Castillo (Dance)
Katie Ford (Creative Writing)
Kimberly Guerrero (Theater, Film, and Digital Production)
Allison Hedge Coke (Creative Writing)
Tamara Ho (Gender & Sexuality Studies)
Matthew King (Religious Studies)
Antoine Lentacker (History)
Goldberry Long (Creative Writing)
Luis Lara Malvacias (Dance)
Carla Mazzio (English)
Allison (Bella) Merlin (Theater, Film, and Digital Production)
Yolanda Moses (Anthropology)
Worku Nida (Anthropology)
Dana Simmons (History)
Jennifer Syvertsen (Anthropology)
Annika Speer (Theater, Film, and Digital Production)
Chikako Takeshita (Gender & Sexuality Studies)
Sherryl Vint (English and Media & Culture Studies)
Ni’Ja Whitson (Dance)
Susan Zieger (English)

Lower Division Courses:
4 Units; Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour.
Prerequisite(s): none. Introduces medical and health humanities. Explores the importance of humanities and arts to medicine, the diverse understandings of health and illness, and the complex social and economic forces that inform how people are cared for during times of illness. Mandatory course in the Medical and Health Humanities minor.

Upper Division Courses:
4 Units, Seminar, 3 hours; activity, 2 hours; extra reading, 0.5 hour; research, 0.5 hour. Prerequisite(s): MHHS 001 with a grade of C- or better. Examines selected topics in the medical and health humanities from religion, anthropology, literature or history to creative arts. Analyzes the role of humanities in medicine. Develops skill sets through seminars with medical humanities experts. Mandatory course in the Medical and Health Humanities minor. Satisfactory(S) or No Credit(N/C) is not available.

Justification:
The proposed changes are corrections and updates to the Medical and Health Humanities Minor which was approved by the Academic Senate in May 2019. Updates include the recently approved MHHS 001 and MHHS 191, GSST 161S, GSST 171 (Environmental Health and Social Justice), ANTH 166 (Anthropology of Global Health), ENGL 141M (Literature and Disability), HISA 147/ETST 116 (Medicine Ways of Native Americans), CRWT 170 (Advanced Poetry Workshop), TDFP 191T (Women in Theater). ANTH 175 and ANTH 187 have been removed from the course catalog by the Dept of Anthropology. Emeritus faculty have been removed and new faculty member Carla Mazzio has been added. Typos in the original submission have also been corrected.

Approvals:
Approved by the faculty of the Program of Medical and Health Humanities Studies: May 26, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: November 25, 2020
Approved by the Committee on Educational Policy: March 5, 2021
To be adopted:

Proposed Changes to Philosophy Major

**PRESENT:**

The major requirements for the B.A. degree in Philosophy are as follows:

Fifty-six (56) units of course work in Philosophy including at least 36 upper-division units.

1. PHIL 007 or PHIL 007H and PHIL 008 or PHIL 008H
2. PHIL 100 (Sophomore-Junior Seminar)
3. Three courses in the history of philosophy, at least one of which must be in ancient Greek or Roman philosophy. Select courses from PHIL 030 (E-Z), PHIL 120 (E-Z), PHIL 121 (E-Z), PHIL 122 (E-Z); a specific list is provided by the Philosophy Department. Not more than two courses may be from PHIL 030 (E-Z)
4. At least two courses in metaphysics, epistemology, or philosophy of language: PHIL 130 through PHIL 152, PHIL 159.

Students are urged to consult the department’s undergraduate advisor in preparing their course of study each quarter while at UCR.

**PROPOSED:**

The major requirements for the B.A. degree in Philosophy are as follows:

Fifty-six (56) units of course work in Philosophy including at least 36 upper-division units.

1. PHIL 007 or PHIL 007H and PHIL 008 or PHIL 008H
2. PHIL 100 or PHIL 101 (Sophomore-Junior Seminar)
3. Three courses in the history of philosophy, at least one of which must be in ancient Greek or Roman philosophy. Select courses from PHIL 030 (E-Z), PHIL 120 (E-Z), PHIL 121 (E-Z), PHIL 122 (E-Z); a specific list is provided by the Philosophy Department. Not more than two courses may be from PHIL 030 (E-Z)
4. At least two courses in metaphysics, epistemology, or philosophy of language: PHIL 130 through PHIL 152, PHIL 159.

Students are urged to consult the department’s undergraduate advisor in preparing their course of study each quarter while at UCR.

**Justification for adding Phil 101 in requirements:**

Philosophy 100 is a required Sophomore-Junior seminar that focuses on analytical reading of philosophical texts and philosophical writing. It is a writing intensive course that is intended to prepare our majors to do well in their upper division courses, and the normal enrollment is 15-20 students. Philosophy 101 is a larger version of the same course with a TA – enrollment of 35-40. The larger version of the course would make it easier us to meet the demand for the course among our majors (i.e. with fewer offerings of the course). We introduced Philosophy 101 on a trial basis and after several offerings we are satisfied that it accomplishes the intended aims as well as Philosophy 100. To date, we have been allowing Philosophy 101 to satisfy the requirement for our major by petition. We now want to modify
our major requirements to make to clear that this requirement for our major can be satisfied by either Philosophy 100 or Philosophy 101.

Approvals:
Approved by the faculty of the Department of Philosophy: December 2, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted:

Proposed Changes to Political Science/Administrative Studies Major

PRESENT:

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 005W 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 or POSC 163S, 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/CPAC 121/POSC 121 or CLA 121S/CPAC 121S/POSC 121S, 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) [no change]

1. Lower-division courses (17 units) [no change]
   a) BUS 010, BUS 020 [no change]

   b) STAT 048 or equivalent (may be used to satisfy breadth requirements) [no change]
   c) CS 008 (may be used to satisfy breadth requirements) [no change]

2. Upper-division requirements (20 units) [no change]
   a) Two courses (8 units) from the list below:
      (1) ECON 102 or ECON 103 or ECON 104A or ECON130 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 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 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) **Managerial Accounting/Taxation:** BUS 108, and two from BUS 166, BUS 168A, BUS 168B

(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 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

(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 (Political Science requirements and Administrative Studies requirements).

Justification:
The Economics/Administrative Studies major is being updated to reflect the renumbering of STAT 048 to STAT 008.

Approvals:
Approved by the faculty of the Department of Political Science: January 7, 2021
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 22, 2021
To be adopted:

Proposed Changes to Psychology/Law and Society Major

PRESENT:  

Psychology/Law and Society Major  
The Law and Society major is open to undergraduate students with junior standing who have completed LWSO 100 with a grade of “C” or higher.

PROPOSED:  

[no change]

4. All requirements for the B.A. in Psychology (39 lower-division units, which includes 16 units that are also used for college breadth requirements; 36 upper-division units)  

All requirements for the B.A. in Psychology (39 lower-division units, which includes 16 units that are also used for college breadth requirements; 37 upper-division units)

1. Lower-division requirements (at least 39 units)  
   a) One course in Mathematics equivalent to MATH 004 or higher; or a score on the MAE (Math Advisory Exam) sufficient for placement into MATH 022 or higher.
   b) One 4 unit course in Biological Sciences (Biochemistry, Biology, Botany and Plant Sciences, Entomology, Nematology, or Plant Pathology)
   c) One 4 unit course in Physical Sciences (Chemistry, Physics, Earth Sciences, excluding cultural Geography courses)
   d) Two additional 4 unit courses that satisfy the CHASS Natural Sciences and Mathematics breadth requirements.
   e) PSYC 001, PSYC 002, PSYC 011, PSYC 012

2. Upper-division requirements (37 units)  
   a) PSYC 110 or CBNS 106
   b) PSYC 140, PSYC 150
   c) PSYC 132 or PSYC 134
   d) PSYC 160 or PSYC 161 or PSYC 162 or PSYC 163
   e) Four additional 4-unit, upper-division Psychology courses, with the following restrictions: only one quarter of PSYC 190 (for a total of 4 units, letter grade required); only one quarter of
2. Requirements for Law and Society (36 units)
   a) PHIL 007 or PHIL 007H
   b) LWSO 100 (with a grade of “C” or better)
   c) One course chosen from POSC 114, PSYC 012, SOC 004 (or equivalent course in research methods)
   d) Three courses chosen from ANTH 127, ECON 119, HISE 153, PHIL 165, POSC 167, PSYC 175, SOC 159
   e) Two courses chosen from ENSC 174, HISA 120A, HISA 120B, HISE 123, LWSO 175 (E-Z), PHIL 164, POSC 111, POSC 166, POSC 186, SOC 147, SOC 149, SOC 180
   f) LWSO 193, Senior Seminar

   Note: For sections 2.d) and 2.e) combined, not more than two courses may be taken from the same department. In fulfilling requirements of two or more majors, students may not count more than two courses toward both parts of their total requirements. For this major, PSYC 012 fulfills a requirement in both Psychology and Law and Society.

PSYC 195 (for a total of 4 units, letter grade required); only one quarter of PSYC 197 (for a total of 4 units, letter grade required), only one quarter of PSYC 195H (for a total of 4 units, letter grade required); only one quarter of PSYC 199 (for a total of 4 units, letter grade required); only one quarter of PSYC 198G, or one 4-to 8-unit quarter of PSYC 198I may be included.

3. Requirements for Law and Society (36 units)
   a) [no change]
   b) [no change]
   c) [no change]
   d) [no change]
   e) [no change]
   f) [no change]

   Note: For sections 3.d) and 3.e) combined, not more than two courses may be taken from the same department. In fulfilling requirements of two or more majors, students may not count more than two courses toward both parts of their total requirements. For this major, PSYC 012 fulfills a requirement in both Psychology and Law and Society.

Justification:
1. Upper division units updated to correctly reflect the units listed for the BA degree
2. Ensuring that requested changes for the BA degree is also applied to the changes for Psychology/Law and Society major
3. Updated numbering to maintain consistency in list
4. Updated numbering in Note corresponding to numbering update in list

Approvals:
Approved by the faculty of the Department of Psychology: November 4, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted:

Proposed Changes to Religious Studies Major

PRESENT:

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

1. Lower-division requirements (12 units)
   a) RLST 005
   b) RLST 012/ETST 012 or RLST 012W/ETST 012W
   c) One additional 4-unit course in Religious Studies or equivalent

2. Upper-division requirements (40 units)
   a) At least two courses from each of the following areas:
      (1) Eastern religions
      (2) Western religions
      (3) Themes in religions

PROPOSED:

[no change]

[no change]

2. Upper-division requirements (40 units)
   a) At least four courses from Traditions and Regions and at least two courses from Themes

Traditions and Regions:

RLST 104 Sikhism
RLST 106 Buddhism
RLST 108 Modern Hinduism
RLST 109 New Religious Movements
RLST 111 Islam
RLST 114 Jainism: An Indian Religion of Nonviolence
RLST 123 Global Christianity and Mission
RLST 126/HIST 127 Israel: The Jewish State
RLST 161/GSST 158 Gender and Sexuality in U.S. Religious History

Themes:

RLST 101 Religions of India
RLST 116 Religion and Violence
RLST 127/HISE 147 The Holocaust
RLST 135A/HIST 130A History of Christianity: Origins to the Reformation
RLST 135B/HIST 130B History of Christianity: Modern Era
b) RLST 100 or RLST 102

c) RLST 193 (Senior Seminar)

d) Eight (8) additional units from Religious Studies courses (closely related courses from other programs or departments may be substituted upon approval)

The programs of all majors should be developed in consultation with their advisors

**Justification:**
We are introducing a new categorization of our courses in order to remove the outdated division into “Eastern” and “Western” religions. We do not anticipate that these changes will affect the student participation in the program, and no additional resources will be required by the program. Students already in the program will stay with the old requirements but will have the option to switch to the new ones. All classes supporting the old requirements will continue to be offered regularly until all students beholden to those requirements have graduated.

New categories

**Traditions and Regions:**

RLST 104 Sikhism
RLST 106 Buddhism
RLST 108 Modern Hinduism
RLST 109 New Religious Movements
RLST 111 Islam
RLST 114 Jainism: An Indian Religion of Nonviolence
RLST 123 Global Christianity and Mission
RLST 126 Israel: The Jewish State
RLST 161 Gender and Sexuality in U.S. Religious History

**Themes:**

RLST 101 Religions of India
RLST 116 Religion and Violence
RLST 127 The Holocaust
RLST 135A History of Christianity: Origins to the Reformation
RLST 135B History of Christianity: Modern Era
RLST 149 Southeast Asian Religions
RLST 152 Religion and Oppression
RLST 153 Religion and Social Justice
RLST 159/GSST 159 Queer Religiosities

RLST 149/SEAS 149 Southeast Asian Religions
RLST 152 Religion and Oppression
RLST 153 Religion and Social Justice
RLST 159/GSST 159 Queer Religiosities
RLST 160 Religion, Gender and Sexuality
RLST 180 Saints and Gurus
RLST 160 Religion, Gender and Sexuality
RLST 180 Saints and Gurus

**Approvals:**
Approved by the faculty of the Department of Religious Studies: November 18, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted:

Proposed Changes to Minor in Religious Studies

PRESENT: 
Requirements for a minor in Religious Studies are as follows:

1. Lower-division requirements (12 units) 
   a) RLST 005
   b) RLST 012/ETST 012 or RLST 012W/ETST 012W
   c) One additional 4-unit course in Religious Studies

PROPOSED: 
[no change]

2. Upper-division requirements (16 units) 
   a) Twelve (12) units consisting of one course from each of the following three areas:
      (1) Eastern religions
      (2) Western religions
      (3) Themes in religions

   b) At least two courses from Traditions and Regions and at least one course from Themes

Traditions and Regions:
RLST 104 Sikhism
RLST 106 Buddhism
RLST 108 Modern Hinduism
RLST 109 New Religious Movements
RLST 111 Islam
RLST 114 Jainism: An Indian Religion of Nonviolence
RLST 123 Global Christianity and Mission
RLST 126/HIST 127 Israel: The Jewish State
RLST 161/GSST 158 Gender and Sexuality in U.S. Religious History

Themes:
RLST 101 Religions of India
RLST 116 Religion and Violence
RLST 127/HISE 147 The Holocaust
RLST 135A/HIST 130A History of Christianity: Origins to the Reformation
RLST 135B/HIST 130B History of Christianity: Modern Era
b) Four (4) upper-division units from those courses approved for the Religious Studies major

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 introducing a new categorization of our courses in order to remove the outdated division into “Eastern” and “Western” religions. We do not anticipate that these changes will affect the student participation in the program, and no additional resources will be required by the program. Students already in the program will stay with the old requirements but will have the option to switch to the new ones. All classes supporting the old requirements will continue to be offered regularly until all students beholden to those requirements have graduated.

New categories

**Traditions and Regions:**

- RLST 104 Sikhism
- RLST 106 Buddhism
- RLST 108 Modern Hinduism
- RLST 109 New Religious Movements
- RLST 111 Islam
- RLST 114 Jainism: An Indian Religion of Nonviolence
- RLST 123 Global Christianity and Mission
- RLST 126 Israel: The Jewish State
- RLST 161 Gender and Sexuality in U.S. Religious History

**Themes:**

- RLST 101 Religions of India
- RLST 116 Religion and Violence
- RLST 127 The Holocaust
- RLST 135A History of Christianity: Origins to the Reformation
- RLST 135B History of Christianity: Modern Era
- RLST 149 Southeast Asian Religions
- RLST 152 Religion and Oppression
- RLST 153 Religion and Social Justice
- RLST 159 Queer Religiosities
- RLST 160 Religion, Gender and Sexuality
RLST 180 Saints and Gurus

**Approvals:**
Approved by the faculty of the Department of Religious Studies: November 18, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted: Proposed Changes to Russian Major

PRESENT:  PROPOSED:

The Russian Studies B.A. has been developed for students who are interested in Russian language and literature, Russian history and civilization. Individual major programs are dependent upon the students’ particular interests. In consultation with the advisor, each student plans a coherent program of courses to meet the requirements for the major. Normally, students’ programs are submitted for approval no later than the beginning of their junior year.

1. Lower-division requirement: CPLT 001 or CPLT 001W, and CPLT-002 1. Lower-division requirement: CPLT 001 or CPLT 001W, and 1 lower-division CPLT course

2. Upper-division requirements
   a. Language requirement: 12 units from RUSN 101 (E-Z), RUSN 102 (E-Z), RUSN 120 (E-Z), RUSN 103
   b. Literature requirement: 12 units from RUSN 109A, RUSN 109B, RUSN 109C

2. No change

3. 8 units from EUR 111A, EUR 111B, EUR 111C

4. CPLT 193 (4 units). (CPLT 196 strongly recommended but not required)

Total upper-division units: 36

Justification:
This is to change a core requirement for the literatures and languages majors in the Department of Comparative Literature and Languages. These majors (Chinese, Classical Studies, Comparative Ancient Civilizations, Comparative Literature, French, German Studies, Japanese, Languages, and Russian) share a required curricular rubric which trains students in the basic skills and sensibilities for literary and cultural studies. This rubric of courses is: CPLT 1 (“Introduction to Close Reading”); CPLT 2 (“Reading World Literature”); CPLT 193 (“Capstone Research Seminar”). Our faculty have noted that while the framing CPLT 1/CPLT 193 creates and maintains a curricular coherency and a linkage in concepts and reading and writing practices across time for our students, that CPLT 2 does not; rather, CPLT 2 can tend to offer a sampling of literary readings across world literary traditions, and an introduction to the notion
of “world literature” (itself a problematic and much-debated concept), yet without introducing students to the depth and vibrancy of any one of those traditions in a meaningful way. We therefore have determined, as a collective to remove the CPLT 2 requirement and replace it with any lower-division, elective CPLT course, reflected here as “1 lower-division CPLT course.” It is our shared conviction that students will significantly benefit from this curricular change, because, rather than a more superficial reading of a number of texts across traditions, students will have the opportunity to study a single literary tradition or literary-comparative problem, theme, or field of texts in details. This will, in our shared view, expose students to a tradition or literary language which may not be their chosen area of focus for their major, and which will enrich their intellectual experience in the College for this reason; it will also provide a counterpoint, and an opening onto what is, for the student, a new literary tradition or theme, which they will not have studied before, and which will allow them to think about their chosen major in a new light. Finally, these courses will provide a bridge between CPLT 1 and students’ upper-division course work in their chosen areas of focus, and it will enable and support the shift in sensibility, reading style, and writing approach, required as students move from CPLT 1 to more sustained study at the upper-division level, all of which culminates in CPLT 193, where students produced a sustained piece of literary-critical writing in their chosen area of specialization under the guidance of department faculty. While the requirement “1 lower-division CPLT course” is listed in these terms for ease of recognition and application, we regularly offer a number of courses that fill this requirement, including: CPLT 23 (“Modern Japan and Personal Narrative”); CPLT 25 (“Introduction to Science Fiction”); CPLT 26 (“Introduction to Literature, Film, and Art by French and Francophone Women”); CPLT 27 (“Food and Film”); CPLT 28 (“Justice, Law, Violence”); CPLT 30 (“Introduction to Chinese Civilization”); CPLT 40 (“Literary response to Disaster and Repression”); CPLT 48 (“Chinese Cinema”); CPLT 62 (“Introduction to Southeast Asian Literature”); CPLT 63 (“Reading Southeast Asian Stories”); CPLT 70 (“Introduction to African Literature”); among others.

Approvals:
Approved by the faculty of the Department of Comparative Literature & Languages: November 23, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted:

Proposed Changes to Speculative Fiction and Cultures of Science Minor

PRESENT:

1. Requirements (24 units)
   a. Four (4) units from SFCS 001 or from the approved substitutes ENGL 146(E-Z)/MCS 146(E-Z) or ENGL 179C or ANTH 162.
   b. Sixteen (16) additional units, selected from the following groups. Students must take at least four (4) units from two of the three groups.
      GROUP ONE: Fine Arts; selected from CRWT 162; CRWT 172; MCS 146; MCS 133; MCS 151G; MCS 153 (E-Z); MCS 170; TFDP 166C.
      GROUP TWO: Humanities; selected from CPLT 118; CPAC 132; ENGL 179A; ENGL 179B; ENGL 179C; ENGL 179D; ENGL 179T; JPN 184; HIST 105; HIST 107; HISA 147; MCS 147; MCS 149; MCS 157; MCS 158; MCS 166; PHIL 137; PHIL 167.
      GROUP THREE: Social Sciences; selected from ANTH 144; ANTH 145; GSST 106; GSST 161; GSST 185; GSST 187; GSST 189.
   c. Four (4) units from SFCS 193 (senior seminar) or CPLT 193 or ENGL 189 or MCS 193 or PHIL 193

All students must take the introductory course (SFCS 001) and the senior seminar or approved equivalents listed above. There is no required order in which elective courses must be taken but credit in SFCS 001 is required for entry into SFCS 193.

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

PROPOSED:

1. Requirements (24 units)
   a. No change
   b. Sixteen (16) additional units, selected from the following groups. Students must take at least four (4) units from two of the three groups.
      GROUP ONE: Fine Arts; selected from CRWT 162; CRWT 172; MCS 146; MCS 133; MCS 151G; MCS 153 (E-Z); MCS 170; TFDP 166C.
      GROUP TWO: Humanities; selected from CPLT 118; CPAC 132; ENGL 179A; ENGL 179B; ENGL 179C; ENGL 179D; ENGL 179T; JPN 184; HIST 105; HIST 107; HISA 147; MCS 147; MCS 149; MCS 157; MCS 158; MCS 166; PHIL 137; PHIL 167.
      GROUP THREE: Social Sciences; selected from ANTH 144; ANTH 145; GSST 106; GSST 161; GSST 185; GSST 187; GSST 189.
   c. No change

Justification:

The Anthropology Department has renumbered ANTH 143 and 162 to 144F and 144E respectively. Thus, the minor in Speculative Fiction and Cultures of Science has had to update their requirements.
Approvals:
Approved by the faculty of the Minor in Speculative Fiction and Cultures of Science: November 20, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted:

Proposed Changes to Sustainability Studies Major

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lower-Division Requirement (4 courses, 14–16 units)</td>
<td>[no change]</td>
</tr>
<tr>
<td>a) GSST 001</td>
<td>[no change]</td>
</tr>
<tr>
<td>b) GSST 021</td>
<td>[no change]</td>
</tr>
<tr>
<td>c) Two courses from the following list of courses in natural, earth,</td>
<td>[no change]</td>
</tr>
<tr>
<td>and environmental sciences. (Cannot double count with the CHASS</td>
<td></td>
</tr>
<tr>
<td>math and science 20 unit requirement): BIOL 003, BIOL 005C, BIOL</td>
<td></td>
</tr>
<tr>
<td>040, BPSC 011, BPSC 021, ENTM 010, ENTM 020, ENTM 050/BPSC 050,</td>
<td></td>
</tr>
<tr>
<td>GEO 002, GEO 004, GEO 009, GEO 010, GEO 011, GEO 012, CEE 010</td>
<td></td>
</tr>
<tr>
<td>(2 units), ENGR 096/NASC 096/HASS 096, ENSC 001, ENSC 002, ENSC</td>
<td></td>
</tr>
<tr>
<td>006/ ECON 006, ME 004, PHYS 007, PHYS 010, PHYS 016, PHYS 024,</td>
<td></td>
</tr>
<tr>
<td>PHYS 037</td>
<td></td>
</tr>
<tr>
<td>2. Quantitative Method Requirement (one course, 4 units)</td>
<td>2. Quantitative Method</td>
</tr>
<tr>
<td>One of the following courses or sequences OR an additional science</td>
<td>Requirement (one course,</td>
</tr>
<tr>
<td>course with a lab: SOC 001/SOC 004/SOC 005, STAT 048, STAT 100A,</td>
<td>4 units)</td>
</tr>
<tr>
<td>PSYC 011, POSC 114, ECON 101, GEO 157</td>
<td></td>
</tr>
<tr>
<td>3. Upper-Division Requirements (9 courses, 36 units)</td>
<td>[no change]</td>
</tr>
<tr>
<td>a) GSST 100</td>
<td>[no change]</td>
</tr>
<tr>
<td>b) Two GSST courses, of which at least one is from the following</td>
<td>[no change]</td>
</tr>
<tr>
<td>courses on gender &amp; sustainability: GSST 131, GSST 161, GSST 171,</td>
<td></td>
</tr>
<tr>
<td>GSST 173, GSST 181, GSST 183</td>
<td></td>
</tr>
<tr>
<td>c) Four courses from any of the following lists. (Students may</td>
<td>[no change]</td>
</tr>
<tr>
<td>concentrate in one or two areas)</td>
<td></td>
</tr>
</tbody>
</table>
or take courses from all areas. Up to two courses for this requirement may be replaced by any of the following CNAS courses. Students are responsible for fulfilling the relevant prerequisites: BIOL 100/ENTM 100, BIOL 165/BPSC 165, ECON 143A/ENSC 143A, ENSC 101, ENSC 102, ENSC 141, ENSC 174, ENTM 124, ENTM 125, ENTM 126, GEO 160, GEO 161, GEO 167, GEO 169.)

(1) Environmental policy and politics: PBPL 129, POSC 106, POSC 127, POSC 137, POSC 139, POSC 160, POSC 180, POSC 189  
(2) Health & medicine: ANTH 143/GSST 185, ANTH 158, ANTH 160, ANTH 162, ANTH 166, ETST 116, HIST 107  
(3) Science, technology, and related topics: ANTH 110, ANTH 132, ANTH 140T, AST 107, ETST 183, HIST 105, HIST 106, HIST 109/ENGR 109, MCS 122, PHIL 117, RLST 164, SOC 137, SOC 161, SOC 184  
(4) Internship or Honors Thesis focusing on sustainability: GSST 195, GSST 198-I  
d) Capstone course sequence, required for all seniors: GSST 191A + GSST 191C  

Justification: ANTH renumbered courses. ANTH 143 is now ANTH 144F, ANTH 158 is now ANTH 144J, ANTH 160 is now ANTH 144M, ANTH 162 is now ANTH 144E, and ANTH 166 is now ANTH 144N.

The Economics/Administrative Studies major is being updated to reflect the renumbering of STAT 048 to STAT 008.

Approvals: Approved by the faculty of the Sustainability Studies program: January 6, 2021  
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021  
Approved by the Committee on Educational Policy: April 21, 2021
To be adopted:

Proposed Changes to BA Theatre, Film, and Digital Production Major

PRESENT:

The major requirements for the B.A. degree in Theatre, Film, and Digital Production are as follows:

Lower-division requirements (9 units)
1. TFDP 099
2. TFDP 020
3. Either TFDP 010, TFDP 021, TFDP 022, TFDP 050, TFDP 066, or TFDP 067

Track 1: Literature, History, Criticism and Dramaturgy

Upper-division requirements (40/44 units)
1. Literature, History, Criticism requirement
   a) Literature, History, and Criticism emphasis (12 units): TFDP 100, TFDP 120A, TFDP 120B
      1) Eight (8) additional units from TFDP 121, TFDP 122, TFDP 123, TFDP 124A, TFDP 124B, TFDP 125 (E-Z), TFDP 127, TFDP 191 (E-Z)
      b) Dramaturgy emphasis (12 units):
         TFDP 100, TFDP 120A, TFDP 120B
         1) Eight (8) additional units from TFDP 121, TFDP 122, TFDP 123, TFDP 124A, TFDP 124B, TFDP 125 (E-Z), TFDP 127, TFDP 191 (E-Z)
   3. Production requirement (8/12 units)
      a) Literature, History, and Criticism emphasis: Eight (8) units from TFDP 170, TFDP 171, TFDP 172, TFDP 173, TFDP 174, or TFDP 175

PROPOSED:

The major requirements for the B.A. degree in Theatre, Film, and Digital Production are as follows:

No change

No change
b) **Dramaturgy emphasis**: TFDP 174 (4 units) and eight (8) units from TFDP 170, TFDP 171, TFDP 172, TFDP 173, or TFDP 175

**Track 2: Writing for the Performing Arts**

**Upper-division requirements (44 units)**

1. **Literature, History, and Criticism (12 units)**
   a) TFDP 120A, TFDP 120B (8 units)
   b) Four (4) units from TFDP 122, TFDP 123, TFDP 124A, TFDP 124B, TFDP 125 (E-Z), TFDP 127, TFDP 191(E-Z)

2. **Writing for the Performing Arts**
   (24 units)
   a) TFDP 164A, TFDP 164B, TFDP 164C
   b) TFDP 166A, TFDP 166B, TFDP 166C

3. **Four (4) additional units from** TFDP 110A, TFDP 110B, TFDP 114, TFDP 115, TFDP 150A, TFDP 150B, TFDP 163, TFDP 167, TFDP 168, TFDP 198-I

4. **Production requirement**: Four (4) units from TFDP 170, TFDP 171, TFDP 172, TFDP 173, TFDP 174, or TFDP 175

**Track 3: Film Making**

**Upper-division requirements (40 units)**

1. **Film Making (16) units from** TFDP 154, TFDP 155, TFDP 156A, TFDP 156B, or TFDP 157

2. **Screenwriting (8) units from** TFDP 166A and TFDP 166B

3. **Four (4) units from** TFDP 101, TFDP 102, TFDP 109, TFDP 115, TFDP 150A, TFDP 150B, TFDP 163, TFDP 165A, TFDP 165B, TFDP 166C, TFDP 167, TFDP 168, TFDP 198-I

4. **Production requirement (12) units from** TFDP 170, TFDP 171, TFDP 172, TFDP 173, TFDP 174, or TFDP 175

**Track 4: Acting and Directing**

**Upper-division requirements (52 units)**

1. **Acting/Directing (20 units)**
   a) **Acting emphasis**: TFDP 109, TFDP 110A, TFDP 110B (12 units)
   1) **Eight (8) additional units from** TFDP 111A, TFDP 111B, TFDP 111C, TFDP 112 (E-Z), TFDP 113 (E-Z), TFDP 138
   b) **Directing emphasis**: TFDP 109, TFDP 109

**Track 4: Acting and Directing**

**Upper-division requirements (40-44 units)**

1. **Acting/Directing (16 units)**
   a) **Acting emphasis**: TFDP 109, TFDP 110A, TFDP 110B (12 units)
   1) **Four (4) additional units from** TFDP 111A, TFDP 111B, TFDP 111C, TFDP 111D, TFDP 112 (E-Z), TFDP 113 (E-Z), TFDP 138
   b) **Directing emphasis**: TFDP 109, TFDP 109
2. Literature History and Criticism (16 units)
   a) TFDP 100, TFDP 120A, TFDP 120B (12 units)
   b) Four (4) units from TFDP 121, TFDP 122, TFDP 123, TFDP 124A, TFDP 124B, TFDP 125 (E-Z), TFDP 115, TFDP 191 (E-Z)
4. Production requirement (12 units) from TFDP 170, TFDP 171, TFDP 172, TFDP 173, TFDP 174, or TFDP 175

Track 5: Production and Design
Upper-division requirements (44 units)
1. Production and Design (16 units)
   a) TFDP 101 (4 units)
   b) Twelve (12) units from TFDP 131, TFDP 132, TFDP 133, TFDP 135, TFDP 136, TFDP 142, TFDP 143, TFDP 144, TFDP 145, TFDP 149, TFDP 180 (E-Z)
2. Literature, History, and Criticism (12 units)
   a) TFDP 100 (4 units)
   b) Eight (8) units from TFDP 120A, TFDP 120B, TFDP 121, TFDP 122, TFDP 124A, TFDP 124B, TFDP 125 (E-Z), TFDP 191 (E-Z)
3. Four (4 units) from TFDP 109, TFDP 115, TFDP 150A, TFDP 150B, TFDP 163, TFDP 165A, TFDP 165B, TFDP 167, TFDP 168, TFDP 198-I
4. Production requirement (12 units) from TFDP 170, TFDP 171, TFDP 172, TFDP 173, TFDP 174, or TFDP 175

No change
**Justification:**
Justification for the ACTING/DIRECTING TRACK:
- in order to keep the Acting/Directing track (currently 52 units) in line with all the other TFDP tracks which are 44 units in the 2019-20 catalogue
- to add courses to the track that have been put on the books over the last two years as new departmental faculty have arrived
- to enable the students to graduate in a timely manner
- to begin to consolidate the directing aspect of the track in a more coherent manner
- to ease the production units (currently at something of a bottleneck with the rapid expansion of the department)
- to consolidate the Advisor's form which currently indicates 40-44 units, when in fact the units actually total 52

**Approvals:**
Approved by the faculty of the Department of Theatre, Film & Digital Production: July 28, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 15, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted:

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

**PRESENT:**

**Major**
The Department of Evolution, Ecology, and Organismal Biology offers B.A. and B.S. degrees in Biology. Both programs are based on the conviction that broad undergraduate training in biology, mathematics and the physical sciences, together with study in the humanities and social sciences, are fundamental to the education of a biologist. In addition to English composition, humanities, social sciences and the Life Sciences core curriculum (see below, Major Requirements), both degrees require 36 units of upper-division (numbered 100-199) biology courses. The degrees differ in the humanities and social sciences requirements; also 16 units of a foreign language are required for the B.A., whereas the B.S. requires 16 additional units in substantive courses in biology or related fields.

The research and teaching of the Department of Evolution, Ecology, and Organismal Biology includes different levels (e.g., molecules, cells, organisms, populations, communities) and processes (e.g., development, evolution) of biological organization. An overview is presented in the introductory courses (BIOL 005A, BIOL 05LA, BIOL 005B, and BIOL 005C), and emphasis is placed on the unifying principles of the discipline.

Because of the diversity within biology and the wide range of career options, much latitude is allowed in selecting upper-division biology courses for the 36 units required for the major. Each student can select courses and plan a program of study to meet her/his specific interests and career goals. For assistance with this, faculty advisors are available in The Department of Evolution, Ecology, and Organismal Biology. The section below, Programs of Specialization, is provided as a guide for course selection for

**PROPOSED:**

No Change
graduate schools, medical and health science professional schools and the broad range of careers that are possible with the Biology major.

The 36 upper-division units are selected from a list which includes courses offered by the Department of Evolution, Ecology, and Organismal Biology (BIOL 100-199) and a limited number of courses in Biochemistry (BCH), and Cell Biology and Neuroscience (CBNS). Qualified under-graduates (GPA 3.0 or above) may participate in graduate-level biology seminar courses with consent of the instructor, and up to 4 units (with letter grade) may be included in the major.

Those who choose to obtain a B.S. degree have as a college requirement an additional 16 units in upper-division biology courses and/or substantive courses in a field or fields related to the major. The purpose of this related area is to add strength and breadth to the major and to meet specific requirements for postgraduate study or a chosen career. The substantive courses in fields related to the major may be lower or upper division, but they usually have science or mathematics prerequisites (e.g., CBNS 120/PSYC 120, CHEM 005, STAT 100A, STAT 100B, MATH 009C).

The Thomas Haider Program at the UCR School of Medicine
Students in the Biology major and all others at UCR are eligible to complete admission requirements and apply for up to 24 positions reserved for UCR students in the UCR School of Medicine. Students eligible to apply to this unique pathway into the UCR medical school, called the Thomas Haider Program at the UCR School of Medicine, are those who attend UCR for at least six consecutive quarters and complete their bachelor’s degree at UCR. Information on this program and general admission to the UCR medical school is provided at medschool.ucr.edu, in the school’s section of this catalog, in the medical school Student Affairs Office (1682A School of Medicine Education Building, (951) 827-4334), and at orientation meetings held at UCR.

University Requirements

No Change
See Undergraduate Studies section.

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

**Major Requirements**

Some of the following requirements for the major in Biology may also fulfill the College’s breadth requirements. Consult with an academic advisor for course planning.

1. Life Sciences core curriculum (68-72 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 and 08LA or CHEM 08HA and CHEM 08HLA, CHEM 008B and CHEM 08LB or CHEM 08HB and CHEM 08HLC, CHEM 008C and CHEM 08LC or CHEM 08HC and CHEM 08HLC
   d) MATH 007A or MATH 009A, MATH 007B or MATH 009B
   e) PHYS 002A or PHYS 002HA, PHYS 002B or PHYS 002HB, PHYS 002C or PHYS 002HC, PHYS 02LA or PHYS 02HLA, PHYS 02LB or PHYS 02HLC, PHYS 02LC or PHYS 02HLC
   f) STAT 100A
   g) BCH 100 or BCH 110A or BCH 110HA

The core curriculum must be completed with a grade point average of 2.0 or better and no grade lower than “C-.” If a grade of D or F is received in two core curriculum courses, either in separate courses or repetitions of the same course, the student will not be permitted to continue in the major.

2. Upper-division requirements (36 units)
   No Change
a) BIOL 102

b) Thirty-two (32) additional Biology units to be taken in consultation with a faculty advisor

3. Other requirements

For the Bachelor of Arts only (0-16 units): The foreign language requirement may be fulfilled by completing level four or the demonstration of equivalent proficiency in one foreign language.

For the Bachelor of Science only (16 units): An additional 16 units in upper-division biology courses and/or substantive courses in a field or fields related to the major. A list of acceptable courses is available in the CNAS Academic Advising Center.

Programs of Specialization

The Life Sciences core curriculum (item 1 above) fulfills many of the requirements for admission to graduate schools in biology or professional schools in the medical and health science fields. In addition to Introductory Genetics (BIOL 102, 4 units), a wide choice is available for the remaining 32 upper-division units required for the Biology major (item 2.b) above) and the 16 additional units related to the field of the major (B.S. degree, item 3 above). Each student selects upper-division and related courses depending on the type of school and career chosen (e.g., education, medicine, pharmacy, dentistry, optometry, veterinary medicine, nursing, physical therapy, public health, graduate school in one of the fields below).

In planning an academic program to prepare for teaching or one of the medical fields, present and prospective Biology majors are referred to relevant topics in the Biological Sciences section of this catalog. That section has information for those planning to attend graduate school in education to obtain a teaching credential (subsection, Teaching Credential) and/or a master’s or Ph.D. degree in education (subsection, Preparation for Graduate School). Also included are guidelines to help students select courses to
prepare for admission to professional schools in
the medical field (subsections, Medical Biology,
Suggestions for Elective Units for Medical/Health
Professions, Admission Requirements for Medical
and Health Professional Schools). Additional
information about required course work and
admission tests (MCAT, OAT, VCAT, PCAT,
GRE) can be obtained from (Career Center) and
the Health Professions Advising Center (visit
Career Center Plaza or hpac.ucr.edu).

Suggested courses of study are provided
below for those interested in various biological
fields. These programs meet most of the
requirements for admission to corresponding
graduate schools for those students who wish
to pursue a master’s and/or Ph.D. degree. The
faculty advisor assists in selecting combinations
of courses appropriate for advanced study
in the fields below and others. Students
considering graduate study are encouraged to
do undergraduate research and take courses in
computer science and statistics.

In some cases, a course of study differing
substantially from the examples given below
will best meet the needs of the student. In con-
sultation with a faculty advisor, a student may
prepare a program in some other biological
specialization such as animal behavior, evolution/development or developmental biology.

**Cell and Molecular Biology**
BIOL 102, BIOL 105, BIOL 107A, BIOL 107B,
BIOL 109 or BIOL 153/BCH 153/BPSC 153,
CBNS 101 or BIOL 113 and BIOL 114, BIOL
119, BIOL 121/MCBL 121, BIOL 121L/MCBL
121L, BIOL 122/MCBL 122, BIOL 123/MCBL
123/PLPA 123, BIOL 124/MCBL 124, BIOL
128/CBNS 128, BIOL 155/BPSC 155, BIOL 168,
BCH 100 or the BCH 110A/BCH 110HA, BCH
110B/BCH 110HB, and BCH 110C/BCH 110HC
sequence, BCH 102, CBNS 108, CBNS
150/ENTX 150, CHEM 005, CHEM 109, STAT
100A and STAT 100B

**Ecology and Population Biology**
BIOL 102, BIOL 104/BPSC 104, BIOL 105,
BIOL 108, BIOL 116, BIOL 116L, BIOL 117,
BIOL 160, BIOL 160L, BIOL 174, either BIOL

**Cell and Molecular Biology**
BIOL 102, BIOL 105, BIOL 107A, BIOL 107B,
BIOL 109 or BIOL 153/BCH 153/BPSC 153,
CBNS 101 or BIOL 113 and BIOL 114, BIOL
119, BIOL 121/MCBL 121, BIOL 121L/MCBL
121L, BIOL 122/MCBL 122, BIOL 123/MCBL
123/PLPA 123, BIOL 124/MCBL 124, BIOL
128/CBNS 128, BIOL 155/BPSC 155, BIOL 168,
BCH 100 or the BCH 110A/BCH 110HA, BCH
110B/BCH 110HB, and BCH 110C/BCH 110HC
sequence, BCH 102, CBNS 108, CBNS
150/ENTX 150, CHEM 005, CHEM 109, STAT
011

**Ecology and Population Biology**
BIOL 102, BIOL 104/BPSC 104, BIOL 105,
BIOL 108, BIOL 116, BIOL 116L, BIOL 117,
BIOL 160, BIOL 160L, BIOL 174, either BIOL
175 or BIOL 143/BPSC 143, the MATH 007A or MATH 009A, MATH 007B or MATH 009B, and MATH 009C sequence, STAT 100A and STAT 100B.

Also recommended: BIOL 151, BIOL 161A, BIOL 163, BPSC 146, MATH 046, BIOL 165/BPSC 165, BIOL 166

Molecular Genetics

No Change

Zoology and Physiology
BIOL 100/ENTM 100, BIOL 102, BIOL 105, CBNS 101 or BIOL 113 and BIOL 114, BIOL 151, BIOL 152/GEO 152, BIOL 157, BIOL 159, BIOL 160, BIOL 160L, BIOL 161A, BIOL 161B, BIOL 162/ENTM 162, BIOL 168, BIOL 171, BIOL 171L, BIOL 173/ENTM 173, BIOL 174, BIOL 175, BIOL 178, BCH 100, CBNS 106, CBNS 108, CBNS 116, CBNS 169. Students are also encouraged to take laboratory courses (e.g., BCH 102). Also recommended: a course in ecology (e.g., BIOL 116, BIOL 116L), STAT 100A and STAT 100B

Zoology and Physiology
BIOL 100/ENTM 100, BIOL 102, BIOL 105, CBNS 101 or BIOL 113 and BIOL 114, BIOL 151, BIOL 152/GEO 152, BIOL 157, BIOL 159, BIOL 160, BIOL 160L, BIOL 161A, BIOL 161B, BIOL 162/ENTM 162, BIOL 168, BIOL 171, BIOL 171L, BIOL 173/ENTM 173, BIOL 174, BIOL 175, BIOL 178, BCH 100, CBNS 106, CBNS 108, CBNS 116, CBNS 169. Students are also encouraged to take laboratory courses (e.g., BCH 102). Also recommended: a course in ecology (e.g., BIOL 116, BIOL 116L), STAT 100A and STAT 100B

Justification:
Program updated to reflect new STAT course renumbering of STAT 100A and STAT 100B to lower division status as STAT 010 and STAT 011. AP Statistics can now count in lieu of STAT 010.

Approvals:
Approved by the faculty of the Department of Biology: April 20, 2021
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: April 27, 2021
Approved by the Committee on Educational Policy: April 29, 2021

187
EXECUTIVE COMMITTEE  
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCE  
REPORT TO THE RIVERSIDE DIVISION  
MAY 25, 2021

To be adopted:

Proposed Changes to Chemistry BS with Chemical Physics and Environmental Chemistry Options

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Requirements</td>
<td>No Change</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>No Change</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td></td>
</tr>
<tr>
<td>Chemical Physics Option</td>
<td></td>
</tr>
<tr>
<td>Lower Division Requirements (79-80 units)</td>
<td>Lower Division Requirements (74-75 units)</td>
</tr>
<tr>
<td>a) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC (or CHEM 01HA and CHEM 01HLA, CHEM 01HB and CHEM 01HLB, CHEM 01HC and CHEM 01HLC), CHEM 008A and CHEM 008B and CHEM 008C and CHEM 008LC (or CHEM 008HA and CHEM 008HLA, CHEM 008HB and CHEM 008HLB, CHEM 008HC and CHEM 008HLC)</td>
<td>a) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC (or CHEM 01HA and CHEM 01HLA, CHEM 01HB and CHEM 01HLB, CHEM 01HC and CHEM 01HLC), CHEM 008A and CHEM 008B and CHEM 008C and CHEM 008LC (or CHEM 008HA and CHEM 008HLA, CHEM 008HB and CHEM 008HLB, CHEM 008HC and CHEM 008HLC)</td>
</tr>
<tr>
<td>b) MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046</td>
<td>b) No Change</td>
</tr>
<tr>
<td>c) PHYS 041A, PHYS 041B, PHYS 041C or PHYS 040A, PHYS 040B, PHYS 040C, and PHYS 041C</td>
<td>c) No Change</td>
</tr>
<tr>
<td>Upper Division Requirements (59 units)</td>
<td>Upper Division Requirements (45 units)</td>
</tr>
<tr>
<td>A minimum grade of “C-“ for any upper-division course used to fulfill the requirements for the Chemical Physics option.</td>
<td>A minimum grade of “C-“ for any upper-division course used to fulfill the requirements for the Chemical Physics option.</td>
</tr>
<tr>
<td>a) CHEM 110A, CHEM 110B, CHEM 111, CHEM 113, CHEM 114, CHEM 150A, CHEM 150B, CHEM 191</td>
<td>a) CHEM 110A, CHEM 110B, CHEM 111, CHEM 113, CHEM 114, CHEM 150A, CHEM 150B, CHEM 191</td>
</tr>
</tbody>
</table>
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**

b) **Sixteen (16) units of upper-division course work in Mathematics or Physics (110 or above excluding 190 series)**

c) **CHEM 197 or CHEM 199, with an emphasis on physical chemistry research (4 units). 4 additional units of CHEM 197 or 199 can be used to replace the CHEM 114 requirement, subject to advisor approval.**
Environmental Chemistry Option

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 01HLC, 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 040A, PHYS 040B, PHYS 040C

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

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

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)

Upper Division Requirements (71 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 125W, CHEM 135/ENSC 135/ENTX 135, CHEM 136/ENSC 136/ENTX 136/SWSC 136, CHEM 114 or CHEM 140, CHEM 150A, CHEM 191

b) No Change

c) No Change

d) Two additional courses from CHEM 113, CHEM 150B, CHEM 166, 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)
**Justification:**

The Chemical Physics option is currently non-viable, as ~1 student takes this option every 3 years. This is due to a variety of factors, and the original concept for this class has not changed as the Physics major has updated their curriculum. Hence, the degree unit requirements are far too stringent, reducing (even eliminating) student interest. The proposed changes (removing the CHEM 005 (quantitative analysis) requirement, replacing the abstract “9 units of upper division physical chemistry” with a more focused requirement for 4 units physical chemistry research, removing the CHEM 150B (advanced inorganic chemistry) requirement and lowering the number of upper division Math/Physics classes required) will bring the unit requirements (119 proposed, from the current 139) into line with the BS in Chemistry (115 units). This will make this option more palatable without removing its rigor or focus on Chemical Physics.

Similarly, the Environmental Chemistry option requires the Chemistry, Biology, Physics and Math lower division cores, which makes the degree path untenable. As no upper division course in this major requires BIOL 005, it can be removed as a requirement (obviously students can still take the courses if they wish). In addition, non-Environmentally focused classes CHEM 166 and CHEM 113 have been reclassified as options rather than requirements, to bring the overall number of units (120 proposed, from the current 142) more in line with the Chemistry BS (115 units). This will make this option more palatable without removing its rigor or focus on Environmental Chemistry.

**Approvals:**

Approved by the faculty of the Department of Chemistry: November 3, 2020

Approved by the Executive Committee of the College of CNAS: December 8, 2020

Approved by the Committee on Educational Policy: April 5, 2021
EXECUTIVE COMMITTEE
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 25, 2021

To be adopted:

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

PRESENT:  
PROPOSED:

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)  
1. Life Sciences core curriculum (72-76 units)

a) BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, BIOL 005C  
a) No Change

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  
b) No Change

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  
c) No Change

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  
d) No Change
c) MATH 007A or MATH 009A or MATH 09HA, MATH 007B or MATH 009B or MATH 09HB

e) No Change

f) STAT 100A

f) STAT 010

g) BCH 100, or BCH 110A and BCH 110B, or BCH110HA and BCH110HB

g) No Change

Students must complete all required 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 or BCH 110C or BCH 110HC, CBNS 101, CBNS 108.

b) Major electives (24 units from the following):

Cellular emphasis. At least one of the following is required: BCH 180G; BIOL 121/MCBL 121, BIOL 128/CBNS 128; BPSC 135; CBNS 106; CBNS 120/ PSYC 120; CBNS 165.

Molecular emphasis. At least one of the following is required: BPSC 109/ CBNS 109; BCH 180E; BIOL 107B; BIOL 119; BIOL124/MCBL 124; BIOL 155/BPSC 155; CBNS 150/ENTX 150.

Developmental emphasis. At least one of the following is required: BCH 183/BPSC 183; BIOL 123/MCBL 123; BIOL 132/BPSC 132; BIOL 115; 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 BIEN 155; BIOL 118; BIOL 121L/MCBL 121L; BIOL 104/BPSC 104; BIOL 132/BPSC 132; 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, MCBL199, 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 24 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-I 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, 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).

Sample Program Outlines

1. Bachelor of Science Degree (Disciplinary track)
The sample program for B.S. students provides a solid science background for students interested in research or teaching careers in biomedical science. Undergraduate laboratory research is strongly recommended as an important element in the program.

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>NASC 093</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 001A, 001B</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHEM 001A, 001B 001C, 01LA, 01B, 01C</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 005A, BIOL 05LA or 020, BIOL 005B</td>
<td>5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 007A or MATH 009A, MATH 007B or MATH 009B</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>15</strong></td>
<td><strong>14</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 002A, 002B, 002C, 02LA, 02LB, 02LC</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 005C, BIOL 102</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHEM 008A, 008B, 008C, 008LA, 008LB, 008LC</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Human/Soc. Sci Elect.</td>
<td>2</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>15</strong></td>
<td><strong>17</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 107A</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBNS 101</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAT 100A</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BCH 100</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Program Outlines

1. Bachelor of Science Degree (Disciplinary track)
The sample program for B.S. students provides a solid science background for students interested in research or teaching careers in biomedical science. Undergraduate laboratory research is strongly recommended as an important element in the program.

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>NASC 093</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 001A, 001B</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHEM 001A, 001B 001C, 01LA, 01B, 01C</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 005A, BIOL 05LA or 020, BIOL 005B</td>
<td>5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 007A or MATH 009A, MATH 007B or MATH 009B</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>15</strong></td>
<td><strong>14</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 002A, 002B, 002C, 02LA, 02LB, 02LC</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 005C, BIOL 102</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHEM 008A, 008B, 008C, 008LA, 008LB, 008LC</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Human/Soc. Sci Elect.</td>
<td>2</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>15</strong></td>
<td><strong>17</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 107A</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBNS 101</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAT 010</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BCH 100</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Bachelor of Science Degree (Health Science track)

The sample program for B.S. students with a professional emphasis provides a very strong science background, with recommended elective course choices emphasizing biomedical pertinence. Additionally, a foreign language is recommended, as well as Community Service (for course credit). Further breadth may be developed by electing Humanities and Social Science course options within the major depth requirement.

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>NASC 093</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 001A, 001B</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHEM 001A, 001B</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>001C, 01A, 01B, 01C</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 005A, BIOL 05LA or 020, BIOL 005B</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 007A or MATH 009A, MATH 007B or MATH 009B</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td>15</td>
<td>14</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 002A, 002B, 002C, 02LA, 02LB, 02LC</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 005C, BIOL 102</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td>15</td>
<td>14</td>
<td>13</td>
</tr>
</tbody>
</table>
3. Bachelor of Arts Degree (Disciplinary or Health Science tracks)
The sample program for B.A. students provides a broad-based education that builds on the strong foundation in science, with emphasis in humanities, social sciences, and foreign language.

Freshman Year  Fall  Winter  Spring
NASC 093 2
ENGL 001A, 001B 4 4
CHEM 001A, 001B
001C, 01A, 01B, 01C 5 5 5
BIOL 005A, BIOL 05LA
or 020, BIOL 005B 5 4

3. Bachelor of Arts Degree (Disciplinary or Health Science tracks)
The sample program for B.A. students provides a broad-based education that builds on the strong foundation in science, with emphasis in humanities, social sciences, and foreign language.

Freshman Year  Fall  Winter  Spring
NASC 093 2
ENGL 001A, 001B 4 4
CHEM 001A, 001B
001C, 01A, 01B, 01C 5 5 5
BIOL 005A, BIOL 05LA
or 020, BIOL 005B 5 4
### Justification:

1. The rationale for the change is the Statistics department is going through a course renumbering to better reflect the course level (lower/upper division), as well as the true sequencing of courses. STAT 100A will be renumbered to be STAT 010.

2. MCBL is creating a new course that is equivalent to the MCBL/BIOL 121L that appears in the UG CMDB program, it is MCBL 121LS. All mentioning of 'MCBL 121L' needs to be updated to 'MCBL 121L or MCBL 121LS'.
Approvals:
Approved by the faculty of the Department of Molecular, Cell and Systems Biology: November 2, 2020
Approved by the CNAS Executive Committee: November 17, 2020, February 9, 2021
Approved by the Committee on Educational Policy: April 22, 2021
To be adopted: Proposed changes to the Earth Science major.

**Earth Sciences Major**

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 GEO122.

The department offers four concentrations to majors in Earth Sciences: Geosystems, Climate Change, Geophysics, and Geobiology. All students majoring in Earth Sciences are normally required to take the core curriculum.

**Geosystems, Climate Change, Geobiology, and Geophysics Concentrations**

**Core Requirements (61-66 units)**

1. **Lower division core requirements (48-53 units)**
   
   a) GEO 001
   
   b) GEO 002 or GEO 009 or GEO 011
   
   c) GEO 003/BIOL 010
   
   d) GEO 004 or GEO 007 or GEO 008 or GEO 010 or GEO 012 or GEO 080
   
   e) BIOL 005A and BIOL 005LA or BIOL 020
   
   f) Either CHEM 001A and CHEM 01LA or CHEM 01HA and CHEM 1HLA, either CHEM 001B and CHEM 01LB or CHEM 01HB and CHEM 01HLB
   
   g) MATH 007A or MATH 009A, MATH 007B or MATH 009B, MATH 046
   
   h) Either PHYS 040A, PHYS 040B or PHYS 002A and PHYS 002LA, PHYS 002B

No Change

No Change

No Change

No Change

No Change

No Change

No Change

No Change

No Change

No Change
and PHYS 002LB. 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

Geosystems Concentration

1. Upper division requirements (35–44 units)

a) GEO 101A, GEO 101B, GEO 118

b) Three of GEO 100, GEO 116, GEO 122, GEO 132, GEO 151, GEO 152, GEO 162

c) Three of GEO 100, GEO 116, GEO 122, GEO 132, GEO 136, GEO 137, GEO 138, GEO 140, GEO 144, GEO 145, GEO 147, GEO 151, GEO 152, GEO 160, GEO 161, GEO 162, GEO 169, GEO 180, GEO 181, STAT 100A, STAT 100B

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 (32–36 units)

a) GEO 160, GEO 161

b) Three of GEO 136, GEO 137, GEO 162, ENSC 102

c) Three of GEO 100, GEO 101A and GEO 101B, 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 162, GEO 201
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 of GEO 100, GEO 101A and GEO 101B, GEO 116, GEO 118, GEO 122, GEO 132, GEO 136, GEO 137, GEO 140, GEO 144, GEO 145, GEO 147, GEO 160, GEO 161, GEO 162, GEO 169, GEO 180, GEO 181, 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 (33–38 units)
   a) GEO 140, GEO 145
   b) Three of GEO 116, GEO 118, GEO 144, GEO 147

No Change
a) No Change

Upper division requirements (34–38 units)

2. Upper division requirements (32–37 units)
   a) No Change
   b) No Change
   c) Three of GEO 100, GEO 116, GEO 118, GEO 122, GEO 132, GEO 136, GEO 137, GEO 140, GEO 144, GEO 145, GEO 147, GEO 160, GEO 161, GEO 162, GEO 169, GEO 180, GEO 181, STAT 155

or

GEO 101A and GEO 101B, and two of GEO 100, 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 162, GEO 169, GEO 180, GEO 181, STAT 155
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

or

GEO 101A and GEO 101B, and two of GEO 100, 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 155

**Justification:**

The Statistics Department has decided to renumber the following courses to lower division: STAT 100A to STAT 010 and STAT 100B to STAT 011. We therefore retain and/or substitute STAT 155 as the only optional upper division course in our requirements.

GEO 101A and GEO 101B were two 3-unit classes proposed to replace an older 5-unit class, GEO 101, and either 3-unit class on its own is not sufficient as a replacement for that older class in terms of the material covered. We adopt the wording above to maintain that equivalency.

We re-checked the unit counts to account for the GEO 101A/B changes, and additionally found that some optional 5-unit classes were double counted as electives for some concentrations.

**Approvals:**

Approved by the faculty of the Department of Earth and Planetary Sciences: October 21, 2020

Approved by the Executive Committee of the College of Natural and Agricultural Sciences: January 5, 2021

Approved by the Committee on Educational Policy: April 5, 2021
To be adopted: Proposed changes to the change of major and continuation criteria for the Earth Science and Geology majors.

<table>
<thead>
<tr>
<th>Change of Major and Continuation Criteria</th>
<th>Change of Major and Continuation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students wishing to change into or continue in the Earth Sciences major must be in good academic standing and show potential to graduate without exceeding 216 units.</td>
<td>No Change</td>
</tr>
<tr>
<td>Freshmen (2nd and 3rd quarter) must demonstrate progress in basic sciences and aptitude for Earth and Planetary Sciences by satisfying the following three criteria by Spring Quarter or Summer Session:</td>
<td>No Change</td>
</tr>
<tr>
<td>• MATH 007B or MATH 009B eligible (e.g. completion of MATH 007A or MATH 009A with grades of C- or better)</td>
<td>No Change</td>
</tr>
<tr>
<td>• CHEM 01B eligible (e.g. completion of CHEM 01A with a grade of C- or better)</td>
<td>No Change</td>
</tr>
<tr>
<td>• One of GEO 001, GEO 002 or GEO 009 or GEO 011, or GEO 003 completed with a grade of C- or better</td>
<td>No Change</td>
</tr>
<tr>
<td>Sophomores (up to 89.9 cumulative units) sciences and aptitude for geology by satisfying the following three criteria by Spring Quarter or Summer Session:</td>
<td>No Change</td>
</tr>
<tr>
<td>• CHEM 001B completed with passing Grades</td>
<td>No Change</td>
</tr>
<tr>
<td>• MATH 009C or MATH 046 eligible (e.g. MATH 007B or MATH 009B with grade of C- or better)</td>
<td>No Change</td>
</tr>
<tr>
<td>• Two of GEO 001, GEO 002 or GEO 009 Or</td>
<td>No Change</td>
</tr>
</tbody>
</table>
• GEO 011, or GEO 003 completed with no grade below C- after repeats

Juniors (90 – 134.9 units) must demonstrate near completion of basic sciences and aptitude for upper-division Earth Sciences by satisfying the following three criteria by Spring Quarter or Summer Session:

• CHEM 001B and MATH 009C or MATH 046 completed with passing grades

• PHYS 040B or PHYS 002B and PHYS 002LB eligible (i.e. completion of one quarter of college physics with C- or better)

• GEO 001, GEO 002 or GEO 009 or GEO 011, GEO 003, GEO 111, and GEO 115 or GEO 157 (and all prerequisites) completed with no grade below C- after repeats

Seniors (135+ units): must have completed all but 1 course of the Earth Sciences core requirements by Spring Quarter or Summer Session, as follows:

• CHEM 001B, MATH 009C or MATH 046, PHYS 040B or PHYS 002B and PHYS 02LB completed with passing grades.

• BIOL 002 or BIOL 005A and BIOL 05LA or BIOL 020, and STAT 100A or STAT 155 completed with passing grades.

• GEO 001, GEO 002 or GEO 009 or GEO 011, GEO 003, GEO 004 or GEO 007 or GEO 008 or GEO 010 or GEO 012, GEO 111, GEO 115, and GEO 157 (and all prerequisites) completed with no grade below C- after repeats.

Students wishing to change into or continue in the Geology major must be in good academic standing and show potential to graduate without exceeding 216 units.

Freshmen (2nd and 3rd quarter) must demonstrate progress in basic sciences and aptitude for geology by satisfying the following three criteria by Spring Quarter or Summer Session
Session:

- MATH 009B eligible (e.g. completion of MATH 007A or MATH 009A with grades of C- or better)  No Change
- CHEM 001B eligible (e.g. completion of CHEM 01A with a grade of C- or better)  No Change
- One of GEO 001, GEO 002, or GEO 003 completed with a grade of C- or better  No Change

**Sophomores (up to 89.9 cumulative units)**

must demonstrate sustained progress in basic sciences and aptitude for geology by satisfying the following three criteria by Spring Quarter or Summer Session:

- CHEM 001B completed with passing grades  No Change
- MATH 009C or MATH 046 eligible (e.g. MATH 007B or MATH 009B with grade of C- or better)  No Change
- Two of GEO 001, GEO 002, or GEO 003 completed with no grade below C- after repeats  No Change

**Juniors (90 – 134.9 units)**

must demonstrate near completion of basic sciences and aptitude for upper-division geology by satisfying the following three criteria by Spring Quarter or Summer Session:

- CHEM 001B and MATH 009C or MATH 046 completed with passing grades  No Change
- PHYS 040B or PHYS 002B and PHYS 002LB eligible (i.e. completion of one quarter of college physics with C- or better)  No Change
- GEO 002, GEO 003, GEO 111, GEO 115 or GEO 122 (and all prerequisites) completed with no grade below C- after repeats  No Change

**Seniors (135+ units):**

must have completed all but 1 course of the geology core requirements by Spring Quarter or Summer Session, as follows:

- CHEM 001B, MATH 009C or MATH 046  No Change
and PHYS 040B or PHYS 002B and PHYS 02LB completed with passing grades.

- BIOL 002 or BIOL 005A and BIOL 05LA or BIOL 020, and STAT 100A or STAT 155 completed with passing grades.

- GEO 001, GEO 002, GEO 003, GEO 111, GEO 115, GEO 116 and GEO 122 and GEO 101 or GEO 118 (and all prerequisites) completed with no grade below C- after repeats.

Justification:

The statistics department has renumbered STAT 100A to a lower division class, STAT 010, and this has been removed from the upper division elective class lists in Earth Sciences and Geology, and we remove it here from our change of major criteria as well.

We have chosen to remove STAT 155 from our change of major requirements, as it is an elective class – students are not required to take it to graduate in Earth Sciences or Geology, so it should not be required to transfer into either major.

Approvals:

- Approved by the faculty of the Department of Earth and Planetary Sciences: October 21, 2020
- Approved by the Executive Committee of the College of Natural and Agricultural Sciences: December 8, 2020
- Approved by the Committee on Educational Policy: April 29, 2021
To be adopted:

Proposed Changes to the B.A. and B.S. in Environmental Sciences

PRESENT:  PROPOSED:

Major Requirements

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 CHEM 01HB, CHEM 001C or CHEM 01HC; BIOL 005A; BIOL 005B; BIOL 05LA or BIOL 0502; 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 (>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 (>135 units).

