

REGULAR MEETING OF THE RIVERSIDE DIVISION

TUESDAY, MAY 19, 2026  
GENOMICS AUDITORIUM, ROOM 1102A  
1:00 p.m.

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\* 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 At the request of any member of the Division, any such item must be withdrawn and considered in its regular order on the agenda [bylaw 4.1.2].

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Action Requested: Approval of the Consent Calendar

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<sup>†</sup> 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.

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*Action Requested: Individual approval of each proposal*

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- 12 Unfinished Business**  
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None
- 14 New Business**  
None

May 7, 2026

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

**MINUTES OF THE REGULAR MEETING  
OF THE RIVERSIDE DIVISION**

**MEETING**

The Riverside Division of the Academic Senate met on Tuesday, February 24, 2026, at 1:02 p.m. via Zoom videoconference. Chair Kenneth Barish presided. At the start of the meeting attendance was recorded at 48 members of the Riverside Division of the Academic Senate. Chair Barish outlined Zoom protocol to ensure appropriate attendee participation during the meeting.

**MINUTES**

The Minutes of the Regular Meeting of December 2, 2025, were approved as presented.

**ANNOUNCEMENTS BY THE PRESIDENT**

There were no announcements by the President as he was unable to attend.

**ANNOUNCEMENTS BY THE CHANCELLOR AT RIVERSIDE**

Chancellor Hu began his address to the Division by thanking those who participated in and attended the inauguration earlier this month. He gave a special thank you to Chair Barish for his key role in the event. Chancellor Hu then outlined his primary campus priorities: deepening the commitment to students, their success, and social mobility; accelerating mission-driven research, innovation through supporting faculty scholarships and research; expanding UCR health; and strengthening partnerships with industry alumni, foundations, and communities across California and beyond. Integrally for Chancellor Hu, “to advance institutional excellence we have to work together.”

Chancellor Hu announced that there has been a series of meetings taking place to review budgets across academic and administrative units within UC Riverside. By mid-March, there will total 32 completed meetings, having met with every academic and administrative unit across campus. The goal is to ensure the financial plan is aligned with strategic priorities. Chancellor Hu thanked David Olgesby, Ken Barish, and Jonathan Eacott for their consistent attendance in these sessions. Additionally, Chancellor Hu affirmed his commitment to advocating for the university through revenue augmentation and generation from the State, the UC System, donors, and research and industry partnerships. In closing, Chancellor Hu further emphasized the top priorities of his tenure: Ensuring and maintaining appropriate resources to succeed, academic support, basic needs assistance, and mentorship pathways for opportunities for students at UC Riverside.

**ANNOUNCEMENTS BY THE VICE CHANCELLORS**

There were no announcements by PEVC Watkins at this time.

**ANNOUNCEMENTS BY THE DEANS OR OTHER EXECUTIVE OFFICERS**

Chair Barish called upon the Secretary Parliamentarian, Feng Xu, to provide the report on election results. Secretary Parliamentarian Xu informed the Division that the results of the 2025-2026 recent elections for the Division, Colleges and Schools could be found on page 7 of the meeting agenda.

There were no nominations received from the floor.

## **ANNOUNCEMENTS BY THE CHAIR**

Chair Barish opened his remarks by acknowledging the faculty for their engagement and thanking committee members, chairs, and Senate analysts for their dedicated work. He highlighted a recent joint communication from the Chancellor and Provost regarding instructional continuity during immigration enforcement, noting the significant impact of ICE activity on both the campus and the broader community.

Chair Barish provided an update on the newly formed Senate-Administrative AI Council. In coordination with PEVC Watkins, a formal announcement regarding the council's specific charge will be released soon. The council will serve as a permanent body to maintain a central repository for AI policies and tools. Key objectives include developing adaptable guidelines for syllabi and student conduct, assessing pedagogical impacts, and ensuring AI usage aligns with equity and accessibility standards. Immediate tasks involve synthesizing existing reports, reviewing the UC Academic Senate Workgroup on AI reports, and conducting a needs assessment to guide tool selection and academic integrity frameworks.

Finally, Chair Barish reported on the revisions to APM 015-016 (Faculty Discipline). He noted that the final version approved by the Regents largely incorporated the Senate's substantial feedback. Locally, the UCR Task Force on UCAD Adaptations is currently analyzing recommendations from the final UCAD report within the UCR context, particularly concerning graduate education. The task force plans to launch faculty surveys soon to gather input and provide rapid recommendations on specific issues.

## **SPECIAL ORDERS**

The Consent calendar was unanimously approved.

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

## **REPORT OF THE REPRESENTATIVE TO THE ASSEMBLY**

Riverside Assembly Junior Representative Marcus Kaul noted that the reports from the Special Assembly meeting on November 12, 2025, and the January 15, 2026 Assembly meeting can be found on pages 35 and 36 of the full agenda.