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

[no change]
1. Lower-division requirements (77 or 78 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 08HA and CHEM 08HLA; CHEM 008B and CHEM 08LB or CHEM 08HB and CHEM 08HLB
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 (18 units):

a) ENSC 100, ENSC 101, ENSC 102, ENSC 191
b) STAT 100A
c) ENSC 110 or 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 20 units of electives from the following list, with a minimum of 16 units from Environmental Sciences or Environmental Toxicology:

ENTX 101, ENTX 154, ENSC 103/ENTX 103, ENSC 104, ENSC 105, ENSC 107, ENSC 110, ENSC 120/NEM 120, ENSC 127, ENSC 130, ENSC 133/MCBL 133, ENSC 134/BPSC 134, ENSC135/CHEM 135/ENTX 135, ENSC 136/CHEM136, ENSC 138/GEO 138, ENSC 139/GEO 139, ENSC 140, ENSC 144/ENVE 144, ENSC 153, ENSC 163, ENSC 165, ENSC 172, ENSC 174, ENSC 175, ENSC 177, ENSC 197, ENSC 198-I, BCH 100 or both BCH 110A or BCH 110HA and BCH 110B or BCH 110HB; BCI 110C or BCH 110HC or BIOL 107A; BIOL 102 or BIOL 121/MCBL 121; BIOL 116, BIOL 121L/MCBL 121L, BPSC 104/BPSC 104, BPSC 146, BPSC 165, BPSC 166, CBNS 150/ENTX 150, CHEM 109, GEO 157, GEO 160

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/ BPSC134, ENSC 138/GEO 138, ENSC 139/GEO 139, ENSC 144, ENSC 175, ENSC 177, BPSC 146

**Hydrologic 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 120, ENSC 127, ENSC 133/MCBL 133, ENSC 134/ BPSC134, ENSC 138/GEO 138, ENSC 139/GEO 139, ENSC 144, ENSC 175, ENSC 177, BPSC 146

**Soil Sciences:**
Recommended to meet lower-division electives:
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/CHEM136, 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, ENSC135/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: ENTX 101 required + at least 3 electives from ENSC or ENTX: ENSC 103/ENTX 103, 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

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: ENTX 101 required + at least 3 electives from ENSC or ENTX: ENSC 103/ENTX 103, 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 144, ENSC 153, ENSC 172, ENSC 174, ENSC 175, ENSC 177

Justification:
As STAT 100A and STAT 100B are converted to lower division courses, we have removed the requirement for STAT100B as the content of STAT100B/011 is not adequate for our major. As a result, ENSC 110 is the only upper division statistics course that is added to our upper division requirement, making the total number of upper division requirement for our major to 5 courses. The number of required units and list of electives are updated accordingly to reflect these changes. (Faculty vote results on requiring ENSC 110, 10/20/2020: 12 Yes, 2 No, 3 unavailable.)
Approvals:
Approved by the faculty of the Department of Environmental Science: October 20, 2020
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: February 9, 2021
Approved by the Committee on Educational Policy: April 23, 2021
To be adopted:

Proposed changes to the Transfer Selection Criteria for the B.A and the B.S. in Entomology

<table>
<thead>
<tr>
<th>Transfer Selection Criteria</th>
<th>Transfer Selection Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants to majors in the College of Natural and Agricultural Sciences are selected on the basis of academic preparation, as assessed by their GPA and the strength of preparation for the intended major. A GPA of at least 2.70 is required. (This is a baseline GPA for consideration and not a guarantee of admission.) The GPA cutoff for Transfer admissions will be set each year by the appropriate Divisional Dean in consultation with the Executive Committee and the Chairs, and may differ by program depending on Transfer enrollment capacity.</td>
<td>No Change</td>
</tr>
<tr>
<td>In addition, applicants will need to complete college courses comparable to at least two of the following UCR year-long sequences in order to meet selection criteria for this major. Courses must be completed with “C” grades or better:</td>
<td>No Change</td>
</tr>
<tr>
<td>MATH 007A or MATH 009A and MATH 007B or MATH 009B (mandatory)</td>
<td>No Change</td>
</tr>
<tr>
<td>And at least one sequence from:</td>
<td>No Change</td>
</tr>
<tr>
<td>1. BIOL 005A, BIOL 05LA or BIOL 020 and BIOL 005B (and BIOL 005C, if articulated)</td>
<td>1. No Change</td>
</tr>
<tr>
<td>2. CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, and CHEM 01LC</td>
<td>2. No Change</td>
</tr>
<tr>
<td>3. Organic chemistry (one-year lower-division), each course completed with a grade of “B” or better</td>
<td>3. Organic chemistry (one-year lower-division), each course completed with a grade of “C” or better</td>
</tr>
<tr>
<td>4. PHYS 002A, PHYS 02LA, PHYS 002B, PHYS 02LB PHYS 002C, PHYS 02LC</td>
<td>4. No Change</td>
</tr>
</tbody>
</table>
5. PHYS 040A, PHYS 040B, and PHYS 040C
6. MATH 009C, MATH 010A, MATH 010B, and MATH 046

Courses must be completed with a letter grade, with no grade lower than a “C.”
Students should visit assist.org for updated and comprehensive major preparation requirements.

**Justification:**

The Department of Entomology has approved lowering the requirement for transfer students from B to C for OCHEM, since both community college and UCR OCHEM requirements are now lower division and therefore comparable courses. Historically, UCR's OCHEM requirement was the upper division 112 series but is now CHEM 8.

**Approvals:**
Approved by the faculty of the Department of Entomology: January 15, 2021
Approved by the CNAS Executive Committee: January 19, 2021
Reviewed by the Committee on Undergraduate Admissions: February 26, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted:

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

PRESENT:

Major Requirements
The major requirements for both the B.A. and the B.S. degrees in Entomology are as follows:

1. Lower-division requirements (59 units)
   a) BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, BIOL 005C
   b) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 02LA, PHYS 02LB, PHYS 02LC
   c) MATH 007A or MATH 009A, MATH 007B or MATH 009B
   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.
   e) STAT 010

2. Upper-division requirements (51 units)
   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
   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

PROPOSED:

No Change

1. Lower-division requirements (64 units)
   a) No Change
   b) No Change
   c) No Change
d) No Change
e) STAT 010

2. Upper-division requirements (46 units)
   a) No Change
   b) No Change
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.

Sample Program

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 005A, BIOL 05LA or BIOL 020; BIOL 005B</td>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC</td>
<td>4,1</td>
<td>4,1</td>
<td>4,1</td>
</tr>
<tr>
<td>ENGL 001A, ENGL 001B,</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 007A or MATH 009A, MATH 007B or MATH 009B</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Humanities/Social Sciences</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td>17</td>
<td>17</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 005C</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology/Entomology Electives</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHEM 008A and 008LA, CHEM 008B and 008LB, CHEM 008C and 008LC</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>PHYS 02A, PHYS 02LA, PHYS 02B, PHYS 02LB, PHYS 02C, PHYS 02LC</td>
<td>4,1</td>
<td>4,1</td>
<td>4,1</td>
</tr>
<tr>
<td>Humanities/Social Sciences, STAT 100A</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Total Units</td>
<td>17</td>
<td>17</td>
<td>14</td>
</tr>
</tbody>
</table>

**Junior Year**

| BIOL 102 | 4 |
| BIOL 107A, ENTM 173/BIOL 173 | 4 | 4 |
| ENTM 100/BIOL 100 | 4 |
| ENTM 107 | 4 |
| Biology/Entomology Electives | 7 | 8 |
| BCH 100, ENTM 19X | 4 | 5 |
| Humanities/Social Sciences | 4 |
| Total Units | 16 | 13 | 16 |

**Senior Year**

| ENTM 180, ENTM 19X | 2 | 2 |
| Biology/Entomology Electives | 8 | 8 | 8 |
| Humanities/Social Sciences, ENGL 001C | 4 | 4 | 4 |
| Total Units | 14 | 12 | 14 |

**Total Units**

| 17 | 17 | 14 |

**Total Units**

| 16 | 13 | 16 |

**Total Units**

| 14 | 12 | 14 |

**Justification:**

1. The rationale for the change is the Statistics department is going through a course renumbering to better reflect the course level (lower/upper division), as well as the true sequencing of courses. STAT 100A will be renumbered to be STAT 010.

**Approvals:**

Approved by the faculty of the Department of Entomology: December 8, 2020

Approved by the CNAS Executive Committee: January 19, 2021

Approved by the Committee on Educational Policy: April 22, 2021
EXECUTIVE COMMITTEE
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 25, 2021

To be adopted: Proposed changes to the Geology major.

Geology Major

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.

All students majoring in Geology are normally required to take the core curriculum.

1. Lower-division requirements (43-44 units)  No change
   a) GEO 001, GEO 002 or GEO 009 or GEO 011, GEO 003/BIOL 010  a) No Change
   b) BIOL 002 or BIOL 005A, BIOL 05LA (or BIOL 020)  b) No Change
   c) Either CHEM 001A and CHEM 01LA or CHEM 01HA and CHEM 01HLA, either CHEM 001B and CHEM 01LB or CHEM 01HB and CHEM 01HLB  c) No Change
   d) MATH 007A or MATH 009A or MATH 009HA, MATH 007B or MATH 009B or MATH 009HB, MATH 046  d) No Change
   e) PHYS 040A, PHYS 040B or PHYS 002A and PHYS 02LA, PHYS 002B and PHYS 02LB  e) No Change

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).  No Change
Students interested in elective classes in Geochemistry are recommended to take CHEM 001C and CHEM 01LC.

2. **Upper-division requirements (52-54 units)**
   a) GEO 100, GEO 101A, GEO 101B, GEO 102A, GEO 102B, GEO 111, GEO 115, GEO 116, GEO 118, GEO 122
   b) Two of GEO 123, GEO 124, GEO 132, GEO 136, GEO 137, GEO 140 GEO 144, GEO 145, GEO 147 GEO 151, GEO 152, GEO 157, GEO 160, GEO 161, GEO 162, GEO 169, GEO 180, GEO 181, **STAT 100A or STAT 155**

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:**

The Statistics Department has decided to renumber STAT 100A to the lower division course, STAT 010. We therefore retain STAT 155 as the only optional upper division statistics course in our requirements.

**Approvals:**

Approved by the faculty of the Department of Earth and Planetary Sciences: October 21, 2020
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: December 8, 2020
Approved by the Committee on Educational Policy: April 23, 2021
To be adopted: Proposed changes to Geophysics major

Geophysics Major

The following are major requirements for the B.S. in Geophysics. All students majoring in Geophysics are normally required to take this core curriculum.

1. Lower-division requirements (52-66 units)  
   a) GEO 001 and one of GEO 004 or GEO 008  
   b) MATH 007A or MATH 009A or MATH 009HA, MATH 007B or MATH 009B or MATH 009HB, MATH 010A, MATH 031, MATH 046  
   c) PHYS 040A, PHYS 040B, PHYS 040C (strongly recommended), or PHYS 002A, PHYS 02LA, PHYS 002B, PHYS 02LB, PHYS 002C, PHYS 02LC  
   d) CS 009M or CS 009P or CS 010A  
   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.

2. Upper-division requirements (46-52 units)  
   a) GEO 111, GEO 115, GEO 116, GEO 140, GEO 145  
   b) One of GEO 144 or GEO 147  
   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 135B, MATH 146A, MATH 146B, MATH 146C, MATH 147, MATH 149A or STAT 160A, MATH 149B or STAT 160B, STAT 160C, MATH 149B or STAT 160C, MATH 168, GEO 180, GEO 181, STAT 100A or STAT 100B, STAT 155, STAT 100B

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:**

The Statistics Department has decided to renumber the following courses to lower division: STAT 100A to STAT 010 and STAT 100B to STAT 011. We therefore retain STAT 155 as the only optional upper division course in our requirements. We also correct one typo.

**Approvals:**

Approved by the faculty of the Department of Earth and Planetary Sciences: October 21, 2020
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: December 8, 2020
Approved by the Committee on Educational Policy: April 23, 2021
**To be adopted:**

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

<table>
<thead>
<tr>
<th><strong>PRESENT:</strong></th>
<th><strong>PROPOSED:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major</strong></td>
<td>No Change</td>
</tr>
<tr>
<td>Microorganisms play key roles in ecosystems and human civilization. They can both cause and prevent a wide array of diseases in animals and plants. They are key components in the manufacturing of bread, cheese, and other food products. Microbes are involved in soil formation, global environmental processes and detoxifying contaminated environments. In addition, they contain a wealth of useful compounds and enzymes for biotechnology.</td>
<td></td>
</tr>
</tbody>
</table>

Students earning a degree will be prepared to continue studies at the graduate level, earn teaching credentials, or enter professional schools in medicine, pharmacy, optometry, dentistry, veterinary medicine, and clinical laboratory science among others. Students will also be trained for technical careers in medicine, agriculture, biotechnology and environmental fields. For information on how to select elective coursework for specific career paths, visit the CNAS Undergraduate Academic Advising Center.

Students in the Microbiology major can obtain either B.A. or B.S. degrees. The B.S. degree offers students with a strong interest in the natural sciences an opportunity to emphasize this aspect of their education. The B.A. degree is available to students who wish to obtain a broader background in the humanities and social sciences than is required of students in the B.S. program.

**University Requirements**

No change

See the Undergraduate Studies section for requirements that all students must satisfy.
College Requirements

See Degree Requirements, College of Natural and Agricultural Sciences, in the Undergraduate Studies Section, for requirements that students must satisfy.

Major Requirements

Some of the following requirements for the Microbiology major may also fulfill the College’s breadth requirements. Consult with an advisor for course planning.

1. Core Curriculum (72-77 units)

Students must complete all required 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.

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

b) CHEM 001A and CHEM 01LA or CHEM 001HA and CHEM 01HLA, CHEM 001B and CHEM 01LB or CHEM 001HB and CHEM 01HLC, CHEM 001C and CHEM 01LC or CHEM 001HC and CHEM 01HLC

c) CHEM 008A and 08LA or CHEM 08HA and CHEM 8HLA, CHEM 008B and CHEM 08LB or CHEM 08HB and CHEM 8HLB, CHEM 008C and CHEM 08LC or CHEM 08HC and CHEM 8HLC

d) PHYS 002A or PHYS 002HA, PHYS 002B or PHYS 002HB, PHYS 002C or PHYS 002HC, PHYS 02LA or PHYS 02HLA, PHYS 02LB or PHYS 02HLB, PHYS 02LC or PHYS 02HLC

d) PHYS 002A and PHYS 02LA or PHYS 002HA and PHYS 02HLA, PHYS 002B and PHYS 02LB or PHYS 002HB and PHYS 02HLB, PHYS 002C and PHYS 02LC or PHYS 002HC and PHYS 02HLC, or PHYS 040A, PHYS 040B, PHYS 040C

e) MATH 007A or MATH 009A, MATH 007B or MATH 009B

e) No change
2. Upper-Division Requirements (37 units)
   a) Major Core (19 units): BIOL 102, BIOL 107A, MCBL 121/BIOL 121, MCBL 121L/BIOL 121L, MCBL 125
   b) Major Electives. A minimum of 18 units from the following to be selected in consultation with a faculty advisor:
      BIOL 128/CBNS 128, BIOL 157, BIOL 158, CBNS 101, ENSC 120/NEM 120, MCBL 120/BIOL 120L/PLPA 120, MCBL 120L/BIOL 120L/PLPA 120L, MCBL 122/BIOL 122, MCBL 123/BIOL 123/PLPA 123, MCBL 124/BIOL 124, MCBL 126, MCBL 141/ENSC 141, MCBL 1902, MCBL 1972, PLPA 134/BIOL 134, PLPA 134L/BIOL 134L.

3. Other Requirements
   For the Bachelor of Science degree, an additional 16 units in upper-division microbiology courses and/or substantive courses in a field or fields related to the major. Acceptable courses include BCH 162, BIOL 107B, BIOL 109, BIOL 119, ENSC 133/MCBL 133, MCBL 198-13; a more complete list of acceptable courses is available at the CNAS Undergraduate Academic Advising Center.

   For the Bachelor of Arts degree, the foreign language requirement may be fulfilled by completing level-four coursework or by demonstrating the equivalent proficiency in one foreign language.

4. Bachelor of Science Sample Program

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Fall</td>
<td>Winter</td>
<td>Spring</td>
</tr>
<tr>
<td>---------------------</td>
<td>------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>BIOL 005A, BIOL 005LA, or BIOL 020, BIOL 005B</td>
<td>5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHEM 001A, CHEM 001B, CHEM 001C</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 01LA, CHEM 01LB, CHEM 01LC</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 001A, ENGL 001B</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Humanities/Social Sciences</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 009A, MATH 009B</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NASC 093</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td>15</td>
<td>14</td>
<td>17</td>
</tr>
</tbody>
</table>

**Sophomore Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 100A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 005C</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Change</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 001A or CHEM 001HA, CHEM 001B or CHEM 001HB, CHEM 001C or CHEM 001HC</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 01LA or CHEM 01HLA, CHEM 01LB or CHEM 01 HLB, CHEM 01LC or CHEM 01HLC</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>No Change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 007A or 009A, MATH 007B or 009B</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>No Change</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sophomore Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 010</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>No Change</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Units 15 14 17
<table>
<thead>
<tr>
<th>Course Details</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 008A and 08LA or CHEM 08HA and CHEM 8HLA, CHEM 008B and CHEM 08LB or CHEM 08HB and CHEM 8HLB, CHEM 008C and CHEM 08LC or CHEM 08HC and CHEM 8HLC</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities/Social Sciences</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 002A or PHYS 002HA, PHYS 002B or PHYS 002HB, PHYS 002C or PHYS 002HC</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 02LA or PHYS 02HLA, PHYS 02LB or PHYS 02HLB, PHYS 02LC or PHYS 02HLC</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total Units</td>
<td>13</td>
<td>17</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCH 100</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities/Social Sciences</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 102</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 13, 17, 14

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCH 100 or BCH 100H</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No change</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>No change</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>No change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Fall</td>
<td>Winter</td>
<td>Spring</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>MCBL 121</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCBL 121L</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHIL 009</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Electives &amp; Other Reqs.</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
<td>-4</td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td>16</td>
<td>16</td>
<td>14</td>
</tr>
</tbody>
</table>

**Senior Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 001C</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Electives &amp; Other Reqs.</td>
<td>8</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>MCBL 197</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td>15</td>
<td>15</td>
<td>14</td>
</tr>
</tbody>
</table>

**Senior Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 001C</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Major Electives &amp; Other Reqs.</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>MCBL 197</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td>14</td>
<td>14</td>
<td>16</td>
</tr>
</tbody>
</table>

**Notes:**

1. Some students will take courses in summer session to (i) reduce the unit load during the normal academic year (ii) complete the degree requirements in less than four years or (iii) enable the acquisition of a minor or double major in four years.

2. No more than 4 units of either MCBL 190 or MCBL 197 can be applied toward the Major Electives unit requirement, unless approved by the Microbiology Steering Committee.
3. No more than 4 units can be applied toward the Other Requirements unit requirement, unless approved by the Microbiology Steering Committee.

4. Students are encouraged to take a class in ethics

Justification:
Many of the changes are simply to update course numbers and make sure that we were not excluding honors students. The changes to the sample program are to enable our students to take our three core microbiology courses (MCBL 121, 121L, 125) in their junior year, which will give our students more times to take their upper division electives.

Approvals:
Approved by the faculty of the Department of Microbiology
Approved by the CNAS Executive Committee:
Approved by the Committee on Educational Policy:
November 1, 2020
January 19, 2021
April 23, 2021
To be adopted: Proposed changes to the B.S. Mathematics for Secondary School Teachers.

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Requirements for the Bachelor of Science in Mathematics for Secondary School Teachers</td>
<td>No Change</td>
</tr>
<tr>
<td>1. Lower-division Mathematics requirements (24 units)</td>
<td>1. No Change</td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>2. Upper-division Mathematics requirements (36 units)</td>
<td>2. No Change</td>
</tr>
<tr>
<td>a) MATH 131, MATH 133, MATH 140, MATH 144, MATH 153</td>
<td>a) No Change</td>
</tr>
<tr>
<td>b) MATH 150A or MATH 151A</td>
<td>b) No Change</td>
</tr>
<tr>
<td>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</td>
<td>c) No Change</td>
</tr>
<tr>
<td>3. Additional Mathematics and related disciplines requirements (12 units)</td>
<td>3. No Change</td>
</tr>
<tr>
<td>a) CS 010A</td>
<td>a) No Change</td>
</tr>
<tr>
<td>b) CS 011/MATH 011</td>
<td>b) No Change</td>
</tr>
<tr>
<td>c) STAT 155</td>
<td>c) No Change</td>
</tr>
<tr>
<td>4. Natural Sciences (16-20 units)</td>
<td>4. No Change</td>
</tr>
<tr>
<td>a) BIOL 002 or BIOL 003 or BIOL 005A and BIOL 05LA</td>
<td>a) No Change</td>
</tr>
<tr>
<td>b) CHEM 001A and CHEM 01LA or CHEM 01HA and CHEM 1HLA</td>
<td>b) No Change</td>
</tr>
</tbody>
</table>
c) PHYS 040A
d) CHEM 001B and CHEM 01LB or CHEM 01HB 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
c) One course in PSYC
d) One course in SOC

5. 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 147, EDUC 162, EDUC 139.

6. Mathematics Education and Education requirements (18 or 19 units): EDUC 003 or EDUC 004 or EDUC 100B or equivalent, EDUC 104, EDUC 132, EDUC 147, EDUC 162.

7. Recommended Courses LING 020 or LING 021, EDUC 132, EDUC 178, EDUC 179A.

7. Recommended Courses LING 020 or LING 021, EDUC 177 or EDUC 178, EDUC 179A.

**Justification:**

EDUC 139 was discontinued effective Fall 2021. We are choosing to replace it with EDUC 132 because of its critical role in modern classrooms. Additionally, EDUC 132 has been moved from the recommended list to a mathematics education and education requirement.

We are adding EDUC 177 as an option for requirement 7 as this course covers the same content as EDUC 178 and is also worth four units. We will give students the option to choose between EDUC 177 or EDUC 178.

**Approvals:**
Approved by the faculty of the Department of Mathematics: January 19, 2021
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: February 9, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted:

Proposed Changes to the B.A. and B.S. in Neuroscience

PRESENT:  PROPOSED:

Major Requirements  [no change]

1. Neuroscience Core (66-72 units; satisfies the Life Sciences Core required for some majors in the College of Natural and Agricultural Sciences). Up to 12 units of upper-division life sciences courses (for this major, courses from the departments of Biochemistry, Biology, Cell Biology and Neuroscience, and Entomology) not being used to satisfy the core may be taken prior to completion of the core; permission from the program chair or the program chair’s designate is required to take upper-division units in excess of these 12 units.

2. Students must complete all required Life Science Core 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.

   a) BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, BIOL 005C (BIOL 002 and BIOL 003 may be substituted for BIOL 005A, BIOL 05LA, and BIOL 005B with advisor’s approval.)

   b) PSYC 011 or STAT 040 or STAT 100A  b) PSYC 011 or STAT 004 or STAT 010

   c) MATH 007A or MATH 009A or MATH 09HA; MATH 007B or MATH 009B or MATH 09HB

   d) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC (or CHEM 01HA and CHEM 01HB)  [no change]
CHEM 1HLA, CHEM 01HB and CHEM 1HLB, CHEM 01HC and CHEM 1HLC, CHEM 008A and CHEM 08LA or CHEM 08HA and CHEM 8HLA or CHEM 12A, CHEM 008B and CHEM 08LB or CHEM 08HB and CHEM 8HLB or CHEM 12B, CHEM 008C and CHEM 08LC or CHEM 08HC and CHEM 8HLC or CHEM 12C

c) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 02LA, PHYS 02LB, PHYS 02LC; or PHYS 040A, PHYS 040B, PHYS 040C
e) PHYS 002A, PHYS 002B, PHYS 002C or PHYS 02HA, PHYS 02HB, PHYS 02HC; PHYS 02LA, PHYS 02LB, PHYS 02LC or PHYS 02HLA, PHYS 02HLB, PHYS 02HLC; or PHYS 040A, PHYS 040B, PHYS 040C or PHYS 040HA, PHYS 040HB, PHYS 040HC

f) BCH 100 or BCH 110A

3. Upper-division requirements

Students must complete all required First Tier and Second Tier 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.

a) First Tier (14 units)

(1) CBNS 106

(2) CBNS 120/PSYC 120

(3) CBNS 120L/PSYC 120L or CBNS 130L

(4) CBNS 124/PSYC 124

b) Second Tier (at least 12 units for the B.A. or at least 20 units for the B.S.)

BIOL 178; CBNS 101, CBNS 116, CBNS 121/PSYC 121, CBNS 125/PSYC 125, CBNS 126/PSYC 126, CBNS 127/PSYC 127; CBNS 129, PSYC 112, PSYC 117, PSYC 129

BIOL 178; CBNS 101, CBNS 116, CBNS 121/PSYC 121, CBNS 125/PSYC 125, CBNS 126/PSYC 126, CBNS 127/PSYC 127; CBNS 129, PSYC 112, PSYC 117, PSYC 129
c) Third Tier (additional units to reach a total of 36 units for the B.A. or 44 units for the B.S.) Select from upper-division courses listed under Neuroscience Core, Second Tier above not used to satisfy those requirements, and the additional courses listed below. The combined number of units taken under First Tier, Second Tier, and Third Tier must total either 36 if the B.A. is sought or 44 if the B.S. is sought.

BCH 102, BCH 110B, BCH 110C, BCH 120; BIOL 100/ENTM 100, BIOL 102, BIOL 105, BIOL 107A, BIOL 108, BIOL 109, BIOL 110, BIOL 151, BIOL 160, BIOL 161A, BIOL 161B; BIOL 162/ENTM 162; BIOL 171, BIOL 171L, BIOL 173/ENTM 173, BIOL 175, BIOL 185P; CBNS 108, CBNS 150/ENTX 150, CBNS 165, CBNS 169; up to 9 units from CBNS 194, CBNS 197 and/or CBNS 199; CS 170; PHYS 139L; PSYC 115, PSYC 130, PSYC 132, PSYC 134, PSYC 135, ANTH 146/PSYC 146

Note

No courses other than those listed may be used in the major unless specifically approved by the program chair or the program chair’s designate.

Justification:
PSYC 122 and 122L are new courses developed by Dr. Ilana Bennett on neuroimaging. 122 is a lecture course and 122L is a lab course. Since neuroimaging concepts and techniques are vital for modern neuroscience, these courses are important for our neuroscience students. Thus, the lecture course, 122, was deemed to be suitable as a tier 2 course. 122L, a lab course, involves experimental design, execution, analysis and communication. Thus, it was deemed to be acceptable as a replacement for the tier 1 lab class, CBNS 120L (or 130L). The inclusion of these courses reflects student interests and will also improve student progress through the major by providing more alternatives, particularly for the tier 1 lab requirement.

CBNS 130L and PSYC 123L are cross-listed and updating the requirements to reflect the change. Added the honors versions of the BCH and PHYS required courses.

Approvals:
Approved by the faculty of the Neuroscience Program: September 5, 2020
Approved by the faculty of the College of Natural and Agricultural Sciences: September 8, 2020
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: February 9, 2020
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 24, 2021
To be adopted:

Proposed Changes to the Minor in Neuroscience

PRESENT:

Minor

A minor in Neuroscience is available. For more information on minor requirements, refer to the discussion of minors in the appropriate college section of the General Catalog.

1. First tier (14 units)
   a) CBNS 106 with a grade of C- or better
   b) CBNS 120/PSYC 120
   c) CBNS 120L/PSYC 120L or CBNS 130L
   d) CBNS 124/PSYC 124

2. Second Tier (6 units)

Select additional units from the list below so that the units from the First Tier combined with the units from the Second Tier equal at least 20.

BIOL 178; CBNS 101, CBNS 116, CBNS 121/PSYC 121, CBNS 123, CBNS 125/PSYC 125, CBNS 126/PSYC 126, CBNS 127/PSYC 127, PSYC 112, PSYC 117, PSYC 129

PROPOSED:

[no change]

(c) CBNS 120L/PSYC 120L or PSYC 122L or CBNS 130L/PSYC 123L

[no change]

BIOL 178; CBNS 101, CBNS 116, CBNS 121/PSYC 121, CBNS 123, CBNS 125/PSYC 125, CBNS 126/PSYC 126, CBNS 127/PSYC 127, PSYC 112, PSYC 117, PSYC 129

[no change]

Justification:

PSYC 122 and 122L are new courses developed by Dr. Ilana Bennett on neuroimaging. 122 is a lecture course and 122L is a lab course. Since neuroimaging concepts and techniques are vital for modern neuroscience, these courses are important for our neuroscience students. Thus, the lecture course, 122, was deemed to be suitable as a tier 2 course. 122L, a lab course, involves experimental design, execution, analysis and communication. Thus, it was deemed to be acceptable as a replacement for the tier 1 lab class, CBNS 120L (or 130L). The inclusion of these courses reflects student interests and will also
improve student progress through the major by providing more alternatives, particularly for the tier 1 lab requirement. CBNS 130L and PSYC 123L are cross-listed and updating the requirements to reflect the change.

**Approvals:**
Approved by the faculty of the Department of Neuroscience: September 5, 2020
Approved by the faculty of the College of Natural and Agricultural Sciences: September 8, 2020
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: February 9, 2021
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 24, 2021
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted: Proposed changes to the B.S. and B.A Plant Biology major.

PRESENT:
Major
The mission of the interdepartmental Undergraduate Program in Plant Biology is to provide students with a solid background in modern principles and research practices of basic Plant Biology and in their area of specialization. Courses prerequisite to the major, courses used to satisfy major requirements, and the 11 units (for B.S. degree) related to the major must be taken for letter grades. Students may elect to take other courses on a Satisfactory (S)/No Credit (NC) basis. Refer to the Academic Regulations section of this catalog for additional information on “S/NC” grading. Information about this program is available on the CNAS UAAC website at cnasstudent.ucr.edu.

Transfer Students
Students planning to transfer to UCR with a major in Plant Biology must have a minimum GPA of 2.7 in transferable college courses and “C” or higher grades in a year sequence of general chemistry and in courses equivalent to our BIOL 005A, BIOL 005B. We also recommend that transfer students complete a year of college calculus before admission. Exceptions may be granted by the faculty advisor.

PROPOSED:
No Change

Transfer Students
Students planning to transfer to UCR with a major in Plant Biology must have a minimum GPA of 2.7 in transferable college courses and “C” or higher grades in a year sequence of general chemistry and in courses equivalent to our BIOL 005A, BIOL 005B. We also require that transfer students complete two quarters of college calculus (equivalent to our MATH 7A&B or our MATH 9A&B) before admission. Exceptions may be granted by the faculty advisor.

University Requirements
See Undergraduate Studies section.

No Change

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

No Change
requirements. Consult with a department advisor for course planning.

**Major Requirements**
The major requirements for the B.S. and B.A. degrees in Plant Biology are as follows:

1. **Life Sciences core requirements**
   (69-73 units)

   Students must complete all required courses with a grade of “C-” or better and with a cumulative GPA in the core courses of at least 2.0. Grades of “D” or “F” in two core courses, either separate courses or repetitions of the same course, are grounds for discontinuation from the major.

   a) BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, BIOL 005C
   b) CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 01LC
   c) CHEM 008A and CHEM 08LA or CHEM 008HA and CHEM 08HLA OR CHEM 008HA and CHEM 08HLA OR CHEM 12A, CHEM 008B and CHEM08LB or CHEM 008HB and CHEM 008HLB OR CHEM 12B, CHEM 008C and CHEM 08LC or CHEM 008HC and CHEM 08HLC OR CHEM 12C
   d) MATH 007A or MATH 009A, MATH 007B or MATH 009B (MATH 009C recommended)
   e) PHYS 002A, PHYS 02LA, PHYS 002B, PHYS 02LB, PHYS 002C, PHYS 02LC
   f) STAT 100A
   g) BCH 100 or BCH 110A (BCH 110A is strongly recommended)

2. **Upper-division requirements** (36 units for the B.S., 31 units for the B.A.)

   A GPA of at least 2.0 in upper-division courses taken in the field of the major is a graduation requirement. A student is subject to discontinuation from the major whenever the GPA in upper-division course...
work is below 2.0. Students finding themselves in this circumstance must meet with an advisor.

a) BIOL 102

b) BPSC 104/BIOL 104

c) BIOL 132/BPSC 132, BIOL 143/BPSC 143, BPSC 133

d) For the B.S. only: Two (2) units of BPSC 195H, BPSC 197, BPSC 198I, or BPSC 199

e) BPSC 193 with a grade of C- or better

f) For the B.S. At least 11 additional units from one of the five areas of specialization (consult with a faculty advisor). Students may apply a maximum of 6 units of BPSC 190 and/or BPSC 195H and/or BPSC 197 and/or BPSC 198I and/or BPSC 199.

For the B.A. At least 8 additional units from one of the five areas of specialization (consult with a faculty advisor).

**Note:** Students planning a B.A. degree should schedule the required language courses in place of a series of electives.

**Areas of Specialization**

Individual student career goals may be achieved by selecting an area of specialization within the diverse disciplines of botany and plant sciences. Adjustments within these programs can be made to accommodate students’ interests. Students must consult with a faculty advisor to clarify educational goals and to plan a program of study.

**1. Plant Cellular, Molecular, and Developmental Biology**

a) BPSC 135

b) Additional units from the following to meet either the B.S. or B.A. requirement: BCH 102, BCH 110B, BCH 110C or BIOL 107A, BCH 153/BIOL 153/BPSC 153, BCH 162, BCH 183/BPSC 183, BIOL 107B, BIOL 113, BIOL 239

b) Additional units from the following to meet either the B.S. or B.A. requirement: BCH 102, BCH 110B, BCH 110C or BIOL 107A, BCH 162, BCH 183/BPSC 183, BIOL 107B, BIOL 113, BIOL 114, BIOL 121/MCBL 121, BIOL 239
2. Plant Genetics, Breeding, and Biotechnology

a) BPSC 150

b) Additional units from the following to meet either the B.S. or B.A. requirement: BCH 153/BPSC 153, BIOL 105, BIOL 107A, BIOL 107B, BIOL 108, BIOL 119, BIOL 148/BPSC 148, BIOL 155/BPSC 155, BPSC 135, BPSC 158, BPSC 185, CBNS 108, STAT 100B

3. Ecology, Evolution, and Systematics

a) BPSC 146

b) Additional units from the following to meet either the B.S. or B.A. requirement: ANTH 170/BPSC 170, BIOL 105, BIOL 108, BIOL 112/BPSC 112/ENTM 112, BIOL 116, BIOL 116L, BIOL 138/BPSC 138, BIOL 165/BPSC 165, BPSC 134/ENSC 134, BPSC 158, BPSC 166, BPSC 185, ENSC 100, GEO 151, GEO 153, GEO 169

4. Plant Pathology, Nematology, and Pest Management

a) BIOL 120/MCBL 120/PLPA 120

b) Additional units from the following to meet either the B.S. or B.A. requirement: BCH 183/BPSC 183, BIOL 121/MCBL 121, BIOL 121L/MCBL 121L, BIOL 124/MCBL 124, BPSC 146, BPSC 150, BPSC 158, BPSC 166, ENSC 134/BPSC 134, ENTM 100/BIOL 100, ENTM 109, ENTM 124, ENTM 127/BIOL 127, ENTM 129, ENTM 129L, ENSC 100, ENSC 120/NEM 120, NEM 159/BIOL 159, PLPA 120L/BIOl 120L/MCBL 120L, PLPA 123/BIOL 123/MCBL 123, PLPA 134/BIOl 134, PLPA 134L/BIOl 134L, ENSC 104

114, BIOL 121/MCBL 121, BIOL 121L/MCBL 121L, BIOL 123/MCBL 123/PLPA 123, BIOL 155/BPSC 155, BIOL 168, BPSC 138/BIOL 138, CBNS 101, CBNS 108, BPSC 109/CBNS 109, BPSC 149

**Justification:**

BPSC 153 has not been in the catalog for several years. It is being removed from the electives for the Plant Biology (PLBL) major. This is also cross listed with BCH 153 and BIOL 153. These departments have been notified of this catalog discrepancy.

BPSC 185 (Molecular evolution) has not been taught for several years. It is being removed based on the NOFY call. It is being removed from the electives for the Plant Biology (PLBL) major. The class description is removed.

BPSC 109/CBNS 109 was approved in AY18-19 and we are now adding it to the Plant Biology major’s emphases in Plant Cellular, Molecular, and Developmental Biology and Plant Genetics, Breeding, and Biotechnology. It has also been added to the electives for the Plant Biology Minor. Cross-listing with CBNS 109 was approved.

BPSC 149 (Nanobiotechnology) is a new class. We have added it to the Plant Biology major’s emphases in Plant Cellular, Molecular, and Developmental Biology and Plant Genetics, Breeding, and Biotechnology. It has also been added to the electives for the Plant Biology Major and Minor.

BPSC 170 (Ethnobotany) has not been taught for several years. It is being removed based on the NOFY call. It is being removed from the electives for the Plant Biology (PLBL) major. It has also been added to the electives for the Plant Biology Minor. Cross-listing with ANTH 183; the Anthropology department is aware of this catalog deletion.

BPSC 158 (Subtropical and Tropical Horticulture) has not been taught for several years. It is being removed based on the NOFY call. It is being removed from the electives for the Plant Biology (PLBL) major.

MCBL 128 (Field Mycology), a new class taught by Sydney Glassman, is an appropriate elective for the specialization in Plant Pathology, Nematology, and Pest Management.

BPSC 145 (Ecology, Evolution, and Systematics) is a new class that recently got approved by the Committee On Courses. We have added it to the Plant Biology major’s emphases in Ecology, Evolution, and Systematics.

MCBL 121LS is a new course that is the same as BIOL/MCBL 121L except that it has a discussion that will focus on improving scientific writing skills. It is an appropriate elective for the Plant Cellular, Molecular, and Developmental Biology and Plant Pathology, Nematology, and Pest Management specializations.

STAT 100A and STAT 100B have been renumbered to STAT 010 and STAT 011 by the Statistics Department.

CHEM 012A-C series has been discontinued since Fall 2017 so we are removing it from program requirements.

In consultation with CNAS UAAC, we are making changes to the transfer criteria. In order to align with other CNAS majors we are now recommending completion of calculus instead of it being only recommended. This is important primarily because we want to ensure that our transfer students are not only coming in prepared but are also in a better position to proceed with the appropriate sequential science courses.
The number of units required to complete the major is also being changed to consider the change in math requirements and align with the current catalog offerings students can chose from.

**Approvals:**
Approved by the faculty of the Department of Botany and Plant Sciences: January 11, 2021
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: January 19, 2021
Reviewed by the Committee on Undergraduate Admissions: February 26, 2021
Approved by the Committee on Educational Policy: April 22, 2021
To be adopted: Proposed changes to the Plant Biology minor.

**Minor**

The minor in Plant Biology allows students majoring in other departments to obtain in-depth training in Plant Biology

Requirements for the minor in Plant Biology are as follows:

1. BIOL 104/BPSC 104 (4 units)  
2. One course (4–5 units) from the following: BIOL 132/BPSC 132, BIOL 138/BPSC 138, BIOL 143/BPSC 143, BIOL 148/BPSC 148, BIOL 155/BPSC 155, BIOL 165/BPSC 165, BPSC 133, BPSC 134/ENSC 134, BPSC 135, BPSC 146, BPSC 150, BPSC 166, BPSC 190, BPSC 195H, BPSC 197, BPSC 198I, BPSC 199, PLPA 120/BIOL 120/MCBL 120

3. 12 to 20 units from the following: ANTH 170/BPSC 170, BCH 153/BIOL 153/BPSC 153, BCH 183/BPSC 183, BIOL 132/BPSC 132, BIOL 138/BPSC 138, BIOL 143/BPSC 143, BIOL 148/BPSC 148, BIOL 155/BPSC 155, BIOL 165/BPSC 165, BPSC 133, BPSC 134/ENSC 134, BPSC 150, BPSC 158, BPSC 166, BPSC 190, BPSC 195H, BPSC 197, BPSC 198I, BPSC 199, PLPA 120/BIOL 120/MCBL 120

Note: No more than 4 units of BPSC 190–199 may be used to fulfill this requirement. The course used to fulfill the requirement in 2 cannot also be used to fulfill the requirement in 3.

See Minors under the College of Natural and Agricultural Sciences in the Colleges and Programs section of this catalog for additional information on minors.

**Justification:**

BPSC 153 has not been in the catalog for several years. It is being removed from the electives for the Plant Biology (PLBL) major. This is also cross listed with BCH 153 and BIOL 153. These departments have been notified of this catalog discrepancy.
BPSC 109/CBNS 109 was approved in AY18-19 and we are now adding it to the Plant Biology major’s emphases in Plant Cellular, Molecular, and Developmental Biology and Plant Genetics, Breeding, and Biotechnology. It has also been added to the electives for the Plant Biology Minor. Cross-listing with CBNS 109 was approved.

BPSC 149 (Nanobiotechnology) is a new class. We have added it to the Plant Biology major’s emphases in Plant Cellular, Molecular, and Developmental Biology and Plant Genetics, Breeding, and Biotechnology. It has also been added to the electives for the Plant Biology Minor.

BPSC 170 (Ethnobotany) has not been taught for several years. It is being removed based on the NOFY call. It is being removed from the electives for the Plant Biology (PLBL) major. The class description is removed. BPSC 170 is cross-listed with ANTH 170; the Anthropology department is aware of this catalog deletion.

BPSC 158 (Subtropical and Tropical Horticulture) has not been taught for several years. It is being removed based on the NOFY call. It is being removed from the electives for the Plant Biology (PLBL) major.

**Approvals:**
Approved by the faculty of the Department of Botany and Plant Sciences: November 2, 2020
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: December 8, 2020
Approved by the Committee on Educational Policy: April 5, 2021
To be adopted:

Proposed changes to the Bachelor of Science and Bachelor of Arts in Statistics including the Statistical Computing and Quantitative Management Options.

PRESENT:

Major

The Department of Statistics is concerned with teaching, research, and statistical consulting. The courses offered present a comprehensive spectrum of statistical and probability theory, in so far as such theory is necessary for the understanding and analysis of observational data. The applications of the theory delineated in the courses may be made in any field of experience. Laboratory classes in which examples related to the student’s actual field of interest are worked out, play an essential part. The department offers both B.A. and B.S. degrees in Statistics as well as a B.S. in Statistics with options in Statistical Computing and Quantitative Management; the M.S. degree in Statistics; and the Ph.D. degree in Applied Statistics.

PROPOSED:

[no change]

The courses STAT 040, STAT 048, STAT 100A, STAT 100B, STAT 104/BUS 104, STAT 110, STAT 130, STAT 140, STAT 146, and STAT 155 are intended for students of other departments who wish a knowledge of statistical techniques. Some of them may be taken as electives by statistics majors. The objective of these courses is to acquaint the student with the elements of statistics with only the necessary amount of mathematical training.

STAT 147 and STAT 157 are computer-oriented courses intended for students who would like to learn about computer programming in the most important languages and who would like to learn about statistical computing.

The courses STAT 004, STAT 008, STAT 010, STAT 011, STAT 104/BUS 104, STAT 110, STAT 130, STAT 140, STAT 146, and STAT 155 are intended for students of other departments who wish a knowledge of statistical techniques. Some of them may be taken as electives by statistics majors. The objective of these courses is to acquaint the student with the elements of statistics with only the necessary amount of mathematical training.

The courses STAT 107, STAT 157 and STAT 167 are computer-oriented courses intended for students who would like to learn about computer programming in the most important languages and who would like to learn about statistical computing.
Transfer Students
Students transferring to the Statistics major must complete courses comparable to the following one-year sequence before they transfer:

1. First-year calculus, equivalent to MATH 007A or MATH 009A or MATH 09HA, MATH 007B or MATH 009B or MATH 09HB, MATH 009C or MATH 09HC, each course completed with a grade of "B-" or better.

Computing Laboratories
The department has two large undergraduate Windows-based teaching laboratories. These laboratories provide users access to a wide variety of statistical software packages including SAS, R, Minitab, and SPSS, and other popular software packages including Mathematica, Adobe Acrobat, and Microsoft Office. The department also houses the Garber Research Computing Laboratory, which is a combination of a UNIX/LINUX-based system with multiple workstations and several Windows-based machines.

Statistical Consulting Center
The Statistical Consulting Collaboratory provides a broad range of analytical and statistical support services, including design of experiments, statistical inference, hypothesis testing, and data modeling for the campus community, and promotes cooperative research between statisticians and other investigators in all fields of the application of statistics. The Collaboratory is staffed by:

Yehua Li, Ph.D., Faculty Director and Karen Huaying Xu, Ph.D., Associate Director and rotating graduate students.

Change of Major Criteria
All courses taken to fulfill major requirements must be completed with grades of "C-" or better after repeats.

Freshman (0-44.9 units earned)
Completion of the following with grade of "C-" or better and must be in good academic standing. (2.0 quarter and cumulative GPA)
• MATH 007A or MATH 009A or MATH 09HA, MATH 007B or MATH 009B or MATH 09HB

**Sophomores (45-89.9 earned units)**
Completion of the following with grade of “C-“ or better and must be in good academic standing.
(2.0 quarter and cumulative GPA)
• MATH 007A or MATH 009A or MATH 09HA, MATH 007B or MATH 009B or MATH 09HB, MATH 009C or MATH 09HC

4 (four) additional units of college-level Mathematics or Statistics (STAT 100A recommended)

**Juniors (90-134.9 earned units)**
Completion of the following with grade of “C-“ or better and must be in good academic standing.
(2.0 quarter and cumulative GPA)
• MATH 007A or MATH 009A or MATH 09HA, MATH 007B or MATH 009B or MATH 09HB, MATH 009C or MATH 09HC

12 (twelve) additional units of college level Mathematics or Statistics (MATH 031, STAT 100A and STAT 147 recommended)

**Seniors (135 or more earned units)**
Completion of the following with grade of “C-“ or better and must be in good academic standing.
(2.0 quarter and cumulative GPA)
• MATH 007A or MATH 009A or MATH 09HA, MATH 007B or MATH 009B or MATH 09HB, MATH 009C or MATH 09HC, MATH 031, STAT 100A (or equivalent), STAT 100B (or equivalent), STAT 147, STAT 157

8 (eight) additional units of college level Mathematics or Statistics (MATH 031 and STAT 107 recommended)

Major change requests are reviewed during the 2nd, 3rd, 4th & 10th weeks of each quarter.

**Transfer Selection Criteria**
Applicants to majors in the College of Natural and Agricultural Sciences are selected on the basis of academic preparation, as assessed by their GPA and the strength of preparation for the intended major. A GPA of at least 2.70 is required. (This is

[no change]

[no change]

[no change]
a baseline GPA for consideration and not a guarantee of admission.)

In addition, applicants will need to complete college courses comparable to at least two of the following UCR year-long sequences in order to meet selection criteria for this major. Courses must be completed with “C” grades or better:

- MATH 007A or MATH 009A or MATH 09HA, MATH 007B or MATH 009B or MATH 09HB, and MATH 009C or MATH 09HC (mandatory). A grade of “B-” or better is required in this series.

And at least one sequence from:

1. BIOL 005A, BIOL 05LA or BIOL 020 and BIOL 005B (and BIOL 005C, if articulated)
2. CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, and CHEM 01LC
3. Organic chemistry (one-year lower-division), each course completed with a grade of “B” or better
4. PHYS 002A, PHYS 02LA, PHYS 002B, PHYS 02LB PHYS 002C, and PHYS 02LC
5. PHYS 040A, PHYS 040B, and PHYS 040C
6. MATH 010A and MATH 010B, or one course in linear algebra.

Courses must be completed with a letter grade, with no grade lower than a “C.” Students should visit assist.org for updated and comprehensive major preparation requirements.

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 department offers both a B.A. and a B.S. degree in Statistics as well as a B.S. in Statistics with options in Statistical Computing and Quantitative Management.

The major requirements for the B.A. and the B.S. degrees in Statistics are as follows:

For the Bachelor of Arts
1. Core requirements (24–25 units)
   a) CS 010, MATH 007A or MATH 009A or MATH 09HA, MATH 007B or MATH 009B or MATH 09HB, MATH 009C or MATH 09HC, MATH 010A
   b) MATH 031

2. Upper-division requirements
   a) Thirty-six (36) units of upper-division course work to include thirty-two units in (1) and four units in (2)
      (1) STAT 147, STAT 157, STAT 160A, STAT 160B, STAT 160C, STAT 170A, STAT 170B, STAT 171
      (2) Four (4) units of STAT 183 taken during senior year

Note: An introductory Statistics class such as STAT 048, or STAT 100A is strongly recommended.

For the Bachelor of Science
1. Core requirements (24–25 units)
   a) CS 010, MATH 007A or MATH 009A or MATH 09HA, MATH 007B or MATH 009B or MATH 09HB, MATH 009C or MATH 09HC, MATH 010A
   b) MATH 031

2. Upper-division requirements (52 units)
   a) Thirty-six (36) units of upper-division course work to include thirty-two units in (1) and four units in (2)
      (1) STAT 147, STAT 157, STAT 160A, STAT 160B, STAT 160C, STAT 170A, STAT 170B, STAT 171
      (2) Four (4) units of additional coursework chosen from STAT 110, BUS 127/STAT 127, STAT 130, STAT 140, STAT 146, STAT 157, STAT 161, STAT 167 or from related fields with the approval of the major advisor.

For the Bachelor of Arts
1. Core requirements (29–30 units)
   a) STAT 010, CS 010A, MATH 007A or MATH 009A, or MATH 09HA, MATH 007B or MATH 009B or MATH 09HB, MATH 009C or MATH 09HC, MATH 010A
   b) MATH 031

2. Upper-division requirements (36-37 Units)
   a) Thirty-two (32) units of upper-division course work to include twenty-eight units in (1) and four units in (2)
      (1) STAT 107, STAT 160A, STAT 160B, STAT 160C, STAT 169, STAT 170, STAT 171
      (2) Four (4) units of STAT 183 taken during senior year
   b) Four (4) units of additional coursework chosen from STAT 110, BUS 127/STAT 127, STAT 130, STAT 140, STAT 146, STAT 157, STAT 161, STAT 167 or from related fields with the approval of the major advisor.

For the Bachelor of Science
1. Core requirements (29–30 units)
   a) STAT 010, CS 010A, MATH 007A or MATH 009A, or MATH 09HA, MATH 007B or MATH 009B or MATH 09HB, MATH 009C or MATH 09HC, MATH 010A
   b) MATH 031

2. Upper-division requirements (52-53 units)
   a) Thirty-two (32) units of upper-division course work to include twenty-eight units in (1) and four units in (2)
      (1) STAT 107, STAT 160A, STAT 160B, STAT 160C, STAT 169, STAT 170, STAT 171
      (2) Four (4) units of additional coursework chosen from STAT 110, BUS 127/STAT 127, STAT 130, STAT 140, STAT 146, STAT 157, STAT 161, STAT 167 or from related fields with the approval of the major advisor.
(2) Four (4) units of STAT 183 taken during senior year

b) Sixteen (16) units of additional course work chosen from STAT 110, STAT 127/BUS 127, STAT 130, STAT 140, STAT 146, STAT 161, STAT 167 or from related fields with the approval of the major advisor.

Note: An introductory Statistics class such as STAT 048, or STAT 100A is strongly recommended.

Statistical Computing Option
The requirements for this option are in addition to the requirements for the B.S. in Statistics, except that the option requirement takes the place of the 16 units in 2.b) above.

1. Lower-division requirements (8 units):
CS 012, CS 014

2. Upper-division requirements (16 units)
a) STAT 167
b) Twelve (12) units of coursework selected from
   (1) CS 141, CS 177
   (2) MATH 120, MATH 135A, MATH 135B

Quantitative Management Option
The requirements for this option are in addition to the requirements for the B.S. in Statistics, except that the option requirement takes the place of the 16 units in 2.b) above.

1. Lower-division requirements (18 units)
a) ECON 002, ECON 003 or ECON 03H
b) BUS 010, BUS 020; BUS 020, BUS 021 for those who choose area (3) Accounting under below 2 b).

2. Upper-division requirements (16 units)
a) BUS/STAT 104
b) Three courses from one area:
   (1) Marketing: BUS 103 and two other courses from BUS 111, BUS 112, BUS 114, BUS 115, BUS 116, BUS 117, BUS 118, BUS 119
   (2) Finance: BUS 106 and two other courses from BUS 138, BUS 139, BUS 140

[no change]
(3) Accounting: BUS 108, BUS 165A, BUS 165B, BUS 168A, BUS 168B, BUS 169A

(4) Management: BUS 143, BUS 144, BUS 145, BUS 149, BUS 150

(5) Information Systems: BUS 101 and two other courses from BUS 171, BUS 173, BUS 174, BUS 175

(6) Operations & Supply Chain Management: BUS 122, BUS 123, BUS 124, BUS 125, BUS 126, BUS 128, BUS 130

**Justification:**

The proposed revisions are motivated by a comprehensive review of the undergraduate statistics courses and programs. The revisions are intended to better align the course numbering, sequencing, and prerequisites for required program courses. A majority of the revisions reflect the renumbering of several courses (CS 010 / 012 / 014 to CS 010A / 010B / 010C, STAT 040 to STAT 004, STAT 048 to STAT 008, STAT 100A to STAT 010, STAT 100B to STAT 011, STAT 147 to STAT 107, STAT 170A to STAT 170, and STAT 170B to STAT 169).

The Bachelor of Arts and Bachelor of Science programs have been updated to include STAT 010 (previously STAT 100A) as a core requirement in order to resolve the issue of it being a ‘hidden’ requirement of other STAT courses. STAT 157 - Statistical Computing with SAS has also been removed as a requirement due to new course descriptions for STAT 107 (previously STAT 147) and STAT 157 which streamline the content of these two courses while simultaneously creating two distinct computing courses. The redesigned STAT 107 (previously STAT 147) will now cover the necessary statistical computing education required for subsequent statistics courses and industry use. To accommodate removing STAT 157 as a required course, the number of required additional upper division coursework has been increased by 4 units and STAT 157 has been added to the list of courses to choose from. See 2(b). The note recommending students to take an introductory statistics course like STAT 048 or STAT 100A is being removed since STAT 010 will be a core requirement. A range of units was added to the Upper-Division requirements for the BA (36-37 units) and BS (52-53 units) for consistency purposes.

The changes to the Bachelor of Science with Statistical Computing Option and the Bachelor of Science with Quantitative Management Option reflect the changes to the Bachelor of Science program. Namely, the statement identifying the number of units required in 2(b) for the Bachelor of Science.

The change of major criteria for Juniors has been updated to require STAT 010 and STAT 011 since these courses are being added as a requirement for the major. The major criteria for Seniors has been updated to remove STAT 157 (just as it was removed from the major requirements) and require STAT 160A and STAT 160B. The STAT 160ABC sequence is taken by students in their junior year with STAT 160B being prerequisites for the required STAT courses that students take in their Senior year (such as STAT 169 and STAT 170). Requiring these courses for seniors changing their major to statistics will ensure they are kept on schedule to graduate in four years.

**Approvals:**

Approved by the faculty of the Department of Statistics: October 30, 2020

Approved by the Executive Committee of the College of Natural
To be adopted:

Proposed Changes to Statistics Minor

PRESENT:

Minor
The minor in Applied Statistics is designed to give students in either the social sciences or the physical sciences a cohesive set of statistics courses to deal with the data analytic aspects of their disciplines and to understand the statistical summaries that are encountered in everyday activities.

The requirements for the minor consist of at least 24 and not more than 28 upper-division units in Statistics to include the following:

1. STAT 100A, STAT 100B, STAT 147
2. Twelve (12) units from STAT 110, STAT 127/BUS 127, STAT 130, STAT 140, STAT 146, STAT 157, STAT 160A, STAT 160B, STAT 160C, STAT 167

Of the specified upper-division units, a minimum of 16 must be unique to the minor and may not be used to satisfy major requirements.

No more than 4 units may be in courses numbered 190 through 199.

See Minors under the College of Natural and Agricultural Sciences in the Colleges and Programs section of this catalog for additional information on minors.

PROPOSED:

Minor
The minor in Statistics is designed to give students in either the social sciences or the physical sciences a cohesive set of statistics courses to deal with the data analytic aspects of their disciplines and to understand the statistical summaries that are encountered in everyday activities.

The following are the requirements for the minor in Statistics.

1. Lower-division requirements (10 units):
   STAT 010, STAT 011
2. Upper-division requirements (24 units):
   a) STAT 107
   b) STAT 156A or STAT 160A, STAT 156B or STAT 160B
   c) Twelve (12) units of upper-division statistics courses excluding STAT 155.

[no change]

[no change]

[no change]

Justification:

The proposed revisions for the minor in Statistics are motivated by a comprehensive review of the undergraduate statistics courses and programs. Previously, the minor required upper-division STAT coursework only. This proposal separates the requirements to include both lower-division and upper-
division STAT courses. This change is being made to reflect the renumbering of STAT 100A to STAT 010 and STAT 100B to STAT 011 which reclassifies these courses from upper-division to lower-division. Due to this change, the upper-division requirements are reduced to 16 units. CNAS regulation NR3.4.3 requires a minor to “consist of not fewer than 20 nor more than 28 units of organized upper division courses”. To satisfy this regulation and strengthen the training for STAT minor students, STAT 156AB or STAT 160AB has been added as requirements. These are mathematical statistics courses that provide important statistical foundation and theory coursework. The addition of these courses also prompts changing the name of the minor to Statistics (removing “Applied”) to better reflect the program’s required courses and their content. The renumbering of STAT 147 to STAT 107 is also reflected in this proposal. Finally, the list of courses associated with the twelve elective units of upper-division STAT coursework has been expanded to include more choices for students.

**Approvals:**

Approved by the faculty of the Department of Statistics: October 30, 2020
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: January 19, 2021
Approved by the Committee on Educational Policy: April 22, 2021
To be adopted:

Proposed Changes to Athletic Leadership (ALDR) Minor

**PRESENT:**

**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

**PROPOSED:**

[no change]

**Requirements for the minor (at least 20 units or 5 courses):**

1. Lower division requirements (at least 4 units):
   - EDUC 050

2. Upper-division requirements (four courses [at least 16 units]):
   - EDUC 147, EDUC 150, EDUC 152, EDUC 154, EDUC 190, EDUC 198G or EDUC 198I

A maximum of 4 units of EDUC 190 may be taken to satisfy elective requirements. A maximum of 4 units of EDUC 198G or EDUC 198I may be taken to satisfy elective requirements. The EDUC 190, EDUC 198G, or EDUC 198I course must be approved by the associate dean or chair of minor program to apply to degree requirements to ensure the experience aligns with program outcomes.

**Justification:**

1. We are removing the optional capstone from the curriculum due the opportunity no longer being available to students effective for Fall 2021.
2. We are clarifying the lower and upper division unit and course requirements. Students will now be able to complete up to four units of EDUC 190 special studies course in research with a faculty member and up to four units in an internship course of EDUC 198G or 198I to complete the minor requirements. Students may be able to complete additional units of EDUC 190, 198G, or 198I toward their degree requirements for UCR, but we are setting a maximum amount of units to apply to the specific minor degree requirements. The addition of the EDUC 190 and EDUC 198G or 198I as course options for the minor degree program provides more options for students to complete their program requirements in a timelier manner.

3. We updated the language on the course requirements to clearly indicate the minimum number of courses and units required for the program.

**Approvals:**

Approved by the faculty of the Graduate School of Education: February 16, 2021
Approved by the Executive Committee of the Graduate School of Education: February 22, 2021
Approved by the Committee on Educational Policy: April 1, 2021
EXECUTIVE COMMITTEE
GRADUATE SCHOOL OF EDUCATION
REPORT TO THE RIVERSIDE DIVISION
MAY 25, 2021

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.

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” of 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

PROPOSED:

Major Requirements
[no change]

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” of better, excluding EDUC 100A, EDUC 100B, EDUC 102, and EDUC 190-198.

Community Leadership, Policy, and Social Justice Concentration
[no change]

1. [no change]

(a) [no change]

(b) EDUC 010 or EDUC 010H

(c) At least 3 of the following lower-division courses (at least 12 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 052, EDUC 060, EDUC 061
2. [no change]

(a) [no change]

(b) [no change]
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

(c) Elective courses (2 courses [at least 8 units])

(1) EDUC 111 (E-Z), EDUC 112, EDUC 119 (E-Z), EDUC 132, EDUC 132, EDUC 133, 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 132, EDUC 133, EDUC 160, EDUC 161, EDUC 162, EDUC 171 or EDUC 172, EDUC 179A, EDUC 181, EDUC 182, EDUC 183, EDUC 184, EDUC 190

A maximum of 8 units of EDUC 190 may be taken to satisfy elective degree requirements.

3. Community Engaged Learning (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

(a) [no change]

(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

(b) EDUC 010 or EDUC 010H

(c) At least 3 of the following lower-division courses (at least 12 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 052, EDUC 060,
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

(c) Education Research Methods (1 course [at least 4 units])

(1) EDUC 118

(d) Elective courses (2 courses [at least 8 units])

(1) EDUC 104, EDUC 105, EDUC 111 (E-Z), 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 154, EDUC 171 or EDUC 172, EDUC 190

A maximum of 8 units of EDUC 190 may be taken to satisfy elective degree requirements

2. [no change]

(a) Education Research Methods (1 course [at least 4 units])

(1) EDUC 118

(b) Concentration courses (4 courses [at least 16 units])

(1) EDUC 132, EDUC 134, EDUC 160, EDUC 161, EDUC 162, EDUC 179A, EDUC 181, EDUC 182, EDUC 183, EDUC 184

(c) Elective courses (2 courses [at least 8 units])

(1) EDUC 104, EDUC 105, EDUC 111 (E-Z), 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 154, EDUC 171 or EDUC 172, EDUC 190

3. Community Engaged Learning (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,

3. [no change]

(a) [no change]
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.

Justification:
1. We are deleting the EDUC 101 from the major change criteria information and from our course catalog because we have not offered it in over 10 years and have no future plans to offer it.
2. In both concentrations at the lower division level, we are adding in the requirement of EDUC 010 or 010H and reducing the elective requirement from a minimum of 4 to 3 courses or 16 to 12 units. The overall lower division minimum number of units and courses will remain the same at courses or a minimum of 20 units. EDUC 010 or 010H is also becoming a requirement for several of our upper division courses.
3. We are adding EDUC 052 as an elective option to our lower division options because it will be a new course effective Fall 2021.
4. We are deleting EDUC 133 from our curriculum as we plan to no longer offer the course for undergraduate students.
5. We are changing the structure of the Learning and Behavior Studies concentration to allow students more flexibility in completing concentration course requirements. Instead of having separate sections of course requirements for learning and developmental courses, we are combining them into one concentration section where students complete at least 4 courses or 16 units from a list of learning and developmental courses. The overall minimum number units and courses for the concentration will remain the same. The requirement to complete EDUC 118 will remain the same as well. Students who are in the Learning and Behavioral Studies concentration in a previous catalog year will have the option to request an update to their catalog term with their academic advisor, as Academic Senate regulations permit, to follow the updated curriculum.
6. We are also adding in EDUC 104 and EDUC 105 as elective options for the Learning and Behavior Studies concentration. These two courses will enhance a student’s learning in specific content areas if they choose to take one or both of these courses when offered.

Approvals:
Approved by the faculty of the Graduate School of Education: January 26, 2021
Approved by the Executive Committee of the Graduate School of Education: February 16, 2021
Approved by the Committee on Educational Policy: April 15, 2021
EXECUTIVE COMMITTEE
GRADUATE SCHOOL OF EDUCATION
REPORT TO THE RIVERSIDE DIVISION
MAY 25, 2021

To be adopted:

Proposed Changes to Education (EDUC) Minor

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Requirements</strong></td>
<td>[no change]</td>
</tr>
<tr>
<td>The Education minor consists of the satisfactory completion of at least 24 units in courses identified for the Education Minor Program. At least 16 units must be completed in upper division courses.</td>
<td>[no change]</td>
</tr>
<tr>
<td>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.</td>
<td>[no change]</td>
</tr>
<tr>
<td><strong>Course Work</strong> Students will have the opportunity to select from a menu of electives to complete the course work:</td>
<td>[no change]</td>
</tr>
</tbody>
</table>

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

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 052, EDUC 060, 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 162, EDUC 171 or EDUC 172, EDUC 177 or EDUC 178, EDUC 179A, EDUC 179B, EDUC 181, EDUC 182, EDUC 183, EDUC 184
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. 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 052 and EDUC 060.
2. We plan to no longer offer EDUC 133 and EDUC 139 and the courses were approved for deletion from the Education Minor curriculum by the GSOE Undergraduate Education Committee effective 11/17/2020.

**Approvals:**
Approved by the faculty of the Graduate School of Education: January 26, 2021
Approved by the Executive Committee of the Graduate School of Education: February 16, 2021
Approved by the Committee on Educational Policy: April 15, 2021
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).

[no change]

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.

[no change]

University Requirements
See Undergraduate Studies section.

[no change]

College Requirements
See School of Public Policy section

[no change]

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.

[no change]
1. Lower-division requirements (six courses [at least 24 units])
   a) PBPL 001
   b) PBPL 002
   c) ECON 003
d) PBPL 004
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) PBPL 101
b) 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 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

Track 1: Health and Population Policy

Track 2: Social, Cultural, and Family Policy

Track 3: Economic Policy


Track 3: Economic Policy

Track 4: Urban/Environmental Policy

Track 5: Policy Institutions and Processes
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 — 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.

Justification:
1. The Department of Anthropology renumbered several courses used as upper division PBPL courses. Therefore, it was necessary to update these courses in our offering to reflect the new course number.
2. 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:**

<table>
<thead>
<tr>
<th>Committee</th>
<th>Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPP Undergraduate Committee</td>
<td>November 5, 2020</td>
</tr>
<tr>
<td>SPP Executive Committee</td>
<td>November 17, 2020</td>
</tr>
<tr>
<td>CNAS Executive Committee</td>
<td>January 22, 2021</td>
</tr>
<tr>
<td>CHASS Executive Committee</td>
<td>February 24, 2021</td>
</tr>
<tr>
<td>Committee on Educational Policy</td>
<td>May 17, 2021</td>
</tr>
</tbody>
</table>
EXECUTIVE COMMITTEE
SCHOOL OF PUBLIC POLICY
REPORT TO THE RIVERSIDE DIVISION
MAY 25, 2021

To be adopted:

Proposed Changes to the Public Policy Minor

PRESENT:

PROPOSED:

1. Lower-division requirements (three courses [at least 12 units])

a) PBPL 001 [no change]

b) One course from PBPL 002, ECON 003, POSC 010, POSC 015 [no change]

c) One course from PBPL 004, PHIL 002, PHIL 003, SOC 001, SOC 020 [no change]

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 158, ANTH 160, ANTH 162, BIOL 110, ECON 129, ECON 183, ETST 116/HISA 147, GSST 140/ANTH 142, HIST 107, POSC 180, POSC 180S, PSYC 178, PSYC 179, SOC 127, SOC 137, SOC 167

Track 1: Health and Population Policy

Track 2: Social, Cultural, and Family Policy

Track 2: Social, Cultural, and Family Policy
ANTH 108, ANTH 120, ANTH 127, ANTH 127S, ANTH 132, ANTH 136/SEAS136, ANTH136S/SEAS136S, ANTH 139, ANTH 140G, ANTH 142E, ANTH 142I, ANTH 144E, ANTH 144G/GSST 140, ANTH 144K, ANTH

**Track 3: Economic Policy**


Track 3: Economic Policy

ANTH 122, ANTH 144G/GSST 140, ANTH 144M, BUS 102, BUS 103, BUS 106/ECON 134, BUS 114, BUS 124A, BUS 132, BUS 134, BUS 138, BUS 140E, BUS 141, BUS 153/ECON 153, BUS 154, BUS 162/ECON 162, BUS 174, BUS 271

Track 4: Urban/Environmental Policy

Track 5: Policy Institutions and Processes

Track 4: Urban/Environmental Policy
ANTH 117, ANTH 118, ANTH 119, ANTH 132, ANTH 139, ANTH 144N, ANTH 163, CEE 132, ECON 143, ECON 146/URST 146, ECON 148, ECON 157/PBPL 157, ECON 173, ECON 173S, ENSC 101, ENSC 103/ENTX 103, ENSC 163, ENSC 175, ENVE 133, ENVE 135, GEO 157, GEO 160, GEO 169, GBST 110, GSST 173, GSST 181, LWSO 175 (E-Z), MCS 122, PHIL 109, PHIL 117, POSC 127, POSC 127S, POSC 137, POSC 137S, POSC 139, POSC 139S, POSC 160, POSC 160S, PBPL 103, PBPL 129, PBPL 130/GBST 130, PBPL 132, PBPL 150, PBPL 164, PBPL 171/ENGR 171, PBPL 172, PBPL 185, SOC 112, SOC 112S, SOC 137, SOC 143/URST 143, SOC 150, SOC 151, SOC 156, SOC 159, SOC 176/BUS 176, SOC 182/URST 182, SOC 184

Track 5: Policy Institutions and Processes
Track 6: International and Foreign Policy

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 — 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 Department of Anthropology renumbered several courses used as upper division PBPL courses. Therefore, it was necessary to update these courses in our offering to reflect the new course number.
2. 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: November 5, 2020
Approved by the SPP Executive Committee: November 17, 2020
Approved by the CNAS Executive Committee: January 22, 2021
Approved by the CHASS Executive Committee: February 24, 2021
Approved by Committee on Educational Policy: May 17, 2021
THE GRADUATE DIVISION AND EXECUTIVE COMMITTEES OF THE COLLEGES
REPORT TO THE DIVISION
MAY 25, 2021

To be received and placed on file:

Reports of Degrees Awarded – Summer 2020

School of Medicine
  Doctor of Philosophy: ......................................................... 1

Reports of Degrees Awarded - Fall 2020

Bourns College of Engineering
  Bachelor of Science: ........................................................ 81

College of Humanities, Arts and Social Sciences
  Bachelor of Arts: ............................................................. 264
  Bachelor of Science: ...................................................... 13

College of Natural and Agricultural Sciences
  Bachelor of Arts: ................................................................. 8
  Bachelor of Science: ........................................................ 87

School of Business
  Bachelor of Science: ............................................................ 483

School of Medicine
  Doctor of Philosophy: ...................................................... 1
  Master of Science: ........................................................... 1

School of Public Policy
  Bachelor of Arts: ................................................................. 6

Report of Degrees Awarded – Winter 2021

Graduate Division
  Candidate of Philosophy: .................................................. 1
  Doctor of Philosophy: ......................................................... 38
  Master of Arts: ................................................................. 14
  Master of Business Administration: ................................. 14
  Master of Education: ......................................................... 6
  Master of Finance: .............................................................. 1
  Master of Fine Arts: ........................................................... 1
  Master of Professional Accountancy: ......................... 0
  Master of Public Policy: ...................................................... 0
  Master of Science: ............................................................ 103

The names of the candidates are filed in the official records of the Office of the Registrar.
F. Xu, Secretary-Parliamentarian
Riverside Division of the Academic Senate
EXECUTIVE COUNCIL
ANNUAL REPORT TO THE RIVERSIDE DIVISION
(For 2019-2020)
May 25, 2021

To be received and placed on file:

This Executive Council report lists items reviewed and actions taken in meetings held from October 2019 through August 2020.

Each Executive Council meeting included a report from Chair Dylan Rodríguez on issues reviewed at Academic Council meetings, the Chancellor’s meetings, Provost’s meetings, and other critical issues raised by the faculty or the administration. Chair Rodríguez also gave regular updates on the various subcommittees on which he serves in his capacity as the Chair of the Senate.

At its first meeting of the year, Executive Council revised and approved its Conflict-of-Interest statement and noted as “Received” the Conflict-of-Interest Statements from Senate Standing Committees and Faculty Executive Committees at remaining meetings as they were submitted. Throughout the year, both internally and with Administration, Executive Council discussed UCR’s Strategic Plan, STEM High School proposal, campus and systemwide budget issues, campus executive searches, and the UC Presidential search. Also discussed were commencement, police violence and subsequent protests, student safety on campus, campus culture, COVID-19 contingency planning, operations, and remote instruction/instructional continuity; regulation and bylaw modifications due to COVID-19, COVID-19 impacts across campus and the system, concern for graduate student support.

Issues considered and/or actions taken by the Executive Council include the following:

Bylaw, Regulation & Guideline Items

Proposed Additions to CEP Guidelines
2nd Round-Bylaw 8.21.2.2-Charge of the Committee on Rules & Jurisdiction
Charges Bylaw 8.7.1-Membership
Senate Regulation R1.8.1-Final Exam Duration
Proposed Bylaw Change: 2nd Round-School of Business BUS 1-BUS 5.1
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
(R1.4-5 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)

Graduate School of Education Regulations ER 1 to ER 4.1

Proposed Changes to the Guidelines for Admission by Exception (AxE)

Proposed Exception for Applicants to be considered for Admission by Exception (AxE) without Faculty Special Review Committee (SRC) Evaluation for Fall 2020 Cohort

Extension and Enactment of COVID-19 Temporary Modification or Suspension of Senate Regulations and/or Policies Through Summer 2020:

- Senate Regulation R1.1.4.
- Senate Regulation R1.1.5.
- Senate Regulation R1.1.6.
- Senate Regulation R1.8.1.
- Senate Regulation R1.2.2.
- Senate Graduate Regulation GR1.5.7

Exception for Applicants to be considered for Admission by Exception (AxE) without Faculty Special Review Committee (SRC) Evaluation for Fall 2020 Cohort.

Instructional Guidance Specific to Graduate Education.

Campus Guideline Proposal - Addition of Designated Emphasis on Graduate Diplomas

Committee on Courses proposed new General Rules and Policies Governing Courses of Instruction

Graduate Division Regulation GR5.4 for Fall 2020

Proposal to Modify the UCR Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle

2nd Round - Graduate Division Regulation GR5.4 for Fall 2020 (Expedited Review)

Systemwide Review Items

APM Revision: APM - 230, Visiting Appointments

Presidential Policy on Native American Cultural Affiliation and Repatriation

Presidential Revised Policy on Copyright Ownership

UC Washington (UCDC) Center Review

Proposed Revisions to Academic Personnel (APM) Section 120, Emerita/Emeritus Titles

Proposed Revisions to Academic Personnel Manual (APM) Sections 240 and 246

Report of the Working Group on Comprehensive Access


Proposal: BOARS Recommendation to Eliminate the ACT/SAT Essay Requirement
New Master’s Degree Proposal: Master of Science Degree in Robotics
Presidential Policy Business and Finance Bulletin G-28: Travel Regulations
Presidential Policy on Protection of Human Subjects in Research
Consideration of Proposal for Suspension of iEval for Spring 2020
Proposal - New Title for Cooperative Extension (CE) Specialists
Campus Five Year Planning Perspectives (2020-2025)
Reconsideration of Changes Made to APM 120
Proposed Revised Policy: Presidential Policy on Native American Cultural Affiliation and Repatriation
COVID19 Academic Council Temp Waiver of SR636.C
Proposed Revised Presidential Policy, UC Seismic Safety

**Campus Level Review and Other Discussion Items**
University Honors Notation on Student Transcripts
Proposed Bylaw Change: 8.21.22-Charge of the Committee on Rules & Jurisdiction
Proposal: New Undergraduate Major: Data Science Undergraduate Major
The Bruce D. and Nancy B. Varner Presidential Endowed Chair in Cancer Research in the School of Medicine
Draft Memo from the Committee on Planning & Budget regarding campus enrollment management concerns
3rd Round-Data Science Undergraduate Major
ORU Name Change: From Center for Research in Intelligent Systems (CRIS) to Center on Robotics and Intelligent Systems (CRIS)
Proposed Agreement: UCR Online Course Agreement (ILTI Agreement)
University of California Presidential Search
The Singletary Family Chair in Agriculture in CNAS
The Endowed Term Chair for Research Excellence and Undergraduate Research Mentoring in CHASS
2nd Round - Athletic Leadership Minor
4th Round: Masters of Science in Business Analytics (MSiBA)
Endowed Chair Proposal: Endowed Term Chair for Inclusive Excellence in CNAS
Proposal: Proposal Expected to Eliminate Differences in Rate of Advance of Faculty Among Genders and Ethnicities (“Step Plus”)
Proposed Policy: Proposed New Presidential Policy on Gender Recognition and Lived Name
Proposed Agreement: Resubmission-UCR Online Course Agreement (ILTI Agreement)
Proposed Policy: Performance Management, Corrective Action, Dismissal (Non-Senate Academic Titles)
Proposal: New Undergraduate Minor: 3rd Round: Athletic Leadership
Committee on Academic Personnel memo: Personnel Actions Subsequent to Spring 2020 and Covid19 Disruptions
2nd Round Appendix 7 Transfer of Program: Transfer of the Bachelor of Science Degree in Business Administration to the School of Business

Document: UCR Demands to Administration – Call to Action

Guidance on Oversight of Student Fees Beyond Tuition

UCR Senate Executive Council Working Recommendations on Budget Cuts

KA Endowed Chair in Electrical and Computer Engineering (BCOE)

Campus Procedures Implementation Procedures for the Health Sciences Compensation Plan (HSCP)

Establishment of Division of Undergraduate Education Proposal

Urban Entomology Endowed Chair Disestablishment

Committee on Courses proposed new General Rules and Policies Governing Courses of Instruction

Proposed Transition of Vice Provost for Administrative Resolution (VPAR) at UCR

Prohibition on Bullying and Abusive Conduct by Employees and Non-Affiliates

Proposed Degree Program - Joint Statistics BS / Statistics MS Five Year Combined-Degree Program

Naming Request-Multidisciplinary Research Building Room 2114 - withdrawn

The following guests were received by Executive Council:

AKA Strategy, UCR Strategic Planning Consultants
   Belinda Li, Advisory Consultant
   John Braunstein, Director
   Tony Knerr, Managing Director

Campus Culture Taskforce members
   Crystal Mun-Hye Baik, Department of Gender & Sexuality Studies
   Daniel Jeske, Vice Provost for Administrative Resolution
   Katina Napper, Assistant Vice Provost for Academic Personnel

Confidential Provost & Executive Vice Chancellor Candidates

General Education Review Committee
   Greg Richey, School of Business
   Hyle Park, Department of Bioengineering
   Rebekah Richert, Department of Psychology
   Robert Clare, Chair and Department of Physics & Astronomy
   Steve Brint, Chair and Department of Sociology
   Tom Stahovich, Department of Mechanical Engineering
   Wesley Leonard, Department of Ethnic Studies

Christine Victorino, Associate Chancellor

Crystal Petrini, Staff Assembly President and Executive Board Members
Daniel Jeske, Vice Provost for Administrative Resolution
Dario Kuzmanovic, Assistant Research Integrity Officer and Assistant Vice Chancellor for Research Integrity
Gerry Bomotti, Vice Chancellor for Planning & Budget
James Isermann, Department of Art
Jennifer Brown, Vice Provost & Dean for Undergraduate Education
Ken Baerenklau, Associate Provost
Kim Wilcox, Chancellor
Kum-Kum Bhavnani, Academic Council Chair
Mary Droser, Chair, STEM High School Advisory Committee and On-Campus Liaison
Milagros Peña, Dean, College of Humanities, Arts, and Social Sciences
Monica Carson, Chair Provost & Executive Vice Chancellor Search Committee
Katherine Stavropoulos, Graduate School of Education, Member, Executive Vice Chancellor Search Committee
Peter Hayashida, Vice Chancellor for University Advancement
Richard Edwards, Director of XCITE
Rodolfo Torres, Vice Chancellor for Research & Economic Development
Thomas Smith, Interim Provost & Executive Vice Chancellor

Respectfully submitted by Cherysa Cortez, Executive Director on behalf of,
   Professor Christiane Weirauch, Division Vice Chair (Entomology)
   Professor Feng Xu, Secretary-Parliamentarian (Mathematics)
   Professor Isgouhi Kaloshian, Assembly Representative (Nematology)
   Professor Peter Chung, Assembly Representative (School of Business)
   Professor Yinsheng Wang, Academic Personnel (Chemistry)
   Professor Xuan Liu, Diversity, Equity & Inclusion (Biochemistry)
   Professor Stefano Vidussi, Educational Policy (Mathematics)
   Professor Patricia Morton, Faculty Welfare (Media & Cultural Studies)
   Professor Amanda Lucia, Graduate Council (Religious Studies)
   Professor Alejandra Dubcovsky, Library and Information Technology (History)
   Professor Benjamin Bishin, Physical Resources Planning (Political Science)
   Professor Katherine Kinney, Interim, Planning and Budget (Economics)
   Professor Jingsong Zhang, Preparatory Education (Chemistry)
   Professor Hai Che, Research (School of Business)
   Professor Sheldon Tan, Undergraduate Admissions (Electrical & Computer Engineering)
   Professor Richard Seto, Committees (Physics & Astronomy)
   Professor Philip Brisk, BCOE Executive Committee (Computer Science & Engineering)
   Professor Subramanian Balachander, BUSINESS Executive Committee (School of Business)
   Professor Lucille Chia, CHASS Executive Committee (History)
   Professor Theodore Garland, CNAS Executive Committee (Evolution, Ecology & Organismal Biology)
   Professor Joseph Kahne, GSOE Executive Committee (Graduate School of Education)
   Professor Declan McCole, SOM Executive Committee (School of Medicine)
   Professor Richard Carpiano, SPP Executive Committee (School of Public Policy)
<table>
<thead>
<tr>
<th>Action:</th>
<th>Course:</th>
<th>Cross-listed Course(s):</th>
<th>Title:</th>
<th>Units:</th>
<th>Course Remark(s):</th>
<th>Undergraduate Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change</td>
<td>ANTH 001</td>
<td>CULTURAL ANTHROPOLOGY</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BIEN 130</td>
<td>BIOINSTRUMENTATION</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BIEN 130L</td>
<td>BIOINSTRUMENTATION LABORATORY</td>
<td>2 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BOLL 106</td>
<td>BIOLOGY OF HUMAN VARIATION</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BOLL 111</td>
<td>INFECTIOUS DISEASE EPIDEMIOLOGY</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BOLL 114</td>
<td>METHODS IN MOLECULAR ECOLOGY AND EVOLUTION</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BOLL 122</td>
<td>MCBLL 122 FOOD MICROBIOLOGY</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BOLL 166</td>
<td>GLOBAL CHANGE BIOLOGY</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BOLL 175</td>
<td>COMPARATIVE ANIMAL PHYSIOLOGY</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BPSC 146</td>
<td>PLANT ECOLOGY</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BPSC 148</td>
<td>BIOL 148 QUANTITATIVE GENETICS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BPSC 165</td>
<td>BIOL 165 RESTORATION ECOLOGY</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BUS 100W</td>
<td>MANAGEMENT WRITING AND COMMUNICATION</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BUS 101</td>
<td>INFORMATION TECHNOLOGY MANAGEMENT</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BUS 102</td>
<td>ETHICS AND LAW IN BUSINESS AND SOCIETY</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BUS 103</td>
<td>MARKETING AND DISTRIBUTION MANAGEMENT</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BUS 104</td>
<td>STAT 104 DECISION ANALYSIS AND MANAGEMENT SCIENCE</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BUS 105</td>
<td>PRODUCTION AND OPERATIONS MANAGEMENT</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BUS 106</td>
<td>ECON 134 INTRODUCTION TO FINANCIAL ENGINEERING</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BUS 107</td>
<td>ORGANIZATIONAL BEHAVIOR</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BUS 108</td>
<td>FINANCIAL EVALUATION AND MANAGERIAL ANALYSIS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BUS 124A</td>
<td>BUSINESS ANALYTICS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BUS 124B</td>
<td>ADVANCED BUSINESS ANALYTICS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BUS 132</td>
<td>FOUNDATIONS OF FINANCE</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BUS 133</td>
<td>ACCELERATED FOUNDATIONS OF FINANCE</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BUS 165C</td>
<td>INTERMEDIATE FINANCIAL ACCOUNTING</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BUS 179</td>
<td>BUSINESS APPLICATION OF GEOGRAPHIC INFORMATION SYSTEMS (GIS)</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BUS 181</td>
<td>BUSINESS MODELING AND OPTIMIZATION</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CHEM 001B</td>
<td>GENERAL CHEMISTRY</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CHEM 001C</td>
<td>GENERAL CHEMISTRY</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CHEM 008A</td>
<td>ORGANIC CHEMISTRY</td>
<td>3 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CHEM 008B</td>
<td>ORGANIC CHEMISTRY</td>
<td>3 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CHEM 008C</td>
<td>ORGANIC CHEMISTRY</td>
<td>3 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CHEM 009A</td>
<td>HONORS ORGANIC CHEMISTRY</td>
<td>3 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CHEM 009B</td>
<td>HONORS ORGANIC CHEMISTRY</td>
<td>3 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CHEM 009C</td>
<td>HONORS ORGANIC CHEMISTRY</td>
<td>3 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CHPY 007</td>
<td>CHSS FIRST LEARNING COMMUNITY WORKSHOP</td>
<td>1 Unit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CS 010B</td>
<td>INTRODUCTION TO COMPUTER SCIENCE FOR SCIENCE, MATHEMATICS, AND ENGINEERING II</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CS 011</td>
<td>MATH 011 INTRODUCTION TO DISCRETE STRUCTURES</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CS 122A</td>
<td>INTERMEDIATE EMBEDDED AND REAL TIME SYSTEMS</td>
<td>5 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ECON 003</td>
<td>INTRODUCTION TO MICROECONOMICS</td>
<td>5 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ECON 106</td>
<td>PBPL 106 POLICY EVALUATION IN DEVELOPMENT ECONOMICS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EDUC 134</td>
<td>ABNORMAL PSYCHOLOGY FOR EDUCATORS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EDUC 151</td>
<td>WOMEN WHO CONTROL OUR UNIVERSITIES: LEADERSHIP, ADMINISTRATION, AND GOVERNANCE IN HIGHER EDUCATION</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EDUC 160</td>
<td>COGNITIVE DEVELOPMENT AND EDUCATION</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EDUC 182</td>
<td>BEHAVIORAL INTERVENTIONS IN THE SCHOOLS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EDUC 184</td>
<td>SOCIAL EMOTIONAL LEARNING IN THE SCHOOLS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 002B</td>
<td>LINEAR METHODS FOR ENGINEERING ANALYSIS AND DESIGN USING MATLAB</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 003A</td>
<td>FUNDAMENTALS OF ELECTRIC CIRCUITS I</td>
<td>3 Units</td>
<td>EE 001A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 003B</td>
<td>FUNDAMENTALS OF ELECTRIC CIRCUITS II</td>
<td>4 Units</td>
<td>EE 001B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 004A</td>
<td>FUNDAMENTALS OF ELEC CIRCUITS I LABORATORY</td>
<td>1 Unit</td>
<td>EE 004A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 100A</td>
<td>ELECTRONIC CIRCUITS I</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 100B</td>
<td>ELECTRONIC CIRCUITS II</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 105</td>
<td>MODELING AND SIMULATION OF DYNAMIC SYSTEMS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 106</td>
<td>PROGRAMMING PRACTICAL ROBOTS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 110A</td>
<td>SIGNALS AND SYSTEMS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 111</td>
<td>DIGITAL AND ANALOG SIGNALS AND SYSTEMS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 116</td>
<td>ENGINEERING ELECTROMAGNETICS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 118</td>
<td>RADIO FREQUENCY CIRCUIT DESIGN</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 123</td>
<td>POWER ELECTRONICS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 128</td>
<td>SENSING AND ACTUATION FOR EMBEDDED SYSTEMS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 135</td>
<td>ANALOG INTEGRATED CIRCUIT LAYOUT AND DESIGN</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 136</td>
<td>SEMICONDUCTOR DEVICE PROCESSING</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 137</td>
<td>INTRODUCTION TO SEMICONDUCTOR OPTOELECTRONIC DEVICES</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 138</td>
<td>ELECTRICAL PROPERTIES OF MATERIALS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 139</td>
<td>MAGNETIC MATERIALS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 142</td>
<td>CS 171 INTRODUCTION TO MACHINE LEARNING AND DATA MINING</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 144</td>
<td>ME 144 FOUNDATIONS OF ROBOTICS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 146</td>
<td>COMPUTER VISION</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 150</td>
<td>DIGITAL COMMUNICATIONS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 151</td>
<td>INTRODUCTION TO DIGITAL CONTROL</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 152</td>
<td>IMAGE PROCESSING</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 155</td>
<td>ELECTRIC DRIVES</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 156</td>
<td>POWER SYSTEM ANALYSIS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 162</td>
<td>INTRODUCTION TO NANO-ELECTRONICS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 165</td>
<td>DESIGN FOR RELIABILITY OF INTEGRATED-CIRCUITS AND SYSTEMS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 168</td>
<td>CS 168 INTRODUCTION TO VERY LARGE SCALE INTEGRATION (VLSI) DESIGN</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 191E</td>
<td>SEMINAR IN ELECTRICAL ENGINEERING</td>
<td>1 Unit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ENGR 160</td>
<td>INTRODUCTION TO ENGINEERING OPTIMIZATION TECHNIQUES</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ENSC 110</td>
<td>ENVIRONMENTAL STATISTICS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ENSC 163</td>
<td>HYDROLOGY</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ENSC 175</td>
<td>SPATIAL ANALYSIS AND REMOTE SENSING FOR ENVIRONMENTAL SCIENCES</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ENTX 154</td>
<td>RISK ASSESSMENT</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>FREN 045</td>
<td>MCS 045 FRENCH CINEMA</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To be received and placed on file:

The Committee on Courses has approved the following courses.

<table>
<thead>
<tr>
<th>Action</th>
<th>Course(s)</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change</td>
<td>GST 003</td>
<td>GENDER AND SEXUALITY</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>GST 003S</td>
<td>GENDER AND SEXUALITY</td>
<td>5 Units</td>
</tr>
<tr>
<td>Change</td>
<td>HIST 184</td>
<td>THE VIETNAM WARS</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>JPN 022</td>
<td>INTRODUCTION TO JAPANESE FILM</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>MATH 051</td>
<td>APPLIED LINEAR ALGEBRA</td>
<td>5 Units</td>
</tr>
<tr>
<td>Change</td>
<td>MCBL 121</td>
<td>INTRODUCTORY MICROBIOLOGY</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>MCBL 121L</td>
<td>BIOL 121</td>
<td>MICROBIOLOGY LABORATORY</td>
</tr>
<tr>
<td>Change</td>
<td>MCBL 124</td>
<td>MEDICAL MICROBIOLOGY</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>MCML 125</td>
<td>EXPERIMENTAL MICROBIOLOGY</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>MCML 126</td>
<td>MICROBIOSES</td>
<td>3 Units</td>
</tr>
<tr>
<td>Change</td>
<td>MCML 127</td>
<td>MICROBIAL EVOLUTION</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>MCML 129</td>
<td>HOST RESPONSES TO VITAL PATHOGENS</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>MCML 130</td>
<td>MICROBIAL THREATS AND BIODEFENSE</td>
<td>3 Units</td>
</tr>
<tr>
<td>Change</td>
<td>ME 101A</td>
<td>INTRODUCTION TO ENGINEERING COMPUTATION</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>ME 120</td>
<td>LINEAR SYSTEMS AND CONTROLS</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>ME 133</td>
<td>INTRODUCTION TO MICROMECHANICS</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>ME 170A</td>
<td>EXPERIMENTAL TECHNIQUES</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>ME 180</td>
<td>OPTICS AND LASERS IN ENGINEERING</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>PHIL 101</td>
<td>CASE STUDIES IN PUBLIC POLICY</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>PHIL 197</td>
<td>RESEARCH FOR UNDERGRADUATES</td>
<td>1 to 4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>PHIL 126</td>
<td>ADVANCED LOGIC</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>PHIL 127</td>
<td>ADVANCED TOPICS IN LOGIC</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>PLPA 120L</td>
<td>MCB 120L, INTRODUCTION TO PLANT PATHOLOGY LABORATORY</td>
<td>1 Unit</td>
</tr>
<tr>
<td>Change</td>
<td>SOC 144</td>
<td>FAMILY VIOLENCE</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>SOC 159</td>
<td>SOCIOLOGY OF LAW</td>
<td>5 Units</td>
</tr>
<tr>
<td>Change</td>
<td>SOC 173</td>
<td>SOCIAL ROLES AND INTERACTION</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>SOC 178</td>
<td>SOCIOLOGY OF EMOTIONS</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>SOC 179</td>
<td>SOCIAL MOVEMENTS AND COLLECTIVE ACTION</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>SOC 180</td>
<td>DEVIANCE AND CONTROL</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>SOC 181</td>
<td>WORLD SYSTEMS AND GLOBALIZATION</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>SOC 181L</td>
<td>WORLD SYSTEMS AND GLOBALIZATION</td>
<td>5 Units</td>
</tr>
<tr>
<td>Change</td>
<td>SOC 184</td>
<td>ENVIRONMENTAL SOCIOLOGY</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>STAT 094</td>
<td>ELEMENTS OF DATA SCIENCE</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>STAT 098</td>
<td>STATISTICS FOR BUSINESS</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>STAT 100A</td>
<td>INTRODUCTION TO STATISTICS</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>STAT 101</td>
<td>INTRODUCTION TO STATISTICS</td>
<td>5 Units</td>
</tr>
<tr>
<td>Change</td>
<td>STAT 107</td>
<td>INTRODUCTION TO STATISTICAL COMPUTING</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>STAT 110</td>
<td>BIOSTATISTICAL METHODS IN LIFE SCIENCES</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>STAT 127</td>
<td>BUS 127, INTRODUCTION TO QUALITY IMPROVEMENTS</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>STAT 130</td>
<td>SAMPLING SURVEYS</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>STAT 140</td>
<td>NONPARAMETRIC TECHNIQUES</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>STAT 157</td>
<td>STATISTICAL COMPUTING WITH SAS</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>STAT 167</td>
<td>INTRODUCTION TO DATA SCIENCE</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>STAT 169</td>
<td>DESIGN OF EXPERIMENTS</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>STAT 170</td>
<td>REGRESSION ANALYSIS</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>STAT 171</td>
<td>GENERAL STATISTICAL MODELS</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>STAT 183</td>
<td>STATISTICAL CONSULTING</td>
<td>4 Units</td>
</tr>
<tr>
<td>Discontinue</td>
<td>CS 141</td>
<td>INTRODUCTORY COMPUTER SCIENCE FOR ENGINEERING MAJORS</td>
<td>3 Units</td>
</tr>
<tr>
<td>Discontinue</td>
<td>EDUC 101</td>
<td>ACADEMIC DISCIPLINES AND PROFESSIONAL EDUCATION</td>
<td>3 Units</td>
</tr>
<tr>
<td>Discontinue</td>
<td>EDUC 139</td>
<td>CURRICULUM AND INSTRUCTION</td>
<td>3 Units</td>
</tr>
<tr>
<td>Discontinue</td>
<td>EDUC 173</td>
<td>TEACHING LITERATURE TO CHILDREN AND ADOLESCENTS</td>
<td>3 Units</td>
</tr>
<tr>
<td>Discontinue</td>
<td>HIST 184S</td>
<td>AST 1605, VNM 184S, SEAS 184S, THE VIETNAM WARS</td>
<td>5 Units</td>
</tr>
<tr>
<td>New</td>
<td>ANTH 180</td>
<td>MATERIAL CULTURE</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>CS 015</td>
<td>INTRODUCTION TO DATA SCIENCE</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>DANCE 012</td>
<td>DANCE AND POPULAR CULTURE</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>ECON 157</td>
<td>ECONOMIC GROWTH AND UNEMPLOYMENT</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>EDUC 122</td>
<td>BLACK BRILLIANCE MATTERS: THE HISTORY, EXPERIENCE, AND SCHOLARSHIP OF BLACKS IN HIGHER EDUCATION</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>EE 020A</td>
<td>FUNDAMENTAL MATHEMATICAL METHODS IN ELECTRICAL AND COMPUTER ENGINEERING</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>EE 148</td>
<td>ROBOTICS AND ARTIFICIAL INTELLIGENCE</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>ENTM 128</td>
<td>PRINCIPLES OF INSECT PEST MANAGEMENT</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>ETST 149</td>
<td>POLITICAL VIOLENCE IN MEXICO</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>ETST 179</td>
<td>RACE AND ENVIRONMENT, NATURE, COLONIALISM, AND JUSTICE</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>GBST 102</td>
<td>GLOBAL MEDITATION PRACTICES AND THE CONTEMPLATIVE TRADITIONS OF SOUTH ASIA</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>MCBL 121L</td>
<td>MICROBIOLOGY LABORATORY II</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>MUS 140L</td>
<td>AMERICAN MUSICAL SUBCULTURES: A GENEALOGY OF ROCK PRACTICUM</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>BLST 103</td>
<td>DECOLONIZING RELIGION</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>SOCI 189</td>
<td>GLOBALIZATION AND DEVELOPMENT</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>THST 142</td>
<td>THE ART OF FILM</td>
<td>4 Units</td>
</tr>
<tr>
<td>Restore</td>
<td>ANTH 114A</td>
<td>LITHIC TECHNOLOGY I</td>
<td>4 Units</td>
</tr>
<tr>
<td>Restore</td>
<td>ANTH 114B</td>
<td>LITHIC TECHNOLOGY II</td>
<td>4 Units</td>
</tr>
<tr>
<td>Restore</td>
<td>ANTH 114C</td>
<td>LITHIC ANALYSIS</td>
<td>4 Units</td>
</tr>
</tbody>
</table>

**Graduate Courses:**

| Change | CS 236 | DATABASE MANAGEMENT SYSTEMS | 4 Units |
| Change | ECON 205A | ECONOMETRIC METHODS | 3 Units |
| Change | EDUC 209 | EDUCATION POLICY ANALYSIS | 4 Units |
| Change | EDES 255A | RACE AND EDUCATIONAL INQUIRY | 4 Units |
| Change | EEED 215 | ADVANCED METHODS OF DATA ANALYSIS IN EVOLUTION, ECOLOGY, AND BEHAVIOR | 4 Units |
| Change | HIST 207 | READING SEMINAR IN THE MODERN WORLD | 4 Units |

283
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 403</td>
<td>ECONOMICS FOR MANAGEMENT</td>
<td>4 Units</td>
</tr>
<tr>
<td>PHIL 211</td>
<td>FINANCIAL ACCOUNTING</td>
<td>4 Units</td>
</tr>
<tr>
<td>PHIL 235</td>
<td>STRATEGIC MANAGEMENT</td>
<td>4 Units</td>
</tr>
<tr>
<td>PBPL 220</td>
<td>POLICY EVALUATION</td>
<td>4 Units</td>
</tr>
<tr>
<td>PBPL 224</td>
<td>GLOBAL LOCAL POLICY CONNECTIONS CASE STUDIES IN POVERTY WATER AND SUSTAINABLE DEVELOPMENT</td>
<td>4 Units</td>
</tr>
<tr>
<td>PBPL 235</td>
<td>ECONOMIC DEVELOPMENT IN UNITED STATES CITIES</td>
<td>4 Units</td>
</tr>
<tr>
<td>PBPL 260</td>
<td>EDUCATION POLICY ANALYSIS</td>
<td>4 Units</td>
</tr>
<tr>
<td>SOC 282</td>
<td>INTERNATIONAL MIGRATION</td>
<td>4 Units</td>
</tr>
<tr>
<td>SOC 285 (E-Z)</td>
<td>TOPICS IN SOCIAL PSYCHOLOGY</td>
<td>4 Units</td>
</tr>
<tr>
<td>STAT 202A</td>
<td>REGRESSION, ANOVA, AND DESIGN</td>
<td>4 Units</td>
</tr>
<tr>
<td>STAT 202B</td>
<td>REGRESSION, ANOVA, AND DESIGN</td>
<td>4 Units</td>
</tr>
<tr>
<td>STAT 202C</td>
<td>REGRESSION, ANOVA, AND DESIGN</td>
<td>4 Units</td>
</tr>
<tr>
<td>STAT 217</td>
<td>MIXTURE MODELS AND THEIR APPLICATIONS</td>
<td>4 Units</td>
</tr>
<tr>
<td>STAT 218</td>
<td>SURVIVAL ANALYSIS</td>
<td>4 Units</td>
</tr>
<tr>
<td>STAT 233A</td>
<td>STATISTICS FOR BIOLOGICAL SCIENCES</td>
<td>4 Units</td>
</tr>
<tr>
<td>STAT 253G</td>
<td>SEMINAR ON TOPICS IN APPLIED STATISTICS</td>
<td>4 Units</td>
</tr>
<tr>
<td>STAT 253H</td>
<td>SEMINAR ON TOPICS IN APPLIED STATISTICS</td>
<td>4 Units</td>
</tr>
<tr>
<td>STAT 253M</td>
<td>SEMINAR ON TOPICS IN APPLIED STATISTICS</td>
<td>4 Units</td>
</tr>
<tr>
<td>STAT 253S</td>
<td>SEMINAR ON TOPICS IN APPLIED STATISTICS</td>
<td>4 Units</td>
</tr>
<tr>
<td>STAT 253T</td>
<td>SEMINAR ON TOPICS IN APPLIED STATISTICS</td>
<td>4 Units</td>
</tr>
<tr>
<td>PBPL 232</td>
<td>SUSTAINABILITY POLICY</td>
<td>4 Units</td>
</tr>
<tr>
<td>PBPL 240</td>
<td>GLOBAL ENVIRONMENTAL POLICY</td>
<td>4 Units</td>
</tr>
<tr>
<td>PBPL 242</td>
<td>APPLIED ENVIRONMENTAL HISTORY</td>
<td>4 Units</td>
</tr>
<tr>
<td>PBPL 244</td>
<td>WATER RESOURCE ECONOMICS</td>
<td>4 Units</td>
</tr>
<tr>
<td>EE 284B</td>
<td>COMPUTER VISION</td>
<td>4 Units</td>
</tr>
<tr>
<td>EE 285A</td>
<td>SEMICONDUCTOR DEVICE PROCESSING</td>
<td>4 Units</td>
</tr>
<tr>
<td>EE 285B</td>
<td>INTRODUCTION TO SEMICONDUCTOR OPTOELECTRONIC DEVICES</td>
<td>4 Units</td>
</tr>
<tr>
<td>EE 285C</td>
<td>ELECTRICAL PROPERTIES OF MATERIALS</td>
<td>4 Units</td>
</tr>
<tr>
<td>EE 285D</td>
<td>MAGNETIC MATERIALS</td>
<td>4 Units</td>
</tr>
<tr>
<td>EE 285E</td>
<td>INTRODUCTION TO NANO-ELECTRONICS</td>
<td>4 Units</td>
</tr>
<tr>
<td>EE 286A</td>
<td>POWER SYSTEM ANALYSIS</td>
<td>4 Units</td>
</tr>
<tr>
<td>EE 286B</td>
<td>ELECTRIC DRIVES</td>
<td>4 Units</td>
</tr>
<tr>
<td>EE 286C</td>
<td>POWER ELECTRONICS</td>
<td>4 Units</td>
</tr>
<tr>
<td>ENGL 298H</td>
<td>INDIVIDUAL INTERNSHIP</td>
<td>1 to 12 Units</td>
</tr>
<tr>
<td>MATH 256A</td>
<td>MATHEMATICAL AND COMPUTATIONAL MODELING WITH APPLICATIONS A</td>
<td>4 Units</td>
</tr>
<tr>
<td>MATH 256B</td>
<td>MATHEMATICAL AND COMPUTATIONAL MODELING WITH APPLICATIONS B</td>
<td>4 Units</td>
</tr>
<tr>
<td>MATH 256C</td>
<td>MATHEMATICAL AND COMPUTATIONAL MODELING WITH APPLICATIONS C</td>
<td>4 Units</td>
</tr>
<tr>
<td>MCBL 227</td>
<td>MICROBIAL EVOLUTION</td>
<td>5 Units</td>
</tr>
<tr>
<td>MCBL 229</td>
<td>HOST RESPONSES TO VIRAL PATHOGENS</td>
<td>5 Units</td>
</tr>
<tr>
<td>ME 221</td>
<td>KINEMATICS AND DYNAMICS OF ROBOTS</td>
<td>4 Units</td>
</tr>
<tr>
<td>PBPL 264</td>
<td>METHODS IN HEALTH DISPARITIES RESEARCH AN INTRODUCTION TO COMMUNITY ENGAGED RESEARCH</td>
<td>4 Units</td>
</tr>
<tr>
<td>PBPL 265</td>
<td>ADVANCED METHODS IN HEALTH DISPARITIES RESEARCH AN APPLICATION OF COMMUNITY ENGAGED RESEARCH</td>
<td>4 Units</td>
</tr>
<tr>
<td>EDUC 330</td>
<td>EDUCATION SPECIALIST AND MULTIPLE SUBJECT SEMINAR</td>
<td>4 Units</td>
</tr>
</tbody>
</table>
Committee on Courses  
Report to the Riverside Division  
May 25, 2021

To be received and placed on file:
The Committee on Courses has approved the following courses:

<table>
<thead>
<tr>
<th>Action</th>
<th>Course</th>
<th>Cross-listed</th>
<th>Title</th>
<th>Units</th>
<th>Renumbered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>ENGL</td>
<td>XR012I</td>
<td>Science Fiction: Major Themes &amp; Motifs</td>
<td>Laurel Madison, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>ENGL</td>
<td>XR012K</td>
<td>Introduction to Gay and Lesbian Literature</td>
<td>Elizabeth Bith, MFA</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>ENGL</td>
<td>XR012K</td>
<td>Introduction to Gay and Lesbian Literature</td>
<td>Nolan Boyd, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>ENGL</td>
<td>XR012K</td>
<td>Introduction to Gay and Lesbian Literature</td>
<td>Casey Charles, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>ENGL</td>
<td>XR012K</td>
<td>Introduction to Gay and Lesbian Literature</td>
<td>Raquel Gutierrez, MFA</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>ENGL</td>
<td>XR012M</td>
<td>Introduction to Asian American Literature</td>
<td>Susana de la Pena, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>ENGL</td>
<td>XR012O</td>
<td>American Indian Literature</td>
<td>Susana de la Pena, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>ENGL</td>
<td>XR012R</td>
<td>Chicana &amp; Chicano Literature</td>
<td>Joshua Enríquez, M.A.</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>ENGL</td>
<td>XR012R</td>
<td>Chicana &amp; Chicano Literature</td>
<td>Casey Charles, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>ENGL</td>
<td>XR012R</td>
<td>Chicana &amp; Chicano Literature</td>
<td>Susana de la Pena, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>ENGL</td>
<td>XR012R</td>
<td>Chicana &amp; Chicano Literature</td>
<td>Raquel Gutierrez, MFA</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>ENGL</td>
<td>XR012R</td>
<td>Chicana &amp; Chicano Literature</td>
<td>Sophie Heller, M.A.</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>ENGL</td>
<td>XR012R</td>
<td>Chicana &amp; Chicano Literature</td>
<td>Edward Mahoney, M.A.</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>ENGL</td>
<td>XR017</td>
<td>Shakespeare</td>
<td>Elizabeth Bith, MFA</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>ENGL</td>
<td>XR017</td>
<td>Shakespeare</td>
<td>Casey Charles, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>ENGL</td>
<td>XR017</td>
<td>Shakespeare</td>
<td>Masa Farrar, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>ENGL</td>
<td>XR017</td>
<td>Shakespeare</td>
<td>Rose Flitshien, M.A.</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>ENGL</td>
<td>XR017</td>
<td>Shakespeare</td>
<td>Edward Mahoney, M.A.</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>ENGL</td>
<td>XR017</td>
<td>Shakespeare</td>
<td>Courtney Scott, M.A.</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>ENGL</td>
<td>XR022</td>
<td>Writing Red: Native American Literature</td>
<td>Susana de la Pena, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>ENGL</td>
<td>XR023</td>
<td>African American Autobiography</td>
<td>Casey Charles, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>ENGL</td>
<td>XR023</td>
<td>African American Autobiography</td>
<td>Lauren Hammond, M.A.</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>ENGL</td>
<td>XR023</td>
<td>African American Autobiography</td>
<td>Edward Mahoney, M.A.</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>PHYS</td>
<td>XR037</td>
<td>The Origin, Singh Ashmeet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>DEPARTMENT/SCHOOL</th>
<th>LIMITS OF AUTHORIZATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arnold, H.</td>
<td>Art History</td>
<td>AHS 136/MCS 137 SS21 B</td>
</tr>
<tr>
<td>Bond, M.</td>
<td>Art History</td>
<td>AHS 165/HISE 133/GSST 170 SS21 A</td>
</tr>
<tr>
<td>Mazloumi, A.</td>
<td>Electrical and Computer Engineering</td>
<td>EE/CS 147 S21</td>
</tr>
<tr>
<td>Martinez, C.</td>
<td>Ethnic Studies</td>
<td>ETST 131 SS 21 B</td>
</tr>
<tr>
<td>Berger, A.</td>
<td>Evolution, Ecology, and Organismal Biology</td>
<td>BIOL 160 SS21 A</td>
</tr>
<tr>
<td>Keeler, A.</td>
<td>Evolution, Ecology, and Organismal Biology</td>
<td>BIOL 116 SS21 A</td>
</tr>
<tr>
<td>Bottom, R.</td>
<td>Molecular, Cell and System Biology</td>
<td>CBNS 121 SS21 B</td>
</tr>
<tr>
<td>Pena, J.</td>
<td>Molecular, Cell and System Biology</td>
<td>CBNS 108 SS21 B</td>
</tr>
<tr>
<td>Radi, S.</td>
<td>Molecular, Cell and System Biology</td>
<td>CBNS 150 SS21 B</td>
</tr>
<tr>
<td>Hermann, R.</td>
<td>Philosophy</td>
<td>PHIL 108 SS 21 A</td>
</tr>
<tr>
<td>Koch, E.</td>
<td>Philosophy</td>
<td>PHIL 151 SS 21 A</td>
</tr>
<tr>
<td>Long, S.</td>
<td>Political Science</td>
<td>POSC 112 S21</td>
</tr>
<tr>
<td>Alderson, E.</td>
<td>Psychology</td>
<td>PSYC 129 SS21 A</td>
</tr>
<tr>
<td>Bailey, T.</td>
<td>Psychology</td>
<td>PSYC 134 SS21 B</td>
</tr>
<tr>
<td>Basil, T.</td>
<td>Psychology</td>
<td>PSYC 150 S21</td>
</tr>
<tr>
<td>Conner, K</td>
<td>Psychology</td>
<td>PSYC 115 SS21 A</td>
</tr>
<tr>
<td>DeLoretta, L.</td>
<td>Psychology</td>
<td>PSYC 160 SS21 B</td>
</tr>
<tr>
<td>Horton, C.</td>
<td>Psychology</td>
<td>PSYC 148 SS21 B</td>
</tr>
<tr>
<td>Luo, C.</td>
<td>Psychology</td>
<td>PSYC 178 SS21 B</td>
</tr>
<tr>
<td>Perez, R.</td>
<td>Psychology</td>
<td>PSYC 110 SS21 B</td>
</tr>
<tr>
<td>Regan, A.</td>
<td>Psychology</td>
<td>PSYC 149 SS21 A</td>
</tr>
<tr>
<td>Sheffler, P.</td>
<td>Psychology</td>
<td>PSYC 160 S21</td>
</tr>
<tr>
<td>Tran, B.</td>
<td>Psychology</td>
<td>PSYC 142 SS21 B</td>
</tr>
<tr>
<td>Wilkinson, D.</td>
<td>Psychology</td>
<td>PSYC 149 S21</td>
</tr>
<tr>
<td>Wilson, M.</td>
<td>Psychology</td>
<td>PSYC 140 SS21 B</td>
</tr>
<tr>
<td>Wilson, M.</td>
<td>Psychology</td>
<td>PSYC 178 S21</td>
</tr>
<tr>
<td>Bastola, D.</td>
<td>Statistics</td>
<td>STAT 127 S21</td>
</tr>
</tbody>
</table>
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 2020-2021 Academic Year as part of the courses not offered for four or more year's process.

HIST 026  GEN 205/BPSC
HIST 184S  205/CMDB
HIST 207A  205/PLPA
HIST 261  205/MCBL
          205/BCH 205

Courses previously approved for deletion:

HISA 119S  GEN 271  SEAS 177  STAT 216A
          STAT 216B
          STAT 230

Courses scheduled to be approved for deletion:

HIST 040W  PLPA 260
HIST 044W
HIST 223
HIST 224
HIST 243A
HIST 243B

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.

Courses previously approved for deletion:

BPSC 158  ENSC 001H  ETST 125  RLST 107  RLST 212
BPSC 170  ENSC 002H  ETST 142  RLST 112  RLST 227
BPSC 185  ENSC 003H  ETST 176  RLST 128(E-Z)  RLST 228
BPSC 210  ENSC 141  ETST 178  RLST 128E  RLST 229
          ENSC 207  ETST 193  RLST 128F  RLST 234
          RLST 132  RLST 235
          RLST 136  RLST 238
          RLST 138  RLST 271
          RLST 139  RLST 222
          RLST 145  RLST 236
          RLST 157  RLST 239
          RLST 158  RLST 246
          RLST 175  RLST 250
          RLST 178
          RLST 210

Courses scheduled to be approved for deletion:

ETST 143B  RLST 024
<table>
<thead>
<tr>
<th>DEPT</th>
<th>COURSE</th>
<th>TITLE</th>
<th>INSTRUCTOR FIRST NAME</th>
<th>INSTRUCTOR LAST NAME</th>
<th>INSTRUCTOR DEGREE</th>
<th>TYPE OF APPROVAL</th>
<th>APPROVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>XR001</td>
<td>Cultural Anthropology</td>
<td>Sullivan</td>
<td>Kelsey</td>
<td>M.A.</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>PHIL</td>
<td>XR002</td>
<td>Contemporary Moral Issues</td>
<td>Gustavo</td>
<td>Garcia</td>
<td>M.A.</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>PHIL</td>
<td>XR002</td>
<td>Contemporary Moral Issues</td>
<td>Rebecca</td>
<td>Harrison</td>
<td>M.A.</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>PHIL</td>
<td>XR003</td>
<td>Ethics and the Meaning of Life</td>
<td>Laurel</td>
<td>Madison</td>
<td>Ph.D.</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>PHIL</td>
<td>XR003</td>
<td>Ethics and the Meaning of Life</td>
<td>Gustavo</td>
<td>Garcia</td>
<td>M.A.</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>PHIL</td>
<td>XR003</td>
<td>Ethics and the Meaning of Life</td>
<td>Rebecca</td>
<td>Harrison</td>
<td>M.A.</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>PHIL</td>
<td>XR003</td>
<td>Ethics and the Meaning of Life</td>
<td>Laurel</td>
<td>Madison</td>
<td>Ph.D.</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>PHIL</td>
<td>XR003</td>
<td>Ethics and the Meaning of Life</td>
<td>Melvin</td>
<td>Sanchez</td>
<td>Ph.D.</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>PHIL</td>
<td>XR005</td>
<td>Evil</td>
<td>Gustavo</td>
<td>Garcia</td>
<td>M.A.</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>PHIL</td>
<td>XR005</td>
<td>Evil</td>
<td>Rebecca</td>
<td>Harrison</td>
<td>M.A.</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>PHIL</td>
<td>XR007</td>
<td>Introduction to Critical Thinking</td>
<td>Gustavo</td>
<td>Garcia</td>
<td>M.A.</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>PHIL</td>
<td>XR007</td>
<td>Introduction to Critical Thinking</td>
<td>Rebecca</td>
<td>Harrison</td>
<td>M.A.</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>PHIL</td>
<td>XR007</td>
<td>Introduction to Critical Thinking</td>
<td>Laurel</td>
<td>Madison</td>
<td>Ph.D.</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>PHIL</td>
<td>XR007</td>
<td>Introduction to Critical Thinking</td>
<td>Melvin</td>
<td>Sanchez</td>
<td>Ph.D.</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR0121</td>
<td>Science Fiction: Major Themes &amp; Motifs</td>
<td>Raquel</td>
<td>Gutierrez</td>
<td>MFA</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR0121</td>
<td>Science Fiction: Major Themes &amp; Motifs</td>
<td>Lauren</td>
<td>Hammond</td>
<td>M.A.</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR012K</td>
<td>Introduction to Gay and Lesbian Literature</td>
<td>Elizabeth</td>
<td>Bluth</td>
<td>MFA</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR012K</td>
<td>Introduction to Gay and Lesbian Literature</td>
<td>Nolan</td>
<td>Boyd</td>
<td>Ph.D.</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR012K</td>
<td>Introduction to Gay and Lesbian Literature</td>
<td>Casey</td>
<td>Charles</td>
<td>Ph.D.</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR012K</td>
<td>Introduction to Gay and Lesbian Literature</td>
<td>Raquel</td>
<td>Gutierrez</td>
<td>MFA</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR012M</td>
<td>Introduction to Asian American Literature</td>
<td>Susana</td>
<td>de la Pena</td>
<td>Ph.D.</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR012M</td>
<td>Introduction to Asian American Literature</td>
<td>Susana</td>
<td>de la Pena</td>
<td>Ph.D.</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR012O</td>
<td>American Indian Literature</td>
<td>Jeshua</td>
<td>Enriquez</td>
<td>M.A.</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR012O</td>
<td>American Indian Literature</td>
<td>Casey</td>
<td>Charles</td>
<td>Ph.D.</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR012R</td>
<td>Chicana &amp; Chicano Literature</td>
<td>Jeshua</td>
<td>Enriquez</td>
<td>M.A.</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR012R</td>
<td>Chicana &amp; Chicano Literature</td>
<td>Casey</td>
<td>Charles</td>
<td>Ph.D.</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR012R</td>
<td>Chicana &amp; Chicano Literature</td>
<td>Susana</td>
<td>de la Pena</td>
<td>Ph.D.</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR012R</td>
<td>Chicana &amp; Chicano Literature</td>
<td>Raquel</td>
<td>Gutierrez</td>
<td>MFA</td>
<td>X</td>
<td>02/12/21</td>
</tr>
<tr>
<td>DEPT</td>
<td>COURSE</td>
<td>TITLE</td>
<td>INSTRUCTOR</td>
<td>INSTRUCTOR FIRST NAME</td>
<td>INSTRUCTOR LAST NAME</td>
<td>INSTRUCTOR DEGREE</td>
<td>TYPE OF APPROVAL</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>------------------------------------</td>
<td>-------------</td>
<td>-----------------------</td>
<td>----------------------</td>
<td>-------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR012R</td>
<td>Chicana &amp; Chicano Literature</td>
<td>Sophie</td>
<td>Heller</td>
<td>M.A.</td>
<td>1*</td>
<td>04/27/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR012R</td>
<td>Chicana &amp; Chicano Literature</td>
<td>Edward</td>
<td>Mahoney</td>
<td>M.A.</td>
<td>1*</td>
<td>04/27/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR012R</td>
<td>Chicana &amp; Chicano Literature</td>
<td>Maria</td>
<td>Zavala</td>
<td>M.A.</td>
<td>1*</td>
<td>04/27/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR017</td>
<td>Shakespeare</td>
<td>Elizabeth</td>
<td>Bluth</td>
<td>MFA</td>
<td>1*</td>
<td>04/27/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR017</td>
<td>Shakespeare</td>
<td>Casey</td>
<td>Charles</td>
<td>Ph.D.</td>
<td>1*</td>
<td>04/27/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR017</td>
<td>Shakespeare</td>
<td>Maia</td>
<td>Farrar</td>
<td>Ph.D.</td>
<td>1*</td>
<td>04/27/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR017</td>
<td>Shakespeare</td>
<td>Rene</td>
<td>Fleischbein</td>
<td>M.A.</td>
<td>1*</td>
<td>04/27/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR017</td>
<td>Shakespeare</td>
<td>Edward</td>
<td>Mahoney</td>
<td>M.A.</td>
<td>1*</td>
<td>04/27/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR017</td>
<td>Shakespeare</td>
<td>Courtney</td>
<td>Scuro</td>
<td>M.A.</td>
<td>1*</td>
<td>04/27/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR017</td>
<td>Shakespeare</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR022</td>
<td>Writing Red: Native American Literature</td>
<td></td>
<td>Susana</td>
<td>de la Pena</td>
<td>Ph.D.</td>
<td>1*</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR022</td>
<td>Writing Red: Native American Literature</td>
<td></td>
<td>Casey</td>
<td>Charles</td>
<td>Ph.D.</td>
<td>1*</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR022</td>
<td>Writing Red: Native American Literature</td>
<td></td>
<td>Susana</td>
<td>de la Pena</td>
<td>Ph.D.</td>
<td>1*</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR022</td>
<td>Writing Red: Native American Literature</td>
<td></td>
<td>Lauren</td>
<td>Hammond</td>
<td>M.A.</td>
<td>1*</td>
</tr>
<tr>
<td>ENGL</td>
<td>XR022</td>
<td>Writing Red: Native American Literature</td>
<td></td>
<td>Edward</td>
<td>Mahoney</td>
<td>M.A.</td>
<td>1*</td>
</tr>
<tr>
<td>PHYS</td>
<td>XR037</td>
<td>The Origins</td>
<td>Singh</td>
<td>Ashmeet</td>
<td>Ph.D.</td>
<td>1*</td>
<td>03/10/21</td>
</tr>
<tr>
<td>SOC</td>
<td>X2</td>
<td>Introduction to Criminal Justice</td>
<td>Willa</td>
<td>Henshaw</td>
<td>M.S.</td>
<td>1*</td>
<td>04/27/21</td>
</tr>
<tr>
<td>SOC</td>
<td>X2</td>
<td>Introduction to Criminal Justice</td>
<td>Alexander</td>
<td>Hernandez</td>
<td>J.D.</td>
<td>1*</td>
<td>04/27/21</td>
</tr>
<tr>
<td>SOC</td>
<td>X2</td>
<td>Introduction to Criminal Justice</td>
<td>Diana</td>
<td>Lamphiere</td>
<td>J.D.</td>
<td>1*</td>
<td>04/27/21</td>
</tr>
<tr>
<td>SOC</td>
<td>X2</td>
<td>Introduction to Criminal Justice</td>
<td>Anne</td>
<td>Sim</td>
<td>J.D.</td>
<td>1*</td>
<td>04/27/21</td>
</tr>
<tr>
<td>SOC</td>
<td>X2</td>
<td>Introduction to Criminal Justice</td>
<td>Samuel</td>
<td>Trussell</td>
<td>J.D.</td>
<td>1*</td>
<td>04/27/21</td>
</tr>
<tr>
<td>SOC</td>
<td>X2</td>
<td>Introduction to Criminal Justice</td>
<td>Jennifer</td>
<td>White</td>
<td>J.D.</td>
<td>1*</td>
<td>04/27/21</td>
</tr>
<tr>
<td>BMSC</td>
<td>X465,10</td>
<td>Forensic Nurse Death Investigation</td>
<td>Thomas</td>
<td>Collins</td>
<td>M.A.</td>
<td>1*</td>
<td>03/31/21</td>
</tr>
<tr>
<td>BMSC</td>
<td>X465,10</td>
<td>Forensic Nurse Death Investigation</td>
<td>Kristine</td>
<td>Karcher</td>
<td>B.S.N.</td>
<td>1</td>
<td>03/31/21</td>
</tr>
<tr>
<td>CS</td>
<td>X400</td>
<td>Fundamentals of Cybersecurity</td>
<td>Eric</td>
<td>Nielsen</td>
<td>M.A.</td>
<td>1*</td>
<td>03/31/21</td>
</tr>
<tr>
<td>CS</td>
<td>X401</td>
<td>Cybersecurity Technologies and Tools</td>
<td></td>
<td>Eric</td>
<td>Nielsen</td>
<td>M.A.</td>
<td>1*</td>
</tr>
<tr>
<td>CS</td>
<td>X402</td>
<td>Securing Databases</td>
<td>Eric</td>
<td>Nielsen</td>
<td>M.A.</td>
<td>1*</td>
<td>03/31/21</td>
</tr>
<tr>
<td>CS</td>
<td>X403</td>
<td>Applied Cybersecurity and Crisis Analysis</td>
<td></td>
<td>Eric</td>
<td>Nielsen</td>
<td>M.A.</td>
<td>1*</td>
</tr>
<tr>
<td>CS</td>
<td>X424,9</td>
<td>Microsoft Office 365</td>
<td>Asia</td>
<td>Lockett-Morse</td>
<td>Ph.D.</td>
<td>1</td>
<td>03/31/21</td>
</tr>
<tr>
<td>CS</td>
<td>X452</td>
<td>Google Platform</td>
<td>Asia</td>
<td>Lockett-Morse</td>
<td>Ph.D.</td>
<td>1</td>
<td>03/31/21</td>
</tr>
<tr>
<td>EDUC</td>
<td>X312,A</td>
<td>Universal Design for Learning Implementation Academy</td>
<td>Karon</td>
<td>Akins</td>
<td>M.A.</td>
<td>1*</td>
<td>03/31/21</td>
</tr>
<tr>
<td>EDUC</td>
<td>X312,A</td>
<td>Universal Design for Learning Implementation Academy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>EDUC</td>
<td>X312,B</td>
<td>Implementing Culturally Responsive Teaching Practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEPT</td>
<td>COURSE</td>
<td>TITLE</td>
<td>INSTRUCTOR</td>
<td>INSTRUCTOR</td>
<td>INSTRUCTOR</td>
<td>TYPE OF</td>
<td>APPROVED</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>-------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>EDUC</td>
<td>X312.B</td>
<td>Implementing Culturally Responsive Teaching Practices</td>
<td>Karon</td>
<td>Akins</td>
<td>M.A.</td>
<td>I*</td>
<td>03/31/21</td>
</tr>
<tr>
<td>EDUC</td>
<td>X347</td>
<td>Cultural Competence for Educators</td>
<td>Maritza</td>
<td>Sanchez-Town</td>
<td>Ph.D.</td>
<td>I</td>
<td>03/31/21</td>
</tr>
<tr>
<td>EDUC</td>
<td>X348</td>
<td>Leadership for Equity and Social Justice</td>
<td>Maritza</td>
<td>Sanchez-Town</td>
<td>Ph.D.</td>
<td>I</td>
<td>03/31/21</td>
</tr>
<tr>
<td>EDUC</td>
<td>X430.2</td>
<td>Access and Equity in STEAM Education</td>
<td>Jasmine</td>
<td>Fincher</td>
<td>M.A.</td>
<td>I*</td>
<td>03/31/21</td>
</tr>
<tr>
<td>EDUC</td>
<td>X450.1</td>
<td>Teaching Ethnic Studies in K-12 Settings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC</td>
<td>X450.2</td>
<td>Racial Inequality in K-12 Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC</td>
<td>X450.3</td>
<td>Implementing Critical Pedagogy in the Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC</td>
<td>X80.01</td>
<td>Principles and Practices of Teaching Young Children</td>
<td>Monica</td>
<td>Lopez Castillo</td>
<td>M.A.</td>
<td>I</td>
<td>04/27/21</td>
</tr>
<tr>
<td>ETST</td>
<td>X451</td>
<td>Introduction to the Study of Race and Ethnicity for K-12 Educators</td>
<td>Claudia Emilia</td>
<td>Lavenant</td>
<td>Ph.D.</td>
<td>I*</td>
<td>04/27/21</td>
</tr>
<tr>
<td>LAW</td>
<td>X430</td>
<td>Fundamentals of Law for the Legal Professional</td>
<td>Willa</td>
<td>Henshaw</td>
<td>M.S.</td>
<td>I*</td>
<td>03/31/21</td>
</tr>
<tr>
<td>LAW</td>
<td>X430</td>
<td>Fundamentals of Law</td>
<td>Alexander</td>
<td>Hernandez</td>
<td>J.D.</td>
<td>I*</td>
<td>03/31/21</td>
</tr>
<tr>
<td>LAW</td>
<td>X430</td>
<td>Fundamentals of Law for the Legal Professional</td>
<td>Diana</td>
<td>Lamphiere</td>
<td>J.D.</td>
<td>I*</td>
<td>03/31/21</td>
</tr>
<tr>
<td>LAW</td>
<td>X430</td>
<td>Fundamentals of Law for the Legal Professional</td>
<td>Anne</td>
<td>Sim</td>
<td>J.D.</td>
<td>I*</td>
<td>03/31/21</td>
</tr>
<tr>
<td>LAW</td>
<td>X430</td>
<td>Fundamentals of Law for the Legal Professional</td>
<td>Samuel</td>
<td>Trussell</td>
<td>J.D.</td>
<td>I*</td>
<td>03/31/21</td>
</tr>
</tbody>
</table>
To: Peter Hayashida  
Vice Chancellor of University Advancement  

From: Jason Stajich, Chair  
Riverside Division  

RE: Naming Request - North District, Phases I and II; Phase I: Serrano Hall, Cahuilla Hall; Phase II: Luiseno Hall, Tongva Hall

Dear Vice Chancellor Hayashida,

Executive Council discussed the naming of the North District, Phases I and II at their February 8, 2021 meeting. The Council was supportive of the naming request.

Thanks,
Jason
Initial Request for Approval to Name/Establish a Property, Program, or Facility

This form is to help review gifts for compliance with academic plans and priorities, and to facilitate campus review procedures for philanthropic and honorary namings.

Upon completion of this request form, the Dean/Unit Head forwards it for signature to the Associate Vice Chancellor, Development and Vice Chancellor, University Advancement. The Vice Chancellor, University Advancement, or the Associate Vice Chancellor, Development or designee will submit the request, with draft gift agreement and supporting documentation to the UCR Naming Committee for review and approval. If approved for recommendation, the UCR Naming Committee will follow the appropriate procedure required for the specific naming of properties, programs and facilities.

I. Background Information

<table>
<thead>
<tr>
<th>A. Submitted by:</th>
<th>Brian Haynes, on behalf of the North District Naming Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Type of Naming:</td>
<td>[ ] Honorary</td>
</tr>
<tr>
<td>Type of Gift/Commitment:</td>
<td>N/A</td>
</tr>
<tr>
<td>C. Item to be Named:</td>
<td>Property: North District, Phases I and II</td>
</tr>
<tr>
<td></td>
<td>Program: Residential Life/Housing</td>
</tr>
<tr>
<td></td>
<td>Facility/Building: Buildings 1, 2, 3, and 4</td>
</tr>
<tr>
<td>D. Proposed Name:</td>
<td>Phase I: Serrano Hall, Cahuilla Hall</td>
</tr>
<tr>
<td>(philanthropic or honorary)</td>
<td>Phase II: Luiseño Hall, Tongva Hall</td>
</tr>
<tr>
<td>F. Proposed Use(s) of Named Item:</td>
<td>Residence Halls</td>
</tr>
</tbody>
</table>

II. Academic Information

<table>
<thead>
<tr>
<th>A. Academic Justification: Explain how the proposed gift or endowment fits into the College/Unit’s Academic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>We at UCR respectfully acknowledge and recognize our responsibility to the original and current caretakers of this land, water and air: the Cahuilla, Tongva, Luiseño, and Serrano peoples and all of their ancestors and descendants, past, present and future. This naming is a gesture of gratitude for the opportunity to live and work on these homelands.</td>
</tr>
<tr>
<td>We dedicate these new residential living/learning facilities to our deep and supportive partnership with the sovereign indigenous peoples of California.</td>
</tr>
<tr>
<td>B. Resources: Describe the resources that will be necessary to support the proposed Property/Program/Facility (e.g., other funding). Please refer to the College/Unit Academic Plan as appropriate.</td>
</tr>
</tbody>
</table>
### III. Contribution Information

<table>
<thead>
<tr>
<th>A. Total amount of private funds expected to be committed (or being discussed):</th>
<th>$ N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. Form of private contribution(s):</strong></td>
<td></td>
</tr>
<tr>
<td>□ Outright Gift</td>
<td></td>
</tr>
<tr>
<td>□ Written Pledge</td>
<td></td>
</tr>
<tr>
<td><strong>Gift Date:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Initial contribution/pledge payment expected:</strong></td>
<td>$ Enter amount.</td>
</tr>
<tr>
<td><strong>Expected Beginning Date:</strong></td>
<td>MM/DD/YYYY</td>
</tr>
<tr>
<td><strong>Fulfillment Date:</strong></td>
<td>MM/DD/YYYY</td>
</tr>
<tr>
<td><strong>C. Source(s) of private contribution:</strong></td>
<td></td>
</tr>
<tr>
<td>(enter all donors and amounts of their contributions as related to section 3A)</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td><strong>D. Will this gift/pledge be anonymous (donor requests no publicity)?</strong></td>
<td>Yes</td>
</tr>
</tbody>
</table>

### IV. College/UCR/UC Commitment:

<table>
<thead>
<tr>
<th>A. Will any additional college, campus-wide or system-wide resources be sought/required (e.g., space, special facilities, equipment, etc.)? How will they be funded?</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. Has consultation with appropriate campus/UC entities occurred regarding the proposed renaming of property/program/building/facility?</strong></td>
<td>Yes. Representatives of local Native nations have been consulted and UCR Native faculty members are among the committee’s members.</td>
</tr>
<tr>
<td><strong>C. Signage: Will standard donor signage be created for this naming as outlined in the Campus Signage Program and/or the Donor Signage Style Manual?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td>Will additional signage be requested above and beyond the standard donor signage?</td>
<td>Yes</td>
</tr>
<tr>
<td>If yes, provide an overview of additional sign (size, material, and location), and detail which campus departments have been consulted. (Planning, Design &amp; Construction, Facilities, University Communication, Stewardship &amp; Donor Relations, etc.)</td>
<td>Signage will be created under the Campus Architect’s leadership at the request of Chancellor Wilcox, to provide historical context for the namings.</td>
</tr>
<tr>
<td>Will signage be included within a larger Facilities/Planning, Design &amp; Construction project (i.e. building construction, space remodel, etc.)?</td>
<td>Yes</td>
</tr>
<tr>
<td>If yes, provide an overview of the project and how the signage will be incorporated (budget allocation, time to completion, project oversight, etc.)</td>
<td>Is a component of the project’s construction and design and will be overseen by the Campus Architect with consultation from Native faculty members.</td>
</tr>
</tbody>
</table>
V. College/Unit/Faculty Consultation

This naming has been reviewed by and received approval from the faculty of the (specific department/school/unit) affected by the named building, etc.