Professor Kaul provided a brief summary of the November and January Assembly meetings. The full report can be found on the pages mentioned above.

## **REPORTS OF SPECIAL COMMITTEES**

There were no reports of Special Committees.

## **REPORTS OF STANDING COMMITTEES AND FACULTIES**

Professor Harry Tom, Chair of the College of Natural and Agricultural Sciences Executive Committee, introduced and moved for the adoption of the proposed transfer of the CNAS Microbiology Undergraduate Program to the CNAS Department of Microbiology and Plant Pathology, which can be found on page 40 of the full agenda. The motion carried.

Professor Harry Tom, Chair of the College of Natural and Agricultural Sciences Executive Committee, introduced and moved for the adoption of the proposed Bachelor of Science Degree in Genetics and Molecular Biotechnology (GNBT), which can be found on page 74 of the full agenda. The motion carried.

Professor Annie DItta, Chair of the Committee on Educational Policy, introduced and moved for the adoption of the proposed changes to the Goals of Undergraduate Education in the Academic Catalog (pg. 67), which can be found on page 179 of the full agenda. The motion carried.

Professor Ivy Zhang, Chair of the Committee on University Extension, introduced and moved for the adoption of the proposed changes to the Charge of the Committee on University Extension Bylaw 8.25, which can be found on page 197 of the full agenda. The motion carried.

Mariam Lam, Ex Officio member of the Committee on Diversity, Equity, and Inclusion, introduced and moved for the adoption of the proposed changes to the Charge of the Committee on Diversity, Equity, and Inclusion Bylaw 8.6.1, which can be found on page 199 of the full agenda. The motion carried.

Professor Scott Pegan, Member of the School of Medicine Executive Committee, introduced and moved for the adoption of the proposed changes to School of Medicine Bylaw ME 5.6 (Graduate Advisory Committee-GAC), which can be found on page 200 of the full agenda. The motion carried.

### **PETITIONS OF STUDENTS**

There were no student petitions.

### **UNFINISHED BUSINESS**

There was no unfinished business.

### **UNIVERSITY AND FACULTY WELFARE**

There were no issues related to University and Faculty Welfare for this Agenda.

### **NEW BUSINESS**

There being no further business, the meeting was adjourned at 1:44 p.m.

ATTEST:

Feng Xu, Secretary-Parliamentarian  
Riverside Division of the Academic Senate

Aneesah Kelley-Henry  
Recording Secretary

**2025-2026 Chancellor's Award for Excellence  
in Undergraduate Research and Creative Achievement**

**Faculty Recipient**

**Karine La Roch, Professor of Molecular, Cell, and Systems Biology**

Dr. La Roch is a Professor of Molecular, Cell, and Systems Biology at UCR (Division of Biomedical Sciences), who also holds a position as the Director of the Center for Infectious Disease and Vector Research. Her undergraduates remark on the highly diverse and collaborative environment that she fostered in her lab, in which graduate students worked alongside undergraduates, making the transition from undergraduate study to post-graduate education feel more natural and straightforward. Many of her undergraduate students have received prestigious awards, including both external awards, e.g., the Barry M. Goldwater National Research Scholarship and internal awards, such as the UCR Academic Excellence Award. She opened up pathways for students both to continue in research areas and to pursue clinical careers.

Dr. La Roch's students have continued to find success in various areas, attending top-ranked medical schools, such as Stanford University School of Medicine and Albert Einstein College of Medicine. Other students have continued in the domain of research and have received or are working toward doctoral degrees at R1 institutions, e.g., UCLA. Dr. La Roch has several co-authored publications with her undergraduate mentees, many of whom continue in her lab for two or more years, indicating her commitment to enduring support. Not only does she serve as an outstanding undergraduate mentor, but several of her students also noted how she encouraged them to reach out and develop mentorship skills of their own. Dr. La Roch has consistently demonstrated firm dedication to helping each new cohort of undergraduate researchers train and encourage the next and to both demonstrate and teach leadership skills.

The Academic Senate Committee of Scholarships and Honors congratulates Professor La Roch on this award.

**2025-2026 Chancellor's Award for Excellence  
in Undergraduate Research and Creative Achievement**

**Faculty Recipient**

**Seema Tiwari-Woodruff, Biomedical Sciences, School of Medicine**

Dr. Tiwari-Woodruff is a Professor of Biomedical Sciences in the UCR School of Medicine (Division of Biomedical Sciences), who specializes in demyelination and remyelination in MS and organelle function in neurological pathology and neural repair. Undergraduates highlighted her supportiveness and encouragement in the lab and her willingness and ability to make complex research more accessible to students of all backgrounds and interests. She opened up pathways for students both to continue in research areas and to pursue clinical careers.