✔ Yes ☐ No

Submitted by:

Brian Haynes, Vice Chancellor, Student Affairs/ North District Naming Committee Chair

Date: 1/31/2021 | 7:48 AM PST

DocuSigned by:

Associate Vice Chancellor, Development

Date: 1/31/2021 | 10:44 AM PST

DocuSigned by:

Vice Chancellor, University Advancement

Date: 1/31/2021 | 2:45 PM PST

Send completed request form to Director of Foundation and Donor Relations (MC063) along with:

- Draft gift document N/A
- Donor/Gift background summary N/A
- Signage Design (not applicable to building namings)
- Supporting Documentation as needed
  (i.e. faculty approval, property/program/facility/building details, etc.) N/A
Initial Request for Approval to Name/Establish a Property, Program, or Facility

This form is to help review gifts for compliance with academic plans and priorities, and to facilitate campus review procedures for philanthropic and honorary namings.

Upon completion of this request form, the Dean/Unit Head forwards it for signature to the Associate Vice Chancellor, Development and Vice Chancellor, University Advancement. The Vice Chancellor, University Advancement, or the Associate Vice Chancellor, Development or designee will submit the request, with draft gift agreement and supporting documentation to the UCR Naming Committee for review and approval. If approved for recommendation, the UCR Naming Committee will follow the appropriate procedure required for the specific naming of properties, programs and facilities.

<table>
<thead>
<tr>
<th>I. Background Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Submitted by:</td>
</tr>
<tr>
<td>B. Type of Naming:</td>
</tr>
<tr>
<td>C. Item to be Named:</td>
</tr>
<tr>
<td>Property:</td>
</tr>
<tr>
<td>Program:</td>
</tr>
<tr>
<td>Facility/Building:</td>
</tr>
<tr>
<td>D. Proposed Name:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>E. Proposed Use(s) of Named Item:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Academic Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Academic Justification: Explain how the proposed gift or endowment fits into the College/Unit’s Academic Plan</td>
</tr>
<tr>
<td>B. Resources: Describe the resources that will be necessary to support the proposed Property/Program/Facility (e.g., other funding). Please refer to the College/Unit Academic Plan as appropriate.</td>
</tr>
</tbody>
</table>
### Contribution Information

<table>
<thead>
<tr>
<th>A.</th>
<th>Total amount of private funds expected to be committed (or being discussed):</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>Form of private contribution(s):</td>
</tr>
<tr>
<td></td>
<td>☑️ Outright Gift</td>
</tr>
<tr>
<td></td>
<td>☐ Written Pledge</td>
</tr>
<tr>
<td></td>
<td>Gift Date: 12/31/2020</td>
</tr>
<tr>
<td></td>
<td>Initial contribution/pledge payment expected:</td>
</tr>
<tr>
<td></td>
<td>Expected Beginning Date: MM/DD/YYYY</td>
</tr>
<tr>
<td></td>
<td>Fulfillment Date: MM/DD/YYYY</td>
</tr>
<tr>
<td>C.</td>
<td>Source(s) of private contribution:</td>
</tr>
<tr>
<td></td>
<td>(enter all donors and amounts of their contributions as related to section 3A)</td>
</tr>
<tr>
<td></td>
<td>Anita Alamshaw matched by Amgen</td>
</tr>
<tr>
<td>D.</td>
<td>Will this gift/pledge be anonymous (donor requests no publicity)?</td>
</tr>
<tr>
<td></td>
<td>☐ Yes ☑️ No</td>
</tr>
</tbody>
</table>

### College/UCR/UC Commitment:

<table>
<thead>
<tr>
<th>A.</th>
<th>Will any additional college, campus-wide or system-wide resources be sought/required (e.g., space, special facilities, equipment, etc.)? How will they be funded?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>B.</td>
<td>Has consultation with appropriate campus/UC entities occurred regarding the proposed renaming of property/program/building/facility? (Attach proper supporting documents)</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>C.</td>
<td>Signage: Will standard donor signage be created for this naming as outlined in the Campus Signage Program and/or the Donor Signage Style Manual?</td>
</tr>
<tr>
<td></td>
<td>☑️ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td>Will additional signage be requested above and beyond the standard donor signage?</td>
</tr>
<tr>
<td></td>
<td>☐ Yes ☑️ No</td>
</tr>
<tr>
<td></td>
<td>Enter details.</td>
</tr>
<tr>
<td></td>
<td>Will signage be included within a larger Facilities/Planning, Design &amp; Construction project (i.e. building construction, space remodel, etc.)?</td>
</tr>
<tr>
<td></td>
<td>☑️ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td>If yes, provide an overview of the project and how the signage will be incorporated (budget allocation, time to completion, project oversight, etc.)</td>
</tr>
<tr>
<td></td>
<td>The construction of the Center for Simulated Patient Care will be completed by March, 2021. The Monitoring Room is one room located within the Center.</td>
</tr>
</tbody>
</table>
### V. College/Unit/Faculty Consultation

This naming has been reviewed by and received approval from the faculty of the (specific department/school/unit) affected by the named building, etc.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

**Submitted by:**

1. **Dean/Unit Head- Deborah Deas, MD, MPH**
   - Date: 1/11/2021 | 2:18 PM PST

2. **Associate Vice Chancellor, Development (Marie Schultz)**
   - Date: 1/11/2021 | 6:20 PM PST

3. **Vice Chancellor, University Advancement (Peter Hayashida)**
   - Date: 1/11/2021 | 6:21 PM PST

Send completed request form to Director of Foundation and Donor Relations (MC063) along with:

- Draft gift document
- Donor/Gift background summary
- Signage Design (not applicable to building namings)
- Supporting Documentation as needed
  (i.e. faculty approval, property/program/facility/building details, etc.)
UC RIVERSIDE SCHOOL OF MEDICINE
CENTER FOR SIMULATED PATIENT CARE

UC Riverside is attracting an ambitious new generation of bold thinkers. Their ideas, identities, and sense of what’s possible was forged within a dynamic digital and cultural space: social, mobile, virtual, global, instant. To compete and thrive in an increasingly fast-paced world, these undaunted students seek new forms of technical, cognitive, and cultural fluency. As the UC Riverside School of Medicine continues its commitment to the community to provide world-class medical education and training for the physicians of tomorrow, the opportunity to provide exceptional instructional facilities to our students is a top priority for the school.

For this reason, the School of Medicine is creating a 13,000-square-foot Center for Simulated Patient Care on the ground level of the Orbach Science Library. The project will both update and expand the instructional facilities for clinical exam instruction and simulated patient care, providing more dedicated clinical simulation and procedure training spaces - essential to developing competent and efficient medical practitioners. Additionally, it will provide one large interactive classroom for 96 students and smaller flexible multi-purpose meeting spaces.

The Future of Education

The Center will be equipped with state of the art audio/visual equipment, including Virtual Reality capacity for cutting edge curriculum classes, and updated small group learning suites for Problem Based Learning classes. It will not only meet the needs of student enrollment and graduate medical education programs, but also allow for community based training for community volunteers and first responders when not in use with students.
1/10/2021

RE: Approval from faculty overseeing the Center for Simulated Patient Care at Orbach Library

This letter certifies the review and approval of the naming of the Monitoring Room at Center for Simulated Patient Care at Orbach Library by SOM Advisory Board member Anita Alamshaw in honor of her father as follows:

Rajendra V. Prasad, M.D., FRCP (C)
Monitoring Room

Signatures:

________________________________________
Deborah Deas, MD, MPH
Vice Chancellor for Health Sciences
Pam and Mark Rubin Dean

________________________________________
Brigham C. Willis, MD, MEd
Senior Associate Dean for Medical Education
Professor of Pediatrics
Gift Agreement Between
Anita Alamshaw
and the UC Riverside Foundation

Anita Alamshaw (“Donor”) wishes to support a current restricted fund to benefit the University of California, Riverside campus and is pleased to donate $ to the UC Riverside Foundation. The fund is known as the SOM Center for Simulated Patient Care Fund (“Fund”) and provides current support for the Center for Simulated Patient Care at the UCR School of Medicine at the direction of Dean of the UCR School of Medicine.

The Donor pledges to make an outright current-use gift of $ by December 31, 2020.

The Donor intends to utilize Amgen’s matching gift program to add $ to the fund, thus bringing the overall total of the gift to $.

Additions to the Fund can be made at any time.

Responsibility for governance and investment of all Foundation funds is vested in the Foundation’s Board of Trustees, a fully-qualified charity.

As is customary with universities and other non-profit organizations across the country, a one-time gift fee is applied to each pledge payment (gift) in order to provide essential support to UCR’s advancement program. I understand that the fee is currently 5%.

In recognition of the Donor’s generous support, a proposal to name the Monitoring Room in the new UCR School of Medicine Center for Simulated Patient Care at the Orbach Library in honor of Anita Alamshaw shall be considered. The proposed naming shall comply with all University policies. Upon receipt of the Donor’s and Amgen’s matching gift, the proposed naming shall be submitted for approval to UCR Academic Senate and UCR Senior Leadership. Upon approval, a plaque that complies with the University’s Donor Signage Style Manual will be installed at an appropriate location near the Monitoring Room. The plaque shall read: Rajendra V. Prasad, M.D., FRCP (C) Monitoring Room

I agree that my name may be used in University communications.

ACCEPTANCES:

Anita Alamshaw, Donor

Date 12/29/2020 | 12:27 PM PST
This Agreement may be executed by electronic means and in counterparts, each of which shall be deemed an original, but all of which together shall be deemed one and the same instrument.
Simulated Patient Care Monitoring Room

Rajendra V. Prasad, M.D., FRCP (C)
Constituent ID: 48181
Constituency: Alumni – Degreed; Parent – Current
Business Address: One Amgen Center Dr., Thousand Oaks, CA 91325
Business Website: www.amgen.com

BACKGROUND INFORMATION
- MBA, Pepperdine University, 1996
- Current Employment:
  - Executive Director, National Accounts – Amgen (March 2017 - Present)
- Past Employment:
  - Senior Director, Market Access & Reimbursement – Biogen Idec (December 2014 - March 2017)
  - Senior Director, Industry Relations – UnitedHealth Group (July 2011 - December 2014)
  - Regional Director, Managed Markets – Boehringer Ingelheim Pharmaceuticals (November 2007 - June 2011)
  - Vice President, Strategic Markets – Valeant Pharmaceuticals (November 2005 – November 2007)
  - Senior Director, Strategic Markets – Johnson & Johnson (April 2004 – November 2005)
- Spouse:
  - Dr. Freddy Alamshaw (‘91 B.S. Psychobiology) – Dr. Alamshaw is an alumnus of UCR. He is Chief of Family Medicine at Kaiser Permanente in Orange County, California. He completed his master’s degree at UCLA in 1992, his M.D. at Western University in 1996, and his family medicine residency program as the Chief Resident at USC in 1999.
- Children:
  - Dhillon Alamshaw – Current UCR student, in the middle of his third year, pre-business major in CHASS. Graduated in 2018 from Servite High School, an all-male private Roman Catholic high school. Dhillon is currently an intern at Curt Pringle & Associates, a full-service public relations and government lobbying firm in Orange County, CA.
  - Anjali Alamshaw – Graduated from UC Berkeley in 2020, pre-med psychology. She attended Troy High School, an elite public high school in Fullerton. Anjali is a freelance photographer, lifestyle blogger and yoga instructor. She’s also currently working for the County of Riverside as a contact tracer.

PHILANTHROPY
- Freddy and Anita Alamshaw have given philanthropically to the following:
  - 2013 – Troy High School
  - 2014 – United Way of Orange County
  - 2017 – The Blind Children’s Learning Center of Orange County
  - 2018 – Servite High School Alumni Association
  - 2018 unknown – Asians for Miracle Marrow Matches

LEGAL NEWS
- None Found

SOURCES
- https://www.linkedin.com/in/anita-alamshaw-mba-3290b52/
- https://www.linkedin.com/in/fred-alamshaw-b30b4a87/
- https://healthy.kaiserpermanente.org/southern-california/physicians/freddy-alamshaw-8124164
- https://www.linkedin.com/in/dhillonalamshaw/
- https://anjaliadventures.com/
- https://www.linkedin.com/in/anjali-a-647559bb/
- https://www.a3mhope.org/our-supporters.html
- http://digital.modernluxury.com/publication/?i=483219&p=156
**Research Request – Rajendra Prasad, M.D., F.R.C.P.C.(C)**

**Due 1/15/21**

**Constituent ID:** N/A  
**Constituency:** Parent – Former  
**Age:** 75  
**Business Address:** 3650 E. South Street, Suite 212, Lakewood, CA 90712  
**Business Website:** [https://rnandanmdinc.com/index.html](https://rnandanmdinc.com/index.html)

**BACKGROUND INFORMATION**

- Dr. Prasad is Anita Alamshaw’s father.
- **Current Employment:**
  - Doctor, specializing in hematology and oncology, at Dr. R. Nandan, M.D., Inc. (offices in Lakewood and Long Beach, CA).
- **Education:**
  - Medical education, Kasturba Medical College, Manipal and Mangalore, India, 1966
  - Rotating internship, Madras University, India, 1968
  - Rotating internship, St. John’s Riverside Hospital, New York, 1969
  - Residency, internal medicine, V.A. Hospital, New York, 1971
  - Fellowship, hematology/oncology, V.A. Hospital, Long Beach, 1973
- **Additional Professional Information:**
  - Triple board-certified:
    - American Board of Internal Medicine – Hematology
    - American Board of Internal Medicine – Medical Oncology
    - American Board of Internal Medicine – Internal Medicine
  - Fellow of the Royal College of Physicians of Canada (F.R.C.P.C.[C])
  - Former Associate Clinical Professor of Medicine, UC Irvine
  - Member of professional organizations:
    - American Society of Internal Medicine (ASIM)
    - American Society of Clinical Oncology (ASCO)
    - American Society of Hematology (ASH)
  - Co-founder of Oncology Unit at Long Beach Community Hospital
  - Initiated bone marrow transplant program called USA Match for Life, which is now part of Asians for Miracle Marrow Matches (A3M), a recruitment center for the Be the Match marrow registry.
  - Co-founder of Indian Medical Association of Southern California
  - In 2007, the U.S. House of Representatives presented Dr. Prasad and his spouse a certificate of special congressional recognition for his outstanding and dedicated service to the community.
- **Spouse:**
  - Brinda Prasad

**PHILANTHROPY**

- Political contribution - [black square] to Mrs. Usha Jayendra Shah (Democrat), candidate for the California 47th Congressional District in 2012.

**LEGAL NEWS**

- None Found
Research Request – Rajendra Prasad, M.D., F.R.C.P.C.(C)
Due 1/15/21

SOURCES
- https://rnandanmdinc.com/biodataaw.html
- https://www.vitals.com/doctors/Dr_Rajendra_V_Prasad.html
- https://search.dca.ca.gov/details/8002/A/25178/702fc673ffb147ee763581d7ce26e46c
- https://www.doximity.com/pub/rajendra-prasad-md-46172be0
BACKGROUND INFORMATION

- Amgen Foundation (186850) is the philanthropic arm of the company.
- Amgen is one of the world’s leading biotechnology companies. Amgen is a values-based company, deeply rooted in science and innovation to transform new ideas and discoveries into medicines for patients with serious illnesses.
- Amgen has a presence in approximately 100 countries and regions worldwide and focuses on six therapeutic areas: cardiovascular disease, oncology, bone health, neuroscience, nephrology, and inflammation.
- Company Timeline Summary:
  - 1983 Amgen’s IPO raises nearly $40 million and officially changes its name to Amgen.
  - 1983 Amgen scientist clone a single fragment of the human genome which enables the creation of one of the most successful drugs in biotech history, EPOGEN.
  - 1985 A second discovery leads to the drug NEUPOGEN.
  - 1988 Amgen receives its first patent.
  - 1989 Amgen opens European Headquarters.
  - 1991 Amgen Foundation is formed.
  - 1992 Amgen hits $1 billion in product sales.
  - 2002 Amgen acquires Immunex, developer of ENBREL.
  - 2005 Amgen founds Breakaway from Cancer, a national initiative to increase awareness of important resources available to people affected by cancer.
  - 2006 Women’s Genome Health Study begins.
  - 2007 Amgen launches Amgen Scholars program to provide undergraduates with access to research experiments.
  - 2011 Amgen, CDC and CDC Foundation partner to improve infection control for cancer patients.
  - 2012 Amgen acquires deCODE Genetics and Micromet Inc.
  - 2012 Amgen Teach launches in Europe, providing hundreds of science educators with free training sessions and hands-on experiments for their students.
  - 2014 Amgen expands into Asia with the construction of a state of the art facility in Singapore.
  - 2020 Amgen Foundation and Harvard launch LabXchange, a free online science education platform.
  - 2020 Amgen joins the Dow Jones industrial Average.

COLLABORATIONS WITH OTHER UNIVERSITIES

- Amgen Foundation and Harvard University launched LabXchange, a free online science education platform in 2020.

PHILANTHROPY

- The Amgen Foundation seeks to advance excellence in science education to inspire the next generation of innovators, and invest in strengthening communities where Amgen staff members live and work.
- The Amgen Foundation has awarded over 2500 grants totaling approximately $195 million in 25 different categories. The foundation has awarded between nearly $90 million to education.
LEGAL NEWS

- Please see Amgen's website for past statements related to major company news.

SOURCES

- [https://www.amgen.com/about/amgen-history](https://www.amgen.com/about/amgen-history)
- [https://www.amgen.com/responsibility/amgen-foundation](https://www.amgen.com/responsibility/amgen-foundation)
- [https://www.amgen.com/newsroom/company-statements/archives](https://www.amgen.com/newsroom/company-statements/archives)
- iWave Philanthropic Giving List, last 10 years – See email attachment
- Foundation Search Grant Visualizer – See email attachment
<table>
<thead>
<tr>
<th>Category</th>
<th>Grants</th>
<th>Value</th>
<th>Largest</th>
<th>Smallest*</th>
<th>Average</th>
<th>Awarded%</th>
<th>Value%</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Categories</td>
<td>2,782</td>
<td>$193,622,774</td>
<td>$1,750,000</td>
<td>$4,000</td>
<td>$69,598</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Arts &amp; Culture</td>
<td>197</td>
<td>$10,310,391</td>
<td>$1,000,000</td>
<td>$4,000</td>
<td>$52,337</td>
<td>7.08%</td>
<td>5.32%</td>
</tr>
<tr>
<td>Community Development</td>
<td>148</td>
<td>$10,233,712</td>
<td>$1,500,000</td>
<td>$4,000</td>
<td>$69,147</td>
<td>5.32%</td>
<td>5.29%</td>
</tr>
<tr>
<td>Education</td>
<td>855</td>
<td>$89,418,348</td>
<td>$1,631,505</td>
<td>$4,000</td>
<td>$104,583</td>
<td>30.73%</td>
<td>46.18%</td>
</tr>
<tr>
<td>Environment</td>
<td>120</td>
<td>$2,166,260</td>
<td>$220,000</td>
<td>$4,008</td>
<td>$18,052</td>
<td>4.31%</td>
<td>1.12%</td>
</tr>
<tr>
<td>Health</td>
<td>386</td>
<td>$17,717,343</td>
<td>$1,000,000</td>
<td>$4,000</td>
<td>$45,900</td>
<td>13.87%</td>
<td>9.15%</td>
</tr>
<tr>
<td>International Giving</td>
<td>86</td>
<td>$13,132,536</td>
<td>$806,044</td>
<td>$4,000</td>
<td>$152,704</td>
<td>3.09%</td>
<td>6.78%</td>
</tr>
<tr>
<td>Religion</td>
<td>45</td>
<td>$916,756</td>
<td>$100,000</td>
<td>$4,000</td>
<td>$20,372</td>
<td>1.62%</td>
<td>0.47%</td>
</tr>
<tr>
<td>Social &amp; Human Services</td>
<td>631</td>
<td>$23,411,160</td>
<td>$1,750,000</td>
<td>$4,000</td>
<td>$37,102</td>
<td>22.68%</td>
<td>12.09%</td>
</tr>
<tr>
<td>Sports &amp; Recreation</td>
<td>19</td>
<td>$217,165</td>
<td>$30,000</td>
<td>$5,000</td>
<td>$11,430</td>
<td>0.68%</td>
<td>0.11%</td>
</tr>
<tr>
<td>Miscellaneous Philanthropy</td>
<td>295</td>
<td>$26,099,103</td>
<td>$1,500,000</td>
<td>$4,000</td>
<td>$88,472</td>
<td>10.60%</td>
<td>13.48%</td>
</tr>
</tbody>
</table>

To: Peter Hayashida  
Vice Chancellor of University Advancement

From: Jason Stajich, Chair  
Riverside Division

RE: Physical Space Naming Request - Rajendra V. Prasad, M.D., FRCP (C) Monitoring Room, School of Medicine Simulation Center

Dear Vice Chancellor Hayashida,

I write to convey the Executive Council (EC) comments on the SoM room naming. The EC was in favor of the naming request and appreciates the chance to comment. It was discussed during the meeting that the actual contribution seemed relatively low as per an expected amount to get a room named. We expect there is an agreed upon funding amount established in the Development office, but the faculty felt more substantial contributions should be required for room naming in the future.

Thanks,  
Jason
EXECUTIVE COUNCIL

June 23, 2020

To: Thomas M. Smith
   Interim Provost & Executive Vice Chancellor

From: Dylan Rodríguez, Chair Riverside Division

Re: KA Endowed Chair in Electrical and Computer Engineering

Dear Provost Smith,

At its June 22, 2020 meeting, Executive Council expressed no objection to the establishment of the proposed endowed chair. I attach comments regarding the proposal from the Committee on Academic Personnel, the Committee on Diversity, Equity, and Inclusion, and the Committee on Planning & Budget.

Peace,

dylan

Cc: Peter Hayashida, Vice Chancellor for University Advancement
    Sharilyn Berry, Executive Director of UCR Foundation and Donor Relations
June 4, 2020

To: Dylan Rodriguez  
Riverside Division Academic Senate

From: Sherryl Vint, Chair  
Committee on Academic Personnel

Re: Endowed Chair Proposal: KA Endowed Chair in Electrical and Computer Engineering

At its meeting on June 2, 2020, CAP reviewed the documents supporting the KA Endowed Chair in Electrical and Computer Engineering in the Marlan and Rosemary Bourns College of Engineering. CAP was enthusiastic about the establishment of the new Endowed Chair and voted in favor of the proposal (+10-0-0).
May 27, 2020

To: Dylan Rodriguez
   Riverside Division Academic Senate

From: Xuan Liu, Chair
       Committee on Diversity, Equity, and Inclusion

Re: [Campus Review] Endowed Chair Proposal: KA Endowed Chair in Electrical and Computer Engineering

The Committee on Diversity, Equity and Inclusion reviewed the Endowed Chair Proposal: KA Endowed Chair in Electrical and Computer Engineering and is in support of the proposal.

In particular, the Committee applauds the inclusion of the following statement in the certification list:

- A diversity, equity, and inclusion plan will be created in advance of chair recruitment.
Re: Endowed Chair Proposal: KA Endowed Chair in Electrical and Computer Engineering

Planning & Budget (P&B) reviewed the KA Endowed Chair in Electrical and Computer Engineering proposal at their June 9, 2020 meeting. P&B was supportive of the proposal.
April 27, 2020

To: Dylan Rodriguez, Chair, UCR Academic Senate

From: Thomas M. Smith, Ph.D., Interim Provost and Executive Vice Chancellor

Subject: KA Endowed Chair in Electrical and Computer Engineering (BCOE); for review by the UCR Academic Senate

For review by the appropriate committees of the Academic Senate in order to issue their recommendation for the KA Endowed Chair in Electrical and Computer Engineering in the Marlan and Rosemary Bourns College of Engineering.

This chair has been recommended by Dr. Christopher Lynch, Dean of the Bourns College of Engineering. The donors are successful entrepreneurs and alumni of Bourns College of Engineering who wish to remain anonymous.

Attached are:
    Request for Approval to Establish Endowed Chair
    Letter from BCOE Executive Committee in support of the chair
    Letter showing unanimous support from Electrical and Computer Engineering faculty
    Fund Agreement with Amendment for Name Change

We would appreciate a response with the Academic Senate Executive Council’s recommendation as soon as possible.

Thank you.

Thomas M. Smith, PhD
Interim Provost and Executive Vice Chancellor

cc: Cherysa Cortez, Executive Director, Academic Senate
AMENDMENT TO THE FUND AGREEMENT
executed on September 30, 2019
for the KA ENDOwed Chair in ELECTrical ENGINEERING
between the Marlan and Rosemary Bourns College of Engineering
and the UC Riverside Foundation

The following changes to the fund agreement between the Marlan and Rosemary Bourns College of Engineering and the UC Riverside Foundation executed on September 30, 2019 have been accepted by all parties.

In Section I of the gift agreement, the name of the fund shall be changed to the “KA Endowed Chair in Electrical and Computer Engineering.”

APPROVALS:

Amit K. Roy Chowdhury, Chair
Electrical and Computer Engineering
Bourns Family Faculty Fellow

March 18, 2020
Date

Christopher S. Lynch, Dean
William R. Johnson Jr. Family Chair
Bourns College of Engineering

March 18, 2020
Date

Kimberly McDade
UC Riverside Foundation

March 19, 2020
Date

Peter Hayashida, Vice Chancellor
UCR Advancement

March 19, 2020
Date
Fund agreement between
the MARLAN AND ROSEMARY BOURNS COLLEGE OF ENGINEERING
and the U. C. RIVERSIDE FOUNDATION
to establish the

KA ENDOWED CHAIR IN ELECTRICAL ENGINEERING
in the Marlan and Rosemary Bourns College of Engineering

The UC Riverside Marlan and Rosemary Bourns College of Engineering wishes to establish an endowed fund with the UC Riverside Foundation, a California non-profit corporation, with the conditions and purposes contained in this document. The name of the fund will be the KA Endowed Chair in Electrical Engineering Fund ("Fund"). Two pledged gifts of $500,000 each, totaling $1,000,000 ("Gift Funds") given by anonymous donors will be used to establish the KA Endowed Chair in Electrical Engineering in the Marlan and Rosemary Bourns College of Engineering for use at the Riverside campus ("UCR") of the University of California (the "University"). Per the fund establishing donors, “KA” as written in the fund name does not represent a name, initials, nor an acronym.

It is the intent of the Marlan and Rosemary Bourns College of Engineering that this Fund will become an endowed fund upon reaching the minimum amount required to establish an endowed chair.

I. ESTABLISHMENT OF FUND
This Fund shall be established when:

A. This memorandum has been reviewed, signed, and dated by the Dean of the Marlan and Rosemary Bourns College of Engineering and an appropriate Foundation official; and,

B. Gifts to the KA Endowed Chair in Electrical Engineering reach a total of $1,000,000 and have been received and deposited for the purpose cited herein.

C. Subject to approval through the appropriate policy and procedure of UCR and the University, and pending receipt of funds equivalent to the minimum requirement for an endowed chair, the Chair will be named the KA Endowed Chair in Electrical Engineering.

D. Additions to the Fund can be made at any time.
II. PURPOSE AND USE OF ENDOWMENT

A. General Purpose
The expendable distribution from the Fund will provide support for an endowed chair in electrical engineering within the Department of Electrical and Computer Engineering, under the direction of the Dean of the Marian and Rosemary Bourns College of Engineering. The chair holder will be selected in accordance with established University policies and procedures. The inaugural Chair will be an existing UCR faculty member. The Chair shall have a distinguished record of research, academic, and professional leadership. Research excellence will be evaluated by quality and quantity of peer reviewed publications, professional society recognition and awards (e.g. IEEE Fellow). The Chair’s academic and professional leadership will be demonstrated by service in significant positions within an academic department (e.g., chair), and/or a college (e.g., associate dean), and/or professional society (e.g., president). Preference will be given to faculty who publish research in the areas of navigation, estimation, and control.

The term for this chair shall be no longer than five (5) years and is renewable.

B. The establishment of the Endowed Chair will comply with current policies of the University, UCR, and the Foundation. If, in the judgment of the Chancellor of UCR, the designated use of endowment payout is impractical or impossible, then the Chancellor may, in consultation with the Donors when possible, use endowment payout for such other purposes at UCR as s/he determines to be consistent with Donors’ interests and intentions.

III. ADMINISTRATION OF FUND

A. The Fund will be administered in accordance with the UCR Policies and Procedures on Endowed Chairs: Establishment, Administration, and Appointment of Faculty.

B. The expendable distribution from the Fund will be determined periodically under the terms of the Endowment Expenditure Policy as established by the Foundation.

C. Payout from the Fund will be transferred to the University, to be made available to the chair holder, in support of teaching, research, graduate students and service activities under the direction of the Dean, and in accordance with University policy.

D. Total return earned by the Fund in excess of the amount approved for distribution shall be retained in the Fund principal to protect the Fund from the effects of inflation and to allow for growth. Any unexpended distribution from the previous year may be combined with that of the current year for spending purposes or added to the Fund principal. The principal of the Fund may be combined with other Funds for investment purposes.

E. Fiduciary responsibility for governance and investment of this endowment is vested in the Foundation Board of Trustees.
F. In the unlikely event that the KA Endowed Chair in Electrical Engineering Fund does not meet the pledged amount, the Chancellor of UCR is authorized to re-designate the purpose of this Fund, taking into consideration the Donors’ expressed wishes as to the designated purpose described in this document.

G. As is customary with universities and other non-profit organizations across the country, a one-time gift fee is applied to each pledge payment in order to provide essential support to UCR's advancement program. The fee is currently 5%. In addition, administrative fees will be charged in accordance with UCR policy.

H. The Fund shall exist in perpetuity.

IV. STEWARDSHIP

An endowed fund is a testament to the value the Donors place on intellectual and scientific achievement. During their lifetimes, the Donors will receive periodic stewardship reports from the University on the Fund.

The Donors agrees that the name of this Fund may be used in University Communications.

In addition, the Donors wish to remain anonymous and no public identification or acknowledgment shall be made of the Donors’ gift, which uses the Donors’ actual names or company name, whether in print or electronically.

ACCEPTANCES:

Amit K. Roy Chowdhury, Chair
Electrical and Computer Engineering
Bourns Family Faculty Fellow

Christopher S. Lynch, Dean
Marlan and Rosemary Bourns College of Engineering
William R. Johnson Jr. Family Chair

Kimberly McDade, UC Riverside Foundation

Peter Hayashida, Vice Chancellor
UCR Advancement
REQUEST TO ESTABLISH A NAMED ENDOWED CHAIR
Proposed Name of Chair: KA Endowed Chair in Electrical and Computer Engineering

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗ Dean/unit head completes and forwards materials to Development</td>
<td>April 3, 2020</td>
</tr>
<tr>
<td>☐ VC Advancement and AVC Development review and approve</td>
<td></td>
</tr>
<tr>
<td>☐ Provost/EVC reviews and approves</td>
<td></td>
</tr>
<tr>
<td>☐ [VC Planning &amp; Budget reviews if budgetary impact]</td>
<td></td>
</tr>
<tr>
<td>☐ Academic Senate consultation/recommendations</td>
<td></td>
</tr>
<tr>
<td>☐ Provost/EVC requests Chancellor’s approval</td>
<td></td>
</tr>
<tr>
<td>☐ Chancellor provides final endowed chair approval</td>
<td></td>
</tr>
</tbody>
</table>

REQUEST

College/School/Unit: Marlan and Rosemary Bourns College of Engineering

☑ Check here if location of FTE is within the same unit, otherwise specify:

Unit head name/title: Christopher Lynch, Dean
Endowment gift type: ☑ Distinguished Professorship

(CHECK ONE) ☑ Endowed Chair
☐ Term Chair
☐ Visiting Professorship

Proposed use:

The KA Endowed Chair in Electrical and Computer Engineering will support exceptional faculty in the Department of Electrical and Computer Engineering (ECE).

ACADEMIC INFORMATION

Academic Justification – explain how the endowment fits into the unit’s academic plan:

The KA Endowed Chair in Electrical and Computer Engineering will be used to attract and retain exceptional faculty in the Department of Electrical and Computer Engineering. The chair holder will be selected in accordance with established University policies and procedures. The inaugural Chair will be an existing UCR faculty member. The Chair shall have a distinguished record of research, academic, and professional leadership. Research excellence will be evaluated by quality and quantity of peer reviewed publications, professional society recognition and awards (e.g. IEEE Fellow). The Chair’s academic and professional leadership will be demonstrated by service in significant positions within an academic department (e.g., chair), and/or a college (e.g., associate dean), and/or professional society (e.g., president). Preference will be given to faculty who publish research in the areas of navigation, estimation, and control.

The term for this chair shall be no longer than five (5) years and is renewable.

Resources – describe the resources that will be necessary to support the proposed chair (e.g., FTE and other funding.) Please refer to the unit’s academic plan as appropriate:

No additional resources are necessary to support the proposed chair. The chair holder will be supported with an existing FTE.

Term Limits
Five Years and Renewable (Standard terms per UCR Policy and Procedures on Endowed Chairs and Professorships)

Gift/Donor Information

Total Gift Amount: $1,000,000 (two pledges of $500,000 each)

- Outright cash gift made on (date):
- Written pledge commencing on (date): October 16, 2019, to be fulfilled on (date): December 20, 2019
- Initial contribution/pledge payment expected on (date):

Donor name and UCR affiliation: or

- Will this gift/pledge be anonymous without publicity? ☒ Yes ☐ No

Donor’s background:
Donors are UCR alumni who both graduated from the Bourns College of Engineering and became successful entrepreneurs.

Proposed chair name: KA Endowed Chair in Electrical and Computer Engineering

Unit/UCR/UC Commitment

Will any additional college, campus-wide or system-wide resources be sought/required (e.g., space, special facilities, equipment, etc.)?

- No
- ☒ Yes. Describe source of additional resources:

- Existing FTE
- ☐ New FTE – please explain how this is provided for in unit academic plan:

Certifications

On behalf of the unit, I certify the following:
- The intellectual independence of the chair holder’s scholarly activities is assured.
- If the donation is being made anonymously, I attest to the experience, character, and reputation of the donor.
- The faculty member who is appointed to this chair will be notified of the annual reporting requirement as specified in UCR Policy 500-15: Policy and Procedures on Endowed Chairs: Establishment, Administration, and Appointment of Faculty.
- A diversity, equity, and inclusion plan will be created in advance of chair recruitment.
- Use of the chair for recruitment will be dependent on available campus budgetary resources.

I have attached the following documents:
- ☒ Letter from the college/school executive committee or department chair(s) on behalf of the affected departments, as defined by consultation between the dean and the chair of the college/school executive committee, endorsing this proposal.
- ☐ If naming is honorific, confirmation is attached that the honoree (if living) or honoree’s family (if honoree is deceased) has agreed to the naming.
APPROVALS

Kim McDade
Vice President, Finance and CFO

__________________________  4/7/2020
Kimberly McDade

Peter Hayashida
Vice Chancellor, University Advancement

__________________________  4/7/2020
Peter A. Hayashida

__________________________
Thomas M. Smith
Interim Provost and Executive Vice Chancellor

PROVOST TRANSMITTAL

TO: Kim A. Wilcox, Chancellor, University of California, Riverside

I recommend the establishment of this endowed chair at UC Riverside, as detailed in the attached supporting materials.

This proposed chair has been reviewed and approved by the Academic Senate and the Provost/Executive Vice Chancellor.

__________________________
Thomas M. Smith
Interim Provost and Executive Vice Chancellor, University of California, Riverside

CHANCELLOR’S APPROVAL

TO: Thomas M. Smith, Interim Provost and Executive Vice Chancellor

I approve the establishment of this endowed chair at UC Riverside.

__________________________
Kim A. Wilcox
Chancellor, University of California, Riverside
December 6, 2019

Dean Christopher Lynch
446 Winston Chung Hall, UCR
Riverside, CA 92531

Dear Chris,

The Department of Electrical and Computer Engineering accepts the gift of $1M given by two anonymous donors to establish the KA Endowed Chair in Electrical Engineering. On December 4 2019, the faculty of the department voted unanimously (In-Favor, 16; Opposed, 0; Abstain, 0; Absent, 16) to accept the gift.

Sincerely,

Amit K Roy Chowdhury
Electrical and Computer Engineering Department Chair
Professor and Bourns Family Faculty Fellow

cc: Jed Schwendiman, Assistant Dean for Development
REQUEST TO ESTABLISH A NAMED ENDOWED CHAIR

Proposed Name of Chair: KA Endowed Chair in Electrical and Computer Engineering

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean completes and forwards materials to</td>
<td>April 3, 2020</td>
</tr>
<tr>
<td>Development and AVC Development review</td>
<td>4/27/2020</td>
</tr>
<tr>
<td>and approve</td>
<td></td>
</tr>
<tr>
<td>VC reviews and approves</td>
<td></td>
</tr>
<tr>
<td>[VC Planning &amp; Budget reviews if</td>
<td></td>
</tr>
<tr>
<td>budgetary impact]</td>
<td></td>
</tr>
<tr>
<td>Academic Senate consultation/recommendations</td>
<td></td>
</tr>
<tr>
<td>Provost/EVC requests Chancellor’s approval</td>
<td></td>
</tr>
<tr>
<td>Chancellor provides final endowed chair</td>
<td></td>
</tr>
</tbody>
</table>

REQUEST

College/School/Unit: Marlan and Rosemary Bourns College of Engineering

☒ Check here if location of FTE is within the same unit, otherwise specify:

Unit head name/title: Christopher Lynch, Dean

Endowment gift type: ☒ Distinguished Professorship

(CHECK ONE) ☒ Endowed Chair

☐ Term Chair

☐ Visiting Professorship

Proposed use:

The KA Endowed Chair in Electrical and Computer Engineering will support exceptional faculty in the Department of Electrical and Computer Engineering (ECE).

ACADEMIC INFORMATION

Academic Justification – explain how the endowment fits into the unit’s academic plan:

The KA Endowed Chair in Electrical and Computer Engineering will be used to attract and retain exceptional faculty in the Department of Electrical and Computer Engineering. The chair holder will be selected in accordance with established University policies and procedures. The inaugural Chair will be an existing UCR faculty member. The Chair shall have a distinguished record of research, academic, and professional leadership. Research excellence will be evaluated by quality and quantity of peer reviewed publications, professional society recognition and awards (e.g. IEEE Fellow). The Chair’s academic and professional leadership will be demonstrated by service in significant positions within an academic department (e.g., chair), and/or a college (e.g., associate dean), and/or professional society (e.g., president). Preference will be given to faculty who publish research in the areas of navigation, estimation, and control.

The term for this chair shall be no longer than five (5) years and is renewable.

Resources – describe the resources that will be necessary to support the proposed chair (e.g., FTE and other funding.) Please refer to the unit’s academic plan as appropriate:

No additional resources are necessary to support the proposed chair. The chair holder will be supported with an existing FTE.

Term Limits
☑ Five Years and Renewable (Standard terms per UCR Policy and Procedures on Endowed Chairs and Professorships)
☐ Other – explain:

**Gift/Donor Information**

**Total Gift Amount:** $1,000,000 (two pledges of $500,000 each)
☐ Outright cash gift made on (date):
☒ Written pledge commencing on (date): October 16, 2019, to be fulfilled on (date):
  December 20, 2019
  Initial contribution/pledge payment expected on (date):

Donor name and UCR affiliation: ☐ or
☒ Will this gift/pledge be anonymous without publicity? ☑ Yes ☐ No

Donor’s background:
Donors are UCR alumni who both graduated from the Bourns College of Engineering and became successful entrepreneurs.

Proposed chair name: KA Endowed Chair in Electrical and Computer Engineering
☐ Check here if naming is honorary

**Unit/UCR/UC Commitment**

Will any additional college, campus-wide or system-wide resources be sought/required (e.g., space, special facilities, equipment, etc.)?
☐ No
☒ Yes. Describe source of additional resources:

☒ Existing FTE
☐ New FTE – please explain how this is provided for in unit academic plan:

**Certifications**

On behalf of the unit, I certify the following:
- The intellectual independence of the chair holder’s scholarly activities is assured.
- If the donation is being made anonymously, I attest to the experience, character, and reputation of the donor.
- The faculty member who is appointed to this chair will be notified of the annual reporting requirement as specified in UCR Policy 500-15: Policy and Procedures on Endowed Chairs: Establishment, Administration, and Appointment of Faculty.
- A diversity, equity, and inclusion plan will be created in advance of chair recruitment.
- Use of the chair for recruitment will be dependent on available campus budgetary resources.

I have attached the following documents:
- ☑ Letter from the college/school executive committee or department chair(s) on behalf of the affected departments, as defined by consultation between the dean and the chair of the college/school executive committee, endorsing this proposal.
- ☐ If naming is honorific, confirmation is attached that the honoree (if living) or honoree’s family (if honoree is deceased) has agreed to the naming.
Christopher S. Lynch, Dean
Marlan and Rosemary Bourns College of Engineering
William R. Johnson Jr. Family Chair

April 7, 2020

Date
APPROVALS

Kim McDade
Vice President, Finance and CFO

Peter Hayashida
Vice Chancellor, University Advancement

PROVOST TRANSMITTAL

TO: Kim A. Wilcox, Chancellor, University of California, Riverside

I recommend the establishment of this endowed chair at UC Riverside, as detailed in the attached supporting materials.

This proposed chair has been reviewed and approved by the Academic Senate and the Provost/Executive Vice Chancellor.

Thomas M. Smith
Interim Provost and Executive Vice Chancellor, University of California, Riverside

CHANCELLOR’S APPROVAL

TO: Thomas M. Smith, Interim Provost and Executive Vice Chancellor

I approve the establishment of this endowed chair at UC Riverside.

Kim A. Wilcox
Chancellor, University of California, Riverside
April 3, 2020

To: Christopher Lynch, Dean of the Bourns College of Engineering
Cc: Jed Schwendiman, Assistant Dean for Development, Bourns College of Engineering

From: Philip Brisk, Chair of the Faculty, Bourns College of Engineering

Dear Dean Lynch,

I write to inform you that on April 2, 2020, the BCOE Executive Committee voted unanimously in favor of the establishment of the KA Endowed Chair in Electrical and Computer Engineering.

The BCOE Executive Committee shares your belief that the resulting endowment will have a substantial impact on the College.
July 13, 2020

To: Thomas M. Smith  
Interim Provost & Executive Vice Chancellor

From: Dylan Rodriguez  
Chair, Riverside Division

Re: Urban Entomology Endowed Chair Disestablishment

Dear Provost Smith,

At its July 13, 2020 meeting, Executive Council expressed no objection to the disestablishment of the Urban Entomology Endowed Chair. I attach memos regarding the proposal from the Committee on Academic Personnel and the Committee on Planning & Budget.

Peace,
dylan

Cc: Peter Hayashida, Vice Chancellor for University Advancement  
Sharilyn Berry, Executive Director of UCR Foundation and Donor Relations
June 17, 2020

To: Dylan Rodriguez  
Riverside Division Academic Senate

From: Sherryl Vint, Chair  
Committee on Academic Personnel

Re: [Campus Review] Disestablishment of Endowed Chair: Disestablishment of the Early Career Chair in Urban Entomology

At its meeting on June 17, 2020, CAP reviewed the proposal for the disestablishment of the Early Career Chair in Urban Entomology within the College of Natural and Agricultural Sciences. CAP did not find any issues the intent to combine the funds with the Urban Entomology Endowed Presidential Chair to attract and retain highly qualified faculty and voted in favor of the proposal (+10-0-0).
PLANNING & BUDGET

June 23, 2020

To: Dylan Rodriguez, Chair
Riverside Division

From: Harry Tom, Chair
Committee on Planning and Budget

Re: Disestablishment of the Early Career Chair in Urban Entomology

Planning & Budget (P&B) reviewed the Disestablishment of the Early Career Chair in Urban Entomology at their June 23, 2020 meeting. P&B approved of the proposal without comment.
February 25, 2020

To: Dylan Rodriguez, Chair, UCR Academic Senate

From: Thomas M. Smith, Ph.D., Interim Provost and Executive Vice Chancellor

Subject: Disestablishment of Early Career Chair in Urban Entomology (CNAS); for review by the UCR Academic Senate

For review by the appropriate committees of the Academic Senate in order to issue their recommendation for the disestablishment of the Early Career Chair in Urban Entomology in the College of Natural and Agricultural Sciences. Funds from that chair will be combined with the Urban Entomology Endowed Presidential Chair.

The disestablishment of this chair has been recommended by Dr. Kathryn Uhrich, Dean of the College of Natural and Agricultural Sciences.

Attached are:

- Initial Request for Disestablishment by CNAS Department of Entomology
- Statement of Consultation with the Faculty
- Gift Agreements for Early Career Chair in Urban Entomology and Urban Entomology Endowed Presidential Chair
- Original request to establish the Early Career Chair in Urban Entomology. Intention to use funds for an endowed chair like the Urban Entomology Endowed Presidential Chair in the future is highlighted.

We would appreciate a response with the Academic Senate Executive Council’s recommendation as soon as possible.

Thank you.

cc: Cherysa Cortez, Executive Director, Academic Senate
January 22, 2020

Thomas M. Smith  
Interim Provost and Executive Vice Chancellor, Provost’s Office  
University of California, Riverside  
4148 Hinderaker Hall  
Riverside, CA 92521

RE: Support for the Disestablishment of the Early Career Chair in Urban Entomology

Dear Tom,

After consulting with faculty from the Department of Entomology and after reviewing the recommendation from the Department of Entomology, CNAS agrees with the request to disestablish the Early Career Chair in Urban Entomology and to combine the funds with the Urban Entomology Endowed Presidential Chair. The proposal also received the endorsement of the CNAS Executive Committee on January 14, 2020. Please note that all Early Career Chair fund donors have been provided with the opportunity to contact the UC Riverside Foundation with any concerns about this proposed change and none have done so.

Combining these two funds will provide us with resources needed to attract and retain highly qualified faculty and we look forward to your support.

Sincerely,

Kathryn E. Uhrich  
Dean, College of Natural and Agricultural Sciences
Dear Kathryn,

After consulting with faculty from the Department of Entomology, I am formally requesting the disestablishment of the department’s Early Career Chair in Urban Entomology, as funds will be combined with the Urban Entomology Endowed Presidential Chair once the disestablishment process has been completed.

Best Regards,

Rick Redak
Chair, Department of Entomology
College of Natural and Agricultural Sciences
UC Riverside

Cc: Dounia Sadeghi, Assistant Dean for Development- CNAS
INITIAL REQUEST FOR APPROVAL TO NAME/ESTABLISH AN ENDOWED CHAIR

This form is to help review gifts for compliance with academic plans and priorities, and to facilitate campus review procedures for evaluations.

Upon completion of this request form, the Dean/Unit Head forwards it for signature to the Associate Vice Chancellor, Development and Vice Chancellor, University Advancement. The Associate Vice Chancellor, Development or designee will submit the request, with draft gift agreement and supporting documentation to the Executive Vice Chancellor and Provost and Vice Chancellor for Academic Planning & Budget for campus review. If approved for recommendation, the BVC&P's Office follows the appropriate procedure for Endowed Chairs.

I. Background Information:
   A. Submitted by:
      Name: Thomas Baldwin
      Title: Dean, College of Natural and Agricultural Sciences
   B. Type of Gift and Comments:
      ➡ Endowed Chair/Distinguished Professorship: Endowed Term Chair
      ➡ Location of FTE: College of Natural and Agricultural Sciences
   C. Proposed name (involving gift): Early Career Chair in Urban Entomology
   D. Proposed use(s): To advance the mission of the College

II. Academic Information:
   A. Academic Justification: Explain how the proposed gift or endowment fits into the College/Unit's Academic Plan.

   The College of Natural and Agricultural Sciences, in accordance with UCR policy, will establish the Early Career Chair in Urban Entomology to further instruction and applied research on the control of termites, ants, cockroaches, yellow jackets, fleas, and other urban pests. For more than 35 years, the Department of Entomology has been a research leader pioneering solutions for California's structural pest control industry and throughout the world, and has long term goals in this field of study. This chair will enhance our national visibility in recruiting and retaining faculty and students of distinction, maintain undergraduate and graduate training in urban entomology, and signify UCR's continuing commitment to extend knowledge gained from research to the industry and for the public good.

   The Early Career Chair in Urban Entomology will be assigned to the Department of Entomology. For maximum academic flexibility, the chair may be filled by a tenure-track appointment, tenured appointment, temporary appointment for a specific period of time, or a series of temporary appointments. It may also be filled by a cooperative extension specialist.

   B. Resources: Describe the resources that will be necessary to support the proposed Chair (e.g., FTE and other funding.) Please refer to the College/Unit Academic Plan as appropriate.

   No additional resources are needed. This is existing FTE in the college. Distribution from the endowed fund will be available to the chair holder in support of his/her teaching, research, and service activities according to a budget recommended annually
to the chair of the department and approved by the dean. The chair endowment will be
administered in accordance with the UCR Policy and Procedures on Endowed Chairs:
Establishment, Administration, and Appointment of Faculty. The total return earned by
the endowment in excess of the amount approved annually for spending will be
returned to the Fund's principal to help it grow. Unused distribution from a previous
year may be combined with that of the current year for spending purposes, or added to
the Fund's principal.

III. Contribution Information:
A. Total amount of private funds expected to be committed (or being discussed):

The Early Career Chair in Urban Entomology will be funded through a transfer of
$360,000 from the Urban Entomology Endowed Research Fund (UCRF #6F0004).
Established in 1991 by Dr. Michael K. Rust, Professor of Urban Entomology, the
Urban Entomology Endowed Research Fund now totals approximately $400,000 thanks
to the generous support of individuals and companies, most associated with the pest
control industry. The college feels that the fund's research promise — a legacy of
perpetual support in research related to "new pest control products, treatment
strategies, equipment, education, and rational responses to problems that affect the pest
control industry"—can best be satisfied by using these funds to appoint a dedicated
chair holder who, in turn, will manage the chair's endowment in keeping with these
instructional, research, and outreach activities. Remaining funds in the Urban
Entomology Endowed Research Fund will continue to be managed by Professor Rust,
or his replacement upon retirement. In November 2010, fund contributors were notified
that an endowed chair was under consideration (see attached Due Diligence Letter to
Donors and the Clarification of Fund's Purpose).

It is assumed that over time, through additional gifts and prudent investment policies,
the Early Career Chair in Urban Entomology endowment will grow. As the corpus
grows, in accordance with existing UCR policies and procedures, the dean of the
college in consultation with chair of the Department of Entomology may choose to fund
additional early career chairs in urban entomology and/or increase the distribution to an
existing chair holder. Based on precedent, the Early Career Chair in Urban
Entomology may also be redesignated for a senior-rank chair holder. In this case, it will
be renamed the Endowed Chair in Urban Entomology (currently, the endowment
minimum to establish a senior-level chair is $1 million).

The College of Natural and Agricultural Sciences has already launched a major
fundraising initiative with the help of Mr. Corky Mizer, founder of Corky's Pest
Control headquartered in San Marcos, to raise gifts from California's structural pest
control industry for endowed chairs in urban entomology. A new fund, called the
Urban Entomology Chair Fund (Quasi Endowment), has been specifically established
as the "parent fund" for this purpose.

At a future date, individual urban entomology chairs may become named in honor of
faculty and individuals of distinction. Any name change request will follow the
UCR Policy and Procedures on Endowed Chairs.

Form of private contribution (s):
(X) Outright Gift (Date: Within 30 days of chair approval)
Written Pledge Expected beginning date: _____ Fulfillment Date: _____

B. Initial contribution/pledge payment expected:

C. Source(s) of private contribution(s):
   Lead Donor(s)                                         Amount(s)
   Urban Entomology Endowed Research Fund                $360,000 transferred from
   UCRF Fund #6F0004

D. Will this gift/pledge be anonymous, without publicity?  ☐ Yes  X No
   The first occupant will be announced once the chair is approved and the
equipment established.

IV. College/UCR/UC Commitment:
   A. Will any additional college, campus-wide or system-wide resources be sought/
      required (e.g., space, special facilities, equipment, etc.)? How will they be
      funded?  No additional resources required.
   B. If Endowed Chair or Professorship, is this a ☐ New FTE  (X) Existing FTE
      If new, please give reference to your Academic Plan: ______________________

V. College/Unit/Faculty/Academic Senate Consultation
   This naming has been reviewed by and received approval from the Divisional Deans and
   Department Chairs/faculty of the College of Natural and Agricultural Sciences affected
   by the named chair.

Submitted by:

Thomas O. Baldwin, Dean
College of Natural and Agricultural Sciences

Joel B. Manson, Associate Vice Chancellor, Development

Peter A. Hayashida, Vice Chancellor for University Advancement

Date  1/26/11

Date  1/27/11

Date  1/28/11
CHANCELLOR WHITE

Dear Tim:

I am pleased to approve the establishment and naming of the Early Career Chair in Urban Entomology through the establishment of an endowment of $360,000 with the UC Riverside Foundation for support of the Chair.

With best wishes, I am,

Sincerely yours,

Mark G. Yudof
President

cc: Provost Pitts
Executive Vice President Brostrom
Assistant Vice President O’Neill
//Executive Director Wottrring
Assistant Vice Chancellor Smith
ITEM FOR ACTION

ESTABLISHMENT AND NAMING OF ENDOWED CHAIR [EARLY CAREER CHAIR IN URBAN ENTOMOLOGY], COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES, RIVERSIDE CAMPUS

The Chancellor recommends to the President that the establishment of an endowed chair, College of Natural and Agricultural Sciences, Riverside campus, be approved, and that the Chair be named the *Early Career Chair in Urban Entomology*, through the establishment of an endowment of $360,000 with the UC Riverside Foundation for support of the Chair, and contingent on a binding commitment from the Foundation that it will distribute to The Regents the payout of the Chair endowment held and invested by the Foundation.

BACKGROUND

The proposed Early Career Chair in Urban Entomology, College of Natural and Agricultural Sciences, Riverside campus, would be supported by an endowment of $360,000 to be held and invested by the UC Riverside Foundation. The funds will be transferred from the Urban Entomology Endowed Research Fund (Fund #6F0004), an endowment fund with the UC Riverside Foundation.

Established in 1991 with a $25,000 gift from Dow Chemical, the Urban Entomology Endowed Research Fund has been supported by many generous individual and company donors, most associated with the pest control industry, and now totals approximately $400,000. The College feels that the fund’s research promise – a legacy of perpetual support in research related to “new pest control products, treatment strategies, equipment, education, and the rational responses to problems that affect the pest control industry” – can best be satisfied by using these funds to appoint a dedicated chair holder who, in turn, will manage the chair’s endowment in keeping...
with these instructional, research, and outreach activities. Remaining funds in the Urban Entomology Endowed Research Fund will continue to be managed by Dr. Michael K. Rust, Professor of Urban Entomology, or his successors. In January of 2011, fund contributors of $1,000 or more (including Dow Chemical) were notified of the College’s intention to transfer $360,000 from the fund to establish the endowed chair. No negative responses from donors were received.

For more than 35 years, the Department of Entomology has been a research leader pioneering solutions for California’s structural pest control industry and throughout the world and has long-term goals in this field of study. This Chair will enhance UCR’s national visibility in recruiting and retaining faculty and students of distinction, maintain undergraduate and graduate training in urban entomology, and signify UCR’s continuing commitment to extend knowledge gained from research to the industry and for the public good.

Payout from the Chair endowment would be made available to the chair holder in support of instructional, research, and outreach activities related to the pest control industry, in accordance with University policy.

For maximum academic flexibility, the chair may be filled by a tenure-track appointment, temporary appointment for a specific period of time, or a series of temporary appointments. It may also be filled by a cooperative extension specialist. Salary support and FTE would be provided by College of Natural and Agricultural Sciences.

In keeping with University policy, the Riverside Division of the Academic Senate has been consulted regarding the establishment of these professorships.
April 13, 2011

Susan V. Quinn
Director of Development Policy
University of California
1111 Franklin Street, #7203
Oakland, California 94607

Dear Director Quinn,

Re: Request for approval to establish an endowed chair

In accordance with the procedures for establishment of endowed chairs, I am pleased to forward to you, for the approval of the President, the Item for Action for establishment of the naming of an endowed term chair (Early Career Chair in Urban Entomology), College of Natural and Agricultural Sciences.

The attached information confirms the details and contributions to the UC Riverside Foundation of $360,000 as of January 28, 2011 for the Chair which will make the chair possible.

Should you have questions or concerns regarding this issue, please do not hesitate to contact me, (951) 827-5201, or Vice Chancellor Peter Hayashida, (951) 827-5203.

Sincerely,

[Signature]
Timothy P. White
Chancellor

Enclosure
April 4, 2011

Gretchen Bolar, Vice Chancellor
Finance and Business Operations

Dear Gretchen,

Re: Early Career Chair in Urban Entomology and Winston Chung Endowed Term Professorship in Energy Innovation and the Winston Chung Endowed Term Professorship in Sustainability as well as the Winston Chung Hall and Winston Chung Global Energy Center

The Academic Senate has completed its review of the following:

- Early Career Chair in Urban Entomology as recommended by Dean Thomas Baldwin
- Winston Chung Endowed Term Professorship in Energy Innovation and the Winston Chung Endowed Term Professorship in Sustainability as recommended by Dean Reza Abbashian

These were submitted to the Committees on Planning and Budget, Educational Policy, Academic Personnel and Graduate Council for review. All four committees approved the term chairs and their comments are enclosed. Please note that Planning and Budget had concerns about the use of improper terminology in the designation of the Term chairs.

The Executive Council also reviewed the proposal for the following two naming opportunities and unanimously endorsed them.

- Winston Chung Hall as the proposed name for Engineering Building Unit 2
- Winston Chung Global Energy Center within the Center for Environmental Research and Technology

Sincerely yours,

Mary Gauvain, Chair
Riverside Division

Attachments

Cc: Dallas Rabenstein, Executive Vice Chancellor & Provost
Reza Abbashian, Dean, BCOE
Peter Hayashida, Vice Chancellor, University Advancement
March 31, 2011

To: Mary Gauvain
Chair, Riverside Division Academic Senate

Fr: Rise Axelrod
Chair, Committee on Academic Personnel

Re: Early Career Chair in Urban Entomology;
Winston Chung Endowed Term Professorship in Energy Innovation;
Winston Chung Endowed Term Professorship in Sustainability

CAP supports the Early Career Chair in Urban Entomology, the Winston Chung Endowed Term Professorship in Energy Innovation and the Winston Chung Endowed Term Professorship in Sustainability.
March 29, 2011

TO: MARY GAUVAIN, CHAIR
RIVERSIDE DIVISION

FM: Y. PETER CHUNG, CHAIR
PLANNING AND BUDGET

RE: Early Career Chair in Urban Entomology and Winston Chung Endowed Term Professorship in Energy Innovation and the Winston Chung Endowed Term Professorship in Sustainability

The Planning and Budget Committee at its meeting on March 22, 2011 reviewed the Early Career Chair in Urban Entomology and the Winston Chung Endowed Term Professorship in Energy and the Winston Chung Endowed Term Professorship in Sustainability and fully supports the creation of the Endowed and Term Chairs.

The P&B members have concerns about the use of improper terminology in the designation of this term chair contrary to what is in the Term Chair Policy. In the future, it would be appropriate to adhere to campus policy terminology.
March 23, 2011

TO: MARY GAUVAIN, CHAIR
RIVERSIDE DIVISION

FR: JOSE WUDKA, CHAIR
COMMITTEE ON EDUCATIONAL POLICY

RE: PROPOSALS FOR EARLY CAREER CHAIR IN URBAN ENTOMOLOGY,
WINSTON CHUNG ENDOWED TERM PROFESSORSHIP IN ENERGY
INNOVATION, AND THE WINSTON CHUNG ENDOWED TERM
PROFESSORSHIP IN SUSTAINABILITY

By a vote recorded on March 17, the Committee on Educational Policy unanimously approved
the Early Career Chair in Urban Entomology, the Winston Chung Endowed Term Professorship
in Energy Innovation, and the Winston Chung Endowed Term Professorship in Sustainability by
a vote of 10 Yes, 0 No, and 0 Abstentions.

345
March 22, 2011

TO: MARY GAVAIN, CHAIR
RIVERSIDE DIVISION

FM: MORRIS MADURO, CHAIR
PLANNING AND BUDGET

RE: Early Career Chair in Urban Entomology and Winston Chung Endowed Term Professorship in Energy Innovation and the Winston Chung Endowed Term Professorship in Sustainability

The Graduate Council at its March 18, 2011 meeting reviewed the Early Career Chair in Urban Entomology and the Winston Chung Endowed Term Professorship in Energy and the Winston Chung Endowed Term Professorship in Sustainability and unanimously approved the creation of these chairs.
March 9, 2011

TO: JOSE WUDKA, CHAIR, EDUCATIONAL POLICY
RISE AXELROD, CHAIR CAP
PETER CHUNG, CHAIR, PLANNING & BUDGET
MORRIS MADURO, CHAIR, GRADUATE COUNCIL

FM: MARY GAUVAIN
CHAIR, RIVERSIDE DIVISION

Re: Early Career Chair in Urban Entomology and Winston Chung Endowed Term Professorship in Energy Innovation and the Winston Chung Endowed Term Professorship in Sustainability

Attached please find for your review the Early Career Chair in Urban Entomology and Winston Chung Endowed Term Professorship in Energy Innovation and the Winston Chung Endowed Term Professorship in Sustainability.

I am also attaching the abbreviated policy which was approved in May of 2009 for handling Term Chairs at UCR.

Please forward your comments to me by March 21, 2011.

Attachments
March 4, 2011

Chair Gauvain
Academic Senate

RE: Campus Naming Committee

Dear Mary:

As Chair Designee of the UCR Committee on Naming Campus Properties, Programs and Facilities, I am requesting the review and approval by the Academic Senate Executive Council for these naming opportunities.

- *Early Career Chair in Urban Entomology* has been recommended by the Dean, College of Natural and Agricultural Sciences, Thomas Baldwin.
- *Winston Chung Endowed Term Professorship in Energy Innovation* and the *Winston Chung Endowed Term Professorship in Sustainability* have been recommended by the Dean, Bourns College of Engineering, Reza Abbaschian.
- *Winston Chung Hall* is the proposed name for Engineering Building Unit 2, an academic research facility built in 2005. This naming has been recommended by the Dean, Bourns College of Engineering, Reza Abbaschian.
- Establish the *Winston Chung Global Energy Center* within the Center for Environmental Research & Technology (CE-CERT) has been recommended by the Dean, Bourns College of Engineering, Reza Abbaschian.

Please review the attached requests, gift agreements and summary details. These proposed names need approval by the Academic Senate before it is endorsed by the Campus Naming Committee. Please respond with your recommendation by Friday March 18, 2011.

Sincerely,

Gretchen S. Bolar
Vice Chancellor

Attachments

xc: Vice Chancellor Hayashida  
Dean Abbaschian  
Dean Baldwin  
Assistant Dean Parker  
Assistant Dean Preble  
Assistant Vice Chancellor Smith  
Executive Director Ehlers
Date: January 25, 2011

To: Gretchen Bolar, Vice Chancellor of Financial & Business Operations

Cc: Peter Hayashida, Vice Chancellor of University Advancement
Tom Baldwin, Dean, College of Natural and Agricultural Sciences (CNAS)
Holly Preble, Assistant Dean of Development, CNAS

From: Zachary A. Smith, Assistant Vice Chancellor of Development

Subject: Early Career Chair in Urban Entomology; for review by the UCR Academic Senate

Dear Gretchen,

In accordance with the approved UCR Policy for Naming Campus Properties, Academic and Non-academic Programs, and Facilities, I am forwarding the Early Career Chair in Urban Entomology for your review.

This packet includes:

- Initial Request for Approval to Name/Establish an Endowed Term Chair
- Due diligence Letter to be sent to $1,000 donors and above, per UCOP’s recommendation
- Supporting emails from Judy Lehr and UCOP
- Sample solicitation materials

Please copy me on any memos and/or responses regarding this request. Should you have any questions or need any additional information, feel free to contact me at extension 26302.