Dr. Woodruff has 19 peer-reviewed publications with undergraduate co-authors, six of which have an undergraduate student as first author. She has mentored approximately 45 undergraduate students in addition to several Capstone Scholars, Chancellor's Research fellows, Medical School and Doctoral Program students and post-doctoral fellows. Her mentorship has helped students achieve a wide variety of career goals.

**Representative Student Outcomes:**

- Joselyn Sato (BS UCR; PhD) — Assistant Professor, Cal State Fullerton
- Cobi Diaz (BS UCR; MD) — Anesthesiology Resident, Loma Linda
- Saima Noori (BS UCR) — PharmD student, USC Keck Graduate Institute
- Teresa Benbarka (BS UCR; PharmD UCSD) — Psychiatric Pharmacist, LACountyDepartment of Mental Health
- Batis Golestany (BS UCR; CRF) — Current MD student, UCR SOM
- Marvelous Osunde (BS UCR; MS Biomedical Sciences) — Current MD student, UCR SOM
- Moy Ajayi (BS UCR; MS Biomedical Sciences) — Scientist, Biogen
- Denzel Cardenas (BS UCR; MS Biomedical Sciences) — Current 1st-year Biomedical Science PhD student
- Melika Rezanejad (BS UCR 2024; CRF) — Accepted to four medical schools

Dr. Tiwari-Woodruff has demonstrated a long-standing and continued commitment to helping undergraduates pursue and achieve success in diverse areas of practice and research.

The Academic Senate Committee of Scholarships and Honors congratulates Professor Tiwari-Woodruff on this award.

**SECRETARY-PARLIAMENTARIAN  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

**2026-2027 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:

Chair of the Division (2-year term)

One valid nomination received:

- Kenneth Barish, Physics & Astronomy

Vice Chair of the Division (1-year term)

One valid nomination received:

- Jonathan P. Eacott, History

Representative to the Assembly (2-year term)

One valid nomination received:

- Harry Tom, College of Natural and Agricultural Sciences

Committee on Committees (3-year terms)

Two representatives from CHASS

One valid nomination received:

- Annie Ditta, Psychology

*A new call for nominations for the remaining position will be distributed in the fall.*

One representative from CNAS

One valid nomination received:

- Kerry Mauck, Entomology

One representative from SOE or BUS

Three valid nominations received:

- Mohsen El Hafsi, Operations and Supply Chain Management
- Elodie Goodman, Operations and Supply Chain Management
- Barry K. Mishra, Accounting

An election was held, and the results of the ballot are as follows:

- |                   |          |
|-------------------|----------|
| - Mohsen El Hafsi | 5 votes  |
| - Elodie Goodman  | 16 votes |
| - Barry K. Mishra | 4 votes  |

\*Professor Goodman has been elected to the position of Committee on Committees representative for BUS.

## **2. BOURNS COLLEGE OF ENGINEERING**

A call for Nominations was issued for the following position:

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

One valid nomination received:

- Trent Jaeger

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

A call for Nominations was issued for the following positions:

Chair of the Faculty, CHASS Executive Committee (2-year term)  
Term completion elected at large.

One valid nomination received:

- Rachel Wu

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

One valid nomination received:

- Susan Zieger

*A new call for nominations for the remaining position will be distributed in the fall.*

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

One valid nomination received:

- Ilana J. Bennett

Two members, CHASS Executive Committee (2-year term)  
To be chosen from degree-granting non-departmental programs (Asian Studies, Global Studies, Latin-American Studies, Liberal Studies, Middle East and Islamic Studies, and Southeast Asian Studies).

No valid nominations received.

*A new call for nominations will be distributed in the fall.*

#### **4. COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES**

A call for nominations was issued for the following positions:

Chair of the Faculty, CNAS Executive Committee (2-year term)  
Elected at large.

Two valid nominations received:

- Quinn McFrederick
- Kirill Shtengel

An election was held, and the results of the ballot are as follows:

- |                     |          |
|---------------------|----------|
| - Quinn McFrederick | 58 votes |
| - Kirill Shtengel   | 26 votes |

\*Professor McFrederick has been elected to serve as the Chair of the CNAS Executive Committee.

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

One valid nomination received:

- Kevin Costello

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

One valid nomination received:

- Jiue-in Yang

#### **5. SCHOOL OF BUSINESS**

A call for Nominations was issued for the following positions:

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

Two valid nominations received:

- Kyle Ingram
- Michael Haselhuhn

An election was held, and the results of the ballot are as follows:

- |                     |          |
|---------------------|----------|
| - Kyle Ingram       | 10 votes |
| - Michael Haselhuhn | 16 votes |

\*Professor Haselhuhn has been elected to serve in the area of Management.