Sincerely,

Zachary A. Smith, Ph.D.
Assistant Vice Chancellor of Development

Attachment
INITIAL REQUEST FOR APPROVAL TO NAME/ESTABLISH AN ENDOWED CHAIR

This form is to help review gifts for compliance with academic plans and priorities, and to facilitate campus review procedures for namings.

Upon completion of this request form, the Dean/Unit Head forwards it for signature to the Associate Vice Chancellor, Development and Vice Chancellor, University Advancement. The Associate Vice Chancellor, Development or designee will submit the request, with draft gift agreement and supporting documentation to the Executive Vice Chancellor and Provost and Vice Chancellor for Academic Planning & Budget for campus review. If approved for recommendation, the EVC&P’s Office follows the appropriate procedure for Endowed Chairs.

I. Background Information:
   A. Submitted by:
      Name: Thomas Baldwin
      Title: Dean, College of Natural and Agricultural Sciences
   B. Type of Gift and Comments:
      ➢ Endowed Chair/Distinguished Professorship: Endowed Term Chair
      ➢ Location of FTE: College of Natural and Agricultural Sciences
   C. Proposed name (involving gift): Early Career Chair in Urban Entomology
   D. Proposed use(s): To advance the mission of the College

II. Academic Information:
   A. Academic Justification: Explain how the proposed gift or endowment fits into the College/Unit's Academic Plan.

      The College of Natural and Agricultural Sciences, in accordance with UCR policy, will establish the Early Career Chair in Urban Entomology to further instruction and applied research on the control of termites, ants, cockroaches, yellow jackets, fleas, and other urban pests. For more than 35 years, the Department of Entomology has been a research leader pioneering solutions for California’s structural pest control industry and throughout the world, and has long term goals in this field of study. This chair will enhance our national visibility in recruiting and retaining faculty and students of distinction, maintain undergraduate and graduate training in urban entomology, and signify UCR‘s continuing commitment to extend knowledge gained from research to the industry and for the public good.

      The Early Career Chair in Urban Entomology will be assigned to the Department of Entomology. For maximum academic flexibility, the chair may be filled by a tenure-track appointment, tenured appointment, temporary appointment for a specific period of time, or a series of temporary appointments. It may also be filled by a cooperative extension specialist.

   B. Resources: Describe the resources that will be necessary to support the proposed Chair (e.g., FTE and other funding.) Please refer to the College/Unit Academic Plan as appropriate.

      No additional resources are needed. This is existing FTE in the college. Distribution from the endowed fund will be available to the chair holder in support of his/her teaching, research, and service activities according to a budget recommended annually.
to the chair of the department and approved by the dean. The chair endowment will be administered in accordance with the UCR Policy and Procedures on Endowed Chairs: Establishment, Administration, and Appointment of Faculty. The total return earned by the endowment in excess of the amount approved annually for spending will be returned to the Fund’s principal to help it grow. Unused distribution from a previous year may be combined with that of the current year for spending purposes, or added to the Fund’s principal.

III. Contribution Information:
A. Total amount of private funds expected to be committed (or being discussed):

The Early Career Chair in Urban Entomology will be funded through a transfer of $360,000 from the Urban Entomology Endowed Research Fund (UCRF #6F004). Established in 1991 by Dr. Michael K. Rust, Professor of Urban Entomology, the Urban Entomology Endowed Research Fund now totals approximately $400,000 thanks to the generous support of individuals and companies, most associated with the pest control industry. The college feels that the fund’s research promise—a legacy of perpetual support in research related to “new pest control products, treatment strategies, equipment, education, and rational responses to problems that affect the pest control industry”—can best be satisfied by using these funds to appoint a dedicated chair holder who, in turn, will manage the chair’s endowment in keeping with these instructional, research, and outreach activities. Remaining funds in the Urban Entomology Endowed Research Fund will continue to be managed by Professor Rust, or his replacement upon retirement. In November 2019, fund contributors were notified that an endowed chair was under consideration (see attached Due Diligence Letter to Donors and the Clarification of Fund’s Purpose).

It is assumed that over time, through additional gifts and prudent investment policies, the Early Career Chair in Urban Entomology endowment will grow. As the corpus grows, in accordance with existing UCR policies and procedures, the dean of the college in consultation with chair of the Department of Entomology may choose to fund additional early career chairs in urban entomology and/or increase the distribution to an existing chair holder. Based on precedent, the Early Career Chair in Urban Entomology may also be redesignated for a senior-rank chair holder. In this case, it will be renamed the Endowed Chair in Urban Entomology (currently, the endowment minimum to establish a senior-level chair is $1 million).

The College of Natural and Agricultural Sciences has already launched a major fundraising initiative with the help of Mr. Corky Mizer, founder of Corky’s Pest Control headquartered in San Marcos, to raise gifts from California’s structural pest control industry for endowed chairs in urban entomology. A new fund, called the Urban Entomology Chair Fund (Quasi Endowment), has been specifically established as the “parent fund” for this purpose.

At a future date, individual urban entomology chairs may become named in honor of faculty and individuals of distinction. Any name change request will follow the UCR Policy and Procedures on Endowed Chairs.

Form of private contribution (s):
( X ) Outright Gift (Date: Within 30 days of chair approval)
B. Initial contribution/pledge payment expected:

C. Source(s) of private contribution(s):

<table>
<thead>
<tr>
<th>Lead Donor(s)</th>
<th>Amount(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban Entomology Endowed Research Fund</td>
<td>$360,000 transferred from UCRF Fund #6F00004</td>
</tr>
</tbody>
</table>

D. Will this gift/pledge be anonymous, without publicity? ☐ Yes ☑ No

The first occupant will be announced once the chair is approved and the endowment established.

IV. College/UCR/UC Commitment:

A. Will any additional college, campus-wide or system-wide resources be sought/required (e.g., space, special facilities, equipment, etc.)? How will they be funded? ☐ No additional resources required.

B. If Endowed Chair or Professorship, is this a ☑ New FTE ☐ Existing FTE

If new, please give reference to your Academic Plan: ____________________________

V. College/Unit/Faculty/Academic Senate Consultation

This naming has been reviewed by and received approval from the Divisional Deans and Department Chairs/faculty of the College of Natural and Agricultural Sciences affected by the named chair.

Submitted by:

Thomas O. Baldwin, Dean
College of Natural and Agricultural Sciences

Joel B. Manson, Associate Vice Chancellor, Development

Peter A. Hayashida, Vice Chancellor for University Advancement

Date:

1/26/11

1/27/11

1/28/11
Sample Due Diligence Letter

January 15, 2011

Mr. Corky Mizer  
President and CEO  
Corky’s Pest Control  
909 Rancheros Drive  
San Marcos, CA 92069

Dear Corky:

Thank you for being an important contributor to the Urban Entomology Endowed Research Fund at the University of California, Riverside. I am pleased to report that this fund has grown from a starting gift of $25,000 in 1991 and now totals nearly $400,000 as a result of the ongoing support from the pest control industry and the fundraising efforts of Professor Michael Rust.

As the changing California economy leads us all to think seriously about our spending priorities, Dr. Rust and the Department of Entomology have decided that the legacy of your investment in the Urban Entomology Endowed Research Fund — to support pioneering research in urban entomology and service to the pest control industry — would best be served at this time by funding a faculty position to specifically provide these instructional, research, and outreach activities. In higher education, this is done by establishing an endowed chair.

In this light, we are asking the University of California Regents to approve the creation of an Endowed Chair in Urban Entomology in the Department of Entomology at UC Riverside. While the cost to fully endow this chair for a senior faculty member is $1.5 million, a transfer of $360,000 from the Urban Entomology Endowed Research Fund will allow us to initially fill the chair as an “early career” or cooperative extension position.

We are excited about this possibility and hope you agree.

Endowed chairs are among the most prestigious positions in higher education. As Urban Entomology faculty retire, our ability to recruit new faculty of distinction to open posts will be greatly enhanced. Endowed chairs provide national visibility and will give the Department of Entomology added leverage to attract top graduate and undergraduates into the field of urban entomology. Most importantly, an endowed chair is a permanent position and will serve to anchor urban entomology as a research focus.
Mr. Corky Mizer  
Page Two  
January 15, 2011

For more than 35 years, the Department of Entomology at UC Riverside has been a research leader pioneering solutions for California’s structural pest control industry and throughout the world, moving knowledge gained from research to the industry for the public good. We continue to have long-term goals in this field of study and welcome your ongoing partnership.

If you have any questions or concerns about this change, please call me within 30 days of this letter. I am working directly with Dr. Rust to move this project forward and can be reached at (951) 827-3278.

Sincerely,

Holly Preble  
Assistant Dean of Development
Subject: possible Urban Entomology Term Chair
From: "Judy Lehr" <judy.lehr@ucr.edu>
Date: Wed, 24 Mar 2010 10:34:33 -0700
To: "June Smith" <June.Smith@ucr.edu>
CC: "Holly Preble" <holly.preble@ucr.edu>

June, Asst Dean for Development in the college of Natural and Agricultural Sciences is in discussion with an Urban Entomology professor regarding a possible term chair. Over many years, he has raised $325k through industry support in the foundation endowed fund he has built for pest management research. He is now ready to help with fundraising to take it over the $360k mark this year so it can become an endowed early career term chair. The dean of the college supports this plan. I think they will be ready soon to start the approval process through the campus so I wanted to run the concept by you for insights. It seems straightforward to me. What do you think?

We'll keep you in the loop with documents and item drafts. --Judy

Judy Lehr, Executive Director
Donor Research & Relations
Director of Operations and Secretary, UCR Foundation
Office of Development
257A Highlander Hall
University of California
Riverside, CA 92521
951-827-2285 judy.lehr@ucr.edu

3/24/2010 10:37 AM
Holly Preble

From: Holly Preble [hollyp@ucr.edu]
Sent: Friday, December 17, 2010 12:49 PM
To: holly.preble@ucr.edu
Subject: Urban Entomology Endowed Research Fund

Subject: Re: chair
Date: Mon, 29 Mar 2010 10:17:23 -0800
From: Michael K. Rust <michael.rust@ucr.edu>
To: Holly Preble <holly.preble@ucr.edu>

Holly:

The Urban Entomology Endowed Research Fund was established in the Foundation Office with our first $25,000 gift from Dow Chemical. I have not transferred any funds into it. The Foundation should have all the paperwork. The funds were donated to the fund to support urban entomology research under my direction. I have promised no one anything besides that the fund would support urban pest management research. I don't know what the thank you letters look like. They are sent from the foundation.

Over the years, I have been donating my honorariums and consulting funds into the account. I am probably the single largest donor. Only until very recently have any of the interest actually been spent on research. It had been going back into the account. Target Specialty Products has helped conduct fund raisers and donated excess funds from our Fumigation conferences over the years. They have collected smaller donations from pest control operators and then sent a check to the foundation. They have actually provided very few dollars themselves. Consequently, I don't think it is necessary to get an approval from them.

Mike
Subject: possible Urban Entomology Term Chair
From: "June Smith" <June.Smith@uccp.edu>
Date: Thu, 25 Mar 2010 09:06:56 -0700
To: "Judy Lehr" <Judy.lehr@ucr.edu>

First, I would like to see typical gift correspondence or, short of that, a handful of agreements for the related gifts. Perhaps there was even a template that was used for the gift agreements. What did the faculty member promise in solicitation and acknowledgment letters? What did donors require in the letters of gift? Once we know those things, we will have a clearer picture.

June

June B. Smith
Director
Development Policy and Administration
University of California
1111 Franklin Street, 7203
Oakland, California 94607
(V) 510.987.9180
(F) 510.987.9181
Urban Entomology Endowed Research Fund
University of California, Riverside

What is it and why is it needed?
It is a perpetual urban Entomology research endowment. Your contribution will work forever. Your tax-deductible donation is kept as a special fund managed by the University. Interest from the fund provides a base of funding that supports applied research to control such pests as termites, ants, cockroaches, yellow jackets, fleas, and others. The more money in the fund, the greater the base. The idea of an endowment is something started a few years ago at UCR in response to a downturn in the economy that resulted in a significant decline in manufacturers and PCOs’ ability to support Urban Entomology at UCR. The introduction into California of important pests such as fire ants, Africanized bees, German yellowjackets, and Formosan termites has created an urgent need for additional support and research. We must prepare a legacy for the future. UCR continues to be the leader in urban entomology research in California. You can help.

Where does the money come from?
The money comes from generous people like you. The endowment is supported by a spectrum of people associated with the pest control industry — manufacturers, distributors, large and small pest control companies, and individuals. Anyone who is a friend of the University and would like to support urban entomology research and have it continue at UCR is encouraged to contribute to the research endowment. Many companies and individuals have contributed, and many do so on a regular basis.

What's in it for me?
Everyone associated with the pest control industry will benefit. UCR is one of only a few universities in the country with a research group dealing with urban insect pests. UCR has been helping the pest control industry for more than 35 years. The endowment supports research related to new pest control products, treatment strategies, equipment, education, and rational responses to problems that arise that affect the pest control industry. Remember, contributions are tax-deductible and help support scientific research related to urban pest problems here in California.

What is the goal?
The goal is $1,000,000. That level of endowment will go a long way towards providing UCR’s Urban Entomology the research, security, independence, and longevity we all hope for. The endowment now has well over $50,000, and continues to increase. We need YOU.

To provide a contribution, please make your check payable to UC Riverside Foundation with “UCR Urban Entomology Endowment” on the notation line.
The University of California, Riverside (UCR) created an Urban Entomology Endowed Research Fund in 1996 to be used for research and outreach on pest problems specifically associated with structural pest control. The goal for the Fund is $1,000,000 and the interest earned will provide a permanent basic level of support for research and outreach that will benefit California residents and the pest control industry.

Background

Urban Entomology and pest control impacts millions of individuals. More than 95% of Californians now living in urban areas are increasingly affected by insect pests that affect their homes, health, and quality of life. There has been a 50-year history of productivity, independent research from entomologists at UCLA and now at UC Riverside to solve these pest problems. Since 1975, when the Urban Entomology program was transferred from UCLA, UCR has continued a tradition of pioneering research.

Benefiting the public and the structural pest control industry, this research generates models and solutions for millions of people in California and throughout the world. Research at UCR has focused on the most effective strategies for dealing with insects in and around homes, apartments, commercial settings, and recreational areas. Increasing concern about insect resistance to pesticides, human exposure to pesticides, professional training and the effects of new and damaging pests introduced from abroad suggest that UCR must continue its leadership role in conducting the research and outreach programs that will address issues and problems arising in urban communities in California.

Research Accomplishments at UC Riverside

As the only major urban entomology program in the western United States, UC Riverside has focused its research and extension efforts on the major urban pests of California and the program has consistently provided leadership and practical relevant findings which assist the industry and public:

- Newest control technologies minimizing pesticide exposure.
- The use of inorganic insecticides to control cockroaches, fleas and termites.
- Clarification of details regarding the biology of cat fleas and strategies for controlling them.
- The role of repellants and natural products in controlling important pest ants, cockroaches and termites.
- The use of baits in ant, cockroach and termite control.
Alternative pest control technologies including biologicals, heat, cold and anoxia.

UC Riverside is also known nationally for education and training of entomologists who serve in academic positions throughout the country as well as in research positions in the pest control industry. Currently UCR graduates from Urban Entomology program are on the faculty at Auburn University, Louisiana State University, North Carolina State University, and the University of Florida. Other scientist are employed by the United States Air Force, California Department of Public Health, and the United States Forest Service- termite facility in New Orleans.

Management of the Fund

An Endowed Research Fund will provide a consistent base of funding for research and outreach in Urban Entomology at the University of California at Riverside. The Fund will be managed by the University, and the interest earned from the Endowment will be used annually to directly support research and outreach activities of the Urban Entomology program.

The research activities supported by the Fund will be under the direction of Michael K. Rust, Ph.D., Professor of Entomology and Donald A. Reiter, Staff Research Associate at UCR. Graduate and post-doctoral students, staff research associates, laboratory assistants and work-study students will also participate in the research supported by the Urban Entomology Research Fund. Contributions to the Fund are tax-deductible.

The Need

Reduced state funding, corporate belt-tightening, governmental cut-backs, business mergers and economic recession affect the amount of support available for research. In particular, University resources available for organized research units have been eliminated. As a supplement to research grants, the Fund will help ensure financial stability, provide support for independent research, and sustain research efforts of importance to Californians.

Benefits

UC Riverside Department of Entomology serves as resource for the public and structural pest control industry, and donors to the Fund will be helping to support practical research related to new products, treatment strategies, education, and response to issues and problems arising in our urban communities.

In addition to its ongoing research, faculty, staff and graduate students in Urban Entomology offer outreach and extension programs and participate in state and national associations. Activities include:

- Classes, seminars, and workshops for the public and pest control industry.
- Annual Urban Pest Management Conference.
- Annual Structural Fumigation School
Training for state and national pest control associations.
- Presentations at scientific and professional meetings.
- Community outreach to schools and governmental agencies.
- Technical information and advice.

**Publications Since 1996**

**Alternative Pest Control Technologies**


**Graduate Student Papers**


Metzger, M.B. and M.K. Rust. 2001. Laboratory techniques for rearing fleas


Proceedings Papers From Scientific Meetings


Reiereson, D. A., M. K. Rust, and J. Hampton-Beesley. 1998. Monitoring with sugar water to determine the efficacy of treatments to control Argentine ants, Linepithema


THE URBAN ENTOMOLOGY ENDOWED PRESIDENTIAL CHAIR
College of Natural and Agricultural Sciences

I. INTRODUCTION

Numerous individuals and organizations have made outright gifts and pledges to the UC Riverside Foundation totaling $500,000 to endow the Urban Entomology Endowed Presidential Chair Fund (the "Fund"). The University of California will establish a matching fund of $500,000 to be named the Urban Entomology Endowed Presidential Chair Matching Fund. Collectively, the funds shall be referred to as "Chair Funds".

II. BACKGROUND

Ensuring that the Urban Entomology program can continue to produce research, extension, outreach, and partnership in the field of pest management is of equal importance to the College of Natural and Agricultural Sciences at the University of California, Riverside and to the urban entomology industry.

For 36 years, Distinguished Professor of Entomology Michael K. Rust has led the Urban Entomology program with distinction. As Dr. Rust retires, the university and industry both hope to perpetuate the initiatives that he has fostered, support continued program excellence, and secure the program’s future.

Corky Mizer, founder of Corky’s Pest Control headquarteredin San Marcos, has served as the lead donor and key volunteer to help the college solicit gifts from the structural pest control industry and other interested donors to accomplish this fundraising goal.

Since its beginnings in 2011, the Urban Entomology Endowed Chair Fund has received one outright gift and fourteen pledges. Eleven of these pledges are from pest management company operators, two pledges are from large corporations who serve the pest management industry, and one is from an individual.

The donors ("Founders Circle" members) who have pledged to support the fund are Corky’s Pest Control, Dewey Pest Control, Lloyd Pest Control, Mega Fume, Inc., Orkin Pest Control, Pesticide Applicators Professional Association (PAPA), Payne Pest Management, Pestgon, Inc., Statewide Fumigation, Western Exterminator Company, Harbor Pest Control, Syngenta Crop Protection, LLC, Univar, Inc., and Mr. James Ogle. The Founders Circle member making an outright gift is Clark Pest Control.
III. 

ESTABLISHMENT OF FUNDS

A. Subject to approval through the appropriate policies and procedures of the University of California, Riverside, and the Regents of the University of California, and pending receipt of funds as described below, Chair Funds shall be used to establish the Urban Entomology Endowed Presidential Chair ("Chair").

B. The Urban Entomology Endowed Presidential Chair Fund, a true endowment to be held by the UC Riverside Foundation, shall be established when this agreement has been reviewed, signed and dated by appropriate university officials and the Donor pledges have been fully funded.

C. The Urban Entomology Endowed Presidential Chair Matching Fund, a fund functioning as an endowment to be held by The Regents, shall be established and funded upon formal approval of the Chair by the President of the University. Approval will be contingent upon full funding of the Urban Entomology Endowed Presidential Chair Fund by the Donors.

D. In the unlikely event that The Urban Entomology Endowed Presidential Chair Fund does not meet the pledged amount, the Chancellor of UCR is authorized to redesignate the purpose of the funds, taking into consideration Donors' expressed wishes as to the designated purpose described in this document. Any University matching funds will be returned and the Chair will not be established.

E. Additions to the UC Riverside Foundation Fund can be made at any time.

IV. PURPOSE AND USE OF CHAIR FUNDS

A. General Purpose

The expendable distributions from the Urban Entomology Endowed Presidential Chair Fund shall be transferred to The Regents and used to support faculty salaries and/or graduate fellowships in the chair holder's department. The expendable distributions from the Urban Entomology Endowed Presidential Chair Matching Fund shall be used to provide the appointed chair holder a scholarly allowance to support research and teaching. Distributions shall be made under the direction of the Dean of the College of Natural and Agricultural Sciences in accordance with established UCR policies and procedures.

The establishment of the Chair Funds will comply with current policies of the UC Regents and the UC Riverside Foundation. If, in the judgment of the Chancellor, the designated use of the Chair Funds payout is impractical or impossible, then the Chancellor may, in consultation with the Donor, when possible, use the Chair Funds payouts for such other purposes at the University of California, Riverside as the Chancellor determines to be consistent with Donors' interests and intentions.
V. ADMINISTRATION OF FUNDS

A. The Chair Funds will be administered in accordance with the UCR Policies and Procedures on Endowed Professorships: Establishment, Administration, and Appointment of Faculty.

B. The Chair Funds’ expendable distributions will be determined periodically under the terms of the Endowment Expenditure Policy as established by the UC Riverside Foundation and The Regents of the University of California.

Total return earned by the Chair Funds in excess of the amount approved for distribution shall be retained in the Chair Funds’ principal to protect the Chair Funds from the effects of inflation and to allow for growth. Any unexpended distributions from the previous year may be combined with that of the current year for spending purposes or added to the Chair Funds’ principal.

The principal of the Chair Funds may be combined with other Funds for investment purposes.

Fiduciary responsibility for governance and investment of the Chair Funds is vested in the UC Riverside Foundation Board of Trustees and the Chief Investment Officer of The Regents.

C. As is customary with universities and other non-profit organizations across the country, a one-time gift fee is applied to each gift/pledge payment in order to provide essential support to UCR’s advancement program. The fee is currently 5%. In addition, after the one-time fee has been satisfied, administrative fees will be charged in accordance with UCR policy.

Hieu Nguyen for the University of California and the UC Riverside Foundation

Marylynne V. Yates
Dean, College of Natural and Agricultural Sciences

3/18/15
Date

3/18/15
Date
March 10, 2021

To: Committee on Undergraduate Admissions

From: Jason Stajich, Chair
Riverside Division

CC: Kim A. Wilcox, Chancellor
Thomas M. Smith, Interim Provost & Executive Vice Chancellor
Leondra Jacobs, Academic Senate Analyst
Cherysa Cortez, Executive Director of the Academic Senate
Emily Engelschall, Interim Associate Vice Chancellor for Enrollment Services

RE: Amendment to the approved proposed dual-AIS score admission policy

During its March 8, 2021 meeting, Executive Council by unanimous vote in lieu of the Division approved the subject amendment. The approved proposal and amendments are attached for your information.
COMMITTEE ON UNDERGRADUATE ADMISSIONS

February 19, 2021

To: Jason Stajich, Chair
Academic Senate

From: Sheldon Tan, Chair
Committee on Undergraduate Admissions

RE: Amendment to the approved proposed dual-AIS score admission policy

The Committee on Undergraduate Admissions met on Friday, February 19, 2021 and voted in favor of adopting the test-blind AIS score for the 2022 admission cycle in lieu of the approved proposed test-inclusive and test-blind AIS options. The preliminary injunction by the Superior Court of The State of California against UC for using testing-optional admissions (Case No. RG19046222, Sept 1st, 2020) is still pending. As noted in the original proposal, the Regents unanimously approved the suspension of the standardized test requirement (ACT/SAT) for all California freshman applicants until fall 2024, and also outlined a plan for phasing out the ACT and SAT tests entirely and possibly replacing them with a new standardized test format.

The primary rationale for this amendment to the previously approved proposed dual-AIS score admission policy is due to pending litigation and the unavailability of testing centers in California. As a result, the Committee on Undergraduate Admissions believes it’s in the best interest for UCR and the 2022 applicant pool to adopt the test-blind AIS score for the 2022 admission cycle so that Undergraduate Admissions can communicate a clear and consistent 2022 undergraduate admissions testing and comprehensive review policy to students as soon as possible.

cc: Cherysa Cortez, Director of the Academic Senate
EXECUTIVE COUNCIL

September 29, 2020

To: Committee on Undergraduate Admissions

CC: Kim A. Wilcox, Chancellor
    Thomas M. Smith, Interim Provost & Executive Vice Chancellor
    Emily D. Engelschall, Interim Associate Vice Chancellor, Enrollment Services

From: Jason Stajich, Chair
    Riverside Division

Subject: Approval - Proposal to Modify the UCR Comprehensive Review Model for Freshman Admission for Fall 2021 and Fall 2022 and Amendment regarding Fall 2020

During its September 28, 2020 meeting, Executive Council voted in lieu of the Division to approve (22 in favor, 1 abstention) the subject proposal and its amendment from the Committee on Undergraduate Education regarding the UCR Comprehensive Review Model for Freshman Admission for Fall 2021 and Fall 2022 and Amendment for Fall 2020. The approved proposal and amendment are attached for your information, as well as the responses from committees tasked with review.

Executive Council’s robust discussion revealed there is insufficient time to fully consider the implications of changes and how that will impact the student demographic UCR is privileged to serve in Inland Southern California. We plan to continue to discuss how to best assess UCR applicants.
Dear Jason and Cherysa,

Please find attached to this email the Committee on Undergraduate Admissions memo to amend the proposal submitted on July 27, 2020. Given the recent preliminary injunction by the Superior Court of The State of California against UC for using testing-optional admissions (Case No. RG19046222, Sept 1st, 2020), the Committee on Undergraduate Admissions voted in favor of adopting the test-blind AIS score only for the 2021 admission cycle in lieu of the currently proposed test-inclusive and test-blind AIS options. Please note that the proposal includes a request for the urgent approval of this proposal by the Division as the application for the Fall 2021 term is currently open.

Best,
Leondra

~~~~~~~~~~~~~~~~~~~~~~~
CONFIDENTIALITY NOTICE: This e-mail communication and any attachments may contain confidential and privileged information for the use of the designated recipients named above. If you are not the intended recipient, you are hereby notified that you have received this communication in error and that any review, disclosure, dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify UCR Academic Senate Office immediately by telephone at (951) 827-4771 or email leondra.jacobs@ucr.edu and permanently delete all copies of this communication and any attachments.

Leondra Jacobs
Committee Analyst
Academic Senate Office
University of California, Riverside
231 University Office Building
Riverside, CA 92521
P: (951) 827-4771
F: (951) 827-5545
http://senate.ucr.edu/about/
COMMITTEE ON UNDERGRADUATE ADMISSIONS

September 14, 2020

To: Jason Stajich, Chair
   Academic Senate

From: Sheldon Tan, Chair
      Committee on Undergraduate Admissions

RE: Amendment to the proposed dual-AIS score admission policy

The Committee on Undergraduate Admissions met on Tuesday, September 8, 2020 and given the recent preliminary injunction by the Superior Court of The State of California against UC for using testing-optional admissions (Case No. RG19046222, Sept 1st, 2020), the Committee on Undergraduate Admissions voted in favor of adopting the test-blind AIS score only for the 2021 admission cycle in lieu of the currently proposed test-inclusive and test-blind AIS options. The test-inclusive AIS will remain in place as an option for the 2022 admissions cycle, pending the final outcome of the court case.

The primary rationale for this amendment to the previously proposed dual-AIS score admission policy is due to the recent preliminary injunction by Superior Court of The State of California and the campus must comply with the new order from the Superior Court. As a result, the Committee on Undergraduate Admissions believes it’s in the best interest for UCR and the 2021 applicant pool to adopt the test-blind AIS score for the 2021 admission cycle so that Undergraduate Admissions can communicate a clear and consistent 2021 undergraduate admissions testing and comprehensive review policy to students as soon as possible given that the application for the Fall 2021 term is currently open.

Additionally, it is critical that the Undergraduate Admissions office have an approved test-blind AIS score only for the 2021 admission cycle no later than September 30, 2020 (as the application for the Fall 2021 term is currently open).

cc: Cherysa Cortez, Director of the Academic Senate
PROPOSAL TO MODIFY UCR’s COMPREHENSIVE REVIEW MODEL TO INCLUDE A TEST OPTIONAL AIS FOR FRESHMAN ADMISSION FOR THE FALL 2021 AND FALL 2022 ADMISSIONS CYCLE

The Undergraduate Admissions Committee has proposed to modify UCR’s Comprehensive Review model for freshman admission, to be implemented for the fall 2021 and fall 2022 admission cycles. The proposed changes described in this memo were developed in response to the University of California Board of Regents unanimous decision on May 21, 2020 to suspend the standardized test requirement (ACT/SAT) for all California freshman applicants until fall 2024. The regent’s actions further included a mandate to create a test optional admission policy for both fall 2021 and fall 2022. In response, the Committee on Undergraduate Admissions in consultation with Institutional Research (IR) at UCR has developed a revised and optimized model to calculate both test blind and test inclusive Academic Index Scores (AIS). When determining admission, the Undergraduate Admissions office will use whichever score is higher during UCR’s selection process.

(See Part III of this memo for a more detailed timeline for changes to the freshman admissions process for fall 2021 and for fall 2024.)

This memo is organized as follows: Part I briefly summarizes the current Comprehensive Review admissions process at UCR and the proposed changes in that process. Part II provides a detailed rationale for the proposed changes. Part III provides an outline and general timeline for continued revision of UCR’s Comprehensive Review process.

I. CURRENT ADMISSIONS PROCESS AND PROPOSED CHANGES

UCR currently admits freshmen students through a Comprehensive Review process that weighs five factors in an additive model to calculate an Academic Index Score (AIS). These five factors are a subset of the 14 factors that were recommended by the Board of Admissions and Relations with Schools (BOARS) and approved by the Regents in 2001. The full list of the 14 factors that currently may be considered is given in Appendix A of this memo.

The current admissions process, referred to as Comprehensive Review, Phase II, was implemented in 2012. The proposed revision described here is referred to as Comprehensive Review, Phase III. The current weighting distribution, and the proposed weighting distribution, are both outlined in Table 1 (on the next page). The Table lists the factors and their current and proposed weights. These proposed weights were determined through extensive analyses performed by Institutional Research (IR), using graduation data, and admissions criteria available through an electronic read of student applications.
Table 1.
Factors and Weights for Current and Proposed Calculation of Academic Index Scores

<table>
<thead>
<tr>
<th></th>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WITH TEST</td>
<td>WITHOUT</td>
</tr>
<tr>
<td>High School GPA</td>
<td>.5020</td>
<td>.6</td>
</tr>
<tr>
<td>SAT Scores/ ACT Scores</td>
<td>.4119</td>
<td>.2</td>
</tr>
<tr>
<td>SAT Reasoning / ACT plus writing</td>
<td>.4119</td>
<td>.2</td>
</tr>
<tr>
<td>SAT Subject Exam</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SAT Subject Exam</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Eligibility in Local Context</td>
<td>0</td>
<td>.06</td>
</tr>
<tr>
<td>Number of A-G Courses Beyond minimum</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>First Generation Status</td>
<td>.0094</td>
<td>.01</td>
</tr>
<tr>
<td>Low Family Income</td>
<td>.0094</td>
<td>.01</td>
</tr>
<tr>
<td>Number of AP/IB courses</td>
<td>.0673</td>
<td>.12</td>
</tr>
</tbody>
</table>

Note – High School GPA is weighted and capped; AP/IB denotes Advanced Placement and International Baccalaureate courses.

The criteria that enter into the Academic Index Score have very different scales. For example, the SAT score has a maximum score of 1600, whereas High School GPA has a maximum score of 4.5. Also, First Generation Status and Low Family Income are binary variables that are assigned values of 0 and 1. Thus, in order to calculate the AIS, the variables are re-scaled. Each variable is then scored as a proportion of the maximum (re-scaled) score possible, and these proportions are weighted and summed, and multiplied by a scalar which is the total possible AIS value. The calculation of the Academic Index Score is illustrated in Appendix B of this proposal.

It is clear from the Table that the largest changes in the calculation of the AIS are: (1) the decrease in the weight given to SAT/ACT scores and the addition of an alternate formula that computes AIS entirely without Standardized Test scores, (2) the doubling of the weight of the number of AP/IB courses, and (3) the re-inclusion of Eligible in the Local Context (ELC) which was last used in UCR’s AIS calculation in 2011.

The calculation of the Academic Index Score will be the same for all colleges – the College of Humanities, Arts, and Social Sciences (CHASS), the College of Natural and Agricultural Sciences (CNAS), the Bourns College of Engineering (BCoE), the School of Public Policy, and the Graduate School of Education’s undergraduate program – based on the weights shown in the “Proposed” columns of Table 1.

II. RATIONALE FOR PROPOSED CHANGES

The development of Phase III of Comprehensive Review was guided by four goals: (1) To effectively respond to the UC systemwide changes in the UC policy that mandated both a test optional and eventually a test blind selection process, (2) To maintain the academic profile of undergraduate students admitted to UCR, (3) To maintain the diversity of the student body, and (4) To maintain the transparency, integrity, and clarity of the admissions process at UCR.

Goal 1:
To Effectively Respond to the UC Systemwide Changes in the UC Policy Removing the Standardized Testing Requirement for Undergraduates.
In May 2020, the Regents unanimously approved the suspension of the standardized test requirement (ACT/SAT) for all California freshman applicants until fall 2024, and also outlined a plan for phasing out the ACT and SAT tests entirely and possibly replacing them with a new standardized test format.

The following outlines the Regents’ actions:

- **Test-optional for fall 2021 and fall 2022**: Campuses will have the option to use ACT/SAT test scores in selection consideration if applicants choose to submit them, and will develop appropriate policies and procedures to implement the Board’s decision.

- **Test-blind for fall 2023 and fall 2024**: Campuses will not consider test scores for California public and independent high school applicants in admissions selection, a practice known as “test-blind” admissions. Test scores could still be considered for other purposes such as course placement, certain scholarships and eligibility for the statewide admissions guarantee.

- **New standardized test**: Starting in summer 2020 and ending by January 2021, UC will undertake a process to identify or create a new test that aligns with the content UC expects students to have mastered to demonstrate college readiness for California freshmen.

- **Elimination of the ACT/SAT test requirement**: By 2025, any use of the ACT/SAT would be eliminated for California students and a new UC-endorsed test to measure UC-readiness would be required. However, if by 2025 the new test is either unfeasible or not ready, consideration of the ACT/SAT for freshman admissions would still be eliminated for California students.

- **Elimination of writing test**: The University will eliminate altogether the SAT Essay/ACT Writing Test as a requirement for UC undergraduate admissions, and these scores will not be used at all effective for fall 2021 admissions.


**Implications of the Removal of UC Standardized Test Requirement**

The change in policy has two immediate consequences (1) It requires an immediate development of an AIS score that does not use standardized test scores in its calculations, and (2) The test-optional policy for 2021-2022 seems to indicate that there should still be a means of factoring in the standardized test scores for students who have invested time and resources to take them.

To answer the first charge, the committee determined it was necessary to develop an Academic Index Score that did not factor in the standardized test scores. For the second charge, the committee determined that there would need to be an alternative method of calculating the AIS that includes the standardized test scores but otherwise weighs the chosen factors in a manner as similar as possible to the non-test AIS calculation.

**Goal 2:**

**To Maintain the Academic Profile of the Undergraduate Student Body at UCR**

The committee examined factors currently utilized in Comprehensive Review (Phase II) to determine the extent to which they were associated with academic success at UCR. Academic success was defined primarily by four year graduation rates as the most definable metric.
The relationship between admissions criteria and graduation rates is based on the fall 2012 to 2015 cohorts. (One has to go back several years in order to obtain useful graduation rate data.) These analyses revealed that graduation rates were only weakly reduced by the exclusion of standardized tests across a variety of weighting models (See Appendix C).

*Optimization of Admissions Criteria*

Institutional Research (IR) conducted an analysis that adjusted the weights on the current Comprehensive Review factors to identify the set of weights that would optimize the four-year graduation rate. High school GPA, and the number of AP/IB courses were strongly correlated with academic success measured by graduation rate and were strongly recommended. Low income and first-generation status were recommended at very low values of around 1%. The IR evaluation (Appendix B) shows that first generation status and low income are both negatively associated with academic success. The negative weight, however, cannot be justified in any reasonable admissions policy, as it penalizes those students whose admission to UC is a core component of our mission as educators in a public, state-funded institution. The committee speculated that the negative correlation with graduation rates may reveal a post-enrollment vulnerability of first generation and low income students that should be addressed not through the admissions process, but through post-enrollment support. Eligibility in the Local Context was not recommended as it was negatively correlated with graduation rates once high school GPA is known (see Appendix B), but it did benefit diversity and it was felt by the committee that this factor captured students who performed well at underserved and resource-limited academic institutions.

IR further conducted a study to determine the optimal weights for the four measures of high school GPA, AP/IB courses, and Eligibility in the Local Context in comparison with SAT/ACT scores. The results can be seen in the form of a chart graph in Table 2. High school GPA is the most effective predictor of four-year graduation rates and its predictive acumen peaks at 70.7% of weighting. SAT/ACT standardized test scores are most effectively predictive up to 21.95% of weighting. AP/IB courses are most predictive at 6.9%. Eligibility in the Local Context is maximally predictive at .45% (see Table 3). These most effective weights were then used as benchmarks to determine their relative weights in the AIS in consideration and dialogue with the third goal, which was to maintain or increase the diversity of the student body.
Table 2

Admissions Simulations

![Graph showing improved scenario count with AIS weight.](image)

Notes:
- Improved = Equal or higher predicted percentages than status quo in 4-year graduation, first generation, low income, Black/African American, and Chicano/Latino
- Low income and first generation not included due to not being associated with improvements over status quo as defined above
- Total simulated admissions scenarios: 5501
Table 3

<table>
<thead>
<tr>
<th>AIS Weighting Factors</th>
<th>Status Quo AIS Weights</th>
<th>Optimized AIS Weights</th>
<th>Enrolled Outcomes</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School GPA</td>
<td>50.20%</td>
<td>70.70%</td>
<td>Actual 3.60</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Predicted 3.64</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Difference 0.04</td>
<td></td>
</tr>
<tr>
<td>SAT/ACT</td>
<td>41.19%</td>
<td>21.95%</td>
<td>1669</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1640</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-28</td>
<td></td>
</tr>
<tr>
<td>AP/IB Courses</td>
<td>6.73%</td>
<td>6.90%</td>
<td>9.39</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9.28</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-0.10</td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td>0.94%</td>
<td>N/A</td>
<td>45.2%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>45.4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.2%</td>
<td></td>
</tr>
<tr>
<td>First Generation</td>
<td>0.94%</td>
<td>N/A</td>
<td>55.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>55.7%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.4%</td>
<td></td>
</tr>
<tr>
<td>Eligibility in the Local Context</td>
<td>N/A</td>
<td>0.45%</td>
<td>23.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>26.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.9%</td>
<td></td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>N/A</td>
<td>N/A</td>
<td>3.7%</td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>N/A</td>
<td>N/A</td>
<td>0.1%</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>N/A</td>
<td>N/A</td>
<td>0.2%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>N/A</td>
<td>N/A</td>
<td>39.9%</td>
<td></td>
</tr>
<tr>
<td>Chicano/Latino</td>
<td>N/A</td>
<td>N/A</td>
<td>37.8%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
<td>11.8%</td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td>N/A</td>
<td>N/A</td>
<td>5.6%</td>
<td></td>
</tr>
<tr>
<td>Domestic Unknown</td>
<td>N/A</td>
<td>N/A</td>
<td>0.9%</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>N/A</td>
<td>N/A</td>
<td>46.3%</td>
<td></td>
</tr>
<tr>
<td>Enrollment and Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment Yield</td>
<td>N/A</td>
<td>N/A</td>
<td>21.8%</td>
<td></td>
</tr>
<tr>
<td>4-Year Grad Rate</td>
<td>N/A</td>
<td>N/A</td>
<td>59.0%</td>
<td></td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>—Optimized weights and predicted outcomes based on average of top 20 admissions scenarios in which improvement was seen in predicted percentages of 4-year graduation, first generation, low income, and underrepresented minority (URM)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>—Low income and first generation not included in optimization model due to not being associated with improvements over status quo as defined above</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal 3:
To Maintain the Diversity of the Undergraduate Student Body at UCR

On May 20, 1988, the Regents adopted UC Policy on undergraduate admissions, which stated in part, “Mindful of its mission as a public institution, the University of California ...seeks to enroll, on each of its campuses, a student body that, beyond meeting the University’s eligibility requirements, demonstrates a high academic achievement or exceptional personal talent, and that encompasses the broad diversity of cultural, racial, geographic, and socio-economic backgrounds characteristic of California.”

UCR is in a strong position with respect to diversity. Unlike other UC campuses, UCR has been successful in enrolling a diverse student body that is representative of the state of California. UCR has received considerable praise and national attention for the diversity of its student body. Moreover, UCR qualifies as a Hispanic Serving Institution, making the university eligible for grants, for which it would otherwise be ineligible. To qualify as a Hispanic-Serving Institution, a minimum of 25% of the student body must be comprised of Hispanic students.

Taking these priorities into consideration, the relative weights for the factors used to determine AIS were then evaluated by IR with a focus on how they might affect both graduation rates and the diversity of the student body (Table 4 below).
Regarding the consequences of optimizing for UCR four-year graduation rates or for the diversity of the student body, Table 4 demonstrates that there are tradeoffs in terms of maximizing graduation rates and maintaining or even increasing student diversity. Scenario 1 in the table uses only the weights for the two factors, high school GPA and A/IB courses, that actually improve graduation rates. Even with these weights maximized and no others utilized, graduation rates are simply maintained in the absence of the standardized tests. Scenario 2 attempts to replicate the current Phase II weights but without the SAT/ACT scores. Scenario 2.5 includes the ELC and attempts to maintain UCR’s demographic diversity. Scenario 3 increases the weight of EIC at the expense of high school GPA and AP/IB courses. Scenario 4 shows the effects of an increase weighting of low income and first generation factors. Scenario 5 dramatically increases all of the other weights at the expense of high school GPA, and is intended to simply show the diminishing returns for pursuing a more diverse demographic at the expense of graduation rates.

With the goal of maintaining the diversity of the UCR student body, and to extend access as broadly as possible to UC qualified students, the Undergraduate Admissions Committee unanimously agreed that the weights decided upon in Scenario 2.5 struck the best balance between maintaining graduation rates and diversity. This model has only a projected .6% decrease in four year graduation rates, includes the ELC factor, includes a modest increase in Black/African American students (.3%), and a more significant increase in Chicano/Latino students (8.6%).

**Goal 4: Maintaining the Transparency and Integrity of the Admissions Process**

The proposed changes to UCR’s Comprehensive Review process maintains the transparency and integrity of the admissions process. Undergraduate admissions decisions are determined by a structured decision process based on objective criteria. Undergraduate admissions decisions are not based, in any way, on subjective judgments. The criteria and the relative importance of the criteria are clearly specified.

- Test Inclusive and Test Exclusive Option Models
The Regents decision to make the 2021 and 2022 admissions process test optional suggested strongly to the committee that there was a need to consider whether and how to include a different weighted model that factor in SAT/ACT scores for those students who wish to submit them. The committee essentially saw two primary choices, each of which is addressed below.

The first option, the Non Test AIS, was to simply not include SAT/ACT scores for any students. This would be simple to implement and would remove any concerns about the possible and perceived bias of standardized tests. It is also inevitable that the standardized test scores will be abandoned for the 2023 and 2024 cohort (see Appendix A). However, completely abandoning standardized tests prematurely unnecessarily removes a criterion that has proven to be moderately effective for predicting student success. As recent Academic Council’s Standard Testing Task Force (STTF) report shows that standardized test scores can indeed aid in predicting important aspects of student success, including undergraduate grade point average (UGPA), retention, and completion. Additionally, not having this criterion will make it more difficult to differentiate among the highest scoring applicants and will increase uncertainty surrounding predicting yield outcomes and make it harder to limit/increase admissions numbers. It could also hinder opportunities for disadvantaged students with low GPAs who are able to test well and could disaffect students who invested time and resources on the standardized tests before the UC's decision was announced. Finally, not including a standardized test option removes a transition window to test-blind admission planned for 23-24 for high school students and will make it more difficult to know how the transition to a test blind admissions process affects the student body.

The second option, the Better with or without Test AIS, would allow applicants who submit SAT/ACT scores to have two AIS scores (one calculated with standardized test scores and one calculated without them using the AIS described above) and use the higher score. One of the primary advantages of this approach is that this would capture students who test well but have low grades. For reference, 20.3% of students admitted under old AIS weights would not be admitted without test scores factored in (see table 4, model 2.5, Enrollment Overlap with Status Quo). Academic success should be more predictable for the portion of pool who do submit test scores, and it gives students more ways to get admitted, which should make students feel welcome and encourage them to apply regardless of whether they have or have not taken the tests. This will also allow us to be able to see how inclusion of SAT/ACT comparatively affects AIS scores.

The potential disadvantages of this approach are that this does not completely eliminate the possibility or perception of bias in standardized tests, is significantly more complicated as it requires two sets of calculations for some students, and also requires the development of AIS weighting model that includes the SAT/ACT scores for those who submit them and which is balanced against the non-test AIS scoring method.

While these concerns are significant, the committee unanimously agreed that it was important to use the Better with or without Test AIS model. IR then proposed two possible methods for calculating both the test and non-test AIS scores (see table 5 on next page). The test inclusive AIS score used the weight of 20% for the SAT/ACT factor as that was a close round number to the 21.95% weight at which standardized test scores were maximally predictive of four year graduation rates (Table 3).

Table 5

<table>
<thead>
<tr>
<th>New AIS with SAT/ACT =</th>
<th>10000 *</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(</td>
</tr>
<tr>
<td></td>
<td>HSGPA / 4.5 * .60</td>
</tr>
<tr>
<td></td>
<td>+ SATACT / 1600 * .20</td>
</tr>
<tr>
<td></td>
<td>+ APIB Courses Taken / 28 * .12</td>
</tr>
<tr>
<td></td>
<td>+ First Generation (1=yes, 0=no) * .01</td>
</tr>
<tr>
<td></td>
<td>+ Low Income (1=yes, 0=no) * .01</td>
</tr>
</tbody>
</table>
New Test-Blind AIS =
10000 * (HSGPA / 4.5 * .80 + APIB Courses Taken / 28 * .12 + First Generation (1=yes, 0=no) * .01 + Low Income (1=yes, 0=no) * .01 + ELC (1=yes, 0=no) * .06)

These calculations were then evaluated by IR for their potential effects on applying students. In this modeling only a relatively small percentage of students (18%) are projected to score higher with a test inclusive AIS (see table 5 below), and for most minority groups and for low income and first generation students the proportions are even smaller.

Table 6

<table>
<thead>
<tr>
<th></th>
<th>Test version gives better AIS</th>
<th>Test-free version gives better AIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 2012-2015 enrolled frosh</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18%</td>
<td>82%</td>
</tr>
<tr>
<td>Low Income</td>
<td>11%</td>
<td>89%</td>
</tr>
<tr>
<td>First Generation</td>
<td>10%</td>
<td>90%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>14%</td>
<td>86%</td>
</tr>
<tr>
<td>Asian</td>
<td>29%</td>
<td>71%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>8%</td>
<td>92%</td>
</tr>
<tr>
<td>Chicano/Latino</td>
<td>6%</td>
<td>94%</td>
</tr>
<tr>
<td>Domestic Unknown</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>17%</td>
<td>83%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>22%</td>
<td>78%</td>
</tr>
<tr>
<td>White</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Male</td>
<td>26%</td>
<td>74%</td>
</tr>
</tbody>
</table>

This should mean that there is more opportunity and access for disadvantaged and minority students while also allowing for students who have scored well on standardized tests to have that achievement factored in but it will not provide an overwhelming advantage. There is a great deal more analysis on this done by IR (see appendix D).

III. Urgent Need for Approval of this AIS Methodology

The proposed changes in the Comprehensive Review model were required by the sudden decision on the part of the UC Regents to adopt a test optional model for the fall 2021 and 2022 application cycles in May of this year. These actions were taken in light of the Covid-19 pandemic that is still affecting us, and which made the decision to have a non-test option a necessity as
normal standardized testing was disrupted. The committee moved quickly to construct these proposed new AIS models and to determine, with the help of IR, the most efficacious weights for the various factors used to determine that score.

The Undergraduate Admissions Committee has unanimously supported the measures outlined above, and now it is imperative that the Academic Senate take this up with great expedience as this updated comprehensive review model requires system programming which will take time and resources to develop and test in advance of implementation for the 2021 undergraduate admissions review cycle which begins in November 1, 2020. Additionally, it is critical, and recommended by BOARS, that the Undergraduate Admissions office have an approved test optional comprehensive review policy that can be clearly communicated to rising high school seniors not later than September 1, 2020 (as, so they can make educated decisions around submitting test scores to UCR for admission consideration.
## Appendix A

### Timeline for the future of standardized testing at UC:

<table>
<thead>
<tr>
<th>Entering class</th>
<th>Plan</th>
<th>What this means</th>
<th>Campuses may use test scores for</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2021-2022</strong>&lt;br&gt;(current 10th and 11th graders)</td>
<td>Test-optional</td>
<td>• All students have the option of submitting ACT/SAT scores.</td>
<td>• Admissions&lt;br&gt;• Scholarships&lt;br&gt;• Post-enrollment course placement&lt;br&gt;Statewide eligibility for admissions guarantee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students will not be penalized in the admissions review process for not submitting ACT/SAT scores.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students will no longer be required to submit the SAT Essay/ACT Writing Test.</td>
<td></td>
</tr>
<tr>
<td><strong>2023-2024</strong>&lt;br&gt;(current 8th and 9th graders)</td>
<td>Test-blind</td>
<td>• All California public and independent high school students have the option to submit ACT/SAT scores, but those scores may not be used in making admissions decisions.</td>
<td>• Scholarships&lt;br&gt;• Post-enrollment course placement&lt;br&gt;Statewide eligibility for admissions guarantee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Academic Senate to work with University administration on appropriate approach for nonresident students.</td>
<td></td>
</tr>
<tr>
<td><strong>2025-beyond</strong>&lt;br&gt;(current 7th graders)</td>
<td></td>
<td>• All California high school students submit scores from new test.</td>
<td>• Admissions&lt;br&gt;• Scholarships&lt;br&gt;• Post-enrollment course placement&lt;br&gt;Statewide eligibility for admissions guarantee</td>
</tr>
<tr>
<td></td>
<td>*If there is a new test by fall 2025</td>
<td>• New test made available to private/independent and out-of-state schools.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Nonresidents and international students submit test scores from the new test or will follow the appropriate approach as determined by the University.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*If no new test is ready by fall 2025</td>
<td>• UC will eliminate altogether its standardized testing requirement for California freshman admissions.</td>
<td>• To be determined</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Academic Senate to work with University administration on appropriate approach for nonresident students.</td>
<td></td>
</tr>
</tbody>
</table>

University of California Office of the President
Media Relations
## Appendix B
### Assessing Possible Contributors to a New AIS

<table>
<thead>
<tr>
<th>Predictor</th>
<th>Levels Tested</th>
<th>Recommendation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS GPA</td>
<td>Continuous</td>
<td>Use</td>
<td>A good predictor of graduation rates without a high diversity cost that should stay in the mix at the status quo weight of 50% of AIS or higher</td>
</tr>
<tr>
<td>AP/IB Classes Taken</td>
<td>Count (0-20)</td>
<td>Promising</td>
<td>Simulations show that a modest weight for AP helps predict academic outcomes without significant risk to diversity. Actual AP scores would be a stronger predictor but are usually not known at the time of admission.</td>
</tr>
<tr>
<td>First Generation</td>
<td>Binary</td>
<td>Could be used for small weights in the range of 1% or less</td>
<td>There are more optimal ways to maintain diversity and student quality, like increasing the weight for HS GPA at the expense of SAT/ACT. Including this will increase diversity at the expense of graduation rates.</td>
</tr>
<tr>
<td>Low Income</td>
<td>Binary</td>
<td>Could be used for small weights in the range of 1% or less</td>
<td>There are more optimal ways to maintain diversity and student quality, like increasing the weight for HS GPA at the expense of SAT/ACT. Including this will increase diversity at the expense of graduation rates.</td>
</tr>
<tr>
<td>SAT/ACT</td>
<td>Continuous (ACT converted to SAT scale)</td>
<td>Use for best predictive value, but alternative models are possible without it.</td>
<td>SAT/ACT is a useful predictor of graduation rates above and beyond other AIS metrics such that removing it from AIS will lead to lower graduation rates under almost all circumstance. However, it is also negatively correlated with measures of diversity, so removing it will tend to increase those measures.</td>
</tr>
<tr>
<td>LCFF+ Schools</td>
<td>Binary</td>
<td>Still requires testing</td>
<td>Negative correlated with graduation rates once HS GPA is known. Some benefits to diversity, but other predictors are more effective for this purpose.</td>
</tr>
<tr>
<td>ELC</td>
<td>Binary and individual percentile ranks (1-9)</td>
<td>Do not use</td>
<td>Excessively correlated with certain ethnic groups and has the potential for unintended consequences.</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>Binary</td>
<td>Do not use</td>
<td>As a binary indicator these do not have predictive value. Almost all applicants have these units. In the future we could test specific subject areas if the committee wishes and the data can be loaded.</td>
</tr>
<tr>
<td>A-G 11 and 15, A-G Excess</td>
<td>Binary</td>
<td>Do not use</td>
<td>There are too few applicants with this information to meaningfully affect outcomes.</td>
</tr>
<tr>
<td>Tribal Member</td>
<td>Binary</td>
<td>Do not use</td>
<td>More negatively correlated with graduation rates than first gen and low income.</td>
</tr>
<tr>
<td>Single Parent</td>
<td>Binary</td>
<td>Do not use</td>
<td>The closest students have the lowest graduation rates even after controlling for other factors, so we would have to prioritize long-distance admits to avoid harming rates.</td>
</tr>
<tr>
<td>Distance from campus of home address on application</td>
<td>Category (0-20, 20-50, 50-140, 140+ miles)</td>
<td>Do not use</td>
<td>This tested poorly in a previous analysis. Also it appears to be discontinued.</td>
</tr>
</tbody>
</table>
### Appendix C

#### Table: AIS Weights

<table>
<thead>
<tr>
<th>Scenario 1: Use Modeled Data Set that Included 10299 Scenarios with Different Weights for HSGPA, AP/IB, Low Income, First Generation, and ELIC, and Take the Scenario with the Best Overall Predicted 4-Year Graduation Rate Regardless of the AIS Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scenario 2: Keep Similar Weights for Low Income and First Generation as Status Quo, and Make Up Missing SAT/ACT Weights with HSGPA and AP/IB</td>
</tr>
<tr>
<td>Scenario 2.5: Similar to Scenario 2 and Finish About Halfway Between</td>
</tr>
<tr>
<td>Scenario 3: Enhance Demographic Weights to Status Quo and Add ELIC to AIS</td>
</tr>
<tr>
<td>Scenario 4: Increase Weights for Low Income and First Generation as Status Quo, and Make Up Missing SAT/ACT Weights with HSGPA, AP/IB, and ELIC, Which is Not Currently Part of AIS</td>
</tr>
<tr>
<td>Scenario 5: 100% Weight for HSGPA</td>
</tr>
</tbody>
</table>

#### Notes:
- Scenario 1 - use modeled data set that included 10299 scenarios with different weights for HSGPA, AP/IB, low income, first generation, and ELIC, and take the scenario with the best overall predicted 4-year graduation rate regardless of the AIS weights.
- Scenario 2 - keep similar weights for low income and first generation as status quo, and make up missing SAT/ACT weights with HSGPA and AP/IB.
- Scenario 2.5 - Similar to Scenario 2 and finish about halfway between.
- Scenario 3 - keep similar weights for low income and first generation as status quo, and make up missing SAT/ACT weights with HSGPA, AP/IB, and ELIC, which is not currently part of AIS.
- Scenario 4 - increase weights for low income and first generation as status quo, and make up missing SAT/ACT weights with HSGPA, AP/IB, and ELIC, which is not currently part of AIS.
- Scenario 5 - AIS is calculated entirely based on HSGPA.
- Scenario 2.5 - keep HSGPA weight similar to status quo at 50%, include a strong weight for ELIC, and let the other weights rise to make up the remainder.

#### AIS Weights Table

<table>
<thead>
<tr>
<th>Status Quo</th>
<th>Actual</th>
<th>Excluded</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSGPA Weights</td>
<td>50.00%</td>
<td>3.60</td>
<td>88.00%</td>
</tr>
<tr>
<td>SAT/ACT</td>
<td>41.00%</td>
<td>4.35</td>
<td>4.35%</td>
</tr>
<tr>
<td>Low Income</td>
<td>3.90%</td>
<td>7.25</td>
<td>0.35%</td>
</tr>
<tr>
<td>First Generation</td>
<td>1.00%</td>
<td>5.55</td>
<td>0.00%</td>
</tr>
<tr>
<td>AP/IB</td>
<td>0.90%</td>
<td>21.00</td>
<td>12.00%</td>
</tr>
<tr>
<td>Eligibility in the Local Context</td>
<td>0.60%</td>
<td>5.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>SAT/ACT</td>
<td>0.60%</td>
<td>21.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>HSGPA</td>
<td>0.60%</td>
<td>21.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>Low Income</td>
<td>0.60%</td>
<td>21.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>First Generation</td>
<td>0.60%</td>
<td>21.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>AP/IB</td>
<td>0.60%</td>
<td>21.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>Eligibility in the Local Context</td>
<td>0.60%</td>
<td>21.00</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

#### Demographic Weights to Status Quo

<table>
<thead>
<tr>
<th>Scenario 1: Highest</th>
<th>Δ From</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSGPA</td>
<td>75.00%</td>
<td>13.00%</td>
</tr>
<tr>
<td>SAT/ACT</td>
<td>1669</td>
<td>13.00%</td>
</tr>
<tr>
<td>Low Income</td>
<td>45.20%</td>
<td>12.00%</td>
</tr>
<tr>
<td>First Generation</td>
<td>55.30%</td>
<td>12.00%</td>
</tr>
<tr>
<td>AP/IB</td>
<td>9.39</td>
<td>12.00%</td>
</tr>
<tr>
<td>Eligibility in the Local Context</td>
<td>0.00%</td>
<td>12.00%</td>
</tr>
</tbody>
</table>

#### Scenario 2: Keep Similar Demographic Weights to Status Quo and Add ELIC to AIS

<table>
<thead>
<tr>
<th>Scenario 2.5: Keep Similar</th>
<th>Δ From</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSGPA</td>
<td>75.00%</td>
<td>13.00%</td>
</tr>
<tr>
<td>SAT/ACT</td>
<td>1669</td>
<td>13.00%</td>
</tr>
<tr>
<td>Low Income</td>
<td>45.20%</td>
<td>12.00%</td>
</tr>
<tr>
<td>First Generation</td>
<td>55.30%</td>
<td>12.00%</td>
</tr>
<tr>
<td>AP/IB</td>
<td>9.39</td>
<td>12.00%</td>
</tr>
<tr>
<td>Eligibility in the Local Context</td>
<td>0.00%</td>
<td>12.00%</td>
</tr>
</tbody>
</table>

#### Scenario 3: Keep Similar Demographic Weights to Status Quo and Add ELIC to AIS

<table>
<thead>
<tr>
<th>Scenario 4: Enhance Demographic Weights to Status Quo and Add ELIC to AIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSGPA</td>
</tr>
<tr>
<td>SAT/ACT</td>
</tr>
<tr>
<td>Low Income</td>
</tr>
<tr>
<td>First Generation</td>
</tr>
<tr>
<td>AP/IB</td>
</tr>
<tr>
<td>Eligibility in the Local Context</td>
</tr>
</tbody>
</table>

#### Scenario 5: 100% Weight for HSGPA

<table>
<thead>
<tr>
<th>Scenario 5: 100% Weight for HSGPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSGPA</td>
</tr>
<tr>
<td>SAT/ACT</td>
</tr>
<tr>
<td>Low Income</td>
</tr>
<tr>
<td>First Generation</td>
</tr>
<tr>
<td>AP/IB</td>
</tr>
<tr>
<td>Eligibility in the Local Context</td>
</tr>
</tbody>
</table>

#### Notes:
- Scenario 1 - use modeled data set that included 10299 scenarios with different weights for HSGPA, AP/IB, low income, first generation, and ELIC, and take the scenario with the best overall predicted 4-year graduation rate regardless of the AIS weights.
- Scenario 2 - keep similar weights for low income and first generation as status quo, and make up missing SAT/ACT weights with HSGPA and AP/IB.
- Scenario 2.5 - Similar to Scenario 2 and finish about halfway between.
- Scenario 3 - keep similar weights for low income and first generation as status quo, and make up missing SAT/ACT weights with HSGPA, AP/IB, and ELIC, which is not currently part of AIS.
- Scenario 4 - increase weights for low income and first generation as status quo, and make up missing SAT/ACT weights with HSGPA, AP/IB, and ELIC, which is not currently part of AIS.
- Scenario 5 - AIS is calculated entirely based on HSGPA.
- Scenario 2.5 - keep HSGPA weight similar to status quo at 50%, include a strong weight for ELIC, and let the other weights rise to make up the remainder.
Appendix D

Two-Track AIS Implementation Initial Findings

Below we outline initial attempts and findings for implementing a best-of-two AIS freshman admissions process for UCR in anticipation of the policy for the fall 2021 admission process.

1. General Approach Proposed by UCR Institutional Research

Our first implementation decision was to calculate each of the indexes as a percentage of the maximum points possible. This has the advantage of having a fixed reference point (a perfect score) and values should be more comparable across years. This is similar to the concept of a “criterion-referenced score” and is not dependent on the particular distribution of student attributes in the application pool.

To operationalize this idea, we set an arbitrary maximum of 10,000 for each AIS using the following formulas:

\[
\text{New AIS with SAT/ACT} = 10000 \times \\
(\frac{\text{HSGPA}}{4.5} \times 0.60 + \frac{\text{SAT/ACT}}{1600} \times 0.20 + \frac{\text{APIB Courses Taken}}{28} \times 0.12 + \text{First Generation (1=yes, 0=no)} \times 0.01 + \text{Low Income (1=yes, 0=no)} \times 0.01 + \text{ELC (1=yes, 0=no)} \times 0.06)
\]

\[
\text{New Test-Blind AIS} = 10000 \times \\
(\frac{\text{HSGPA}}{4.5} \times 0.80 + \frac{\text{APIB Courses Taken}}{28} \times 0.12 + \text{First Generation (1=yes, 0=no)} \times 0.01 + \text{Low Income (1=yes, 0=no)} \times 0.01 + \text{ELC (1=yes, 0=no)} \times 0.06)
\]

The resulting scores would be rounded to the nearest whole number. An individual score can be thought of as the “percentage of perfect,” so a score of 8500 implies that the applicant received 85% of the possible points on a given index. Given the distributions of the measures that make up each index, there are extremely few perfect scores. Note that this is not the same as being in the 85th percentile; in practice it could be considerably higher or lower on a percentile basis in the actual distribution of index values assigned.

Our next assumption is that the two indexes would be equated at face value and the applicant would be admitted on the better of the two scores. For example, an applicant with an 8500 on the AIS with tests and 8750 on the test-blind AIS would be ranked for admission using 8750.

Using our reference sample of 2012-2015 California resident applicants, Figure 1 below shows the frequency distribution of the actual admitted applicants on the two proposed scales along with the existing AIS, which has been rescaled to a maximum of 10,000 to allow for comparisons.
The centers of each index fall in somewhat different scores, and the new proposed AIS measures are a bit less smooth and more skewed than the prior AIS. These are not necessarily problems by themselves, but we show below that the difference in midpoints can have some unexpected consequences.

2. Evaluating the Effects of These Choices
To understand how these indexes might be used in practice, we scored all of the actual enrolled resident freshman from 2012-2015 and compared which AIS would have given them a higher score. Table 1 shows the results overall and by several demographic groups.

Unlike in earlier simulations performed by the Institutional Research (IR) office, in which the test version of AIS was generally favorable to past students who enrolled, in this case only about 18% of actual freshman would have had a higher score on the test-based AIS, while the remaining 82% would have done better on the test-blind AIS. The disparity is even more extreme for some underrepresented and underserved groups.
We also considered the relative benefits of each index for a wider set of applicants who could have enrolled at UCR if these indexes had been in place at the time. This group includes the counterfactual cases of students who were not actually admitted or who did not enroll, but would have been predicted to be admitted and enrolled on the basis of one or both of the two proposed AIS scores. Again, the test-blind methodology is much more favorable for this group, in fact, even more so. Results for the students predicted to be enrolled are given in Table 2.

<table>
<thead>
<tr>
<th></th>
<th>Test version gives better AIS</th>
<th>Test-free version gives better AIS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All 2012-2015 enrolled frosh</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18%</td>
<td>82%</td>
</tr>
<tr>
<td>Low Income</td>
<td>11%</td>
<td>89%</td>
</tr>
<tr>
<td>First Generation</td>
<td>10%</td>
<td>90%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>14%</td>
<td>86%</td>
</tr>
<tr>
<td>Asian</td>
<td>29%</td>
<td>71%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>8%</td>
<td>92%</td>
</tr>
<tr>
<td>Chicano/Latino</td>
<td>6%</td>
<td>94%</td>
</tr>
<tr>
<td>Domestic Unknown</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>17%</td>
<td>83%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>22%</td>
<td>78%</td>
</tr>
<tr>
<td>White</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Male</td>
<td>26%</td>
<td>74%</td>
</tr>
</tbody>
</table>

**Table 1**

Why does the test-based AIS only appear to help a small minority of applicants? The main reason is in the implementation choices outlined above. Specifically, very few applicants have perfect SAT/ACT scores, and thus the distribution curve of the proposed new test-based AIS shifts further to the left—toward lower scores—than in the test-blind AIS. This implies that a given absolute rank on one AIS scale would not equate to the same rank on the other scale. In Table 3 below we report a few descriptive statistics on the distribution.
of scores on the two proposed AIS metrics for 2012-2015 applicants who were admitted.

<table>
<thead>
<tr>
<th></th>
<th>New Test-Blind AIS</th>
<th>New Test-Based AIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>7412</td>
<td>7198</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>883</td>
<td>807</td>
</tr>
<tr>
<td>Median</td>
<td>7309</td>
<td>7105</td>
</tr>
<tr>
<td>10th percentile</td>
<td>6305</td>
<td>6205</td>
</tr>
<tr>
<td>25th percentile</td>
<td>6736</td>
<td>6569</td>
</tr>
<tr>
<td>75th percentile</td>
<td>8112</td>
<td>7781</td>
</tr>
<tr>
<td>90th percentile</td>
<td>8912</td>
<td>8355</td>
</tr>
</tbody>
</table>

Table 3

As the percentiles above indicate, it is less common to receive a top score on the SAT/ACT. In fact, generally the test-based AIS, as we defined above, is primarily a benefit for those applicants with extremely high test scores. More precisely, SAT scores at or above the 89th percentile appear to be most likely to improve an applicant’s chances above the test-blind AIS. Below we illustrate the range of SAT scores needed for the test-based AIS to be an advantage over the test-blind AIS.

As formulated, only those who do unusually well on the SAT/ACT gain an advantage in admissions.
COMMITTEE ON EDUCATIONAL POLICY

September 25, 2020

To: Jason Stajich, Chair
Riverside Division

From: Stefano Vidussi, Chair
Committee on Educational Policy

RE: Amended Proposal to Modify UCR’s Comprehensive Review Process for Admissions

The Committee had a robust email discussion on the amended proposal. Most members pointed out the difficulty of making a decision on the matter with such a limited amount of time and information. While members acknowledge that the timeline was forced on our campus by external factors, they still regret the fact that such a consequential action has to be decided in these circumstances. A criticism that has been pointed out by several members is that much reliance has been given to AP courses. While we have no quantitative information on the statewide offering of these courses, there is anecdotal evidence that areas and school districts have unequal access to these courses, which prevents them from being a fair and equitable metric. Some members are supportive of giving more weight to A-G courses or ELC, and believe that a negative correlation with graduation rate could be mitigated by addressing post-enrollment vulnerability. Also, some members criticized the fact that the proposal's aim seems to be to maintain the same enrollment outcome that the previous scoring system had, keeping therefore the same biases. Finally, while the Committee understands that the timeframe has prevented adequate feedback to our previous response, many members find it difficult to be supportive of the proposal without such feedback and other relevant data.
COMMITTEE ON DIVERSITY, EQUITY, & INCLUSION

September 25, 2020

To: Jason Stajich
Riverside Division Academic Senate

From: Xuan Liu, Chair
Committee on Diversity, Equity, & Inclusion

Re: Proposal to Modify the UCR Comprehensive Review Model for Freshman Admission for Fall 2021 and Fall 2022

The Committee on Diversity, Equity, and Inclusion considered the Proposal to Modify the UCR Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle.

Although the Committee is concerned about whether the weighting method will be able to substantially increase the admissions of Black students, given that a decision has to be made very soon, the Committee is generally in support of the proposed weighting scheme. However, we strongly urge that methods for next year be considered in light of the minimal change for our enrollment of Black/African American students across all tested scenarios, and the assumptions made regarding graduation rate changes.

Here are specific comments supporting our recommendation:

We are somewhat surprised that the authors did not explore the minimal increase in Black/African American students across all scenarios. An increase of 0.3% Black/African American students over the current enrollment of 3.7% is only an 8% increase in the number of enrolled students who identify as Black/African American. The increase for Chicano/Latino students was closer to 23% of current enrollment for that subgroup in Scenario 2.5. We would like to know more about why there was not an exploration of weighting schemes that would result in a more evenly distributed increase in enrollment across less-represented subgroups.

Our major comment on the methodology used here is that we're discussing modeling expected graduation rate, and if the models show graduation dips that are too large for a given scenario (with large being something like -3.8% as shown in Scenario 6 of Appendix C), then that scenario is considered undesirable. The weights and their associated graduation rates suggest that increasing the weight for first-gen and low-SES results in a lower estimated graduation rate. The use of this modeled graduation rate assumes that nothing changes with respect to the support provided to students who are first-gen or demonstrate a low-SES, which might compensate for an expected decrease in graduation rate that would be observed if no additional supports were provided. Do decreases in graduation rates that are a result of higher first-gen and low-SES weighting suggest that UCR needs to do a better job of supporting students who have these identities?
The FWC considered the proposal to Modify the UCR Comprehensive Review Model for Freshman Admission for Fall 2021 and Fall 2022. The amended proposal from the Committee on Undergraduate Admissions details an amendment to the proposed dual-AIS which removes the use of the ACT/SAT. A recent California Superior Court case has issued the ruling that UC must suspend the use of these standardized tests for the 2021 admissions cycle. The Committee is in support of the proposal to adopt the test-blind AIS score for the 2021 admission cycle.
COMMITTEE ON PREPARATORY EDUCATION

September 24, 2020

To: Jason Stajich, Chair
   Riverside Division

From: Jingsong Zhang, Chair
       Committee on Preparatory Education

Re: Amended Proposal to Modify the UCR Comprehensive Review Model for Undergraduate Admissions

The Committee on Preparatory Education reviewed the amended proposal to modify the UCR Comprehensive Review model for undergraduate admissions. Members responded with the following:

The proposal is a response to a court case, so altering UCR’s procedure to be test-blind for this upcoming admissions cycle makes sense. We have no choice but to conform the decision to the state supreme court ruling. However, there are some concerns about the proposed procedures, e.g., the weights for each admission criteria in Table 1 for the "Without" option. Members believe that the GPA is weighted too high (0.8 or 80%). The text of the IR report states that GPA has a maximum prediction at about 0.7 (see page 6, paragraph 3). Besides that, a problem with weighting GPA too high is that it will likely promote grade inflation. Some members would like to down weight GPA to 0.7. That is still 40% higher than in the past (i.e., 0.7 vs. 0.5 in the past; 7/5 = 1.4; whereas the report is proposing to increase the weight of GPA by 60% from 0.5 to 0.8).
September 25, 2020

TO: Jason Stajich, Chair
    Academic Senate

FROM: Philip Brisk, Chair
      BCOE Executive Committee

RE: Amendment to the proposed dual-AIS score admission policy

Dear Jason,

The proposed amendment to the proposed dual-AIS score admission policy does not address the concerns that the BCOE Executive Committee raised in the letter that was submitted to former-Chair Rodriguez on August 18, 2020. The concerns remain relevant to the amended proposal, which removes the use of ACT/SAT.
The CHASS Executive Committee has reviewed and voted yes (nine yes; one not voting) to approve the Amendment to the proposed dual-AIS score admission policy.
September 24th, 2020

To: Jason Stajich, 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 Amended Proposal to Modify the UCR Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle

Dear Jason,

The SOM Executive Committee reviewed the Amended Proposal to Modify the UCR Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle. We vote to approve the adoption of the test-blind AIS score as recommended by the Committee on Undergraduate Admissions.

We would like to reiterate a number of considerations from the earlier proposal from the Committee on Undergraduate Admissions that SOM FEC forwarded in our previous response that we feel should be considered for future revisions to the admissions model:

- Strong concerns were expressed regarding weighting of AP/IB and imposition of an unintended handicap on applicants from economically disadvantaged school districts.

- The committee was also unanimous in its concern that the Model is based on 4-year graduation rates that does not factor in that many UCR students have to work to support themselves (or possibly additional family members) financially and will need 5-6 years to graduate.

Yours sincerely,

Declan F. McCole, Ph.D.
Chair, Faculty Executive Committee
School of Medicine
August 18, 2020

TO: Dylan Rodriguez, Chair
   Academic Senate

FROM: Philip Brisk, Chair
   BCOE Executive Committee

RE: Proposal to Modify UCR’s Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle

Dear Dylan,

The BCOE Executive Committee reviewed the proposal via email discussion. The Executive Committee consulted with BCOE student advising office (OSAA) to solicit feedback. OSAA has direct contact with students, and the nature of those meetings are quite different than student contact with faculty, which is typically about specific courses. For example, a student who is experiencing academic difficulty and may be considering switching to another College or withdrawal from the university is more likely to discuss these matters with OSAA staff, as opposed to a faculty member. Roderick Smith, Director of OSAA, has written a letter summarizing OSAA’s assessment of the proposal, which I am transmitting in addition to this letter; the BCOE Executive Committee has reviewed and endorses OSAA’s assessment.

The BCOE Executive Committee understands that elimination of the SAT as a UC admission requirement necessitates a recalibration of the AIS; the Executive Committee appreciates the time and effort that the Undergraduate Admissions Committee allocated to put together this recommendation. The BCOE Executive Committee views the general sentiment of the proposal favorably, but identified a few significant issues that should be addressed before the proposal is approved.

The BCOE Executive Committee opposes the use of the four-year overall graduation rate from-campus to assess the success of the modified AIS. Instead, the analysis should be redone use the five- or six-year graduation rate from the College of initial entry. The key issues here are that the campus-level graduation rate does not accurately reflect the student admission process or the situation within the individual Colleges; there is also strong case to be made that four years is insufficient, given UCR’s undergraduate socioeconomic demographics, and that five- and six-year graduation rates should also be considered.

Admission process: UCR admits students directly to Majors within Colleges, or to an undeclared Major within a College; some Colleges, including BCOE, do not have an undeclared Major. While the official admission letter to students goes out from campus, the Colleges (especially the Associate Deans) have a lot of control over who gets admitted. Each College uses the AIS score to determine whom to admit to individual Majors; AIS is a major component of the admissions decision, but the decision need not rely on AIS exclusively. At present, BCOE uses a per-Major AIS cutoff, but in the past, other criteria have been considered as well. In short, given the College/Major-specific admission process, the evaluation criteria should emphasize graduation from the College and/or Major to which the student was admitted.

Retention with Colleges: Building on the prior point, the culture of the campus is that students admitted to a specific College become that College’s responsibility. It reflects poorly on BCOE if a student does poorly and moves to another College, even if they successfully graduate within four years: under the proposed evaluation metric, this would be viewed as a success—and it may be viewed as a success at the campus level; however, one could argue that the admissions process did not successfully place the student. BCOE is accountable to the Accreditation Board for Engineering and Technology (ABET), and an excessive loss of students to other Colleges would not be acceptable, even if many of the students successfully graduate from other Colleges within for years. Lastly, individual Colleges take budget hits for students who move to another College, which places an additional premium on in-College retention. These arguments buttress the opinion stated above, which is that the evaluation criteria should emphasize graduation from the College and/or Major to which the student was admitted.

Four-year graduation rate: The four-year graduation rate does not adequately encompass the socioeconomic diversity of UCR’s student body: it favors students who come from means, entering UCR with substantial AP credit, who maintain a high GPA throughout their tenure at UCR, and take high per-quarter unit loads. The four-year graduation rate does not adequately count students who have several quarters of poor academic performance, but are able to turn things around and graduate, possibly after retaking some courses; it also does not count students who change Majors or Colleges as a result. Many of UCR’s
students work 20+ hours per week, and as a result, they rarely take more than 12-13 units per quarter, which is sufficient for full-time enrollment and to qualify for financial aid, but is insufficient to graduate in four years. There is significant variance in the minimum unit count required to graduate from certain majors, and BCOE has some of the highest unit-count majors on campus. Lastly, focusing on four-year graduation favorably views students who take courses in Summer, and penalizes students who take internships (which have evolved into a de-facto prerequisite for employment in top companies in Engineering fields) or students who work full-time in order to satisfy family responsibilities. In short, the evaluation criteria should also consider five- and six-year graduation rates.

A separate area of concern is the proposal to increase the weight of AP/IB courses in the revised policy with and without the standardized tests. First and foremost, this hurts students from underserved schools that do not offer AP/IB courses. A second concern is that students who become aware of this change could be pushed to take even more AP/IB courses, which may not be the best option for their overall success. A third concern is that the high-school GPA already accounts for AP courses, so factoring the number of AP courses taken effectively doubles the weight. This emphasis may be detrimental to the admissions process for the underrepresented students whose education is central to UCR’s branding; the Undergraduate Admissions Committee should consider a more equitable weighting of AP/IB courses.

Lastly, the BCOE Executive Committee would like the proposal to clarify if it is exclusive to California residents, or if it encompasses out-of-state and international students as well.
Dear Dr. Brisk and the BCOE Executive Committee,

Overall, the OSAA unanimously supports removal of SAT/ACT from AIS, and development of a UC exam that assesses college readiness. Varying thoughts on the value of SAT/ACT in validating HSGPA in the admissions process are provided below:

1. While the elimination of the SAT/ACT is a necessity, as research supports HSGPA as being a stronger predictor of retention and persistence to graduation, there can be some unintended potential complications in the admissions process. The SAT/ACT provided a necessary measuring stick by which the University could evaluate students regardless of prior institution attended. Considering that high schools vary in the number and variety of AP/IB courses, the number of seats available in these classes, the quality of instruction, and the amount and intensity of outside factors (housing insecurity, food insecurity, legal disputes, etc.) influencing educational success, these exams had the potential to validate the grades. With federal and state mandates to increase high school graduation rates, grade inflation is also an issue. The **creation of a UC-created exam is a wonderful opportunity** to replace the measuring stick and avoid some of the biases associated with the SAT/ACT.

2. The SAT/ACT validate cultural bias. The exams are simply tools used to deny access. The SAT in particular has no connection to California HS curriculum, so the suggested validation of HAGPA is likely unintentional at best. The fact is HSGPA, with all its flaws, is still a much stronger predictor of graduation in 4-years compared to SAT/ACT. That speaks volumes about how ill-suited the SAT/ACT exams are as predictors of 4-year graduation. There is also clear socioeconomic disadvantage in SAT/ACT preparation opportunities. For these reasons, SAT should be excluded from AIS immediately, and development of a UC exam should be fast tracked.

OSAA also believes HSGPA and rigor of curriculum completed are the best indicators for success. The new admissions model acknowledges this, but there are a couple of areas in which could benefit from some additional investigation. The new model calls for the HSGPA to be 80% of the AIS calculation without the use of the SAT/ACT. The **increase in the weight of AP/IB also seems to offer an advantage to students with greater access to an enriched curriculum with more rigor. Those advantages must be offset. Eligibility in the Local Context seems to address this; other viable measures should be considered as well.**

Two UC Comprehensive Review areas can be used to evaluate rigor of preparation:

- Number of, and performance in, UC-approved honors and Advanced Placement courses
- Number of, content of, and performance in, academic courses beyond the minimum A-G requirements
Currently only area A is used in the AIS calculation, but the addition of area B could prove beneficial in predicting success, especially in engineering majors. **Emphasis can be placed on the number of courses that a student attempts in the areas of mathematics and laboratory sciences.** As some schools do not offer many AP classes, the addition of this variable in AIS may offer an alternative way to assess rigor of preparation in areas deemed critical.

The last item that deserves some additional evaluation is students who **completed courses at colleges/universities during their high school career.** There are students who attend middle college programs that include courses from high school and local community college. Also, there is an increasing number of students who are just opting to augment their high school education with coursework from their local community colleges. These courses/grades are incorporated into students' HSGPAs, and they receive an extra grading point as they would for UC-approved AP/IB coursework in the admissions HSGPA calculation, yet they are excluded from the AP/IB weight. **CCC coursework completed by high school students should also be evaluated for correlation with 4-year graduation and diversity.** If CCC coursework positively correlates with 4-year graduation and is diversity neutral to positive, then it should also be considered for inclusion in AIS. This might indeed support our efforts to promote pipelines from HS to UCR, but also, HS to CCC to UCR.

Sincerely,

Roderick Smith  
Director, BCOE Office of Student Academic Affairs
August 29, 2020

To: Senate

From: School of Business Executive Committee

Re: [Campus Review] Proposal: Proposal to Modify the UCR Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle: Distributed for Review – 7/29/20

The School of Business Executive Committee feels that the proposed UCR Comprehensive Review Model that would include a Test Optional AIS appears reasonable given the mandate by the UC Board of Regents to suspend the ACT or SAT until Fall 2024.
August 14, 2020

TO: Dylan Rodriguez, Chair  
Academic Senate

FROM: Lucille Chia, Chair  
CHASS Executive Committee

RE: Proposal to Modify the UCR Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle

The CHASS Executive Committee discussed the Proposal to Modify the UCR Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle via email. There were no objections and our committee approved the proposal.
August 24, 2020

To: Dylan Rodriguez, Chair
   Riverside Division

From: Louis Santiago, Chair, Executive Committee
   College of Natural and Agricultural Science

Re: Proposal to Modify the UCR Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle

The CNAS Executive Committee reviewed the Proposal to Modify the UCR Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle, and although only three committee members responded, there were some substantive comments.

First, all of the committee members that responded thought that the proposal seems very reasonable and that the committee did a good job in such a short time.

One member strongly agreed that HS GPA was a better predictor of college success (both 4 year and grades in Freshman year if I recall correctly) than were standardized tests.

However, there was also concern that too much weight is being placed on the number of AP/IB courses (12% based on the proposed AIS vs. 6.73% based on the current AIS), as there is a strong correlation of the availability of AP/IB courses and high school zip codes (e.g., wealthier districts tend to have high schools that offer more AP/IB courses). As such, for lower-income students that attend under-resourced high schools, these applicants may be at a disadvantage simply because they don’t have access to as many AP/IB courses as high schools in wealthier districts.
COMMITTEE ON DIVERSITY, EQUITY, AND INCLUSION

August 18, 2020

To: Dylan Rodriguez
   Riverside Division Academic Senate

From: Xuan Liu, Chair
   Committee on Diversity, Equity, and Inclusion

Re: [Campus Review] Proposal: Proposal to Modify the UCR Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle

The Committee on Diversity, Equity, and Inclusion considered the Proposal to Modify the UCR Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle. The Committee is concerned that increasing the weight allocated to International Baccalaureate (IB) and Advanced Placement (AP) classes maybe problematic as students from underrepresented background may not have access. While the SAT was viewed as problematic, it is, at least, in principle, available to all students.
COMMITTEE ON PREPARATORY EDUCATION

August 18, 2020

To: Dylan Rodríguez, Chair
   Riverside Division

From: Jingsong Zhang, Chair
       Committee on Preparatory Education

Re: Proposal to Modify the UCR Comprehensive Review Model for Undergraduate Admissions

The Committee on Preparatory Education reviewed the proposal to modify the UCR Comprehensive Review model for undergraduate admissions. Members responded with support for the proposal.

The Committee noted the following typos in the proposal and recommends that they be addressed to improve the readability of the document:

- From page four, paragraph one, there is a missing space in the following sentence: "The relationship between admissions criteria and graduation rates is based on the fall 2012 to 2015 cohorts."

- From page four, paragraph two, there is a missing comma after "benefit diversity" in the following sentence: "Eligibility in the Local Context was not recommended as it was negatively correlated with graduation rates once high school GPA is known (see Appendix B), but it did benefit diversity and it was felt by the committee that this factor captured students who performed well at underserved and resource-limited academic institutions."

- From page seven, paragraph one has an unnecessary comma before "and" in the following sentence: "Scenario 5 dramatically increases all of the other weights at the expense of high school GPA, and is intended to simply show the diminishing returns for pursuing a more diverse demographic at the expense of graduation rates."

- From page seven, the final sentence in paragraph two is missing a word: "This model has only a projected .6% decrease in four year graduation rates, includes the ELC factor, includes a modest increase in Black/African American students (.3%), and a more significant increase in Chicano/Latino students (8.6%)."

- The margins seem to be slightly off in the first two paragraphs of page eight.
August 26th, 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 Proposal to Modify the UCR Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle

Dear Dylan,

The SOM Executive Committee reviewed the Proposal to Modify the UCR Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle. We applaud the comprehensive efforts to address this complicated and emotive issue. A number of concerns raised in discussion are listed below:

• Strong concerns were expressed regarding weighting of AP/IB and imposition of an unintended handicap on applicants from economically disadvantaged school districts.

• The committee was also unanimous in its concern that the Model is based on 4-year graduation rates that does not factor in that many UCR students have to work to support themselves (or possibly additional family members) financially and will need 5-6 years to graduate.

• Regarding removal of standardized tests, there was some opinion in agreement with the concern expressed by the Committee on Undergraduate Admissions that: “completely abandoning standardized tests prematurely unnecessarily removes a criterion that has proven to be moderately effective for predicting student success. As the recent Academic Council’s Standard Testing Task Force (STTF) report shows that standardized test scores can indeed aid in predicting important aspects of student success, including undergraduate grade point average (UGPA), retention, and completion. Additionally, not having this criterion will make it more difficult to differentiate among the highest scoring applicants and will increase uncertainty surrounding predicting yield outcomes and make it harder to limit/increase admissions numbers.”

• There appears to be a need to clarify if, in addition to California high school students, students at private/independent and out-of-state schools will be obliged to take the test rather than the current vague language which states that the “New test will be made available” to them (Appendix A).

• There was also concern expressed as to the absence of a timeline to determine the success of the new model and what metrics will be used to determine success?
The overall consensus of SOM FEC was in agreement with the assessment of the Committee on Undergraduate Admissions that the “Better with or without Test AIS model” is the preferred option for the revised UCR Comprehensive Review model.

Yours sincerely,

[Signature]

Declan F. McCole, Ph.D.
Chair, Faculty Executive Committee
School of Medicine
COMMITTEE ON EDUCATIONAL POLICY

August 18, 2020

To: Dylan Rodríguez, Chair
Riverside Division

From: Stefano Vidussi, Chair
Committee on Educational Policy

RE: Proposal to Modify UCR’s Comprehensive Review Process for Admissions

The Committee on Educational Policy (CEP) reviewed the proposal to modify UCR’s Comprehensive Review Process for Admissions at their August 14, 2020 meeting. The Committee noted that the goal for revising the model, besides the decision to make standardized testing optional is not clear in the proposal and the Committee recommends that the proposal be updated to include a statement on how the proposed new model will transform admissions. Additionally, concern was noted by the Committee that the proposed model will advantage some groups and individuals, and disadvantage others.

The Committee recognizes the urgency of defining a new AIS that does not use standardized testing and finds the proposed model adequate. However, the Committee feels that there are remaining access and equity issues in the Academic Index Score (AIS) model that should be addressed. In particular, access to AP/IB courses varies significantly from school to school. Giving a substantial weight to the number of AP/IB courses taken give an advantage to students who are already advantaged. The Committee recommends that the proposal include an analysis of students who were admitted to UCR with low AIS scores with the proposed model to determine the impact of the proposed change.
June 8, 2020

To: Kim A. Wilcox, Chancellor
    Thomas M. Smith, Interim Provost & Executive Vice Chancellor
    Brian L. Haynes, Vice Chancellor for Student Affairs
    Jennifer L. Brown, Vice Provost & Dean for Undergraduate Education
    Shaun Bowler, Dean of the Graduate Division
    Bracken Dailey, Registrar

From: Dylan Rodríguez, Chair
        Riverside Division

Cc. Anil Deolalikar, Dean, School of Public Policy
    Kathryn Uhrich, Dean, College of Natural and Agricultural Sciences
    Christopher Lynch, Dean, Bourns College of Engineering
    Deborah Deas, Dean, School of Medicine
    Louis Rodriguez, Interim Dean, Graduate School of Education
    Milagros Pena, Dean, College of Humanities, Arts, and Social Sciences
    Yunzeng Wang, Dean, School of Business
    Emily Engelschall, Interim Associate Vice Chancellor for Enrollment Services and Director of Undergraduate Admissions
    Kara Oswood, Director of Specific Programs
    Leonard Taylor, Director of Summer Sessions
    Cherysa Cortez, Director, Academic Senate
    Academic Senate Analysts

Re: Extension and Enactment of COVID-19 Temporary Modification or Suspension of Senate Regulations and/or Policies Through Summer 2020

During their June 8, 2020 meeting, Executive Council voted in lieu of the Division to extend or enact the below listed COVID-19 temporary modifications to Senate regulations and/or policies through Summer 2020. Please disseminate this information as appropriate.

Senate Regulation R1.1.4.
A student may drop a course without prior approval no later than the end of the second full week of instruction. For Spring 2020, from the third week of instruction through the grade submission deadline, a course may be dropped with the approval of the advisor. Any course drop in Spring 2020 which would reduce the undergraduate student's academic load to less than 12 units must be approved by the Dean. For Summer 2020, after the initial drop period, a course may be dropped with the approval of the advisor through the grade submission deadline of the corresponding summer 2020 session. (En 5 May

**Senate Regulation R1.1.5.**

**Senate Regulation 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 Spring 2020 term (quarter) or Summer 2020 session. (En 5 May 77; Am 25 May 89) (COVID-19 Temp Modification 3 June 2020 – extended 8 June 2020)

**Senate Regulation 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. Modification 12 Mar 2020 – extended 8 June 2020)

**Senate Regulation 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. 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 12 Mar 2020) (COVID-19 Temp. Modification 31 Mar 2020 – extended 8 June 2020)

**Senate Graduate Regulation GR1.5.7**
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. (COVID-19 Temp Modification 6 April – extended 8 June 2020)

**Exception for Applicants to be considered for Admission by Exception (AxE) without Faculty Special Review Committee (SRC) Evaluation for Fall 2020 Cohort.** Extended 8 June 2020. Attached.

**Instructional Guidance Specific to Graduate Education.** Extended 8 June 2020.
Excerpted from correspondence from Interim Provost Smith and Senate Chair Rodriguez on March 10, 2020, “Senate follow up on ‘COVID-19: Important instructional continuity guidance’.

Beginning March 10, 2020 until the resumption of in-person course instruction, Oral Qualifying Exams and Dissertation/Thesis Defenses may be held entirely via videoconference, temporarily suspending current Graduate Council policy which limits this form of participation to one committee member. All committee members must be present on the videoconference for the entirety of the Exam or Defense. The Graduate Council policy to be temporarily suspended reads as follows:

- "For both the PhD Oral Qualifying Exam and Dissertation/Thesis Defense all committee members must be physically present. If that is not possible, ONE member of the examining committee may participate remotely (e.g. Skype or other video conferencing technology)."

2. Beginning March 10, 2020 until the resumption of in-person course instruction, Graduate Division will temporarily accept alternative documentation of Oral Qualifying Exam results and Dissertation/Thesis Defense approvals. Under current policy, Graduate Division requires original ("wet") signatures on Qualifying Exam and Dissertation/Thesis documents. During this exceptional period, Graduate Division will permit certification of such outcomes via 1) committee member emails sent from an official UCR account supplemented by 2) committee members’ scanned or electronic signatures.
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 Admission 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
To Be Adopted

Proposed Changes to GR5.4

**PRESENT**

**GR5.4** Transfer from UCR Extension - Students may transfer up to 8-units of UCR Extension concurrent enrollment credit.

Students must have taken these units before their enrollment as a graduate student. Matriculated graduate students (including students on Leave of Absence) may not enroll in course work through UCR Extension without the Graduate Dean’s approval. Graduate students who withdraw before completing their program objectives may then take courses through UCR Extension, but are required to wait one year before applying those courses to their degrees. Grades from UCR Extension will be recorded on UCR transcripts. If a student transfers 8-units from UCR Extension, they are eligible to transfer an additional 8-units from an outside institution.

**PROPOSED**

**GR5.4** Transfer from UCR Extension - Students may transfer up to 8-units of UCR Extension concurrent enrollment credit. Students may transfer up to 8-units of UCR Extension concurrent enrollment credit. Up to 12 units are permitted to be transferred if taken prior to Fall 2021.

Students must have taken these units before their enrollment as a graduate student. Matriculated graduate students (including students on Leave of Absence) may not enroll in course work through UCR Extension without the Graduate Dean’s approval. Graduate students who withdraw before completing their program objectives may then take courses through UCR Extension, but are required to wait one year before applying those courses to their degrees. Grades from UCR Extension will be recorded on UCR transcripts. If a student transfers 8-units from UCR Extension, they are eligible to transfer an additional 8-units from an outside institution.

**Statement of Purpose and Effect:**

Currently the rule is that students can transfer at most 8 units from extension classes to satisfy requirement for a graduate degree e.g. MS

I am requesting that we lift this restriction for AY 20/21 in line with the suggestion of the BCOE Executive Committee (memo dated July 24 2020)

The justification for the request is related to Fall 2020 likely being on-line instruction rather than in-person as well as on-going interruptions to international travel, and is mostly an issue of relevance to MS students who pay their own tuition (i.e. are an important source of revenue as well as being an integral component to the graduate student population).
Programs are facing especially great challenges recruiting international students in this current situation. It seems likely that many international students who wish to attend UCR may not be able to enter the US. The provision of on-line courses is a response to this situation. But cost is a concern - especially for MA/MS students who pay their own tuition. For international students and out of state students this means they will be asked to pay tuition + NRT for an on-line experience.

Programs - especially those in BCOE - are concerned that this cost will be a serious deterrent to student enrollment (see, for example, their July 24 memo)

If students are allowed to take on-line Fall courses via Extension then their fees for that quarter will be much lower. Students can then transfer units over to the program when (we think) in-person instruction resumes in January. In this way, enrollment can be maintained.

An 8 unit cap, however, means students cannot transfer in a quarter’s full load of credit and so will extend time to degree (and cost).

Submitted by Shaun Bowler, Graduate Dean (8/14/2020)

Approvals

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: August 17, 2020

Approved by Executive Council in Lieu of the Division: August 24, 2020
EXECUTIVE COUNCIL

September 29, 2020

To: Committee on Undergraduate Admissions

CC: Kim A. Wilcox, Chancellor
    Thomas M. Smith, Interim Provost & Executive Vice Chancellor
    Emily D. Engelschall, Interim Associate Vice Chancellor, Enrollment Services

From: Jason Stajich, Chair
    Riverside Division

Subject: Approval - Proposal to Modify the UCR Comprehensive Review Model for Freshman Admission for Fall 2021 and Fall 2022 and Amendment regarding Fall 2020

During its September 28, 2020 meeting, Executive Council voted in lieu of the Division to approve the subject proposal and its amendment from the Committee on Undergraduate Education regarding the UCR Comprehensive Review Model for Freshman Admission for Fall 2021 and Fall 2022 and Amendment for Fall 2020. The approved proposal and amendment are attached for your information, as well as the responses from committees tasked with review.

Executive Council’s robust discussion revealed there is insufficient time to fully consider the implications of changes and how that will impact the student demographic UCR is privileged to serve in Inland Southern California. We plan to continue to discuss how to best assess UCR applicants.
Dear Jason and Cherysa,

Please find attached to this email the Committee on Undergraduate Admissions memo to amend the proposal submitted on July 27, 2020. Given the recent preliminary injunction by the Superior Court of The State of California against UC for using testing-optional admissions (Case No. RG19046222, Sept 1st, 2020), the Committee on Undergraduate Admissions voted in favor of adopting the test-blind AIS score only for the 2021 admission cycle in lieu of the currently proposed test-inclusive and test-blind AIS options. Please note that the proposal includes a request for the urgent approval of this proposal by the Division as the application for the Fall 2021 term is currently open.

Best,
Leondra

~~~~~~~~~~~~~~
CONFIDENTIALITY NOTICE: This e-mail communication and any attachments may contain confidential and privileged information for the use of the designated recipients named above. If you are not the intended recipient, you are hereby notified that you have received this communication in error and that any review, disclosure, dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify UCR Academic Senate Office immediately by telephone at (951) 827-4771 or email leondra.jacobs@ucr.edu and permanently delete all copies of this communication and any attachments.

Leondra Jacobs
Committee Analyst
Academic Senate Office
University of California, Riverside
231 University Office Building
Riverside, CA 92521
P: (951) 827-4771
F: (951) 827-5545
http://senate.ucr.edu/about/
COMMITTEE ON UNDERGRADUATE ADMISSIONS

September 14, 2020

To: Jason Stajich, Chair
    Academic Senate

From: Sheldon Tan, Chair
      Committee on Undergraduate Admissions

RE: Amendment to the proposed dual-AIS score admission policy

The Committee on Undergraduate Admissions met on Tuesday, September 8, 2020 and given the recent preliminary injunction by the Superior Court of The State of California against UC for using testing-optional admissions (Case No. RG19046222, Sept 1st, 2020), the Committee on Undergraduate Admissions voted in favor of adopting the test-blind AIS score only for the 2021 admission cycle in lieu of the currently proposed test-inclusive and test-blind AIS options. The test-inclusive AIS will remain in place as an option for the 2022 admissions cycle, pending the final outcome of the court case.

The primary rationale for this amendment to the previously proposed dual-AIS score admission policy is due to the recent preliminary injunction by Superior Court of The State of California and the campus must comply with the new order from the Superior Court. As a result, the Committee on Undergraduate Admissions believes it’s in the best interest for UCR and the 2021 applicant pool to adopt the test-blind AIS score for the 2021 admission cycle so that Undergraduate Admissions can communicate a clear and consistent 2021 undergraduate admissions testing and comprehensive review policy to students as soon as possible given that the application for the Fall 2021 term is currently open.

Additionally, it is critical that the Undergraduate Admissions office have an approved test-blind AIS score only for the 2021 admission cycle no later than September 30, 2020 (as the application for the Fall 2021 term is currently open).

cc: Cherysa Cortez, Director of the Academic Senate
The Undergraduate Admissions Committee has proposed to modify UCR’s Comprehensive Review model for freshman admission, to be implemented for the fall 2021 and fall 2022 admission cycles. The proposed changes described in this memo were developed in response to the University of California Board of Regents unanimous decision on May 21, 2020 to suspend the standardized test requirement (ACT/SAT) for all California freshman applicants until fall 2024. The regent’s actions further included a mandate to create a test optional admission policy for both fall 2021 and fall 2022. In response, the Committee on Undergraduate Admissions in consultation with Institutional Research (IR) at UCR has developed a revised and optimized model to calculate both test blind and test inclusive Academic Index Scores (AIS). When determining admission, the Undergraduate Admissions office will use whichever score is higher during UCR’s selection process.

This memo is organized as follows: Part I briefly summarizes the current Comprehensive Review admissions process at UCR and the proposed changes in that process. Part II provides a detailed rationale for the proposed changes. Part III provides an outline and general timeline for continued revision of UCR’s Comprehensive Review process.

I. CURRENT ADMISSIONS PROCESS AND PROPOSED CHANGES

UCR currently admits freshmen students through a Comprehensive Review process that weighs five factors in an additive model to calculate an Academic Index Score (AIS). These five factors are a subset of the 14 factors that were recommended by the Board of Admissions and Relations with Schools (BOARS) and approved by the Regents in 2001. The full list of the 14 factors that currently may be considered is given in Appendix A of this memo.

The current admissions process, referred to as Comprehensive Review, Phase II, was implemented in 2012. The proposed revision described here is referred to as Comprehensive Review, Phase III. The current weighting distribution, and the proposed weighting distribution, are both outlined in Table 1 (on the next page). The Table lists the factors and their current and proposed weights. These proposed weights were determined through extensive analyses performed by Institutional Research (IR), using graduation data, and admissions criteria available through an electronic read of student applications.
Table 1.
Factors and Weights for Current and Proposed Calculation of Academic Index Scores

<table>
<thead>
<tr>
<th></th>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WITH TEST</td>
<td>WITHOUT</td>
</tr>
<tr>
<td>High School GPA</td>
<td>.5020</td>
<td>.6</td>
</tr>
<tr>
<td>SAT Scores / ACT</td>
<td>.4119</td>
<td>.2</td>
</tr>
<tr>
<td>Reasoning / ACT plus writing</td>
<td>.4119</td>
<td>0</td>
</tr>
<tr>
<td>SAT Subject Exam</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SAT Subject Exam</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Eligibility in Local Context</td>
<td>0</td>
<td>.06</td>
</tr>
<tr>
<td>Number of A-G Courses Beyond minimum</td>
<td>0</td>
<td>.06</td>
</tr>
<tr>
<td>First Generation Status</td>
<td>.0094</td>
<td>.01</td>
</tr>
<tr>
<td>Low Family Income</td>
<td>.0094</td>
<td>.01</td>
</tr>
<tr>
<td>Number of AP/IB courses</td>
<td>.0673</td>
<td>.12</td>
</tr>
</tbody>
</table>

Note – High School GPA is weighted and capped; AP/IB denotes Advanced Placement and International Baccalaureate courses.

The criteria that enter into the Academic Index Score have very different scales. For example, the SAT score has a maximum score of 1600, whereas High School GPA has a maximum score of 4.5. Also, First Generation Status and Low Family Income are binary variables that are assigned values of 0 and 1. Thus, in order to calculate the AIS, the variables are re-scaled. Each variable is then scored as a proportion of the maximum (re-scaled) score possible, and these proportions are weighted and summed, and multiplied by a scalar which is the total possible AIS value. The calculation of the Academic Index Score is illustrated in Appendix B of this proposal.

It is clear from the Table that the largest changes in the calculation of the AIS are: (1) the decrease in the weight given to SAT/ACT scores and the addition of an alternate formula that computes AIS entirely without Standardized Test scores, (2) the doubling of the weight of the number of AP/IB courses, and (3) the re-inclusion of Eligible in the Local Context (ELC) which was last used in UCR’s AIS calculation in 2011.

The calculation of the Academic Index Score will be the same for all colleges – the College of Humanities, Arts, and Social Sciences (CHASS), the College of Natural and Agricultural Sciences (CNAS), the Bourns College of Engineering (BCoE), the School of Public Policy, and the Graduate School of Education’s undergraduate program – based on the weights shown in the “Proposed” columns of Table 1.

II. RATIONALE FOR PROPOSED CHANGES

The development of Phase III of Comprehensive Review was guided by four goals: (1) To effectively respond to the UC systemwide changes in the UC policy that mandated both a test optional and eventually a test blind selection process, (2) To maintain the academic profile of undergraduate students admitted to UCR, (3) To maintain the diversity of the student body, and (4) To maintain the transparency, integrity, and clarity of the admissions process at UCR.

Goal 1:
To Effectively Respond to the UC Systemwide Changes in the UC Policy Removing the Standardized Testing Requirement for Undergraduates.
In May 2020, the Regents unanimously approved the suspension of the standardized test requirement (ACT/SAT) for all California freshman applicants until fall 2024, and also outlined a plan for phasing out the ACT and SAT tests entirely and possibly replacing them with a new standardized test format.

The following outlines the Regents’ actions:

- **Test-optional for fall 2021 and fall 2022:** Campuses will have the option to use ACT/SAT test scores in selection consideration if applicants choose to submit them, and will develop appropriate policies and procedures to implement the Board’s decision.
- **Test-blind for fall 2023 and fall 2024:** Campuses will not consider test scores for California public and independent high school applicants in admissions selection, a practice known as “test-blind” admissions. Test scores could still be considered for other purposes such as course placement, certain scholarships and eligibility for the statewide admissions guarantee.
- **New standardized test:** Starting in summer 2020 and ending by January 2021, UC will undertake a process to identify or create a new test that aligns with the content UC expects students to have mastered to demonstrate college readiness for California freshmen.
- **Elimination of the ACT/SAT test requirement:** By 2025, any use of the ACT/SAT would be eliminated for California students and a new UC-endorsed test to measure UC-readiness would be required. However, if by 2025 the new test is either unfeasible or not ready, consideration of the ACT/SAT for freshman admissions would still be eliminated for California students.
- **Elimination of writing test:** The University will eliminate altogether the SAT Essay/ACT Writing Test as a requirement for UC undergraduate admissions, and these scores will not be used at all effective for fall 2021 admissions.


**Implications of the Removal of UC Standardized Test Requirement**

The change in policy has two immediate consequences (1) It requires an immediate development of an AIS score that does not use standardized test scores in its calculations, and (2) The test-optional policy for 2021-2022 seems to indicate that there should still be a means of factoring in the standardized test scores for students who have invested time and resources to take them.

To answer the first charge, the committee determined it was necessary to develop an Academic Index Score that did not factor in the standardized test scores. For the second charge, the committee determined that there would need to be an alternative method of calculating the AIS that includes the standardized test scores but otherwise weighs the chosen factors in a manner as similar as possible to the non-test AIS calculation.

**Goal 2:**

**To Maintain the Academic Profile of the Undergraduate Student Body at UCR**

The committee examined factors currently utilized in Comprehensive Review (Phase II) to determine the extent to which they were associated with academic success at UCR. Academic success was defined primarily by four year graduation rates as the most definable metric.
The relationship between admissions criteria and graduation rates is based on the fall 2012 to 2015 cohorts. (One has to go back several years in order to obtain useful graduation rate data.) These analyses revealed that graduation rates were only weakly reduced by the exclusion of standardized tests across a variety of weighting models (See Appendix C).

**Optimization of Admissions Criteria**

Institutional Research (IR) conducted an analysis that adjusted the weights on the current Comprehensive Review factors to identify the set of weights that would optimize the four-year graduation rate. High school GPA, and the number of AP/IB courses were strongly correlated with academic success measured by graduation rate and were strongly recommended. Low income and first-generation status were recommended at very low values of around 1%. The IR evaluation (Appendix B) shows that first generation status and low income are both negatively associated with academic success. The negative weight, however, cannot be justified in any reasonable admissions policy, as it penalizes those students whose admission to UC is a core component of our mission as educators in a public, state-funded institution. The committee speculated that the negative correlation with graduation rates may reveal a post-enrollment vulnerability of first generation and low income students that should be addressed not through the admissions process, but through post-enrollment support. Eligibility in the Local Context was not recommended as it was negatively correlated with graduation rates once high school GPA is known (see Appendix B), but it did benefit diversity and it was felt by the committee that this factor captured students who performed well at underserved and resource-limited academic institutions.

IR further conducted a study to determine the optimal weights for the four measures of high school GPA, AP/IB courses, and Eligibility in the Local Context in comparison with SAT/ACT scores. The results can be seen in the form of a chart graph in Table 2. High school GPA is the most effective predictor of four-year graduation rates and its predictive acumen peaks at 70.7% of weighting. SAT/ACT standardized test scores are most effectively predictive up to 21.95% of weighting. AP/IB courses are most predictive at 6.9%. Eligibility in the Local Context is maximally predictive at .45% (see Table 3). These most effective weights were then used as benchmarks to determine their relative weights in the AIS in consideration and dialogue with the third goal, which was to maintain or increase the diversity of the student body.
Table 2

Admissions Simulations

Notes:
• Improved = Equal or higher predicted percentages than status quo in 4-year graduation, first generation, low income, Black/African American, and Chicano/Latino
• Low income and first generation not included due to not being associated with improvements over status quo as defined above
• Total simulated admissions scenarios: 5501
Goal 3: To Maintain the Diversity of the Undergraduate Student Body at UCR

On May 20, 1988, the Regents adopted UC Policy on undergraduate admissions, which stated in part, “Mindful of its mission as a public institution, the University of California ...seeks to enroll, on each of its campuses, a student body that, beyond meeting the University’s eligibility requirements, demonstrates a high academic achievement or exceptional personal talent, and that encompasses the broad diversity of cultural, racial, geographic, and socio-economic backgrounds characteristic of California.”

UCR is in a strong position with respect to diversity. Unlike other UC campuses, UCR has been successful in enrolling a diverse student body that is representative of the state of California. UCR has received considerable praise and national attention for the diversity of its student body. Moreover, UCR qualifies as a Hispanic Serving Institution, making the university eligible for grants, for which it would otherwise be ineligible. To qualify as a Hispanic-Serving Institution, a minimum of 25% of the student body must be comprised of Hispanic students.

Taking these priorities into consideration, the relative weights for the factors used to determine AIS were then evaluated by IR with a focus on how they might affect both graduation rates and the diversity of the student body (Table 4 below).
Table 4

Regarding the consequences of optimizing for UCR four-year graduation rates or for the diversity of the student body, Table 4 demonstrates that there are tradeoffs in terms of maximizing graduation rates and maintaining or even increasing student diversity. Scenario 1 in the table uses only the weights for the two factors, high school GPA and A/IB courses, that actually improve graduation rates. Even with these weights maximized and no others utilized, graduation rates are simply maintained in the absence of the standardized tests. Scenario 2 attempts to replicate the current Phase II weights but without the SAT/ACT scores. Scenario 2.5 includes the ELC and attempts to maintain UCR’s demographic diversity. Scenario 3 increases the weight of EIC at the expense of high school GPA and AP/IB courses. Scenario 4 shows the effects of an increase weighting of low income and first generation factors. Scenario 5 dramatically increases all of the other weights at the expense of high school GPA, and is intended to simply show the diminishing returns for pursuing a more diverse demographic at the expense of graduation rates.

With the goal of maintaining the diversity of the UCR student body, and to extend access as broadly as possible to UC qualified students, the Undergraduate Admissions Committee unanimously agreed that the weights decided upon in Scenario 2.5 struck the best balance between maintaining graduation rates and diversity. This model has only a projected .6% decrease in four year graduation rates, includes the ELC factor, includes a modest increase in Black/African American students (.3%), and a more significant increase in Chicano/Latino students (8.6 %).

Goal 4:
Maintaining the Transparency and Integrity of the Admissions Process

The proposed changes to UCR’s Comprehensive Review process maintains the transparency and integrity of the admissions process. Undergraduate admissions decisions are determined by a structured decision process based on objective criteria. Undergraduate admissions decisions are not based, in any way, on subjective judgments. The criteria and the relative importance of the criteria are clearly specified.

• Test Inclusive and Test Exclusive Option Models
The Regents decision to make the 2021 and 2022 admissions process test optional suggested strongly to the committee that there was a need to consider whether and how to include a different weighted model that factor in SAT/ACT scores for those students who wish to submit them. The committee essentially saw two primary choices, each of which is addressed below.

The first option, the Non Test AIS, was to simply not include SAT/ACT scores for any students. This would be simple to implement and would remove any concerns about the possible and perceived bias of standardized tests. It is also inevitable that the standardized test scores will be abandoned for the 2023 and 2024 cohort (see Appendix A).

However, completely abandoning standardized tests prematurely unnecessarily removes a criterion that has proven to be moderately effective for predicting student success. As recent Academic Council’s Standard Testing Task Force (STTF) report shows that standardized test scores can indeed aid in predicting important aspects of student success, including undergraduate grade point average (UGPA), retention, and completion. Additionally, not having this criterion will make it more difficult to differentiate among the highest scoring applicants and will increase uncertainty surrounding predicting yield outcomes and make it harder to limit/increase admissions numbers. It could also hinder opportunities for disadvantaged students with low GPAs who are able to test well and could disaffect students who invested time and resources on the standardized tests before the UC’s decision was announced. Finally, not including a standardized test option removes a transition window to test-blind admission planned for 23-24 for high school students and will make it more difficult to know how the transition to a test blind admissions process affects the student body.

The second option, the Better with or without Test AIS, would allow applicants who submit SAT/ACT scores to have two AIS scores (one calculated with standardized test scores and one calculated without them using the AIS described above) and use the higher score. One of the primary advantages of this approach is that this would capture students who test well but have low grades. For reference, 20.3% of students admitted under old AIS weights would not be admitted without test scores factored in (see table 4, model 2.5, Enrollment Overlap with Status Quo). Academic success should be more predictable for the portion of pool who do submit test scores, and it gives students more ways to get admitted, which should make students feel welcome and encourage them to apply regardless of whether they have or have not taken the tests. This will also allow us to be able to see how inclusion of SAT/ACT comparatively affects AIS scores.

The potential disadvantages of this approach are that this does not completely eliminate the possibility or perception of bias in standardized tests, is significantly more complicated as it requires two sets of calculations for some students, and also requires the development of AIS weighting model that includes the SAT/ACT scores for those who submit them and which is balanced against the non-test AIS scoring method.

While these concerns are significant, the committee unanimously agreed that it was important to use the Better with or without Test AIS model. IR then proposed two possible methods for calculating both the test and non-test AIS scores (see table 5 on next page). The test inclusive AIS score used the weight of 20% for the SAT/ACT factor as that was a close round number to the 21.95% weight at which standardized test scores were maximally predictive of four year graduation rates (Table 3).

**Table 5**

New AIS with SAT/ACT =

\[
10000 \times (HSGPA / 4.5 \times 0.60 + SAT/ACT / 1600 \times 0.20 + APIB Courses Taken / 28 \times 0.12 + \text{First Generation (1=yes, 0=no)} \times 0.01 + \text{Low Income (1=yes, 0=no)} \times 0.01)
\]
New Test-Blind AIS = 
10000 * 
(HSGPA / 4.5 * .80
+ APIB Courses Taken / 28 * .12
+ First Generation (1=yes, 0=no) * .01
+ Low Income (1=yes, 0=no) * .01
+ ELC (1=yes, 0=no) * .06
)

These calculations were then evaluated by IR for their potential effects on applying students. In this modeling only a relatively small percentage of students (18%) are projected to score higher with a test inclusive AIS (see table 5 below), and for most minority groups and for low income and first generation students the proportions are even smaller.

Table 6

<table>
<thead>
<tr>
<th></th>
<th>Test version gives better AIS</th>
<th>Test-free version gives better AIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 2012-2015 enrolled frosh</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18%</td>
<td>82%</td>
</tr>
<tr>
<td>Low Income</td>
<td>11%</td>
<td>89%</td>
</tr>
<tr>
<td>First Generation</td>
<td>10%</td>
<td>90%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>14%</td>
<td>86%</td>
</tr>
<tr>
<td>Asian</td>
<td>29%</td>
<td>71%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>8%</td>
<td>92%</td>
</tr>
<tr>
<td>Chicano/Latino</td>
<td>6%</td>
<td>94%</td>
</tr>
<tr>
<td>Domestic Unknown</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>17%</td>
<td>83%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>22%</td>
<td>78%</td>
</tr>
<tr>
<td>White</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Male</td>
<td>26%</td>
<td>74%</td>
</tr>
</tbody>
</table>

This should mean that there is more opportunity and access for disadvantaged and minority students while also allowing for students who have scored well on standardized tests to have that achievement factored in but it will not provide an overwhelming advantage. There is a great deal more analysis on this done by IR (see appendix D).

III. Urgent Need for Approval of this AIS Methodology

The proposed changes in the Comprehensive Review model were required by the sudden decision on the part of the UC Regents to adopt a test optional model for the fall 2021 and 2022 application cycles in May of this year. These actions were taken in light of the Covid-19 pandemic that is still affecting us, and which made the decision to have a non-test option a necessity as
normal standardized testing was disrupted. The committee moved quickly to construct these proposed new AIS models and to determine, with the help of IR, the most efficacious weights for the various factors used to determine that score.

The Undergraduate Admissions Committee has unanimously supported the measures outlined above, and now it is imperative that the Academic Senate take this up with great expediency as this updated comprehensive review model requires system programming which will take time and resources to develop and test in advance of implementation for the 2021 undergraduate admissions review cycle which begins in November 1, 2020. Additionally, it is critical, and recommended by BOARS, that the Undergraduate Admissions office have an approved test optional comprehensive review policy that can be clearly communicated to rising high school seniors not later than September 1, 2020 (as, so they can make educated decisions around submitting test scores to UCR for admission consideration.
Appendix A

Timeline for the future of standardized testing at UC:

<table>
<thead>
<tr>
<th>Entering class</th>
<th>Plan</th>
<th>What this means</th>
<th>Campuses may use test scores for</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021-2022</td>
<td>Test-optional</td>
<td>• All students have the option of submitting ACT/SAT scores.</td>
<td>• Admissions</td>
</tr>
<tr>
<td>(current 10th and 11th graders)</td>
<td></td>
<td>• Students will not be penalized in the admissions review process for not submitting ACT/SAT scores.</td>
<td>• Scholarships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students will no longer be required to submit the SAT Essay/ACT Writing Test.</td>
<td>• Post-enrollment course placement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Statewide eligibility for admissions guarantee</td>
</tr>
<tr>
<td>2023-2024</td>
<td>Test-blind</td>
<td>• All California public and independent high school students have the option to submit ACT/SAT scores, but those scores may not be used in making admissions decisions.</td>
<td>• Scholarships</td>
</tr>
<tr>
<td>(current 8th and 9th graders)</td>
<td></td>
<td>• Academic Senate to work with University administration on appropriate approach for nonresident students.</td>
<td>• Post-enrollment course placement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Statewide eligibility for admissions guarantee</td>
</tr>
<tr>
<td>2025-beyond</td>
<td>*If there is a new test by fall 2025</td>
<td>• All California high school students submit scores from new test.</td>
<td>• Admissions</td>
</tr>
<tr>
<td>(current 7th graders)</td>
<td></td>
<td>• New test made available to private/independent and out-of-state schools.</td>
<td>• Scholarships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Nonresidents and international students submit test scores from the new test or will follow the appropriate approach as determined by the University.</td>
<td>• Post-enrollment course placement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Statewide eligibility for admissions guarantee</td>
</tr>
<tr>
<td>2025-beyond</td>
<td>*If no new test is ready by fall 2025</td>
<td>• UC will eliminate altogether its standardized testing requirement for California freshman admissions.</td>
<td>• To be determined</td>
</tr>
<tr>
<td>(current 7th graders)</td>
<td></td>
<td>• Academic Senate to work with University administration on appropriate approach for nonresident students.</td>
<td></td>
</tr>
</tbody>
</table>

University of California Office of the President
Media Relations
https://www.universityofcalifornia.edu/press-room/university-california-board-regents-approves-changes-standardized-testing-requirement
# Appendix B
## Assessing Possible Contributors to a New AIS

<table>
<thead>
<tr>
<th>Predictor</th>
<th>Levels Tested</th>
<th>Recommendation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS GPA</td>
<td>Continuous</td>
<td>Use</td>
<td>A good predictor of graduation rates without a high diversity cost that should stay in the mix at the status quo weight of 50% of AIS or higher</td>
</tr>
<tr>
<td>AP/IB Classes Taken</td>
<td>Count (0-20)</td>
<td>Promising</td>
<td>Simulations show that a modest weight for AP helps predict academic outcomes without significant risk to diversity. Actual AP scores would be a stronger predictor but are usually not known at the time of admission.</td>
</tr>
<tr>
<td>First Generation</td>
<td>Binary</td>
<td>Could be used for small weights in the range of 1% or less</td>
<td>There are more optimal ways to maintain diversity and student quality, like increasing the weight for HS GPA at the expense of SAT/ACT. Including this will increase diversity at the expense of graduation rates.</td>
</tr>
<tr>
<td>Low Income</td>
<td>Binary</td>
<td>Could be used for small weights in the range of 1% or less</td>
<td>There are more optimal ways to maintain diversity and student quality, like increasing the weight for HS GPA at the expense of SAT/ACT. Including this will increase diversity at the expense of graduation rates.</td>
</tr>
<tr>
<td>SAT/ACT</td>
<td>Continuous (ACT converted to SAT scale)</td>
<td>Use for best predictive value, but alternative models are possible without it.</td>
<td>SAT/ACT is a useful predictor of graduation rates above and beyond other AIS metrics such that removing it from AIS will lead to lower graduation rates under almost all circumstance. However, it is also negatively correlated with measures of diversity, so removing it will tend to increase those measures.</td>
</tr>
<tr>
<td>LCFF+ Schools</td>
<td>Binary</td>
<td>Still requires testing</td>
<td></td>
</tr>
<tr>
<td>ELC</td>
<td>Binary and individual percentile ranks (1-9)</td>
<td>Do not use</td>
<td>Negatively correlated with graduation rates once HS GPA is known. Some benefits to diversity, but other predictors are more effective for this purpose.</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>Binary</td>
<td>Do not use</td>
<td>Excessively correlated with certain ethnic groups and has the potential for unintended consequences.</td>
</tr>
<tr>
<td>A-G 11 and 15, A-G Excess</td>
<td>Binary</td>
<td>Do not use</td>
<td>As a binary indicator these do not have predictive value. Almost all applicants have these units. In the future we could test specific subject areas if the committee wishes and the data can be loaded.</td>
</tr>
<tr>
<td>Tribal Member</td>
<td>Binary</td>
<td>Do not use</td>
<td>There are too few applicants with this information to meaningfully affect outcomes.</td>
</tr>
<tr>
<td>Single Parent</td>
<td>Binary</td>
<td>Do not use</td>
<td>More negatively correlated with graduation rates than first gen and low income.</td>
</tr>
<tr>
<td>Distance from campus of home address on application</td>
<td>Category (0-20, 20-50, 50-140, 140+ miles)</td>
<td>Do not use</td>
<td>The closest students have the lowest graduation rates even after controlling for other factors, so we would have to prioritize long-distance admits to avoid harming rates.</td>
</tr>
<tr>
<td>College Board Environmental Context Score</td>
<td>1-100</td>
<td>Do not use</td>
<td>This tested poorly in a previous analysis. Also it appears to be discontinued.</td>
</tr>
</tbody>
</table>
Appendix C

<table>
<thead>
<tr>
<th>Scenario 1: Highest</th>
<th>Scenario 2: Keep Similar Weights to Status Quo</th>
<th>Scenario 3: Keep Similar Weights to Status Quo</th>
<th>Scenario 4: Enhance HSGPA Weights, Add ELC to AIS</th>
<th>Scenario 5: 100% Weight for HSGPA</th>
<th>Scenario 6: Keep Similar HSGPA Weight to Status Quo</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIS Weighting Factors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School GPA</td>
<td>50.00%</td>
<td>0.88%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>SAT/ACT</td>
<td>41.09%</td>
<td>13.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Low Income</td>
<td>7.00%</td>
<td>12.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>First Generation</td>
<td>0.94%</td>
<td>10.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Eligibility in the Local Context</td>
<td>22.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Two-Track AIS Implementation Initial Findings

Below we outline initial attempts and findings for implementing a best-of-two AIS freshman admissions process for UCR in anticipation of the policy for the fall 2021 admission process.

1. General Approach Proposed by UCR Institutional Research

Our first implementation decision was to calculate each of the indexes as a percentage of the maximum points possible. This has the advantage of having a fixed reference point (a perfect score) and values should be more comparable across years. This is similar to the concept of a “criterion-referenced score” and is not dependent on the particular distribution of student attributes in the application pool.

To operationalize this idea, we set an arbitrary maximum of 10,000 for each AIS using the following formulas:

New AIS with SAT/ACT =
10000 *
( HSGPA / 4.5 * .60 + SATACT / 1600 * .20 + APIB Courses Taken / 28 * .12 + First Generation (1=yes, 0=no) * .01 + Low Income (1=yes, 0=no) * .01 + ELC (1=yes, 0=no) * .06 )

New Test-Blind AIS =
10000 *
( HSGPA / 4.5 * .80 + APIB Courses Taken / 28 * .12 + First Generation (1=yes, 0=no) * .01 + Low Income (1=yes, 0=no) * .01 + ELC (1=yes, 0=no) * .06 )

The resulting scores would be rounded to the nearest whole number. An individual score can be thought of as the “percentage of perfect,” so a score of 8500 implies that the applicant received 85% of the possible points on a given index. Given the distributions of the measures that make up each index, there are extremely few perfect scores. Note that this is not the same as being in the 85th percentile; in practice it could be considerably higher or lower on a percentile basis in the actual distribution of index values assigned.

Our next assumption is that the two indexes would be equated at face value and the applicant would be admitted on the better of the two scores. For example, an applicant with an 8500 on the AIS with tests and 8750 on the test-blind AIS would be ranked for admission using 8750.

Using our reference sample of 2012-2015 California resident applicants, Figure 1 below shows the frequency distribution of the actual admitted applicants on the two proposed scales along with the existing AIS, which has been rescaled to a maximum of 10,000 to allow for comparisons.
The centers of each index fall in somewhat different scores, and the new proposed AIS measures are a bit less smooth and more skewed than the prior AIS. These are not necessarily problems by themselves, but we show below that the difference in midpoints can have some unexpected consequences.

### 2. Evaluating the Effects of These Choices

To understand how these indexes might be used in practice, we scored all of the actual enrolled resident freshman from 2012-2015 and compared which AIS would have given them a higher score. Table 1 shows the results overall and by several demographic groups.

Unlike in earlier simulations performed by the Institutional Research (IR) office, in which the test version of AIS was generally favorable to past students who enrolled, in this case only about 18% of actual freshman would have had a higher score on the test-based AIS, while the remaining 82% would have done better on the test-blind AIS. The disparity is even more extreme for some underrepresented and underserved groups.
We also considered the relative benefits of each index for a wider set of applicants who could have enrolled at UCR if these indexes had been in place at the time. This group includes the counterfactual cases of students who were not actually admitted or who did not enroll, but would have been predicted to be admitted and enrolled on the basis of one or both of the two proposed AIS scores. Again, the test-blind methodology is much more favorable for this group, in fact, even more so. Results for the students predicted to be enrolled are given in Table 2.

<table>
<thead>
<tr>
<th></th>
<th>Test version gives better AIS</th>
<th>Test-free version gives better AIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 2012-2015 enrolled frosh</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18%</td>
<td>82%</td>
</tr>
<tr>
<td>Low Income</td>
<td>11%</td>
<td>89%</td>
</tr>
<tr>
<td>First Generation</td>
<td>10%</td>
<td>90%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>14%</td>
<td>86%</td>
</tr>
<tr>
<td>Asian</td>
<td>29%</td>
<td>71%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>8%</td>
<td>92%</td>
</tr>
<tr>
<td>Chicano/Latino</td>
<td>6%</td>
<td>94%</td>
</tr>
<tr>
<td>Domestic Unknown</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>17%</td>
<td>83%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>22%</td>
<td>78%</td>
</tr>
<tr>
<td>White</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Male</td>
<td>26%</td>
<td>74%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All Best-of-2-AIS enrolled frosh</th>
<th>Test version gives better AIS</th>
<th>Test-free version gives better AIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>10%</td>
<td>90%</td>
</tr>
<tr>
<td>Low Income</td>
<td>5%</td>
<td>95%</td>
</tr>
<tr>
<td>First Generation</td>
<td>5%</td>
<td>95%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>12%</td>
<td>88%</td>
</tr>
<tr>
<td>Asian</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>3%</td>
<td>97%</td>
</tr>
<tr>
<td>Chicano/Latino</td>
<td>3%</td>
<td>97%</td>
</tr>
<tr>
<td>Domestic Unknown</td>
<td>21%</td>
<td>79%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>7%</td>
<td>93%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>13%</td>
<td>87%</td>
</tr>
<tr>
<td>White</td>
<td>13%</td>
<td>87%</td>
</tr>
<tr>
<td>Male</td>
<td>15%</td>
<td>85%</td>
</tr>
</tbody>
</table>

Why does the test-based AIS only appear to help a small minority of applicants? The main reason is in the implementation choices outlined above. Specifically, very few applicants have perfect SAT/ACT scores, and thus the distribution curve of the proposed new test-based AIS shifts further to the left—toward lower scores—than in the test-blind AIS. This implies that a given absolute rank on one AIS scale would not equate to the same rank on the other scale. In Table 3 below we report a few descriptive statistics on the distribution...
of scores on the two proposed AIS metrics for 2012-2015 applicants who were admitted.

<table>
<thead>
<tr>
<th></th>
<th>New Test-Blind AIS</th>
<th>New Test-Based AIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>7412</td>
<td>7198</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>883</td>
<td>807</td>
</tr>
<tr>
<td>Median</td>
<td>7309</td>
<td>7105</td>
</tr>
<tr>
<td>10(^{th}) percentile</td>
<td>6305</td>
<td>6205</td>
</tr>
<tr>
<td>25(^{th}) percentile</td>
<td>6736</td>
<td>6569</td>
</tr>
<tr>
<td>75(^{th}) percentile</td>
<td>8112</td>
<td>7781</td>
</tr>
<tr>
<td>90(^{th}) percentile</td>
<td>8912</td>
<td>8355</td>
</tr>
</tbody>
</table>

Table 3

As the percentiles above indicate, it is less common to receive a top score on the SAT/ACT. In fact, generally the test-based AIS, as we defined above, is primarily a benefit for those applicants with extremely high test scores. More precisely, SAT scores at or above the 89\(^{th}\) percentile appear to be most likely to improve an applicant’s chances above the test-blind AIS. Below we illustrate the range of SAT scores needed for the test-based AIS to be an advantage over the test-blind AIS.

This may or may not be consistent with the committee’s intention of having test scores be a viable route for gaining admission to UCR. As formulated, only those who do unusually well on the SAT/ACT gain an advantage in admissions.
COMMITTEE ON EDUCATIONAL POLICY

September 25, 2020

To: Jason Stajich, Chair
Riverside Division

From: Stefano Vidussi, Chair
Committee on Educational Policy

RE: Amended Proposal to Modify UCR’s Comprehensive Review Process for Admissions

The Committee had a robust email discussion on the amended proposal. Most members pointed out the difficulty of making a decision on the matter with such a limited amount of time and information. While members acknowledge that the timeline was forced on our campus by external factors, they still regret the fact that such a consequential action has to be decided in these circumstances. A criticism that has been pointed out by several members is that much reliance has been given to AP courses. While we have no quantitative information on the statewide offering of these courses, there is anecdotal evidence that areas and school districts have unequal access to these courses, which prevents them from being a fair and equitable metric. Some members are supportive of giving more weight to A-G courses or ELC, and believe that a negative correlation with graduation rate could be mitigated by addressing post-enrollment vulnerability. Also, some members criticized the fact that the proposal's aim seems to be to maintain the same enrollment outcome that the previous scoring system had, keeping therefore the same biases. Finally, while the Committee understands that the timeframe has prevented adequate feedback to our previous response, many members find it difficult to be supportive of the proposal without such feedback and other relevant data.
To: Jason Stajich  
Riverside Division Academic Senate  

From: Xuan Liu, Chair  
Committee on Diversity, Equity, & Inclusion  

Re: Proposal to Modify the UCR Comprehensive Review Model for Freshman Admission for Fall 2021 and Fall 2022  

The Committee on Diversity, Equity, and Inclusion considered the Proposal to Modify the UCR Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle.

Although the Committee is concerned about whether the weighting method will be able to substantially increase the admissions of Black students, given that a decision has to be made very soon, the Committee is generally in support of the proposed weighting scheme. However, we strongly urge that methods for next year be considered in light of the minimal change for our enrollment of Black/African American students across all tested scenarios, and the assumptions made regarding graduation rate changes.

Here are specific comments supporting our recommendation:

We are somewhat surprised that the authors did not explore the minimal increase in Black/African American students across all scenarios. An increase of 0.3% Black/African American students over the current enrollment of 3.7% is only an 8% increase in the number of enrolled students who identify as Black/African American. The increase for Chicano/Latino students was closer to 23% of current enrollment for that subgroup in Scenario 2.5. We would like to know more about why there was not an exploration of weighting schemes that would result in a more evenly distributed increase in enrollment across less-represented subgroups.

Our major comment on the methodology used here is that we’re discussing modeling expected graduation rate, and if the models show graduation dips that are too large for a given scenario (with large being something like -3.8% as shown in Scenario 6 of Appendix C), then that scenario is considered undesirable. The weights and their associated graduation rates suggest that increasing the weight for first-gen and low-SES results in a lower estimated graduation rate. The use of this modeled graduation rate assumes that nothing changes with respect to the support provided to students who are first-gen or demonstrate a low-SES, which might compensate for an expected decrease in graduation rate that would be observed if no additional supports were provided. Do decreases in graduation rates that are a result of higher first-gen and low-SES weighting suggest that UCR needs to do a better job of supporting students who have these identities?
COMMITTEE ON FACULTY WELFARE

September 25, 2020

To: Jason Stajich
   Riverside Division Academic Senate

From: Patricia Morton, Chair
   Committee on Faculty Welfare

Re: [Campus Review] Proposal to Modify the UCR Comprehensive Review Model for Freshman Admission for Fall 2021 and Fall 2022

The FWC considered the proposal to Modify the UCR Comprehensive Review Model for Freshman Admission for Fall 2021 and Fall 2022. The amended proposal from the Committee on Undergraduate Admissions details an amendment to the proposed dual-AIS which removes the use of the ACT/SAT. A recent California Superior Court case has issued the ruling that UC must suspend the use of these standardized tests for the 2021 admissions cycle. The Committee is in support of the proposal to adopt the test-blind AIS score for the 2021 admission cycle.
COMMITTEE ON PREPARATORY EDUCATION

September 24, 2020

To: Jason Stajich, Chair
   Riverside Division

From: Jingsong Zhang, Chair
       Committee on Preparatory Education

Re: Amended Proposal to Modify the UCR Comprehensive Review Model for Undergraduate Admissions

The Committee on Preparatory Education reviewed the amended proposal to modify the UCR Comprehensive Review model for undergraduate admissions. Members responded with the following:

The proposal is a response to a court case, so altering UCR’s procedure to be test-blind for this upcoming admissions cycle makes sense. We have no choice but to conform the decision to the state supreme court ruling. However, there are some concerns about the proposed procedures, e.g., the weights for each admission criteria in Table 1 for the "Without" option. Members believe that the GPA is weighted too high (0.8 or 80%). The text of the IR report states that GPA has a maximum prediction at about 0.7 (see page 6, paragraph 3). Besides that, a problem with weighting GPA too high is that it will likely promote grade inflation. Some members would like to down weight GPA to 0.7. That is still 40% higher than in the past (i.e., 0.7 vs. 0.5 in the past; 7/5 = 1.4; whereas the report is proposing to increase the weight of GPA by 60% from 0.5 to 0.8).
September 25, 2020

TO: Jason Stajich, Chair  
    Academic Senate
FROM: Philip Brisk, Chair  
    BCOE Executive Committee
RE: Amendment to the proposed dual-AIS score admission policy

Dear Jason,

The proposed amendment to the proposed dual-AIS score admission policy does not address the concerns that the BCOE Executive Committee raised in the letter that was submitted to former-Chair Rodriguez on August 18, 2020. The concerns remain relevant to the amended proposal, which removes the use of ACT/SAT.
September 25, 2020

TO: Jason Stajich, Chair
Riverside Division

FROM: Lucille Chia, Chair
CHASS Executive Committee

RE: Amendment to the proposed dual-AIS score admission policy

The CHASS Executive Committee has reviewed and voted yes (nine yes; one not voting) to approve the Amendment to the proposed dual-AIS score admission policy.
September 24th, 2020

To: Jason Stajich, 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 Amended Proposal to Modify the UCR Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle

Dear Jason,

The SOM Executive Committee reviewed the Amended Proposal to Modify the UCR Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle. We vote to approve the adoption of the test-blind AIS score as recommended by the Committee on Undergraduate Admissions.

We would like to reiterate a number of considerations from the earlier proposal from the Committee on Undergraduate Admissions that SOM FEC forwarded in our previous response that we feel should be considered for future revisions to the admissions model:

• Strong concerns were expressed regarding weighting of AP/IB and imposition of an unintended handicap on applicants from economically disadvantaged school districts.

• The committee was also unanimous in its concern that the Model is based on 4-year graduation rates that does not factor in that many UCR students have to work to support themselves (or possibly additional family members) financially and will need 5-6 years to graduate.

Yours sincerely,

Declan F. McCole, Ph.D.
Chair, Faculty Executive Committee
School of Medicine
August 18, 2020

TO: Dylan Rodriguez, Chair
Academic Senate

FROM: Philip Brisk, Chair
BCOE Executive Committee

RE: Proposal to Modify UCR’s Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle

Dear Dylan,

The BCOE Executive Committee reviewed the proposal via email discussion. The Executive Committee consulted with BCOE student advising office (OSAA) to solicit feedback. OSAA has direct contact with students, and the nature of those meetings are quite different than student contact with faculty, which is typically about specific courses. For example, a student who is experiencing academic difficulty and may be considering switching to another College or withdrawal from the university is more likely to discuss these matters with OSAA staff, as opposed to a faculty member. Roderick Smith, Director of OSAA, has written a letter summarizing OSAA’s assessment of the proposal, which I am transmitting in addition to this letter; the BCOE Executive Committee has reviewed and endorses OSAA’s assessment.

The BCOE Executive Committee understands that elimination of the SAT as a UC admission requirement necessitates a recalibration of the AIS; the Executive Committee appreciates the time and effort that the Undergraduate Admissions Committee allocated to put together this recommendation. The BCOE Executive Committee views the general sentiment of the proposal favorably, but identified a few significant issues that should be addressed before the proposal is approved.

The BCOE Executive Committee opposes the use of the four-year overall graduation rate from-campus to assess the success of the modified AIS. Instead, the analysis should be redone use the five- or six-year graduation rate from the College of initial entry. The key issues here are that the campus-level graduation rate does not accurately reflect the student admission process or the situation within the individual Colleges; there is also strong case to be made that four years is insufficient, given UCR’s undergraduate socioeconomic demographics, and that five- and six-year graduation rates should also be considered.

Admission process: UCR admits students directly to Majors within Colleges, or to an undeclared Major within a College; some Colleges, including BCOE, do not have an undeclared Major. While the official admission letter to students goes out from campus, the Colleges (especially the Associate Deans) have a lot of control over who gets admitted. Each College uses their AIS score to determine whom to admit to individual Majors; AIS is a major component of the admissions decision, but the decision need not rely on AIS exclusively. At present, BCOE uses a per-Major AIS cutoff, but in the past, other criteria have been considered as well. In short, given the College/Major-specific admission process, the evaluation criteria should emphasize graduation from the College and/or Major to which the student was admitted.

Retention with Colleges: Building on the prior point, the culture of the campus is that students admitted to a specific College become that College’s responsibility. It reflects poorly on BCOE if a student does poorly and moves to another College, even if they successfully graduate within four years: under the proposed evaluation metrics, this would be viewed as a success; and it may be viewed as a success at the campus level; however, one could argue that the admissions process did not successfully place the student. BCOE is accountable to the Accreditation Board for Engineering and Technology (ABET), and an excessive loss of students to other Colleges would not be acceptable, even if many of the students successfully graduate from other Colleges within for years. Lastly, individual Colleges take budget hits for students who move to another College, which places an additional premium on in-College retention. These arguments buttress the opinion stated above, which is that the evaluation criteria should emphasize graduation from the College and/or Major to which the student was admitted.

Four-year graduation rate: The four-year graduation rate does not adequately encompass the socioeconomic diversity of UCR’s student body: it favors students who come from means, entering UCR with substantial AP credit, who maintain a high GPA throughout their tenure at UCR, and take high per-quarter unit loads. The four-year graduation rate does not adequately count students who have several quarters of poor academic performance, but are able to turn things around and graduate, possibly after retaking some courses; it also does not count students who change Majors or Colleges as a result. Many of UCR’s
students work 20+ hours per week, and as a result, they rarely take more than 12-13 units per quarter, which is sufficient for full-time enrollment and to qualify for financial aid, but is insufficient to graduate in four years. There is significant variance in the minimum unit count required to graduate from certain majors, and BCOE has some of the highest unit-count majors on campus. Lastly, focusing on four-year graduation favorably views students who take courses in Summer, and penalizes students who take internships (which have evolved into a de-facto prerequisite for employment in top companies in Engineering fields) or students who work full-time in order to satisfy family responsibilities. In short, the evaluation criteria should also consider five- and six-year graduation rates.

A separate area of concern is the proposal to increase the weight of AP/IB courses in the revised policy with and without the standardized tests. First and foremost, this hurts students from underserved schools that do not offer AP/IB courses. A second concern is that students who become aware of this change could be pushed to take even more AP/IB courses, which may not be the best option for their overall success. A third concern is that the high-school GPA already accounts for AP courses, so factoring the number of AP courses taken effectively doubles the weight. This emphasis may be detrimental to the admissions process for the underrepresented students whose education is central to UCR’s branding; the Undergraduate Admissions Committee should consider a more equitable weighting of AP/IB courses.

Lastly, the BCOE Executive Committee would like the proposal to clarify if it is exclusive to California residents, or if it encompasses out-of-state and international students as well.
Dear Dr. Brisk and the BCOE Executive Committee,

Overall, the OSAA unanimously supports removal of SAT/ACT from AIS, and development of a UC exam that assesses college readiness. Varying thoughts on the value of SAT/ACT in validating HSGPA in the admissions process are provided below:

1. While the elimination of the SAT/ACT is a necessity, as research supports HSGPA as being a stronger predictor of retention and persistence to graduation, there can be some unintended potential complications in the admissions process. The SAT/ACT provided a necessary measuring stick by which the University could evaluate students regardless of prior institution attended. Considering that high schools vary in the number and variety of AP/IB courses, the number of seats available in these classes, the quality of instruction, and the amount and intensity of outside factors (housing insecurity, food insecurity, legal disputes, etc.) influencing educational success, these exams had the potential to validate the grades. With federal and state mandates to increase high school graduation rates, grade inflation is also an issue. The creation of a UC-created exam is a wonderful opportunity to replace the measuring stick and avoid some of the biases associated with the SAT/ACT.

2. The SAT/ACT validate cultural bias. The exams are simply tools used to deny access. The SAT in particular has no connection to California HS curriculum, so the suggested validation of HAGPA is likely unintentional at best. The fact is HSGPA, with all its flaws, is still a much stronger predictor of graduation in 4-years compared to SAT/ACT. That speaks volumes about how ill-suited the SAT/ACT exams are as predictors of 4-year graduation. There is also clear socioeconomic disadvantage in SAT/ACT preparation opportunities. For these reasons, SAT should be excluded from AIS immediately, and development of a UC exam should be fast tracked.

OSAA also believes HSGPA and rigor of curriculum completed are the best indicators for success. The new admissions model acknowledges this, but there are a couple of areas in which could benefit from some additional investigation. The new model calls for the HSGPA to be 80% of the AIS calculation without the use of the SAT/ACT. The increase in the weight of AP/IB also seems to offer an advantage to students with greater access to an enriched curriculum with more rigor. Those advantages must be offset. Eligibility in the Local Context seems to address this; other viable measures should be considered as well.

Two UC Comprehensive Review areas can be used to evaluate rigor of preparation:
   A. Number of, and performance in, UC-approved honors and Advanced Placement courses
   B. Number of, content of, and performance in, academic courses beyond the minimum A-G requirements
Currently only area A is used in the AIS calculation, but the addition of area B could prove beneficial in predicting success, especially in engineering majors. **Emphasis can be placed on the number of courses that a student attempts in the areas of mathematics and laboratory sciences.** As some schools do not offer many AP classes, the addition of this variable in AIS may offer an alternative way to assess rigor of preparation in areas deemed critical.

The last item that deserves some additional evaluation is students who **completed courses at colleges/universities during their high school career.** There are students who attend middle college programs that include courses from high school and local community college. Also, there is an increasing number of students who are just opting to augment their high school education with coursework from their local community colleges. These courses/grades are incorporated into students' HSGPAs, and they receive an extra grading point as they would for UC-approved AP/IB coursework in the admissions HSGPA calculation, yet they are excluded from the AP/IB weight. **CCC coursework completed by high school students should also be evaluated for correlation with 4-year graduation and diversity.** If CCC coursework positively correlates with 4-year graduation and is diversity neutral to positive, then it should also be considered for inclusion in AIS. This might indeed support our efforts to promote pipelines from HS to UCR, but also, HS to CCC to UCR.

Sincerely,

Roderick Smith
Director, BCOE Office of Student Academic Affairs
August 29, 2020

To: Senate

From: School of Business Executive Committee

Re: [Campus Review] Proposal: Proposal to Modify the UCR Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle: Distributed for Review – 7/29/20

The School of Business Executive Committee feels that the proposed UCR Comprehensive Review Model that would include a Test Optional AIS appears reasonable given the mandate by the UC Board of Regents to suspend the ACT or SAT until Fall 2024.
August 14, 2020

TO: Dylan Rodriguez, Chair
Academic Senate

FROM: Lucille Chia, Chair
CHASS Executive Committee

RE: Proposal to Modify the UCR Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle

The CHASS Executive Committee discussed the Proposal to Modify the UCR Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle via email. There were no objections and our committee approved the proposal.
The CNAS Executive Committee reviewed the Proposal to Modify the UCR Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle, and although only three committee members responded, there were some substantive comments.

First, all of the committee members that responded thought that the proposal seems very reasonable and that the committee did a good job in such a short time.

One member strongly agreed that HS GPA was a better predictor of college success (both 4 year and grades in Freshman year if I recall correctly) than were standardized tests.

However, there was also concern that too much weight is being placed on the number of AP/IB courses (12% based on the proposed AIS vs. 6.73% based on the current AIS), as there is a strong correlation of the availability of AP/IB courses and high school zip codes (e.g., wealthier districts tend to have high schools that offer more AP/IB courses). As such, for lower-income students that attend under-resourced high schools, these applicants may be at a disadvantage simply because they don’t have access to as many AP/IB courses as high schools in wealthier districts.
COMMITTEE ON DIVERSITY, EQUITY, AND INCLUSION

August 18, 2020

To: Dylan Rodriguez  
Riverside Division Academic Senate

From: Xuan Liu, Chair  
Committee on Diversity, Equity, and Inclusion

Re: [Campus Review] Proposal: Proposal to Modify the UCR Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle

The Committee on Diversity, Equity, and Inclusion considered the Proposal to Modify the UCR Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle. The Committee is concerned that increasing the weight allocated to International Baccalaureate (IB) and Advanced Placement (AP) classes may be problematic as students from underrepresented background may not have access. While the SAT was viewed as problematic, it is, at least, in principle, available to all students.
COMMITTEE ON PREPARATORY EDUCATION

August 18, 2020

To: Dylan Rodríguez, Chair
Riverside Division

From: Jingsong Zhang, Chair
Committee on Preparatory Education

Re: Proposal to Modify the UCR Comprehensive Review Model for Undergraduate Admissions

The Committee on Preparatory Education reviewed the proposal to modify the UCR Comprehensive Review model for undergraduate admissions. Members responded with support for the proposal.

The Committee noted the following typos in the proposal and recommends that they be addressed to improve the readability of the document:

- From page four, paragraph one, there is a missing space in the following sentence: "The relationship between admissions criteria and graduation rates is based on the fall2012 to 2015 cohorts."

- From page four, paragraph two, there is a missing comma after "benefit diversity" in the following sentence: "Eligibility in the Local Context was not recommended as it was negatively correlated with graduation rates once high school GPA is known (see Appendix B), but it did benefit diversity and it was felt by the committee that this factor captured students who performed well at underserved and resource-limited academic institutions."

- From page seven, paragraph one has an unnecessary comma before "and" in the following sentence: "Scenario 5 dramatically increases all of the other weights at the expense of high school GPA, and is intended to simply show the diminishing returns for pursuing a more diverse demographic at the expense of graduation rates."

- From page seven, the final sentence in paragraph two is missing a word: "This model has only a projected .6% decrease in four year graduation rates, includes the ELC factor, includes a modest increase in Black/African American students (.3%), and a more significant increase in Chicano/Latino students (8.6%)."

- The margins seem to be slightly off in the first two paragraphs of page eight.
August 26th, 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 Proposal to Modify the UCR Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle

Dear Dylan,

The SOM Executive Committee reviewed the Proposal to Modify the UCR Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle. We applaud the comprehensive efforts to address this complicated and emotive issue. A number of concerns raised in discussion are listed below:

- Strong concerns were expressed regarding weighting of AP/IB and imposition of an unintended handicap on applicants from economically disadvantaged school districts.

- The committee was also unanimous in its concern that the Model is based on 4-year graduation rates that does not factor in that many UCR students have to work to support themselves (or possibly additional family members) financially and will need 5-6 years to graduate.

- Regarding removal of standardized tests, there was some opinion in agreement with the concern expressed by the Committee on Undergraduate Admissions that: “completely abandoning standardized tests prematurely unnecessarily removes a criterion that has proven to be moderately effective for predicting student success. As the recent Academic Council’s Standard Testing Task Force (STTF) report shows that standardized test scores can indeed aid in predicting important aspects of student success, including undergraduate grade point average (UGPA), retention, and completion. Additionally, not having this criterion will make it more difficult to differentiate among the highest scoring applicants and will increase uncertainty surrounding predicting yield outcomes and make it harder to limit/increase admissions numbers.”

- There appears to be a need to clarify if, in addition to California high school students, students at private/independent and out-of-state schools will be obliged to take the test rather than the current vague language which states that the “New test will be made available” to them (Appendix A).

- There was also concern expressed as to the absence of a timeline to determine the success of the new model and what metrics will be used to determine success?
The overall consensus of SOM FEC was in agreement with the assessment of the Committee on Undergraduate Admissions that the “Better with or without Test AIS model” is the preferred option for the revised UCR Comprehensive Review model.

Yours sincerely,

[Signature]

Declan F. McCole, Ph.D.
Chair, Faculty Executive Committee
School of Medicine
COMMITTEE ON EDUCATIONAL POLICY

August 18, 2020

To: Dylan Rodríguez, Chair
Riverside Division

From: Stefano Vidussi, Chair
Committee on Educational Policy

RE: Proposal to Modify UCR’s Comprehensive Review Process for Admissions

The Committee on Educational Policy (CEP) reviewed the proposal to modify UCR’s Comprehensive Review Process for Admissions at their August 14, 2020 meeting. The Committee noted that the goal for revising the model, besides the decision to make standardized testing optional is not clear in the proposal and the Committee recommends that the proposal be updated to include a statement on how the proposed new model will transform admissions. Additionally, concern was noted by the Committee that the proposed model will advantage some groups and individuals, and disadvantage others.

The Committee recognizes the urgency of defining a new AIS that does not use standardized testing and finds the proposed model adequate. However, the Committee feels that there are remaining access and equity issues in the Academic Index Score (AIS) model that should be addressed. In particular, access to AP/IB courses varies significantly from school to school. Giving a substantial weight to the number of AP/IB courses taken give an advantage to students who are already advantaged. The Committee recommends that the proposal include an analysis of students who were admitted to UCR with low AIS scores with the proposed model to determine the impact of the proposed change.
The meeting was called to order at 10:00 am.

There was a roll call and minutes for December 9th, 2020 were approved by the Assembly.

Mary Gauvain, the Chair made a few announcements. (1) The systemwide Feasibility Study Working Group for the standard test for UC undergraduate admissions has concluded that it would not be feasible to draft UC’s own test by 2025, but it would be feasible to modify the existing standard test. The idea is consistent with the President’s suggestion and the Regents are expected to continue their discussion later this year. (2) Governor’s January budget proposal would make the UC be concerned in that the legislature sets the priorities for UC and may control the UC’s academic matters. (3) UC will be involved in rolling out the covid-19 vaccines whose supply lags demand, campus reopening will be contingent on various factors, UC has been pondering the best ideas for campus safety, and also wondering if vaccines should be mandated for faculty, staff, and students.

One decision item was opened, discussed, and endorsed. It is on the amendment to Senate Bylaw 336.F.8. A few representatives suggested that faculty should be held to the same standard of evidence as students and staff for sexual violence and sexual harassment, and the bylaw should be aligned with federal and state laws. For the equity, the revision is necessary and there was no objection but unanimous approval.

There was a comprehensive presentation by Shelley Halpain, Chair, University Committee on Faculty Welfare. The report addresses: (1) The implementation of the proposed curtailment plan which advises UCOP protect equally the retirement benefits of the employees who belong to the 2016 tier and selected the defined contribution plan. (2) Mitigating negative career impacts of the Covid-19 era on faculty. (3) Transparency in UC investments on fossil fuel companies, and (4) Systemwide discrimination in faculty benefits, retention efforts, inclusion and fairness. The assembly applauded the presentation. Please note that the same slides were presented to the UCR Senate Executive Council meeting on its Feb 22, 2021 by the local chair of the committee on faculty welfare.

Then President Drake came to provide the Assembly with general updates: (1) Covid-19 situation has improved as the number of hospitalization and deaths has significantly come down after a surge in fall/winter, and the number of infections has also come down. These are encouraging developments. (2) As for the vaccine rollout/distribution, he predicted that all UC employees over 50 years old would be vaccinated by the end of March. (3) He referred to ongoing struggle finding a balance between campus safety and social justice. He then entertained a Q&A session. Questions and answers were
geared toward the budget talk with the state, UC’s research on climate change and sustainability, the development of cheap covid-19 testing kits for students who may not have vaccinated by the time the campus reopens in Fall 2021.

Provost Michael Brown came and told the Assembly that $300 million from the UC’s base budget is now gone. And this loss significantly affects affordability, access, and excellence of the UC. Also, to close the equity gap, UC needs more funding. Also, the governor is very interested in increases in online learning opportunities. But, including that interest as a mandate in the budget discussion is problematic as it is inconsistent with academic freedom. The governor’s understanding that learning better aligns with ‘workforce need’ is also problematic because unlike Cal State or community colleges, UC is knowledge creator, not just a knowledge deliverer. So, it is alarming if the governor insists his interests as a mandate in the budget discussion. As for a few questions from Chair Gauvain and other representatives, Provost Brown suggests that local campus need to adopt its own measures of boosting up faculty morale. It would work more efficiently if such efforts are channeled through the local EVC, academic personnel and appropriate staff members at UCOP. He also concurred that Covid-19 has had significant impact on the academic career of faculty.

The meeting ended at 12:15 pm.
Various issues addressed by Chair Gauvain and Vice Chair Horwitz

1) The economic impact of the University on the state's economy and workforce was presented at the recent Regents meeting and the broader social impacts and public value of a UC degree was discussed.

2) A systemwide senate survey to faculty will be initiated about their experiences with remote teaching during the past year.

3) Concerns related Fall reopening: The need for meaningful faculty, staff, and student involvement at every stage of planning and decision-making. There is uneasiness among faculty about dual modes or hybrid instructions and the extra work needed to accomplish this mode of teaching. In addition, faculty are displeased that some campuses are subjecting research spaces to identical opening protocols as classrooms. Considering that there have been no COVID19 cases in those spaces, there is the need to open these spaces on a faster track. Moreover, faculty do not want to enforce masking and social distancing requirements, or dispense discipline. There is a need for clear campus and systemwide policies around safety requirements and disciplinary consequences.

4) The need for UC involvement to address academic integrity and the platforms such as Chegg, Course Hero and other paid websites used by students to cheat on on-line exams.

5) Zoom announced a new academic freedom policy that applies to higher education users and leaves content moderation to universities.

6) The recent data breach.

7) The Council is discussing UC Health's desire to extend its affiliations with religiously-based healthcare providers who do not provide comprehensive care to women and LGBTQ patients.

Questions and Comments included: A) Vaccine mandate for faculty and staff; B) Whether faculty who teach remotely in the fall will be required to maintain a physical presence on campus; C) The need for better work distribution as faculty have taken on more work than they typically did; faculty's transition to remote instruction has involved additional effort, including transcribing and correcting closed captioning for recorded lectures, work normally handled by staff; D) Remote teaching and learning do not provide a nurturing environment for students as learning does not only happen in classrooms, it also happens in hallways and in the campus community. Physical presence of faculty, staff, and students is vital for building and maintaining the University learning community; E) Concerns about staff working remotely and the need for staff supporting certain disciplines to be on campus and how this requirement will create inequity among the staff.
Chair Gauvain noted that the University is discussing issues of privacy concerning vaccination and that vaccination will likely be mandatory once full FDA approval are granted to the existing vaccines. She also indicated that campuses are discussing the concept of residency considering the shift to remote instruction. She expressed concerns that faculty research is not viewed as a critical contribution to the University and to the state but rather a hobby. She also indicated that Senate leadership have proposed an additional sabbatical credit for faculty to recognize their extra workload during the pandemic.

Reports of Standing Committees

1) Revision to Statewide Eligibility Index: Chair Comeaux noted that in January 2021, BOARS approved a new model and minimum thresholds for the Statewide Eligibility Index to conform with the UC Regents decision in May of 2020 to phase out standardized testing in admission decisions. BOARS decided on a model that uses HSGPA and the number of A-G courses completed in high school. The change to the index does not affect the eligibility of the top 9% of high school graduates in each high school based on GPA. Assembly action is required per Senate Regulation 466. Questions addressed the increase in UC applications and the decrease in the admission rates. BOARS has plans to study campus application, admission, and enrollment results in the coming years to understand how changes to standardized testing policy are affecting access and diversity. A motion to approve the new index was passed unanimously.

2) Susan Cochran, UC Los Angeles Professor of Epidemiology, and the Academic Council’s nominee for 2021-22 Assembly vice chair and 2022-23 chair, was elected unanimously as the incoming Assembly vice chair.

Meeting with President Drake and Provost and Executive Vice President Brown

President Drake addressed: 1) the data breach and assured that they are investigating the incident, implement additional security measures, and providing members of the UC community with the information they need to protect themselves; 2) He indicated that UC plans to reopen campuses in fall 2021 and will continue to involve the senate in discussion how this opening will shape. A draft guidelines is being developed that will require COVID and flu vaccines for all faculty, students, and staff, and address student arrival and reentry, COVID testing, masking, and social distancing; 3) On March 24, UCOP hosted the second of two symposia on campus safety, policing, and social justice issues. The input from the symposia will be used to develop best practices to share soon; 4) Budget: Governor Newsom’s May budget revision will restore last year’s $300 million cut to the University. UC is also revising its budget request to include funding to support deferred maintenance projects, repatriation of Native American artifacts and remains, tele-mental health, and faculty who want to convert courses to an online format. UC will receive $684 million from the recent federal COVID relief package, half of which must be used for emergency grants for students, and half for institutional purposes; 5) Lastly, the president asked the Senate to follow-up on a recommendation from the Feasibility Study Working Group to use a new assessment in undergraduate admissions to replace the SAT by 2025.
The president sees post pandemic life on campuses will be different and seems to be a proponent of working remotely.

Provost Brown 1) Informed the assembly that UC is lobbying for changes to federal immigration policy that will assist international students to obtain US entry visa; 2) He referred to increase of the UC application rate as a success of the new model for admissions; 3) Indicated the assembly of a workgroup to discuss the long term impacts of COVID19 on faculty advancement and morale; 4) He also mentioned that UC is applying for a $15 million Mellon Foundation grant to increase graduate student diversity.
The Committee is pleased to nominate Professors Isgouhi Kaloshian, Chair of the Department of Nematology and Katherine Borkovich, Chair of the Department of Microbiology and Plant Pathology for the Campus Distinguished Service Award for the academic year 2020-2021. Accomplished scientists in their fields, both are elected Fellows of the American Association for the Advancement of Science and Professor Borkovich is a Fellow of the American Academy of Microbiology. In addition to their current chairships, both professors have long and distinguished service records at UCR. Academic Senate committees on which Professor Kaloshian has served include the Committee on Education Policy, the Committee on Committees and the Committee on University Extension while those on which Professor Borkovich has served include the Committee on Faculty Welfare, the Committee on Charges and the Committee on Distinguished Teaching. Professor Kaloshian has been the UCR faculty representative on the UC Systemwide Advisory Committee on the Status of Women for the last 5 years and serves on the Executive Committee of California Agriculture and Food Enterprise and on the Executive Committee of the Center for Infectious Disease Vector Research. Professor Borkovich has served on several executive search committees at UCR, helped start the undergraduate Microbiology major, served as director of the Graduate Program in Genetics, Genomics and Bioinformatics and has been involved in several building projects on campus, most recently co-chairing the Plant Growth Environments Research Facility Committee.

Yet the impetus behind the current recommendation for the Campus Distinguished Service Award is their leadership during the COVID-19 pandemic. In May 2020, Professors Kaloshian and Borkovich were appointed to the University of California Office of the President’s Testing and Tracing Task Force, a systemwide group convened to examine the challenges involved in testing and contact tracing for COVID-19 as well as to provide direction to the UC campuses. Also in May 2020, while continuing to chair their respective departments, teaching and supervising graduate students, Professors Kaloshian and Borkovich began to develop a COVID testing facility on the UCR campus. They held countless zoom meetings with the systemwide COVID testing task force and with UC health leadership, UCR Student Health Services, and both California and Riverside County Departments of Public Health. Having located a site for the lab, they worked with their team to transform two rooms in the Multidisciplinary Research Building into a fully functional testing lab, secured the necessary equipment and supplies, trained two technicians for sample collection and processing, and set up protocols for the COVID testing. In June 2020 the UCR COVID Testing Extension Laboratory was granted a license to operate and officially opened in August, ahead of any other UC campus. The lab’s testing capacity offered quick turn-around times, letting parts of the campus resume their operations, allowing for testing for student-athletes and making it possible for some students, including those without housing that provided an adequate environment for learning or housing at all, to live on campus.

Without the leadership, commitment and good sense of Professors Borkovich and Kaloshian, the UCR COVID Testing Extension Laboratory could not have gotten up and running as quickly and efficaciously as it did; indeed, it may not have gotten up and running at all. In October 2020, when President Drake formed the UC Testing Capacity Task Force, he appointed Professors Kaloshian
and Borkovich to its Technology Subcommittee, the mandate of which is to design a UC system that can withstand future pandemics.
The Committee is honored to nominate Professor Tuppett Yates from the Department of Psychology as a recipient of the Campus Distinguished Service Award for the Academic year 2020-2021. Professor Yates is a developmental psychologist who studies the mechanisms of positive and problematic adaptation to adversity in order to help protect and enhance the resources and strengths of individuals, families, and communities in the face of challenges. Her service to the university is reflected in her selection as Psi Chi Mentor of the Year and Honors Program Mentor of the Year Award in 2009. She is the Psychology Department’s Graduate Advisor for Recruitment and Admissions, and Chair of its Diversity, Equity, and Inclusion Committee. At the university level, she is co-chair of the Human Subjects Research Board and a member of the Strategic Planning Committee for Contributions to the Public Good and a member of the Graduate Academic Integrity Committee. Nevertheless, her nomination for the Campus Distinguished Service Award rests chiefly on her astounding work on behalf of the UCR Guardian Scholars program.

Guardian Scholars programs serve emancipated youth without family who have aged out of the foster care system, helping them negotiate the university application process, survive college and obtain a degree. Professor Yates founded UCR’s program in 2008 as the second UC campus to establish one and serves as its Director. The program began with three Guardian Scholars and now supports 34, who receive academic and financial aid advising, small grants, mentoring relationships with faculty and staff and a supportive community. In 2015, Professor Yates founded the Office of Foster Youth Support Services, which includes a university-funded staff member and serves the approximately 150 former foster youth on campus.

As the Director of the Program, Professor Yates has developed relationships with local social service providers and UCR faculty, staff, and administrators and has built relationships with foundations and donors. She negotiated the creation of 8 endowed scholarships, a wellness grant and annual donations from the In-n-Out burger foundation, United Way and others. Indeed, over the past 12 years she has raised well over a million dollars in support of the program.

Yet Professor Yates work begins even before students come to UCR. In order to encourage foster youth to think about attending college, she attends outreach events at local high schools and events for foster youth; fields phone calls from youth and foster parents interested in UCR, helps them through the application process and works with UCR admissions to make sure that emancipated youth are identified and that their applications are appropriately reviewed.

For Guardian Scholars on campus, Professor Yates provides academic advice, ensures that they receive guidance on navigating financial aid and talks with each Guardian Scholar, in person or by phone on a regular basis. She sends them birthday greetings, works to understand their strengths and weaknesses and, in general, works tirelessly to support them. The program pairs every Guardian Scholar with a faculty mentor in their major, offers a for-credit seminar series and organizes monthly get-togethers. Professor Yates helps coordinate a family-style dinner at a supporter’s home over the winter holidays but those who have nowhere to go are welcome into her own home.
Professor Yates’ work has been recognized nationally with an award from the Aging Out Institute, statewide by the California State Assembly and locally by the Riverside County Fair Housing Office. But perhaps even more impressive are the testimonials from Guardian Scholars themselves. A small sampling: “She is a mentor who helped me stay on track and be realistic about my trajectories, such as advising me on my personal statement, my path to medical school, and encouraging me to meet the goals I would have thought impossible when I was younger. Since my time with the program, I have become a UCR alumni and a medical student at UCR school of medicine.” “I first met Professor Yates in 2009. Professor Yates not only welcomed me into the Guardian Scholars program with open arms…she helped guide me through undergraduate and law school. And when I failed the bar examination in 2015, Professor Yates was there to help and support me through one of the toughest moments in my life. I can honestly say that without Professor Yates' guidance and support, I would not be an attorney today.” And finally, “My first year alone was a whirlwind…I fractured my ankle in the Recreation Center…and not moments later Tuppett came walking up the steps of the gym. …After the usual, “What did you do?”, Tuppett asked a complete stranger to borrow his scooter so she could “scooter” me to the medical center.

Professor Yates is a remarkable asset for UCR’s Guardian Scholars and therefore for the campus as a whole. The Committee finds her more than deserving of the 2020-21 Campus Distinguished Service Award.
COMMITTEE ON DISTINGUISHED TEACHING

NOMINATION FOR THE 2020-2021 DISTINGUISHED TEACHING AWARD

The Committee on Distinguished Teaching is pleased to nominate an outstanding educator as recipient of the 2020-2021 Distinguished Teaching Award.

Professor Erin Rankin

Professor Erin Rankin joined the Department of Entomology in 2013. Her research focusses on insect pollinators, from wild honeybees to damaging invasive wasps, in landscapes and biodiversities such as coastal sage scrub areas to horticultural centers, plant nurseries, and strawberry farms in agricultural acreage. Her passion for teaching, research, and community service is impressive in breadth, allowing her to bring ideas about pollinators, ecology, and environment to students and the general public. Her dedication to new pedagogies is also impressive, as she has developed new courses and brought fresh critical thinking to her field.

Dr. Rankin became a National Academies Education Fellow in the Life Sciences, which required extracurricular training, and in 2016, she was a facilitator instructor for the HHMI/National Academies Summer Institute for college and university instruction in the life sciences. Subsequently, she participated in the Purdue University IMPACT pedagogical training for university faculty. She has put this training to use in assisting other faculty in developing improved pedagogy, improving her current courses, and developing desperately needed new undergraduate courses and graduate programs. With her colleague Dr. Kerry Mauck, Dr. Rankin developed ENTM 060W (Communication in Life Sciences) which was first offered in Fall, 2019. The course is a “writing across the curriculum” class and may substitute for ENGL 1C for a multitude of life sciences majors, offering them development in writing and critical thinking skills. Dr. Mauck wrote: “Because I have Dr. Rankin as a role model and mentor, I have felt comfortable, even as a pre-tenure faculty member, in seeking out opportunities for extra pedagogy training and new mentoring and curriculum-building efforts. We had often discussed the grand challenge of helping undergraduates grow as effective writers, especially regarding writing about science. Most students in the life sciences do not even attempt science communication, and especially writing about science, until they are nearing graduation. Dr. Rankin correctly surmised that this puts students at a disadvantage. To address this, we came up with the idea to design and co-teach a new course on communication in the life sciences that was open to freshman and sophomores. Since the course ran, we have kept in touch with some of the students. They all report continued use of the writing tools we used in the class for fellowship and grant applications, other courses, writing manuscripts, and even just finding effective ways to talk to friends in other disciplines about their work.”

Another new course developed by Dr. Rankin, ENTM 130 (Invasion Ecology), she taught first in Winter of 2020, and the class was valuable in filling a gap in student training for current ecological theory and approaches.
Dr. Rankin has consistently taught very large lecture service courses for the department, such as ENTM 010, Natural History of Insects, with enrollments averaging 300 students, as well as BIOL 005C, Introduction to Ecology and Evolution, with enrollments averaging 200 students. Her course evaluations emphasize her passion for teaching and engagement with students often taking courses they might find intimidating. “Professor Rankin exudes great enthusiasm for the course and material,” writes one student of BIOL 005C, and “exciting and engaging course” was the standard for many student evaluations. For ENT 010, “Engaging and informative,” “Enthusiasm and passion” are repeated many times in student remarks, as well as the singular comment, “Dr. Rankin is an infective and patient instructor.”

Dr. Rankin’s mentorship of undergraduate and graduate students is remarkable in scope, as befits a Distinguished Professor ranking. In 2016, Dr. Rankin served on eleven graduate committees, two post-doctoral committees, and mentored eight undergraduate students. In 2018, she served on an astonishing twenty graduate committees, eleven dissertation committees, and mentored fifteen undergraduate students. During that year, she also received a prestigious National Science Foundation grant. In 2020, Dr. Rankin served on nine PhD advisory committees, oversaw nine PhD dissertations, and one thesis.

Her individual dedication to students at all levels is impressively outlined in the many testimonial letters submitted on her behalf. Dr. Rankin served as faculty mentor to Nohely Hernandez Pineda, Class of 2020, who wrote, “I already faced imposter syndrome from being a Latina in STEM and for some unshakable reason I couldn't imagine professors as regular people who also had to wait in line for their drink at Coffee Bean… I felt a mountain of anxiety…Over the course of the summer, Dr. Rankin demonstrated what a leader in her field looks and acts like. She never made me feel less than for asking questions, if anything she encouraged me to ask more, and allowed me to experience a level of independence as a researcher that I had not yet felt. I felt welcomed in her lab and encouraged to network with other faculty members and graduate students. I was able to present our research at the 2018 RISE Symposium and this year we were able to publish a separate project in the Journal of Insect Behavior, all feats that I did not dream of when I first started my UCR journey.”

Danelle Angeline Baronia, MS candidate in Biology at UC San Diego, wrote that Dr. Rankin, “encouraged me to create and present a poster for the 26th Annual Entomology Student Seminar Day. While the prospect of presenting my research to a wealth of faculty well established in entomology was daunting, Dr. Rankin prepared me completely for the presentation. She oversaw my poster and helped me practice my presentation, offering both positive reinforcement and constructive criticism. When the time came for me to present, she was there to reassure me and help me feel at ease. Because of her preparation, I felt confident talking to others and I learned so much more about the entomology field. In the end, my poster had won 1st place out of the undergraduates who had presented that day. Even more rewarding than the poster presentation, at the project’s completion, Dr. Rankin informed both me and the Ph.D student I was working with that we could co-author a paper for publication. The prospect of this shocked me, as very few undergraduate students ever get such a big opportunity. Because she knew that I would be applying to graduate school within the next year, she helped us prepare a paper to submit by that December. This helped me immensely in my interviews with potential thesis advisors. Now that I’m in my program and the paper is published, I have presented the paper in current lab
meetings, where colleagues were impressed with this accomplishment so early in my career. When I first joined the Rankin lab, I was unaware of the wealth of opportunities that lay before me. It was Dr. Rankin that saw my potential and advocated for my growth. Apart from boosting my career in research, Dr. Rankin also created a community that showed that I belong in STEM. As an underrepresented minority in the ecological field, I have often felt a barrier between me and my peers. I certainly do not share a similar background, feeling out of place among mostly white colleagues and within my ability to work in the field. When I joined the Rankin lab, Dr. Rankin introduced me to everyone immediately. Having been in several labs before where lab members don’t think it important enough to know undergraduate students’ names, this was a first. Throughout my time in the lab, everyone was pleasant and it was the first time I felt a sense of community and belonging. I firmly believe that this is a positive reflection of Dr. Rankin’s management.”

Dr. Rankin’s community service is also highlighted in this statement from Jacob Cecala, sixth-year PhD candidate in her lab: “Beyond her teaching, Erin has made other tangible contributions to our Department... Erin is also involved in educational outreach activities outside of the classroom and laboratory. Her lab has had an educational booth on pollinators at the annual Riverside Insect Fair for the past several years. She is also currently collaborating with an artist to create a children’s activity book focused on bees. She has always made an active effort to involve her graduate and undergraduate students in these activities.”

Finally, Dr. Rankin’s dossier was extremely impressive, as it was outstanding in all aspects: teaching, research and service. From Dr. Richard Redak, Department Chair, “Dr. Rankin has been invaluable to our teaching mission. She served as Vice Chair of our Instruction and Student Affairs Committee, with the responsibility of overseeing graduate recruitment and assembling recruitment packages. The latter involves the detailed negotiations between Graduate Division, the Department, and individual faculty to piece together competitive five-year funding packages. Dr. Rankin also was the lead “driver” on the creation and successful implementation of our new 4+1 BS/MS degree program. Upon its approval, she served as faculty director/advisor for the first year of the program. Finally, Dr. Rankin is co-PI on an ILTI grant (with Dr. Redak) with the objective of restructuring ENTM 010 (Natural History of Insects) to be offered fully online at the UC systemwide level. We anticipate that there will be major uptake of this already very popular course.”

In summary, Dr. Rankin 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. Erin Rankin is fully deserving of the Academic Senate’s Distinguished Teaching Award.
COMMITTEE ON DISTINGUISHED TEACHING

NOMINATION FOR THE 2020-2021 DISTINGUISHED TEACHING AWARD

The Committee on Distinguished Teaching is pleased to nominate an outstanding educator as recipient of the 2020-2021 Distinguished Teaching Award.

Professor Erith Jaffe-Berg

Professor Erith Jaffe-Berg joined the Department of Theatre, Film, and Digital Production in 2005. Since then, her research has been international and yet particularly focused on subjects very pertinent to the UCR and southern California community: the culturally-diverse forms of theatre and performance through multilingualism and commedia dell’Arte, and the ways student-written and student-led performances allow education to broaden linguistic and narrative horizons. Her passion for teaching, research, and community service is impressive and long-standing, during which time she’s brought new ideas about performance and language to students and the general public. Her dedication to fellow professors, lecturers, former students and the performance community at large has been critical to their career success.

An expert in Italian Renaissance performance, Dr. Jaffe-Berg teaches not only her specialty in the elective course Renaissance Theatre but also survey courses including Theatre History I, Theatre History II, and Play Analysis. She has received a grant from the National Endowment for the Humanities, has served as Department Chair, has served on many graduate student committees and exams for both MFA and PhD programs. Dr. Jaffe-Berg has published two books, *Commedia dell’Arte and the Mediterranean: Charting Journeys and Mapping “Others”* (Ashgate Publishing, 2015) and *The Multilingual Art of Commedia dell’Arte* (Legas, 2009.) Since 2008, Dr. Jaffe-Berg has also directed and managed Playworks, an annual festival of short plays written and acted by students that serves as a classroom for theatrical production. Her pedagogy centers students’ interests, provides opportunities for creative assignments, and always centers otherwise marginalized voices.

Associate Professor Donatella Galella worked with Professor Jaffe-Berg on improving the required Theatre History sequence for undergraduate students. She wrote, “Dr. Jaffe-Berg encourages her students to express their creativity as they process historical information and develop interpretations of plays. For Theatre History I, students could channel a character in a play that they had read and write a diary entry in their voice. In Play Analysis last year, she assigned She Kills Monsters by Qui Nguyen because the Department will produce the play next winter, illustrating how she plans ahead to prepare students from the classroom to the stage. One student created a musical adaptation of She Kills Monsters for their final project, and they might end up helping with sound design for the actual production of the play. Dr. Jaffe-Berg’s syllabi also deliberately include artists who are not just white European men. Too often, these kinds of courses over-represent Shakespeare and Ibsen. For the Theatre History sequence, she teaches performance traditions from India, Japan, and the Middle East.”
One of the most notable contributions to both the university community and the southern California area at large is Dr. Jaffe-Berg’s direction and production of theatre performances not only on campus but also in the Culver Center for the Arts as well as the Black Box Theater at the Fox Performing Arts Center in downtown Riverside. From 2005, when Dr. Jaffe-Berg directed the play “Orange Grove,” by Kate Anger, which limned the history of a Riverside citrus family, to current student productions, Dr. Jaffe-Berg has brought plays to life for large audiences. Anger, now a Continuing Lecturer in the department, wrote, “I have worked with Erith since 2005… I have witnessed her patient mentoring, deep listening, guided encouragement, and gentle correction … from the most newbie stagehands to the most seasoned graduate students, Erith brings her best, most professional self, and makes each part of a production team feel valued. Since 2008, Erith has produced our annual playwriting festival, Playworks. I have worked alongside her, putting together the undergraduate portion of the evening. It’s been amazing to see how, under her strong leadership, we’ve turned the festival into a highly organized, professionally run event…The best part of her management style is that she empowers the students to run the show.”

Her mentorship of undergraduate, graduate students, and alumni, sometimes over a decade of assistance and encouragement, has transformed lives, as evidenced by seventeen letters of support for her nomination, written by former students who are now professional actors, directors, and faculty in other universities. Monique Mansour, Professor of Rhetoric at Loyola Marymount University, wrote: “…what I am doing now can be directly traced to Dr. Jaffe-Berg’s teaching and mentoring efforts. I had told Dr. Jaffe-Berg that I was an American of Iraqi-Chaldean lineage. Being part of a small indigenous minority, I usually don’t come across many people who have heard of or know of my background, but Dr. Jaffe-Berg did. As a millennial who came of age in a post 9/11 world, I held a lot of wounds and discomfort over sharing my heritage with others because of the ignorance and painful words that I had so often had to endure afterwards, but Dr. Jaffe-Berg made me feel so welcome and so comfortable not only identifying my background – but celebrating it. In her Play Analysis course that I took later that first year, Dr. Jaffe-Berg curated an illuminating list of plays for her students to analyze. I had never experienced such a course before where such a conscious effort was made on the part of the professor to not only make sure that there was a diversity in playwrights and ideas presented, but that the playwrights also helped to represent the students that made up her classroom. One such play was Nine Parts of Desire by Heather Raffo, a Chaldean-American like me. This was my very first time reading any sort of creative work by a Chaldean-American, and the experience was nothing short of transformative.” Mansour received a Fulbright Fellowship to teach in Malta. “Without a doubt, I would not have been prepared for that experience had it not been for Dr. Jaffe-Berg. My American Iraqi-Chaldean community has a publication titled The Chaldean News. The editor-in-chief did a feature on me after I received my Fulbright, as I’m believed to be the first Chaldean-American Fulbright Scholar. Heather Raffo, playwright, saw the article and reached out to me. How serendipitous! I had studied Raffo’s play in Dr. Jaffe-Berg’s class and now here she was reaching out to me…To be honest with you, not a week goes by where I don’t think about the imprints Dr. Jaffe-Berg has made on my life. She has been the most transformative educator I’ve ever had.”

Chelsea Patricia Ramirez, an MFA Candidate in Film and TV Production at the USC School of Cinematic Arts, wrote, “I was extremely lucky to go through my university education having
Professor Jaffe-Berg at the helm of the program. She has encouraged me without hesitation to commit to my creative journey as she mentored me through my term as the LeMond Filmmaking Fellow in 2020. She supported and encouraged new work through every season of performance for the department and even amongst the smaller organizations such as the Latino Play Project and the Gluck Artistic Outreach program. Her door (both virtually and in-person) stays open to anyone who has questions, curiosities, or simply wishes to discuss their art in a constructive and rich conversation with her. I would not be who or where I am today without the kindness she has shown students like me, who perhaps did not know what we could amount to, but simply needed someone to believe in them and shine a light for them along the way.”

Aaron Higareda, Class of 2017, wrote, “I just transferred from community college and I enrolled in her seminar class Staging the Middle East. I vividly remember speaking with Dr. Jaffe-Berg after class one day as we walked past the University Theater. I explained to her how the play we analyzed that day reminded me a lot of agitprop Chicano theater, and I was surprised with her familiarity of El Teatro Campesino because she not only knew what I was talking about, but she also expanded my notion of the genre and form by recommending me to research Bertolt Brecht. And it was during those office hours where she not only encouraged me to pursue a creative final project for her Staging the Middle East course, but also encouraged me to pursue graduate studies...However, her kindest gift was her leap of faith to allow me the opportunity to pilot a social media internship for the Theater, Film, and Digital Production Department. Because of Dr. Jaffe-Berg and the experience I gained from that internship, I became the 2018-2019 Marketing Fellow for the American Conservatory Theater, a major nonprofit theater company in San Francisco. That fellowship exposed me to a world of theater I never would have had access to otherwise.”

In summary, Professor Jaffe-Berg has demonstrated exceptional teaching, dedicated and long-lasting university and community service, and quite remarkable mentoring of both undergraduate and graduate students at UC Riverside. It is obvious from the letters 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, Professor Jaffe-Berg is fully deserving of the Academic Senate’s Distinguished Teaching Award.
Committee on Faculty Research Lecturer Report to the Riverside Division
May 25, 2021

Nomination of Distinguished Professor Francisco Zaera for
2021-2022 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 six outstanding nominations from all three colleges. We are delighted to place in nomination Distinguished Professor Francisco Zaera, Department of Chemistry, College of Natural and Agricultural Sciences.

Professor Zaera is a surface chemist, which means that he studies chemical reactions that occur at the interface of two surfaces, which could be any combination of the three states of matter – solid, liquid or gas. Reactions on solid surfaces are particularly critical, since they dominate the chemistry of the bulk materials in all sort of processes, from dissolution and crystallization to corrosion, tribology, electrochemistry, and many other areas. One vital form of surface reaction is the use of the surfaces of metals such as platinum as catalytic platforms on which reactions involving chemicals from an interfacing gaseous or liquid medium take place, to enhance the speed and specificity of desirable chemical processes not accessible otherwise.

Professor Zaera specializes in the study of the fundamental details of how these solid catalysts operate, with the aim of providing a molecular level understanding of the reactions involved as well as proposing how these catalytic surfaces can be manipulated to make them more accurate, efficient and effective catalysts. While the primary goal of such work is to enhance our basic understanding of chemical reactions, this discipline has vital and diverse applications in the manufacture of chemicals, pharmaceuticals, food and micro-electronics. Dr. Zaera’s research has enhanced our understanding of and contributed to the utility of all of these practical applications of surface chemistry.

One of Prof. Zaera’s letter writers summarized Prof. Zaera’s status as a researcher as follows: “…nobody in our field brings as much knowledge of the relevant chemical literature or such a broad understanding of basic chemical concepts to the subject of surface reactions as Zaera does.” We offer one example of Prof. Zaera’s research to illustrate these qualities. It is an example that many will be able to appreciate since most people are aware of the health hazards associated with trans fats in processed foods. One of Prof. Zaera’s signature accomplishments was his design of a platinum catalyst that preferentially promotes the production of cis versus trans forms of organic molecules. Many organic compounds include important so-called double bonds, in which two carbon atoms strongly bind to each other while also binding to two other organic fragments each. There are two ways to arrange the peripheral groups around the rigid C=C bond, with the bulkier groups placed either on the same (cis) or opposite (trans) sides. The trans version is usually the most favorable one, and the one produced in most catalytic processing, including those used to manufacture margarine and other solid edible fats from vegetable oils. Unfortunately, trans fats have been deemed to have adverse health risks such as increased risk of heart diseases when ingested, and have been banned or limited in food production in many countries. Prof. Zaera showed that it was possible to design nanoparticle platinum catalysts capable of promoting the production of cis rather than trans forms of fats and hence produce safe solid edible fats this way. A “News and Views” article published alongside this paper summarized this accomplishment thus: “Creative use of the modern methods of nanoparticle synthesis coupled with a deep understanding of fundamental surface chemistry has yielded significant progress in some of the most important and challenging problems in the field.”

Prof. Zaera’s excellence extends to all facets of university and professional service, including teaching at the undergraduate and graduate level and, as of December 2020, training 37 graduate students and 52
postdoctoral fellows and hosting 52 visiting researchers. He has served as editor or on the editorial boards of the leading journals in his discipline, and organized many conferences and symposia and a series of Summer Schools (The San Luis Conferences, which he created) designed to strengthen the links between the US and Latin America. He has also excelled in university service, as, for instance, a member of the Excellence in Research and Creative Activity Committee for the development of the UCR 2020: Path to Preeminence document, and more recently as a member of the Academic Senate Budget and Planning Committee.

Prof. Zaera’s excellence has been recognized in the form of career awards, beginning with the American Chemical Society George A. Olah Award in Hydrocarbon or Petroleum Chemistry in 2001, then the Paul H. Emmett Award in Fundamental Catalysis in 2002 “in recognition of Zaera’s discoveries and contributions in the area of catalytic hydrocarbon-conversion reaction mechanisms” (CEN 7 July 2003). He received the Arthur W. Adamson Award for Distinguished Service in the Advancement of Surface Chemistry in 2008 and the inaugural Exceptional Achievements in Catalysis Award of the Catalysis Division of the American Chemical Society in 2019. He is an elected Fellow of the American Vacuum Society, the American Association for the Advancement of Science and the American Chemical Society. 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 2021-2022, Distinguished Professor Francisco Zaera.

David Reznick, Evolution, Ecology, and Organismal Biology, Chair
Alexander Raikhel, Entomology
Aman Ullah, Economics
Walter Clark, Music
Xuemei Chen, Botany and Plant Sciences
RESPONSE TO MICROBIOLOGY COMBINED BS/MS PROGRAM REVIEWS -- 3-8-21

The Microbiology Undergraduate Major and Graduate Program thank the committees for their helpful comments on our Combined BS/MS Program proposal. Below we described how we have addressed the comments. We have also added a Table of Contents to the proposal to make things easier to find. Changes to the proposal are shown using the Track Changes function in Word.

REVIEWS:

A. THE COMMITTEE ON COURSES reviewed the proposal for a joint BS+MS in Microbiology five-year degree program at their January 13, 2021 meeting and are supportive of the proposal.

COMMENT. The Committee did note concern that the low GPA requirement of 3.0 for admission to the MS portion of the program is not competitive for a graduate program.

RESPONSE. This is a good point. We have changed the GPA requirements to be 3.2 and 3.5 (see lines 122 and 124).

B. THE COMMITTEE ON DIVERSITY, EQUITY, AND INCLUSION (CODEi) reviewed the proposed MCBL Joint BS/MS Degree Program. It appears that the proposal does not adhere to the Format for the Graduate Degree Program Proposal outlined in Appendix B of the Coordinating Committee on Graduate Affairs (CCGA) Handbook, August 2019 revision. Relevant to the Committee's charge, a DEI plan to discuss contribution to diversity (Section 1.5, p15 of the Handbook) is missing: Section 1. Introduction 5) Contributions to diversity:

COMMENTS. All proposals must include:

(a) a vision for how the program will advance UC’s goals for diversity and

(b) a plan that details what steps the program will take in its first five years to move it toward the identification, recruitment, and retention of underrepresented minority students and faculty.

(c) The proposal should clearly document the ways in which the program will evaluate its diversity goals. (Added August 2019.)

RESPONSE. To address these comments, we added a new section titled, Diversity, Equity, and Inclusion Plan on Page 10 of the proposal.

C. THE COMMITTEE ON EDUCATIONAL POLICY reviewed the proposal for a BS+MS in Microbiology five-year combined degree program at their January 8, 2021 meeting and voted to support the proposal.

COMMENTS. The Committee did note the following editorial errors that they recommend be corrected before the proposal is finalized:

• The projected flowchart of student applicants on page 8 does not include “yes” and “no” labels for the projected paths as other areas of the chart are labeled.

RESPONSE. A revised figure now includes these labels.

• The second mention of microbiology on the coversheet found on page 11 is misspelled.
RESPONSE. This has been corrected in the revised coversheet.

Additionally, the program selected that the proposed new program is interdepartmental but does not include a list of the other involved programs on coversheet.

RESPONSE. We provided clarification on this point in the revised coversheet - No other programs are involved, but participating faculty belong to several departments.

• Under “Proposed Modifications”, item “Other”, it is indicated that it is an “Addition of MS BS/MS”; the first “MS” should be canceled.

RESPONSE. This has been corrected in the revised coversheet.

D. THE GRADUATE COUNCIL discussed the proposal for a Microbiology Joint BS+MS degree at their January 21, 2021 meeting.

COMMENT 1. It was recommended to drop the use of the word “Joint” and just use the word “Combined” in the proposal. There may be delays when the proposal is reviewed by systemwide as CCGA considers “joint” proposals between two campuses.

RESPONSE. We have made that change throughout the proposal.

COMMENT 2. The Council also advises to remove all gender specific language (he/she).

RESPONSE. We have made that change throughout the proposal.

COMMENT 3. The “Catalog Entry” section starting on page 7 of the proposal does not seem to correspond to the full catalog entry. It seems to be only admissions and undergraduate requirements. Therefore, it is unclear what this section is trying to accomplish.

RESPONSE. The proposal now includes the entire catalog entry except the first three paragraphs which contain redundant introductory information.

COMMENT 4. There is a 12-unit limit on research units for the thesis (typically 297/299 for graduate students, but would also include 197 in this case), but on page 1 of the catalog entry in the thesis option, there is a requirement for 24 research units. This is not permitted in the master’s degree.

RESPONSE. This has been corrected; see lines 166-167 and lines 173-177.

COMMENT 5. The following section of the catalog entry is confusing. Is this stating that double counting is not allowed for the Comp option? Also, this is talking about electives, but in other areas of the proposal, it states that 197 will be double counted which is research units, not an elective.

Method for the Thesis Option: To make it possible to complete both degrees in five years for the Thesis Option – but not for the Comprehensive Exam Option – the combined programs will allow up to 12 units of upper division 100 level MCBL electives, which were used for the undergraduate degree, to be double-counted and therefore used for the MS degree as well.

RESPONSE. The double-counting should only apply to the Thesis option and we have revised the text to emphasize that. We have removed the text that stated MCBL 197 can be double-counted and replaced it text stating electives can be double-counted in all locations.
E. THE COMMITTEE ON PLANNING & BUDGET (P&B) discussed the proposal for a MCBL Joint BS/MS Degree Program their January 19, 2021 meeting. P&B supports the proposal with one qualification.

COMMENT. The proposal notes that the advisors will have a “small” increase in workload. The ability of current staffing to cover this additional workload needs to be clearly addressed.

RESPONSE. We have revised that component, see Resources section at the end of Page 9 and the beginning of Page 10.

F. THE COMMITTEE ON UNDERGRADUATE ADMISSIONS reviewed the proposal for a BS/MS Joint Five Year Combined Degree Program in Microbiology at their December 18, 2020 meeting and are supportive of the proposal.

NO COMMENTS

G. THE BCOE EXECUTIVE COMMITTEE requested feedback from BCOE Faculty Members who are also members of the Microbiology Program on the proposed Joint Microbiology BS/Microbiology MS Five-Year Combined Degree Program; all who responded were supportive. Based on their feedback, the BCOE Executive Committee supports the proposal as well.

NO COMMENTS
PROPOSAL FOR A **COMBINED**
Microbiology BS / Microbiology MS
Five-Year Combined-Degree Program

October 2020

Proposed by the Faculty of
Microbiology Major and Microbiology Graduate Program
College of Natural and Agricultural Sciences
University of California, Riverside
Riverside, CA 92521

**TABLE of CONTENTS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Background and Rationale</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Program</td>
<td>3-8</td>
</tr>
<tr>
<td>3</td>
<td>Projected Need, Resource Requirements, and Student Support</td>
<td>8-10</td>
</tr>
<tr>
<td>4</td>
<td>Diversity, Equity, and Inclusion Plan</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Changes in Senate Regulations</td>
<td>10</td>
</tr>
</tbody>
</table>

1. **BACKGROUND and RATIONALE**

The Department of Microbiology and Plant Pathology is proposing a new degree program that allows students to obtain both a BS and an MS degree in Microbiology through an integrated 5-year plan of study. The proposed program is within the framework established by UCR’s Committee on Educational Policy and the UCR Graduate Council in 2007. This program prepares students for careers that require knowledge of microbiology and for pursuing subsequent medical or doctoral degrees. The combined BS+MS Program is open to UCR Microbiology undergraduates only.

Participation in the combined degree program is initiated through an application for admission prior to the students’ senior year. There are two options: (i) **Thesis** and (ii) **Comprehensive Exam**. Students interested in the Thesis option should begin identifying potential research labs by the end of their junior year. This would allow students to begin thesis research early in their senior year by taking Microbiology research units (MCBL 197). The Graduate Division and the Department of Microbiology do not provide financial support for students enrolled in this program.

**Motivation:** Quoting the document "Establishment of Joint Programs at UCR"¹ "Joint programs can better attract top high school graduates, transfer students, and returning students, especially those interested in advanced degrees. Thus, UCR departments can expect a higher proportion of the best undergraduates. Joint program students will be more inclined to stay at UCR for their Masters studies instead of applying to other institutions. Thus, UCR departments can better retain these students." UC has placed an increased emphasis on attracting transfer students from community colleges and the combined BS+MS program provides a unique opportunity for these students. In sum, the program should attract top students into both the BS and MS programs.

¹Online at http://senate.ucr.edu/about/policies/establishment_of_combined_programs_at_ucr.pdf.
Method for the Thesis Option Only: To make it possible to complete both degrees in five years for the Thesis Option, the combined programs will allow up to 12 units of upper division 100 level MCBL electives, which were used for the undergraduate degree, to be double-counted and therefore used for the MS degree as well. The justification is that many UCR MS programs require up to twelve units of preparatory undergraduate coursework that may be necessary for undergraduates from other institutions but redundant for undergraduates coming from an appropriate UCR program. Students in the combined BS+MS program will receive the requisite background in their undergraduate curriculum.

Relation to existing programs. These new programs will complement the existing Plan I Thesis MS program in the Microbiology graduate program, whose applicant pool is almost entirely comprised of students who received their undergraduate degrees elsewhere. As the primary motivation for the program is simply the recruitment of top students, the program involves no new courses or requirements.

Department that will administer the program. The BS and MS portions of the program will be administered by the Department of Microbiology and Plant Pathology in the College of Natural and Agricultural Sciences.

Timetable for development. Based on the levels of participation in the Microbiology BS program over the 2012-2020 period, we expect approximately 3-12 students to participate in the combined BS+MS program per year.

Historical development of the field. There is a consistent strong demand for individuals with BS and MS degrees in Microbiology in private industry, education, government and institutional service, as well as research across a range of fields. Individuals with additional experience in the lab and classroom are highly suited for these positions and are highly sought after for their ability to adapt to rapidly changing work environments. However, many of these positions do not require the extensive training provided by the Ph.D. For example, a recent USDA report estimates are that only 61% of the expected openings in agriculture, food, renewable natural resources, or the environment will be filled due to a paucity of students graduating with degrees in these areas (Goecker et al 2015)². Students with a BS and MS in Microbiology would be excellent candidates to fill these positions. Thus, demand for, and awareness of, graduate-level training is increasing, making it a good time to leverage interest in the MS program and to facilitate entry into it.


Plan for evaluation of the program. The effectiveness of the program will be evaluated by monitoring the extent to which it increases the quality of students in the BS and MS programs. The metrics of evaluation will include GPA, graduation rates, job placement, and acceptance to advanced degree programs.
2. PROGRAM

Admission Criteria. The proposed 5-year combined BS+MS program in Microbiology will have two timeframes for admission, one of which is for conditional admission: 1) preliminary conditional admission as an incoming lower division student, and 2) admission as a junior meeting admission criteria. The Department of Microbiology and Plant Pathology proposes to offer outstanding freshman the opportunity to apply for preliminary (conditional) admission into the combined BS+MS program in Microbiology based on their undergraduate admission qualifications. This can serve as a recruiting tool as well as increase participation in the program. Official admittance would still require meeting the course and GPA criteria and satisfactory progress in the undergraduate major.

Preliminary Conditional Admission Criteria

• Intent to enroll in the UCR Microbiology Program
• High School GPA > 3.6
• UCR will stop using SAT and ACT for undergraduate admission. Replacements will be things like high school A-G course scores and AP course scores. We obtained this information from UCR's Committee on Undergraduate Admissions. We will stay in contact with them to have our admission criteria similar to the campus criteria.

Official Admission Criteria

• Enrolled in the UCR MS Program
• 3.5 GPA in major (upper division classes only, minimum of 11 units to be completed by the end of junior year)
• 3.2 GPA overall

Transfer students would need to have a combined overall GPA (UCR and prior institution) of 3.0.

Thesis Option. Prospective BS+MS students will be performing research to complete their thesis. Students are responsible for selecting an eligible faculty member to serve as their thesis advisor. At the time of application, students must provide written commitment by the proposed mentor that they will serve as the thesis advisor and that they will not be on sabbatical leave for more than two quarters of the scheduled BS+MS project.

Eligible faculty mentors include any faculty within the Department of Microbiology and Plant Pathology, Microbiology Undergraduate Program, or Microbiology Graduate Program (Professor Emeritus, Distinguished Professor, Professor, Associate Professor, Assistant Professor, Cooperative Extension Specialist) or faculty with cooperating faculty status in the Microbiology Graduate Program and/or the Microbiology and Plant Pathology Department. If the proposed research member does not fall into one of these categories, the student will need to have a PI from one of these categories serve as co-chair. The co-chair's responsibility will be to assess the proposed and ongoing research and ensure that the research is relevant to the field of Microbiology.
Combined BS+MS Degree Program Requirements

The BS program course requirements remain as currently outlined in the general catalog. Requirements for the Thesis Option–MS Plan I and the Comprehensive Exam Option–MS Plan II are outlined below.

During the MS portion of this program, students must maintain a grade-point average (both in the major and overall) of at least 3.0 for all course work, both cumulatively and for each quarter of enrollment. If the student’s GPA falls below 3.0 (for either the major or overall), the student may be dropped from the program.

THESIS OPTION – MS PLAN I

Overall Requirements
A total of 36 units are required for the MS degree. 24 units must be 200-level courses, with no more than 12 units from MCBL 297/299 research.

Up to 12 units of MCBL courses (100 or 200 level) earned prior to matriculation to graduate status can be applied toward the MS degree requirements.

Course Requirements

1. A minimum of 24 research units (a combination of MCBL 197 and MCBL 297/299) over 6 consecutive quarters. Students receive credit towards this requirement by completing up to 12 units of MCBL 197 as an undergraduate senior and a minimum of 12 units of MCBL 297/299 as a graduate student, with no more than 12 units of MCBL 297/299 counting toward the 36-unit MS requirement.

2. MCBL 250 Seminar is required every quarter it is offered during MS study. MCBL 250 does not count toward the 36-unit MS requirement.

3. Remaining course requirements can be fulfilled by taking a minimum of 8 units of graduate courses. Up to 6 units of upper division 100 level MCBL courses may be taken during the MS portion of the program. No more than 12 units earned prior to matriculation to graduate status (excluding MCBL 197) can be applied toward the MS degree requirements.

Thesis and Final Oral Examination
Following completion of research, students submit a written thesis and conclude their studies with an oral public thesis defense. Students must meet with their committee prior to and throughout the MS year to discuss project progress. The written thesis must be submitted to the MS Thesis Committee by Week 7 of the student’s sixth quarter in the combined BS+MS program. Any deviation from this plan, such as a disruption in enrollment for one or more quarters, may cause the student to be dismissed from the program.

COMPREHENSIVE EXAM OPTION – MS PLAN II

Overall Requirements
A total of 36 units are required for the MS degree. 24 units must be 200-level courses.

4.
Course Requirements

1. MCBL graduate core courses: MCBL 221, MCBL 202, and MCBL 211.
2. A maximum of 12 units of research units (a combination of MCBL 197 and MCBL 297/299).
3. MCBL 250 Seminar is required every quarter it is offered during MS study. MCBL 250 does not count toward the 36-unit MS requirement.
4. Additional MCBL courses as needed to fulfill the 36 unit MS requirement.

Written Comprehensive Exam

Students take the exam upon completion of the MCBL graduate core courses: MCBL 221, MCBL 202, and MCBL 211, and the exam consists of material from these courses. Failure to take the first examination offered is considered a failed exam, unless excused in advance in writing by either the graduate advisor or the department chair. Students must take each sequential offering of the exam, and no student will be given more than two attempts within one year following completion of the core coursework to achieve a satisfactory grade on the written comprehensive examination.

Professional Development

All BS+MS students participate in the departmental seminar (MCBL 250) every quarter of the master's year when offered.

Normative Time to Degree

15 quarters (BS+MS)
SAMPLE PROGRAM FOR THE PROPOSED BS+MS – THESIS OPTION. This table outlines a sample program for a student in the proposed BS+MS program in Microbiology – Thesis Option.

<table>
<thead>
<tr>
<th>Freshman Courses</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 005A, BIOL 00LA or BIOL 020, BIOL 00SB</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 001A, CHEM 001B, CHEM 001C</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 01LA, CHEM 01LB, CHEM 01LC</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 001A, ENGL 001B</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Humanities/Social Sciences</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>MATH 007A, MATH 007B</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>NASC 093</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Freshman Total Units</strong></td>
<td><strong>15</strong></td>
<td><strong>14</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Courses</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 010</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 005C</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 008A and 008LA, CHEM 008B and 008LB, CHEM 008C and 008LC</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Elective (e.g. World History)</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Humanities/Social Sciences</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 02A, PHYS 02B, PHYS 02C</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 02LA, PHYS 02LB, PHYS 02LC</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Sophomore Total Units</strong></td>
<td><strong>13</strong></td>
<td><strong>17</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Courses</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCH 100</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Humanities/Social Sciences</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 102</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 107A</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>MCBL 121</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>MCBL 121L</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>MCBL 125</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 009</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Major Electives &amp; Other Requirements</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Junior Total Units</strong></td>
<td><strong>16</strong></td>
<td><strong>15</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Courses</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Electives &amp; Other Requirements</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>MCBL 197</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 001C</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Senior Total Units</strong></td>
<td><strong>16</strong></td>
<td><strong>15</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5th Yr/MS Courses</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCBL 29X</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Microbiology Electives (100 level)</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Microbiology Electives (200 level)</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>5th Yr Total Units</strong></td>
<td><strong>12</strong></td>
<td><strong>12</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

*Students are encouraged to take a course in ethics.*

*Up to 12-units of 100 level MCBL electives will double count towards the BS and the MS degree requirements. This 12-unit limit is similar to BCOE BS/MS program.*

*Up to 6 units of upper division 100 level MCBL courses may be taken during the MS portion of the program.*
### SAMPLE PROGRAM FOR THE PROPOSED BS+MS – COMPREHENSIVE EXAM OPTION

This table outlines a sample program for a student in the proposed BS+MS program in Microbiology – Thesis Option.

<table>
<thead>
<tr>
<th>Freshman Courses</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 005A, BIOL 005LA or BIOL 020, BIOL 005B</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 001A, CHEM 001B, CHEM 001C</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 01LA, CHEM 01LB, CHEM 01LC</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 001A, ENGL 001B</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Humanities/Social Sciences</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 007A, MATH 007B</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>NASC 093</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Freshman Total Units</strong></td>
<td>15</td>
<td>14</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Courses</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 010</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 005C</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 008A and 008LA, CHEM 008B and 008LB, CHEM 008C and 008LC</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Elective (e.g. World History)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities/Social Sciences</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 02A, PHYS 02B, PHYS 02C</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 02LA, PHYS 02LB, PHYS 02LC</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Sophomore Total Units</strong></td>
<td>13</td>
<td>17</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Courses</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCH 100</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities/Social Sciences</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 102</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 107A</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCBL 121</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MCBL 121L</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCBL 125</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL 099</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Electives &amp; Other Requirements</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Junior Total Units</strong></td>
<td>16</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Courses</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Electives &amp; Other Requirements</td>
<td>8</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>MCBL 197</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 001C</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Senior Total Units</strong></td>
<td>15</td>
<td>15</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5th Yr/MS Courses</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCBL 297</td>
<td>5</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Microbiology Electives (200 level)</td>
<td>3</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Microbiology Electives (200 level)</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCBL 250</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>5th Yr Total Units</strong></td>
<td>13</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>

1. Students are encouraged to take a course in ethics.
2. A maximum of 12 research units (a combination of MCBL 197 and MCBL 297/299) can be applied toward the BS+MS program.
3. PROJECTED NEED, RESOURCE REQUIREMENTS, and STUDENT SUPPORT

As noted in the introduction, in keeping with the framework established by CEP and Graduate Council, this combined program is primarily a recruitment tool, intended to leverage the increasing interest in graduate education to attract top freshmen into the BS program, and to attract top UC Riverside BS students into the MS program.

In the BS program, the prospect of entering the program at year three and completing both the BS and MS in a total of five years should attract students that are highly motivated and more likely than...
average to make it through the program. While we do have a number of students who choose to study Microbiology as entering freshmen, a larger proportion of our undergraduates discover the field after their first year at UC Riverside. The combined BS+MS program will increase the visibility of the undergraduate major to entering students. It will also raise the visibility of the major to life science students who are already enrolled but might have been unaware of the prospects offered by the discipline. We expect that the opportunity of earning a combined BS+MS in three years will be highly attractive to community college transfer students as well. Enrollment of community college students has recently become an urgent priority for the University of California. Combined with ongoing increases in admissions standards, this should increase both retention and the overall quality of the students.

Based on the levels of participation in the Microbiology BS program over the 2012-2020 period, we expect approximately 3-12 students to participate in the combined BS+MS program per year. However, a similar program in life sciences at UC San Diego has more than 100 students enrolled annually. Rapid growth in the proposed program would be welcome and would significantly increase overall enrollment in the Microbiology MS program. Although we consistently receive a small number of applicants for our Plan 1 MS program, potential major professors accept a very small number of students because of the lack of support available to them. There would be no expectation of support for the participants in the combined BS+MS program. Major professors could provide support funding in the fifth year if they chose to do so. In addition, if at some point in the future, funding opportunities emerge from campus, college, or Graduate Division sources for MS students, then fifth-year BS+MS students would be eligible. Therefore, the proposed combined BS+MS program would complement the existing Plan 1 MS program.

If a student decided to continue on for a Ph.D., then full support packages would be provided. Students could enter the department’s Ph.D. program through the fall application process after receiving their MS in Microbiology. Petitions to transfer from the MS to the Ph.D. program will be handled according to established departmental procedures. Each student accepted into the combined program is likely to be near the top of the applicant pool and would be welcomed into the laboratories, particularly if there was a likely prospect of timely completion of the degree and continuation through the Ph.D. at UCR or another research institution.

In short, the main effect of the program should be to increase the quality of students in the BS and MS programs, and achieve a modest increase in enrollment levels. Similarly, it should increase the employability of students produced by the BS and MS programs, and help meet the increasing demand for Microbiology students with graduate degrees.

Resources. Note that each student in the combined program is essentially just a regular student in either the BS program, or, in their fifth year, the MS program. These students therefore require the same resources as a regular student at the same level. Also, because of the highly selective nature of the admissions requirements, we expect enrollments will be modestly affected, at least initially. Thus, the program requires no change in faculty, courses, or resources such as library, computing, equipment, space, etc. Likewise, the program requires no change in the levels or mechanisms of student funding.

Academic support and advising will be provided by a team consisting of faculty and student services advisors. During the BS portion of the program, students will be advised and managed by the CNAS Undergraduate Academic Advising Center and the Undergraduate Faculty Advisor for the BS in Microbiology. During the transition to the MS and the MS portion of the program, students...
will be advised and managed by the CNAS Graduate Student Affairs Center and the Graduate Faculty Advisor for the MS in Microbiology. Although this represents an increase in the workload for both advising offices, CNAS is committed to providing excellent student support to this and other BS/MS programs at both levels and will adjust staffing workload as needed to accomplish this goal.

4. DIVERSITY, EQUITY, and INCLUSION PLAN

The Microbiology faculty are committed to serving all of the citizens of the state of California in an equitable manner. The faculty agree with UCR’s Principles of Community, which is well-summarized in the concluding statement, “We recognize that we will all need to continually work together to make our campus community a place where reason and mutual respect among individuals and groups prevail in all forms of expression and interaction.”

Toward achieving these goals, we have created a Committee on Diversity, Equity and Inclusion (CODEI) for our faculty. To foster an environment of mutual respect for all people, this committee will regularly lead discussions on the elements described in UCR’s Principles of Community and UC’s Diversity Statement (https://cnas.ucr.edu/dei). These discussions will occur at both faculty and student meetings and events. Our committee will also maintain a dialogue with UCR’s Office of Diversity, Equity & Inclusion (https://diversity.ucr.edu/), which has resources and advisors that will make these discussions more productive.

Since UCR already has a diverse undergraduate student body, in the first five years, our Combined Microbiology BS/MS program will focus on recruiting, retaining, and graduating underrepresented students. We expect the outreach that our CODEI will make to our student group – UCR’s Student Chapter of the American Society for Microbiology – will go a long way toward creating an environment of respect and success. These student meetings will also provide an opportunity for our faculty advisors and student mentors to inform and remind students about all of the resources UCR has created for student success.

One built-in component of a Combined BS/MS program that should benefit all students but especially students from underrepresented groups is the cost savings. These programs allow students to obtain both degrees in five years instead of six. Since students from underrepresented groups are often from low-income families, and the level of education is usually correlated with income, we expect that our program could have considerable benefits for these students.

Assessments will include determining the demographics of eligible students, applicants, enrollments, retention rates, graduation rates, and time to graduation. We also expect the outreach by our CODEI to our faculty will lead to a more diverse group of microbiology faculty. Assessments will include determining the demographics of the eligible hiring pools, applicants, new hires, retention rates, turnover rates, performance, and equity in salary and other resources.

5. CHANGES IN SENATE REGULATIONS

No changes in Senate regulations are required.
Coversheet for Request for Approval
To Modify Graduate Program Degree Requirements

<table>
<thead>
<tr>
<th>Program</th>
<th>Microbiology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this an interdepartmental program?</td>
<td>Yes    No</td>
</tr>
<tr>
<td>If an interdepartmental program, list other involved programs</td>
<td>No other programs are involved but participating faculty belong to several departments</td>
</tr>
<tr>
<td>Department/Academic Unit/School</td>
<td>Microbiology and Plant Pathology</td>
</tr>
<tr>
<td>Date</td>
<td>November 12, 2020</td>
</tr>
<tr>
<td>Proposed Effective Date</td>
<td>Fall 2021</td>
</tr>
</tbody>
</table>

Faculty Contact: James Borneman  Email: borneman@ucr.edu  Phone: 827-3584
Prepared by: Laura McGeehan  Email: laura.mcgeehan@ucr.edu  Phone: 827-5688

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

- Admission requirements
- Unit requirements
- Professional Development Plan
- Examination requirements
- Time-to-degree

- Course requirements – course changes/new courses MUST be submitted in CRAMS simultaneously with program change/new program submission.
- Specializations
- Other (please describe): Addition of a BS/MS Program

- Designated Emphasis

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

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

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

3. Attached proposal must include the proposed modifications as formatted in the example below. The existing requirements must be on the left column, and the proposed revisions on the right. Proposed additions must be underlined and deletions must be stricken. Be sure the revised catalog copy adheres to the attached Graduate Council Policy on Graduate Program Catalog Entry. If any portion of the catalog entry does not include all items listed in the Policy, including sections the program is not making changes to; please revise the catalog entry so that it is in line with the policy.

<table>
<thead>
<tr>
<th>Existing</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert existing program requirements on this side of the table and strike the deletions.</td>
<td>Insert proposed requirements on this side of the table. Underline the additions</td>
</tr>
<tr>
<td>Justification: The Justification should include examples such as impact on time to degree, expected impact on employment prospects, expected impact on recruitment. Please address whether current students will be permitted to switch to take advantage of the revisions. If so what will the approval process be?</td>
<td></td>
</tr>
</tbody>
</table>

Faculty Approval Date: Indicate the date of the faculty vote

Department Chair / Program Director: Please type name(s) as appropriate
Signature: Digitally signed by James Borneman Date: 2020.11.12 15:46:07 -08'00'
Date signed

Checklist of Required Attachments/Appendices (please check to verify inclusion):
- Dean/Associate Dean/Chair or Program Advisor Cover Letter.
Completed Coversheet for Request for Approval To Modify Graduate Program Degree
Requirements.
Revised Catalogue/Website Copy in proper table format including Justification as indicated
above. Must be signed and dated.


Graduate Council requires graduate programs state and detail the following in the General Catalog:

- Admission Requirements
- Unit and Course Requirements – specify course numbers and the number of courses/units required
- Language, Teaching, and Examination Requirements
- Specializations, concentrations, fields of study
- Designated Emphases, if applicable
- Professional Development Requirement
- Normative Time-to-Degree

Please note that web links are not permitted in place of traditional catalog copy. However, web links may be included as an additional source of information provided the site contains details duplicative of the information displayed in the catalog.
JointCombined Microbiology BS + Microbiology MS Program

The College of Natural and Agricultural Science offers a JointCombined five-year BS+MS program in Microbiology designed to allow successful UCR Microbiology BS graduates to complete the Master of Science degree in Microbiology in the additional year with either Plan 1-Thesis or Plan 2-Comprehensive Exam option.

Applicants to the Microbiology JointCombined BS+MS program (including transfer students) must be Microbiology BS students and apply by the end of their junior year. Students who entered UCR as freshmen are required to have a cumulative GPA at least 3.0 overall and 3.3 in the Microbiology major. Prior course work for all students must include a minimum of 11 units of upper division Microbiology courses to be completed by the end of spring term of junior year. The combined GPA is calculated from their UCR and prior institution transcripts, if applicable. The application to the JointCombined BS+MS program must include a Statement of Interest and Eligibility and at least two recommendation letters from UCR Academic Senate faculty members, including the prospective thesis advisor. Matriculation into the graduate portion of the jointcombined degree program occurs in the Fall term following senior year, provided: (a) the MS application is accepted, (b) throughout senior year, the student is a Microbiology BS major with cumulative GPA 3.0 or higher, (c) the student completes the Microbiology BS degree requirements and earns the BS in Microbiology by the end of senior year.

Incoming freshman students applying to the Microbiology BS program may simultaneously apply for preliminary admission into the JointCombined degree program provided their high school GPA is at least 3.6, they satisfy the Entry-Level Writing requirement prior to matriculation, and they have sufficient math preparation to enroll in MATH 7A-Calculus for the Life Sciences upon arrival. Preliminary conditional admission status is maintained as long as the student is a Microbiology BS student in good standing with a cumulative GPA of at least 3.0. Conditionally admitted students still must apply for full admission by the end of their junior year as described above.

JointCombined BS+MS Degree Program Requirements

The BS program course requirements remain as currently outlined in the general catalog. Requirements for the Thesis Option–MS Plan I and the Comprehensive Exam Option–MS Plan II are outlined below.

During the MS portion of this program, students must maintain a grade-point average (both in the major and overall) of at least 3.0 for all course work, both cumulatively and for each quarter of enrollment. If the student's GPA falls below 3.0 for either the major or overall, the student may be dropped from the program.

THESIS OPTION – MS PLAN I

Overall Requirements
A total of 38 units are required for the MS degree. 24 units must be 200-level courses, with no more than 12 units from MCBs 297/299 research.
Up to 12 units of MCBL courses (100 or 200 level) earned prior to matriculation to graduate status can be applied toward the MS degree requirements.

Course Requirements

1. A minimum of 24 research units (a combination of MCBL 197 and MCBL 297/299) over 6 consecutive quarters. Students receive credit towards this requirement by completing up to 12 units of MCBL 197 as an undergraduate senior and a minimum of 12 units of MCBL 297/299 as a graduate student. No more than 12 units of MCBL 297/299 count toward the 36-unit MS requirement.
2. MCBL 250 Seminar is required every quarter it is offered during MS study. MCBL 250 does not count toward the 36-unit MS requirement.
3. Remaining course requirements can be fulfilled by taking a minimum of 8 units of graduate courses. Up to 6 units of upper division 100 level MCBL courses may be taken during the MS portion of the program. No more than 12 units earned prior to matriculation to graduate status (excluding MCBL 197) can be applied toward the MS degree requirements.

Thesis and Final Oral Examination

Following completion of research, students submit a written thesis and conclude their studies with an oral public thesis defense. Students must meet with their committee prior to and throughout the MS year to discuss project progress. The written thesis must be submitted to the MS Thesis Committee by Week 7 of the student’s sixth quarter in the BS+MS program. Any deviation from this plan, such as a disruption in enrollment for one or more quarters, may cause the student to be dismissed from the program.

COMPREHENSIVE EXAM OPTION – MS PLAN II

Overall Requirements

A total of 36 units are required for the MS degree. 24 units must be 200-level courses.

Up to 12 units of MCBL courses (100 or 200 level) earned prior to matriculation to graduate status can be applied toward the MS degree requirements (excluding MCBL 197).

Course Requirements

1. MCBL graduate core courses: MCBL 221, MCBL 201, and MCBL 211.
2. A maximum of 12 units of research units (a combination of MCBL 197 and MCBL 297/299).
3. MCBL 250 Seminar is required every quarter it is offered during MS study. MCBL 250 does not count toward the 36-unit MS requirement.
4. Additional MCBL courses as needed to fulfill the 36 unit MS requirement.

Written Comprehensive Exam

Students take the exam upon completion of the MCBL graduate core courses: MCBL 221, MCBL 201, and MCBL 211, and the exam consists of material from these courses. Failure to take the first examination offered is considered a failed exam, unless excused in advance in writing by either the graduate advisor or the department chair. Students must take each sequential offering of the exam, and no student will be given more than two attempts within one year following.
completion of the core coursework to achieve a satisfactory grade on the written comprehensive examination.

### Professional Development

All BS+MS students participate in the departmental seminar (MCBL 250) every quarter of the master's year when offered.

### Normative Time to Degree

15 quarters (BS+MS)

---

**Justification:** Quoting from the document “Establishment of Combined Programs at UCR”: “Combined programs can better attract top high school graduates, transfer students, and returning students, especially those interested in advanced degrees. Thus, UCR departments can expect a higher proportion of the best undergraduates. Combined program students will be more inclined to stay at UCR for their MS studies instead of applying to other institutions. Thus, UCR departments can better retain these students.” UC has placed an increased emphasis on attracting transfer students from community colleges and the just combined BS+MS program provides a unique opportunity for these students. In sum, the program should attract top students into both the BS and MS programs.

---

<table>
<thead>
<tr>
<th>Faculty Approval Date:</th>
<th>October 29, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair/Program Advisor:</td>
<td></td>
</tr>
<tr>
<td>Signature</td>
<td>James Borneman</td>
</tr>
<tr>
<td>Date</td>
<td>2020.11.12 15:48:13 -08'00'</td>
</tr>
</tbody>
</table>

James Borneman

November 12, 2020
COMMITTEE ON EDUCATIONAL POLICY

April 5, 2021

To: Jason Stajich, Chair
Riverside Division

From: Stefano Vidussi, Chair
Committee on Educational Policy

RE: Revised Proposal for BS+MS in Microbiology Combined Five-Year Degree Program

The Committee on Educational Policy reviewed and voted to support the revised proposal for a BS+MS in Microbiology combined five-year degree program at their April 2, 2021 meeting.
The Committee on Diversity, Equity, and Inclusion reviewed 2nd round revision to the Proposal for Microbiology Combined BS/MS Program. We appreciate the Program’s efforts in including a DEI plan in the revision and have no further comments.
COMMITTEE ON COURSES

March 23, 2021

To: Jason Stajich, Chair
   Riverside Division

From: Ming Lee Tang, Chair
       Committee on Courses

Re: Revised Proposal for BS+MS in Microbiology Combined Five-Year Degree Program

The Committee on Courses reviewed and are supportive of the revised proposal for a BS+MS in Microbiology combined five-year degree program.
GRADUATE COUNCIL

April 20, 2021

To: Jason Stajich, Chair
Riverside Division

From: Amanda Lucia, Chair
Graduate Council

Re: [Campus Review] Proposed Degree Program: 2nd Round - Proposal for Microbiology Combined BS/MS Program

Graduate Council reviewed the second version for a proposed Microbiology BS/MS program at their April 15, 2021 meeting. The Council is supportive of the proposal; however, after systemwide review and approval, the catalog entry will require significant modifications and approval by the Graduate Council. The Council does not want to delay further review and approval of this proposal as catalog entry can be handled after the program is approved. The attached pages are the concerns with the catalog entry that can be addressed after the proposal is approved. Kara Oswood in the Graduate Division is available to assist with the appropriate catalog language and combined program development standards.
4/16/2021, Questions/Concerns to be resolved in BS/MS catalog copy:

1. Combined programs are meant to be beneficial to students by allowing up to 12 units of double counting. If the Plan II doesn’t have double counting, it shouldn’t be identified as combined with the BS.
   a. A potential solution would be that the combined BS/MS only offers the Plan I, but students getting the MS along the way to the PHD, have both Plan I and Plan II options.
   b. A second option would be to allow the double counting for both the Plan I and II.

2. Why are core courses required for the Plan II, but not the Plan I?

3. Research Units:
   a. Plan I - Cannot require 24 units of research and only 12 units of course work to complete the 36. It should be the opposite, 12 units of research and the rest coursework. 197 counts as research units.
      i. GR2.1.1 - Plan I: Thesis Plan. A minimum of 36 quarter units of graduate and upper division undergraduate courses in or related to the major subject area are required. At least 24 of the 36 units must be in graduate courses taken at this University; of these a maximum of 12 may be in the graduate research for the thesis.
      ii. While 197 is not technically a “graduate” research course number, the proposal mentions that these units will be used for MS thesis research, making them “graduate research for the thesis.”
   b. Plan II - research units can’t be 299 since that is thesis/dissertation research and Plan II is a comps plan.
      i. If 197 is meant to be research for the MS thesis, it can’t be permitted for the Plan II.

4. How do these course requirements align with the “regular” MS degree? Students getting the MS along the way and the combined students are getting the same degree (MS in Microbiology). Will both plans be offered for the “regular” MS as well?

5. A normative time for only the MS portion should be included.

************

Draft version below (modeled after the EE BS/MS) – The ways the combined program is unique are listed in the first section, then the general MS requirements that apply to both combined and “regular” are listed by plan.

Combined B.S. + M.S. Five-Year Program

The Microbiology and Plant Pathology Department offers a combined B.S. + M.S. program in Microbiology designed to lead to a Bachelor of Science degree as well as a Master of Science degree in five years. Applicants for this program must intend to enroll in the UCR Microbiology MS program, have a high school GPA above 3.6, a 3.5 GPA in major (upper division classes only, minimum of 11 units to be completed by the end of junior year, and a 3.2 GPA overall in their undergraduate program.
Students in the B.S. + M.S. program are allowed to count up to 12 units of undergraduate courses taken as UCR undergraduates towards the 36-unit requirements of the M.S. degree. *(ANY LIMITATIONS ON WHICH COURSES CAN BE DOUBLE COUNTED ARE OUTLINED HERE)*

Interested students who are entering their junior year should check with their academic advisor for information on eligibility and other details.

**Master of Science**

The Department of Microbiology and Plant Pathology offers the M.S. degree in Microbiology.

General university requirements are listed in the Graduate Studies section of this catalog. Students may obtain an M.S. degree in Microbiology through either Plan I (Thesis) or Plan II (Comprehensive Examination).

**Professional Development**

All MS students participate in the departmental seminar (MCBL 250) every quarter of the master’s year when offered.

**Plan I (Thesis)**

Students must complete 36 units of approved graduate work in Microbiology. At least 24 of these units must be graduate level courses. At least 12 units must be in graduate research (courses numbered 297 or 299). Seminar units (MCBL 250) and courses numbered 291 are not counted towards the 36 unit requirement.

Course Work

- 8 units graduate level courses (200-level) minimum
- 6 units of upper division (100-level) MCBL courses maximum
- 12 units of research (197/297/299) maximum

Following completion of research, students submit a written thesis in accordance with general requirements of the University and conclude their studies with an oral public thesis defense. Students must meet with their committee prior to and throughout the MS year to discuss project progress.

Students must submit the written thesis must be submitted to the MS Thesis committee by week 7 of the student’s sixth quarter. Any deviation from this plan, such as a disruption in
enrollment for one or more quarters, may cause the student to be dismissed from the program.

Plan II (Comprehensive Examination)

Students must complete 36 units of approved graduate work in Microbiology. At least 24 of these units must be graduate level courses. A maximum 12 units can be in graduate research (courses numbered 297). Seminar units (MCBL 250) and courses numbered 291 are not counted towards the 36 unit requirement.

Course Work

- Core Courses: MCBL 202, 211, and 221
- Additional 200 and 100 level courses to complete the 36 units

Students take the exam upon completion of the MCBL graduate core courses. The exam consists of material from these courses. Failure to take the first exam offered is considered a failed exam, unless excused in advance in writing by either the graduate advisor or department chair. Students must take each sequential offering of the exam and no student will be given more than two attempts with one year following completion of the core coursework to achieve a satisfactory grade on the written comprehensive examination.

Normative Time to Degree

15 quarters (BS+MS)
PLANNING & BUDGET

April 20, 2021

To: Jason Stajich, Chair
   Riverside Division

From: Katherine Kinney, Chair
       Committee on Planning and Budget

RE: [Campus Review] Proposed Degree Program: 2nd Round - Proposal for Microbiology Combined BS/MS Program

Planning & Budget (P&B) discussed the revised proposal for a Microbiology Combined BS/MS program at their April 20, 2021 meeting. P&B is supportive of the revised proposal.
April 16, 2021

To: Jason Stajich, Ph.D., Chair, Academic Senate, UCR Division

From: Declan McCole, Ph.D., Chair, Faculty Executive Committee, and UCR School of Medicine

Subject: SOM FEC Response to Response to Microbiology Combined BS/MS Program Reviews

The SOM Executive Committee reviewed Response to Microbiology Combined BS/MS Program Reviews at the regular meeting on April 15, 2021. SOM FEC is in agreement with the revised proposal.

Yours sincerely,

Declan F. McCole, Ph.D.
Chair, Faculty Executive Committee
School of Medicine
23 November 2020

To: Jason Stajich, Chair
   Riverside Division

From: Theodore Garland, Jr., Chair, Executive Committee
       College of Natural and Agricultural Science

Re: Microbiology BS MS Joint Program (BS+MS) Proposal

The CNAS Executive Committee endorses this proposal.

We note that proposers will soon be including language on freshman admission criteria that excludes mention of SAT/ACT.

Transfers are noted as freshmen on the flow chart -- can this be more clearly delineated?

Cheers,

[Signature]
IntRODUCTION

The Department of Statistics proposes a new degree program allowing students to obtain a joint BS/MS through an integrated 5-year plan of study. The proposed program is within the framework established by the UCR Committee on Educational Policy and the UCR Graduate Council in 2007. The program prepares students for careers that require specialized knowledge of statistics, and also for pursuing subsequent doctoral degrees. The Joint BS/MS program is open to UCR undergraduates only.

Participation in the joint degree program is initiated through an application for admission prior to the student’s senior year. Neither the Graduate Division nor the Statistics Department provide full financial support for students enrolled in the program.

Motivation: As noted in the document, “Establishment of Combined Programs at UCR”¹ “Combined programs can better attract top high school graduates, transfer students, and returning students, especially those interested in advanced degrees. Thus, UCR departments can expect a higher proportion of good undergraduates. Combined program students will be more inclined to stay at UCR for their Masters studies instead of applying to other institutions. Thus, UCR departments can better retain these students.” UC has placed an increased emphasis on attracting transfer students from community colleges and the joint BS+MS program provides a unique opportunity for these students.

In sum, the program should attract top students into both the BS and MS programs.

¹ https://senate.ucr.edu/about/policies/establishment_of_combined_programs_at_ucr.html

Method: To make it possible to complete both degrees in five years, the combined program allows double-counting of up to twelve credits of graduate level coursework (used for both the BS and MS degrees). The justification is that many UCR MS programs require up to 12 units of preparatory coursework that may be necessary from other institutions but may be redundant for undergraduates coming from an appropriate UCR program. In the case of Statistics, all graduate students are required to take a twelve-unit graduate core in lieu of preparatory undergraduate courses. Students in the combined program will receive the requisite background in their undergraduate curriculum.
Relation to existing programs. The program consists of the same course requirements as the already-existing Statistics MS Plan II-examination. The students will take the STAT 201ABC series (twelve units in total) in their senior year as part of the electives for the BS degree. As the primary motivation for the program is to attract and attain top students, the program involves no new courses or requirements.

Contributions to diversity. Since the new program will allow well prepared students to obtain a master degree within one year after they obtain a B.S. degree, it can greatly reduce their financial burden and therefore attract more underrepresented students who are usually from low-income family. For example, we plan to recruit more students from community colleges, who transfer to UCR and then complete BS+1 program, and encourage underrepresented students to apply our BS+1 program. In addition, our department will provide necessary resources and help, such as funding for conference travels, fellowships awards, and frequent Q&A sessions, to increase retention of underrepresented minority students. The department will also broaden the diversity of faculty by cultivating a diverse pipeline and ensuring that faculty thrive for retention and improved climate, and campus policies and departmental incentives are aligned to make aggressive progress on hiring goals. Our department student clubs such as Statistics GSA and Mu Sigma Rho will also help us recruit and retain the underrepresented students by investing in each student’s success, sense of belonging, and cultural competency. The above diversity goals for students can be measured by the broader demographics of eligibility pools, applicants, and enrollments, improved graduation rates and time to graduation for disadvantaged groups, and 2nd-year retention rates. The diversity goals for faculty can be measured by broader demographics of availability pools, hiring pools, and new hires, improved retention and turnover rates, improved rates of performance measurement and advancement for underrepresented and disadvantaged groups, and equity in salary and other resources.

Interrelation with other UC institutions. The proposed program would be unique among statistics programs nationally. Consequently, beyond making the respective BS and MS programs more attractive, the program does not directly compete or inter-relate with other UCR or UC programs or institutions. It may indirectly recruit top students into the UCR (or other UC) statistics PhD programs via the MS program.

Department that will administer the program. The BS and MS portions will be administered by the Statistics Department in the College of Natural and Agricultural Sciences.

Timetable for development. Based on current levels of participation in the Statistics BS program over the 2014-2019 period, we expect from 4-8 students to participate at the MS level per year.

Historical development of the field. There is a consistent strong demand for individuals with BS and MS degrees in Statistics in private industry, government and institutional service, and in research. Many of these positions do not require the extensive training provided by the Ph.D. Students with BS and MS in Statistics would be excellent candidates to fill these positions. For example, our undergraduate majors have grown from 15 students in 2008 to 131 in 2017, which is almost a tenfold increase. Based on Fortune 500, there will be 18.2% projected job growth by 2022 for M.S. graduates in statistics and the national median salary for M.S. graduates is as high as $109,700.

Plan for evaluation of the program. The effectiveness of the program will be evaluated by monitoring the extent to which it increases the quality of students in the BS and MS programs. The metrics of evaluation will include GPA, graduation rates, job placement, and acceptance to advanced degree programs.
Sample BS/MS Degree Program. The following table outlines a sample program for students in the proposed joint BS+MS program in Statistics. Graduate courses STAT 201ABC taken prior to matriculation to graduate status will double count towards the BS and the MS degree requirements.

### Sample Joint BS/MS Course Plan

<table>
<thead>
<tr>
<th></th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1ST YEAR</td>
<td>ENGL 1A, MATH 9A (4) CS 010 (4) H/SS Breadth (4)</td>
<td>ENGL 1B (4) MATH 9B (4) STAT 100A (5) Biological Science w/lab (4)</td>
<td>MATH 9C (4) MATH 010A (4) STAT 100B (5) ENGL001C (4)</td>
</tr>
<tr>
<td></td>
<td>16 UNITS</td>
<td>17 UNITS</td>
<td>17 UNITS</td>
</tr>
<tr>
<td></td>
<td>16 UNITS</td>
<td>16 UNITS</td>
<td>16 UNITS</td>
</tr>
<tr>
<td></td>
<td>16 UNITS</td>
<td>16 UNITS</td>
<td>12 UNITS</td>
</tr>
<tr>
<td>4TH YEAR</td>
<td>H/SS Breadth (4) STAT 170A (4) Elective (4) STAT 201A (4)</td>
<td>STAT 170B (4) Elective (4) STAT 201B (4)</td>
<td>STAT 171 (4) STAT 183 (4) STAT 201C (4)</td>
</tr>
<tr>
<td></td>
<td>16 UNITS</td>
<td>12 UNITS</td>
<td>12 UNITS</td>
</tr>
<tr>
<td>5TH YEAR (MS)</td>
<td>STAT 202A (4) STAT 206 (4) STAT 293 (4)</td>
<td>STAT 202B (4) STAT 293 (4) STAT 288 (1)</td>
<td>STAT 202C (4) STAT 208 (4) STAT 291 (4)</td>
</tr>
<tr>
<td></td>
<td>12 UNITS</td>
<td>13 UNITS</td>
<td>12 UNITS</td>
</tr>
</tbody>
</table>

Normative time from matriculation to degree. Five years.
Catalog entry

Joint B.S.+1 Statistics M.S. Program

The College of Natural and Agricultural Science offers a combined B.S.+1 Statistics M.S. program, designed to allow successful B.S. graduates who have taken some graduate level statistics courses in their senior standing year in UCR to complete the Master of Science degree in Statistics in one year, by allowing up to 12 units of graduate level coursework taken in UCR as an undergraduate to be counted towards the MS degree requirements.

A student should apply for the B.S.+1 Statistics M.S. program (including transfer students) before the start of their senior standing year. To apply, the student must have a cumulative GPA at least 3.0 overall, 3.3 GPA in the statistics major, and have completed STAT 160ABC or equivalent. These are minimum requirements and do not guarantee the admission. The application to the B.S.+1 M.S. program must include a transcript, and at least two recommendation letters. Submission of GRE scores with the application is recommended but not required. During students’ senior year, students must apply via the Graduate Division for the M.S. portion. Matriculation into the graduate portion of the B.S.+1 M.S. program occurs in the Fall term following their final year, provided: (a) the M.S. application is accepted, (b) throughout the final undergraduate year at UCR the student has a cumulative GPA 3.0 or higher, (c) by the end of senior standing year, the student completes the B.S. degree requirements.

Incoming freshman students who apply to the Statistics B.S. program may simultaneously apply for preliminary conditional admission into the B.S.+1 Statistics M.S. program provided their high-school GPA is at least 3.6, they satisfy the Entry-Level Writing requirement prior to matriculation, and they are eligible to enroll in or to receive credit for MATH 7A or MATH 9A upon arrival or in their first quarter.

Preliminary conditional admission status is maintained as long as the student is a Statistics B.S. student in good standing with a cumulative GPA of at least 3.0. Conditionally admitted students still need to apply for full admission by the start of their senior standing year as described above and apply via the Graduate Division for the MS portion. Continuing undergraduate students who meet the above criteria may apply to the program by submitting a petition and should confer with their staff advisor for details.

To earn the MS degree, students are required to complete a minimum of 41 units that must include STAT 201A, 201B, 201C, STAT 202A, 202B, 202C, STAT 206, STAT 208, STAT 288, and two quarters of STAT 293, and pass the written exam. No more than 12 units earned prior to matriculation to graduate status can be applied towards the MS degree requirements. The courses that can be double counted must be graduate level courses and be eligible to be counted as electives in the B.S. requirements. Students receive credit toward the 41 units by
completing STAT 201ABC (recommended) or some other graduate level courses, approved by the graduate advisor, as an undergraduate senior.

**Comprehensive Examination**

All M.S. students are required to take a written comprehensive examination and pass at the M.S. level, with no more than two attempts allowed to pass. A program proposal is not required.

**Advancement to Candidacy**

Advancement for the master’s candidacy occurs at the beginning of the quarter the student plans to graduate.

**Professional Development**

Students in the Statistics B.S.+1 M.S. Program must register two quarters of STAT 293, which give students training in (a) the ability to use fundamental statistical techniques to formulate problem and solution in diverse real-world application; (b) the ability to use at least one statistical software package to conduct statistical data analysis; (c) the ability to communicate with researchers in statistical community and other disciplines by using graphical methods to display and interpret information.

**Normative time**

The normative time to B.S. is four years, and the normative time of the MS portion is one year (five years total).

3. **Projected Need, resource requirements, student support**

This combined program is primarily a recruitment tool, intended to leverage the increasing interest in graduate education to attract top freshmen into the BS program, and to attract top UC Riverside BS students into the MS program.

In the BS program, the prospect of entering the program at year three and completing both the BS and MS in a total of five years should attract students that are highly motivated and more likely than average to make it through the program. The combined BS/MS program will increase the visibility of the STAT undergraduate major to entering students. We expect that the opportunity of earning a joint BS/MS in three years will be highly attractive to community college transfer students as well. Enrollment of community college students has recently become an urgent priority for the University of California. Combined with ongoing increases in admissions standards, this should increase both retention and the overall quality of the students.

In the MS program, we anticipate growth in combined-program enrollment initially of only a few students per year. There would be no expectation of support for the participants in the
combined BS/MS program. In addition, if at some point in the future, funding opportunities emerge from campus, college, department, or Graduate Division sources for MS students, then fifth-year BS/MS students would be eligible. Each student accepted into the combined program is likely to be near the top of the applicant pool. If a student decides to continue on for a Ph.D., then full support packages would be provided.

In short, the main effect of the program should be to increase the quality and diversity of students in the BS and MS programs, and achieve a modest increase in enrollment levels. Similarly, it should increase the employability of students produced by the BS and MS programs, and help meet the increasing demand for Statistics students with graduate degrees.

**Resources.**
Note that each student in the combined program is essentially just a regular student (in the BS program, or, in fifth year, in the MS program), and requires the same resources as a regular student at the same level. Also, because of the highly selective nature of the admissions requirements, BS and MS enrollments will be modestly affected, at least initially. Therefore, the program requires no change in faculty, courses, or resources such as library, computing, equipment, space, etc. Likewise, the program requires no change in levels or mechanisms for student funding.

The program does require minor administrative support. During the BS portion of this program, students will be advised by the CNAS Undergraduate Academic Advising Center as normal for pursuance of a BS in Statistics. The administration of the program at the undergraduate level requires processing applications for preliminary acceptance, tracking preliminarily enrolled students, and identifying and informing students who will be eligible to apply at the end of their junior year. The administrative functions for admission to the Statistics Graduate program are already performed by the department Graduate Admission Committee; this committee will also be responsible for administering the BS/MS program with continued support from the CNAS Graduate Student Affairs Center, which will have to track which MS students are in the combined program and account for the double-counting allowance. Finally, only to the extent that existing resources allow, BS students with "preliminary conditional admission" status will be given additional advising appropriate for MS-bound students.

**4. Changes in Senate Regulations**

No changes in Senate regulations are required.

**5. Implementation timeframe**

The new program will be open for application in August 2021 and start for the Fall 2022 entry term.
1 Introduction

The Department of Statistics proposes a new degree program allowing students to obtain a joint BS/MS through an integrated 5-year plan of study. The proposed program is within the framework established by the UCR Committee on Educational Policy and the UCR Graduate Council in 2007. The program prepares students for careers that require specialized knowledge of statistics, and also for pursuing subsequent doctoral degrees. The Joint BS/MS program is open to UCR undergraduates only.

Participation in the joint degree program is initiated through an application for admission prior the student’s senior year. The Graduate Division nor the Statistics Department provide financial support for students enrolled in the program.

Motivation: As noted in the document, “Establishment of Combined Programs at UCR”\(^1\) “Combined programs can better attract top high school graduates, transfer students, and returning students, especially those interested in advanced degrees. Thus, UCR departments can expect a higher proportion of good undergraduates. Combined program students will be more inclined to stay at UCR for their Masters studies instead of applying to other institutions. Thus, UCR departments can better retain these students.” UC has placed an increased emphasis on attracting transfer students from community colleges and the joint BS+MS program provides a unique opportunity for these students.

In sum, the program should attract top students into both the BS and MS programs.

\(^1\) https://senate.ucr.edu/about/policies/establishment_of_combined_programs_at_ucr.html

Method: To make it possible to complete both degrees in five years, the combined program allows double-counting of up to twelve credits of graduate level coursework (used for both the BS and MS degrees). The justification is that many UCR MS programs require up to 12 units of preparatory coursework that may be necessary from other institutions but may be redundant for undergraduates coming from an appropriate UCR program. In the case of Statistics, all graduate students are required to take a twelve-unit graduate core in lieu of preparatory undergraduate courses. Students in the combined program will receive the requisite background in their undergraduate curriculum.
Relation to existing programs. The program consists of the same course requirements as the already-existing Statistics MS Plan II-examination. The students will take the STAT 201ABC series (twelve units in total) in their senior year as part of the electives for the BS degree. As the primary motivation for the program is to attract and attain top students, the program involves no new courses or requirements.

Contributions to diversity. Since the new program will allow well prepared students to obtain a master degree within one year after they obtain a B.S. degree, it can greatly reduce their financial burden and therefore attract more underrepresented students who are usually from low-income family. For example, we plan to make more recruitment effort more students from in California, such as in California State university and local community colleges, who transfer to UCR and then complete BS+1 program, and encourage underrepresented students to apply our BS+1 program. In addition, our department will provide necessary resources and help, such as funding for conference travels, fellowships awards, frequent Q&A sessions, to increase retention of underrepresented minority students. The department will also broaden the diversity of faculty by cultivating a diverse pipeline and ensuring that faculty thrive for retention and improved climate, and campus policies and departmental incentives are aligned to make aggressive progress on hiring goals. Our department student clubs such as Statistics GSA and Mu Sigma Rho will also help us recruit and retain the underrepresented students by investing in each student’s success, sense of belonging, and cultural competency. The above diversity goals for students can be measured by the broader demographics of eligibility pools, applicants, and enrollments, improved graduation rates and time to graduation for disadvantaged groups, and 2nd-year retention rates. The diversity goals for faculty can be measured by broader demographics of availability pools, hiring pools, and new hires, improved retention and turnover rates, improved rates of performance measurement and advancement for underrepresented and disadvantaged groups, and equity in salary and other resources.

Interrelation with other UC institutions. The proposed program would be unique among statistics programs nationally. Consequently, beyond making the respective BS and MS programs more attractive, the program does not directly compete or inter-relate with other UCR or UC programs or institutions. It may indirectly recruit top students into the UCR (or other UC) statistics PhD programs via the MS program.

Department that will administer the program. The BS and MS portions will be administered by the Statistics Department in the College of Natural and Agricultural Sciences.

Timetable for development. Based on current levels of participation in the Statistics BS program over the 2014-2019 period, we expect from 4-8 students to participate at the MS level per year.

Historical development of the field. There is a consistent strong demand for individuals with BS and MS degrees in Statistics in private industry, government and institutional service, and in research. Many of these positions do not require the extensive training provided by the Ph.D. Students with BS and MS in Statistics would be excellent candidates to fill these positions. For example, our undergraduate majors have grown from 15 students in 2008 to 131 in 2017, which is almost a tenfold increase. Based on Fortune 500, there will be 18.2% projected job growth by 2022 for M.S. graduates in statistics and the national median salary for M.S. graduates is as high as $109,700.
Plan for evaluation of the program. The effectiveness of the program will be evaluated by monitoring the extent to which it increases the quality of students in the BS and MS programs. The metrics of evaluation will include GPA, graduation rates, job placement, and acceptance to advanced degree programs.
Additional requirements are successfully passing a written comprehensive examination.

Sample BS/MS Degree Program. The following table outlines a sample program for students in the proposed joint BS+MS program in Statistics. Graduate courses STAT 201ABC taken prior to matriculation to graduate status will double count towards the BS and the MS degree requirements.

### Sample Joint BS/MS Course Plan

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1ST YEAR</td>
<td>ENGL 1A, MATH 9A (4) CS 010 (4) H/SS Breadth (4)</td>
<td>ENGL 1B (4) MATH 9B (4) STAT 100A (5) Biological Science w/lab (4)</td>
<td>MATH 9C (4) MATH 010A (4) STAT 100B (5) ENGL001C (4)</td>
</tr>
<tr>
<td></td>
<td>16 UNITS</td>
<td>17 UNITS</td>
<td>17 UNITS</td>
</tr>
<tr>
<td></td>
<td>16 UNITS</td>
<td>16 UNITS</td>
<td>16 UNITS</td>
</tr>
<tr>
<td></td>
<td>16 UNITS</td>
<td>16 UNITS</td>
<td>12 UNITS</td>
</tr>
<tr>
<td>4TH YEAR</td>
<td>H/SS Breadth (4) STAT 170A (4) Elective (4) STAT 201A (4)</td>
<td>STAT 170B (4) Elective (4) STAT 201B (4)</td>
<td>STAT 171 (4) STAT 183 (4) STAT 201C (4)</td>
</tr>
<tr>
<td></td>
<td>16 UNITS</td>
<td>12 UNITS</td>
<td>12 UNITS</td>
</tr>
<tr>
<td>5TH YEAR (MS)</td>
<td>STAT 202A (4) STAT 206 (4) STAT 293A (4)</td>
<td>STAT 202B (4) STAT 293B (4) STAT 290 Elective (4)</td>
<td>STAT 202C (4) STAT 208 (4)</td>
</tr>
<tr>
<td></td>
<td>12 UNITS</td>
<td>13 UNITS</td>
<td>12 UNITS</td>
</tr>
</tbody>
</table>
Normative time from matriculation to degree. Five years.

Catalog entry

Joint B.S. +1 Statistics M.S. Program

The College of Natural and Agricultural Science offers a combined B.S.+1 Statistics M.S. program, designed to allow successful B.S. graduates who have taken some graduate level statistics courses in their senior standing year in UCR to complete the Master of Science degree in Statistics in one year, by allowing up to 12 units of graduate level coursework taken in UCR as an undergraduate to be counted towards the MS degree requirements.

A student should apply for the B.S.+1 Statistics M.S. program (including transfer students) before the start of their senior standing year. To apply, the student must have a cumulative GPA at least 3.0 overall, 3.3 GPA in the statistics major, and have completed STAT 160ABC or equivalent. These are minimum requirements and do not guarantee the admission. The application to the B.S.+1 M.S. program must include a transcript, and at least two recommendation letters. Submission of GRE scores with the application is recommended but not required. During students' senior year, students must apply via the Graduate Division for the M.S. portion. Matriculation into the graduate portion of the B.S.+1 M.S. program occurs in the Fall term following their final year, provided: (a) the M.S. application is accepted, (b) throughout the final undergraduate year at UCR the student has a cumulative GPA 3.0 or higher, (c) by the end of senior standing year, the student completes the B.S. degree requirements.

Incoming freshman students who apply to the Statistics B.S. program may simultaneously apply for preliminary conditional admission into the B.S.+1 Statistics M.S. program provided their high-school GPA is at least 3.6, their SAT-I combined score is at least 1250, they satisfy the Entry-Level Writing requirement prior to matriculation, and they are eligible to enroll in or to receive credit for MATH 7A or MATH 9A upon arrival or in their first quarter they have sufficient math preparation to enroll in calculus upon arrival.

Preliminary conditional admission status is maintained as long as the student is a Statistics B.S. student in good standing with a cumulative GPA of at least 3.0. Conditionally admitted students still need to apply for full admission by the start of their senior standing year as described above and apply via the Graduate Division for the MS portion. Continuing undergraduate students who meet the above criteria may apply to the program by submitting a petition and should confer with their staff advisor for details.

To earn the MS degree, students are required to complete a minimum of 41 units that must include STAT 201A, 201B, 201C, STAT 202A, 202B, 202C, STAT 206, STAT 208, STAT 288, and two
quarters of STAT 293, and pass the written exam. No more than 12 units earned prior to matriculation to graduate status can be applied towards the MS degree requirements. The courses that can be double counted are those that are at least graduate level courses and be eligible to be counted as electives in the B.S. requirements. Students receive credit toward the 41 units by completing STAT 201ABC (recommended) or some other graduate level courses, approved by the graduate advisor, as an undergraduate senior.

Comprehensive Examination
All M.S. students are required to take a written comprehensive examination and pass at the M.S. level, with no more than two attempts allowed to pass. A program proposal is not required.

Advancement to Candidacy
Advancement for the master’s candidacy occurs at the beginning of the quarter the student plans to graduate. Advancing to candidacy takes place when students complete all the course requirements and pass the written exam.

Professional Development
Students in the Statistics B.S.+1 M.S. Program must register two quarters of STAT 293, which give students training in (a) the ability to use fundamental statistical techniques to formulate problem and solution in diverse real-world application; (b) the ability to use at least one statistical software package to conduct statistical data analysis; (c) the ability to communicate with researchers in statistical community and other disciplines by using graphical methods to display and interpret information.

Normative time
The normative time to B.S. is four years, and the normative time for the B.S.+1 M.S. Program is five years and the normative time of the MS portion is one year.
3. Projected Need, resource requirements, student support

This combined program is primarily a recruitment tool, intended to leverage the increasing interest in graduate education to attract top freshmen into the BS program, and to attract top UC Riverside BS students into the MS program.

In the BS program, the prospect of entering the program at year three and completing both the BS and MS in a total of five years should attract students that are highly motivated and more likely than average to make it through the program. The combined BS/MS program will increase the visibility of the STAT undergraduate major to entering students. We expect that the opportunity of earning a joint BS/MS in three years will be highly attractive to community college transfer students as well. Enrollment of community college students has recently become an urgent priority for the University of California. Combined with ongoing increases in admissions standards, this should increase both retention and the overall quality of the students.

In the MS program, we anticipate growth in combined-program enrollment initially of only a few students per year. There would be no expectation of support for the participants in the combined BS/MS program. In addition, if at some point in the future, funding opportunities emerge from campus, college, department, or Graduate Division sources for MS students, then fifth-year BS/MS students would be eligible. Each student accepted into the combined program is likely to be near the top of the applicant pool. If a student decides to continue on for a Ph.D., then full support packages would be provided.

In short, the main effect of the program should be to increase the quality and diversity of students in the BS and MS programs, and achieve a modest increase in enrollment levels. Similarly, it should increase the employability of students produced by the BS and MS programs, and help meet the increasing demand for Statistics students with graduate degrees.

Resources.

Note that each student in the combined program is essentially just a regular student (in the BS program, or, in fifth year, in the MS program), and requires the same resources as a regular student at the same level. Also, because of the highly selective nature of the admissions requirements, BS and MS enrollments will be modestly affected, at least initially. Therefore, the program requires no change in faculty, courses, or resources such as library, computing, equipment, space, etc. Likewise, the program requires no change in levels or mechanisms for student funding.

The program does require minor administrative support. During the BS portion of this program, students will be advised by the CNAS Undergraduate Academic Advising Center as normal for pursuance of a BS in Statistics. The administration of the program at the undergraduate level requires processing applications for preliminary acceptance, tracking preliminarily enrolled students, and identifying and informing students who will be eligible to apply at the end of their junior year. The administrative functions for admission to the Statistics Graduate program are
already performed by the department Graduate Admission Committee; this committee will also be responsible for administering the BS/MS program with continued support from the CNAS Graduate Student Affairs Center, which will have to track which MS students are in the combined program and account for the double-counting allowance.

Finally, only to the extent that existing resources allow, BS students with "preliminary conditional admission" status will be given additional advising appropriate for MS-bound students.

4. Changes in Senate Regulations

No changes in Senate regulations are required.

5. Implementation timeframe

The new program will be open for application in August 2021 and start for the Fall 2022 entry term.
GRADUATE COUNCIL

November 20, 2020

To: Jason Stajich, Chair
    Riverside Division

From: Amanda Lucia, Chair
    Graduate Council

Re: [Campus Review] Proposed Degree Program: 2nd Round - Joint Statistics BS / Statistics MS Five Year Combined-Degree Program

The Graduate Council discussed the revised proposal for a Joint Statistics BS/MS Five Year Combined Degree Program at their November 19, 2020 meeting. The Council was supportive of the revised proposal but noted the following minor typos.

- In the Introduction section the word “to” is missing between “prior” and “the student’s”. It should read “…prior to the student’s…”.

- In the Introduction, the yellow highlighted sentence is unclear. Does the program mean “neither/nor” or “or”? Will neither unit provide financial support for students enrolled in the program? This should be clarified.
GRADUATE COUNCIL

March 18, 2021

To: Jason Stajich, Chair
   Riverside Division

From: Amanda Lucia, Chair
      Graduate Council

Re: [Campus Review] Proposed Degree Program: 3rd Round - Joint Statistics BS / Statistics MS Five Year Combined-Degree Program

The Graduate Council discussed the third revision of the proposal for a Joint Statistics BS/MS Five Year Combined Degree Program at their March 18, 2021 meeting. The Council was supportive of the proposal in its current form.
EXECUTIVE COMMITTEE
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION

To be adopted:

Proposed Changes to the College Board Advanced Placement Examination Credit Environment Science

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Examination</td>
<td>AP Score</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4,5</td>
</tr>
</tbody>
</table>

Justification:

With consultation with our undergraduate advisor, we revisited the AP Environmental Science credit criteria. We updated the credit criteria to accept AP Environmental Science score of 4,5 in place of ENSC 001 (and only ENSC 001) (Faculty vote results, 10/26/2020: 9 in favor of a score of 4 or higher; 8 in favor of a score of 3 or higher).

Approvals:

Approved by the faculty of the Department of Environmental Science: October 26, 2020
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: February 9, 2021, May 4, 2021
Approved by the Committee on Educational Policy: April 2, 2021
Approved by the Committee on Preparatory Education: May 7, 2021
Hi Michelle and Cherysa,

We revisited the AP credits because having the choice between ENSC 1 or 2 has been confusing for students and advisors. In practice currently students can take credit for only ENSC 1 or 2 even if their AP score is 4 or higher. Since ENSC 001 is offered in the Fall and students have a harder time to register for it, the decision was to give credit to ENSC 1, with an AP grade of 4 or higher. Slight majority of faculty believe earning a score of 3 in AP Environmental Science is actually pretty easy these days; a higher grade assures a better handle on the topics covered in our introductory courses.

Please let me know if you need any other information.

Thanks,

Roya
COMMITTEE ON PREPARATORY EDUCATION

March 30, 2021

To: Jason Stajich, Chair
    Riverside Division

From: Jingsong Zhang, Chair
      Committee on Preparatory Education

Re: Campus Review: Changes to College Board AP Exam Credit - Env Sci

The Committee on Preparatory Education reviewed the Changes to College Board AP Exam Credit - Env Sci and request a more detailed departmental justification for the change. Please provide a substantive explanation for why the change is needed, especially because the department vote was 9 for and 8 against. The committee would like to know the rationale for altering the AP score from a 3 to 4.5 for credit. Has ENSC run a study that revealed a need for such a change? Has ENSC faculty raised concerns about student preparation among the student population that received a 3 on the College Board AP Exam for Environmental Science? More information would be helpful in making an informed and reliable recommendation.
COMMITTEE ON EDUCATIONAL POLICY

April 5, 2021

To: Jason Stajich, Chair
    Riverside Division

From: Stefano Vidussi, Chair
      Committee on Educational Policy

RE: Proposed Changes to the College Board AP Exam Credit for Environmental Sciences

The Committee on Educational Policy reviewed and voted to support the proposed changes to the College Board AP Exam Credit for Environmental Sciences at their April 2, 2021 meeting.
EXECUTIVE COMMITTEE
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION

To be adopted:

Proposed Changes to the College Board Advanced Placement Examination Credit - Statistics

PRESENT:

AP  EXAMINATION  AP SCORE  UC  CNAS
Statistics  3  4  Credit for STAT 040
Statistics  4,5  4  Credit for STAT 048

PROPOSED:

AP  EXAMINATION  AP SCORE  UC  CNAS
Statistics  3  4  Credit for STAT 004
Statistics  4,5  4  Credit for STAT 008 or STAT 010

Justification:

Credit for a score of 3 is being changed due to the renumbering of STAT 040 to STAT 004.

In addition, STAT 048 is being renumbered to STAT 008 as well as STAT 100A renumbered to STAT 010. Since students have previously used their STAT 048 AP Credit to enroll in STAT 100B due to the credit overlap in STAT 048 and STAT 100A it is appropriate to take the opportunity to update the AP score credit of 4 or 5 to include STAT 010. The department hopes this will simplify enrollment confusion for students.

Approvals:

Approved by the faculty of the Department of Statistics: January 26, 2021
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: February 9, 2021
Approved by the Committee on Educational Policy: April 2, 2021
Approved by the Committee on Preparatory Education: April 7, 2021
COMMITTEE ON EDUCATIONAL POLICY

April 5, 2021

To: Jason Stajich, Chair
    Riverside Division

From: Stefano Vidussi, Chair
      Committee on Educational Policy

RE: Proposed Changes to the College Board AP Exam Credit for Statistics

The Committee on Educational Policy reviewed and voted to support the proposed changes to the College Board AP Exam Credit for Statistics at their April 2, 2021 meeting.

The Committee recommends that this change not be finalized until the new course proposals for STAT 004, STAT 008, and STAT 010 are approved by the Committee on Courses in the Course Request System (CRS).
EXECUTIVE COUNCIL

April 29, 2021

To: Riverside Division, Academic Senate
From: Jason Stajich, Chair
RE: Proposed Simple Name Change for the Graduate School of Education

Executive Council discussed the subject proposal during their April 26, 2021 meeting and supports the simple name change from the Graduate School of Education to the School of Education.
March 9, 2021

Jason Stajich  
Chair of the Academic Senate, Riverside Division

Re: Simple name change for the Graduate School of Education

Dear Dr. Stajich,

The attached document proposes a simple name change of our School name from the Graduate School of Education to the School of Education according to the Compendium document. The proposal was approved by our School’s executive committee on March 3, 2021.

Please contact me with any questions.

Sincerely,

Louie Rodriguez  
Interim Dean  
GSOE
To: Dr. Jason Stajich, Chair of the Academic Senate

From: Louie Rodriguez, Interim Dean, GSOE

Subject: Simple name change from the Graduate School of Education to the School of Education

Date: March 9, 2021

In consultation with the GSOE Faculty Executive Committee on January 25, 2021, and approved by the GSOE Faculty Executive Committee on March 3, 2021, and in alignment with section III.B.2 of the Compendium: University-wide Review Processes for Academic Programs, Academic Units, and Research Units (September 2014) document, it is proposed that the UCR Graduate School of Education officially request a simple name change to UCR School of Education for the following reasons:

- The recent inclusion of undergraduate education majors in UC Graduate/Schools of Education has been a significant development across the UC system over the last several years. Whereas many Graduate Schools of Education have historically been spaces that solely served graduate students through various graduate-level programs such as the UCR GSOE, the successful introduction of a undergraduate major in education in 2017 suggests that a School of Education name is more reflective of our mission and identity.
- A case-in-point is the UCLA GSOE&IS. They recently changed their name: https://ampersand.gseis.ucla.edu/uclas-school-of-education-and-information-studies-new-name-reflects-expanded-undergraduate-opportunities/
- One major benefit is our outwardly facing identity. We have heard on more than one occasion that prospective students are confused when they hear that we are a Graduate School of Education but house an undergraduate major in education. We hope that a School of Education identity will have a practical impact on prospective students and a tangible impact on our current students by creating a more inclusive name for all of the students we serve across our programs. In fact, GSOE undergraduates comprise of over 60% of our total student enrollment.
- In consultation with the GSOE Faculty Executive Committee and the Compendium document, we propose to officially change our name from the Graduate School of Education to the School of Education.
- In alignment with the Compendium document, we believe this falls under the category of a “simple” name change.

Thank you in advance for your consideration and we look forward this next chapter in our history at UCR.
COMMITTEE ON EDUCATIONAL POLICY

April 5, 2021

To: Jason Stajich, Chair
   Riverside Division

From: Stefano Vidussi, Chair
   Committee on Educational Policy

RE: Simple Name Change for the Graduate School of Education

The Committee on Educational Policy reviewed and voted to support the proposal to change the Graduate School of Education to the School of Education at their April 2, 2021 meeting.
GRADUATE COUNCIL

April 16, 2021

To: Jason Stajich, Chair
    Riverside Division

From: Amanda Lucia, Chair
      Graduate Council

Re: [Campus Review] School/College Name Change: Simple name change for the Graduate School of Education

Graduate Council reviewed the request for a simple name change for the Graduate School of Education at their April 15, 2021 meeting. The Council was supportive of the name change.
PLANNING & BUDGET

April 1, 2021

To: Jason Stajich, Chair
Riverside Division

From: Katherine Kinney, Chair
Committee on Planning and Budget

RE: [Campus Review] School/College Name Change: Simple name change for the Graduate School of Education

Planning & Budget (P&B) discussed the proposal for a simple name change for the Graduate School of Education at their March 30, 2021 meeting. The committee had no objections to the proposed name change.