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

Two valid nominations received:

- Mohsen El Hafsi
- Danko Turcic

An election was held, and the results of the ballot are as follows:

- Mohsen El Hafsi 9 votes
- Danko Turcic 17 votes

\*Professor Turcic has been elected to serve in the area of Operations and Supply Chain Management.

## **6. SCHOOL OF EDUCATION**

A call for Nominations was issued for the following positions:

One Member, SOE Executive Committee (2-year term)  
Elected from the area of Educational Psychology.

One valid nomination received:

- Marsha M. Ing

One Member, SOE Executive Committee (2-year term)  
Elected from the area of Higher Education & Administration.

One valid nomination received:

- Blanca Rincon

## **7. SCHOOL OF MEDICINE**

A call for Nominations was issued for the following positions:

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

Two valid nominations received:

- Djurdica Coss
- Rakesh Singh

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

Three valid nominations received:

- Elizabeth Jacobs
- Kimberley Lakes
- Andrew M. Subica

**EXECUTIVE COMMITTEE  
BOURNS COLLEGE OF ENGINEERING  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to **Robotics Undergraduate Major/Program**

**PRESENT:**

**A. Major Requirements**

1. Lower-division requirements (~~72 units minimum~~)

a) MATH 009A or MATH 009AH; MATH 009B or MATH 009BH; MATH 009C or MATH 009 CH; MATH10A; MATH 011; MATH 031; ~~MATH 46.~~

b) PHYS 040A; PHYS 040B; PHYS 040C.

c) CS 010A; CS 010B; CS 010C; CS 061

d) ME 009; ~~ME 010.~~

e) EE 005.

2. Upper-division requirements (65 units minimum)

a) CS 100; CS 120B / EE 120B.

b) ~~ME 103~~; ME120; ~~ME 145 / EE 145~~

c) EE 106; EE 111; EE 114; EE 120A / CS 120A; EE132; EE142 / CS 171; EE 144 /ME 144.

d) ~~Four courses (at least 16 units) from~~ the following list, none of which can also be used to satisfy other major requirements: CS 111; CS 122A; ~~CS 122B~~; CS 135; CS 141; CS 145; CS 150; CS 160; CS 170; CS 173; ME 110; ME 122; ME 130; ME 131; ME 133; ME 153; ~~EE 100A~~; EE 115; EE 128; EE 141; EE 146; EE 147; EE 150; EE 151; EE 152; ENGR 160.

e) One of the following two-course sequences: CS 178A and CS 178B, or EE 175A and EE 175B, or ME 175B and ME 175C

**Change of Major Criteria**

All students who request a change of major to Robotics Engineering must

**PROPOSED:**

**A. Major Requirements**

1. Lower-division requirements (68 units minimum)

a) MATH 009A or MATH 009AH; MATH 009B or MATH 009BH; MATH 009C or MATH 009 CH; MATH10A; MATH 011; MATH 031; MATH 045/EE 020A.

b) [no change].

c) [no change].

d) ME 009

e) EE 005.

2. Upper-division requirements (65 units minimum)

a) [no change]

b) ME 120; ME 143

c) EE 106; EE 111; EE 114; EE 120A / CS 120A; EE132; EE142 / CS 171; EE 144 /ME 144, EE/CS 148.

d) Five courses (at least 20 units) from the following list, none of which can also be used to satisfy other major requirements: CS 111; CS 122A; CS 130; CS 133; CS 135; CS 141; CS 145; CS 150; CS 160; CS 169; CS 170; CS 173; CS 177; ME 103; ME 110; ME 122; ME 130; ME 131; ME 133; ME 145/EE 145; ME 153; ME 174; EE 105; EE 115; EE 128; EE 131/CS 131; EE 140; EE 141; EE 146; EE 147; EE 150; EE 151; EE 152; ENGR 160

e) [no change]

**Change of Major Criteria**

[no change]

meet the following requirements:

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

**0-45 Units**

Completion of ENGL 001A with C or better and completion of the following with at least a 3.0 GPA:

- MATH 009A
- MATH 009B
- CS 010A
- CS 010B
- PHYS 040A

**46 – 89 Units**

Completion of ENGL 001A with C or better and completion of the following with at least a 3.0 GPA:

- MATH 009A
- MATH 009B
- MATH 009C
- MATH/CS 011
- CS 010A
- CS 010B
- CS 010C

**0-45 Units**

[no change]

**46 – 89 Units**

[no change]

- PHYS 040A

### 90 – 119 Units

Completion of ENGL 001A with C or better and completion of the following with at least a 3.0 GPA:

- MATH 009A
- MATH 009B
- MATH 009C
- MATH/CS 011
- MATH 031
- ~~MATH046~~
- CS 010A
- CS 010B
- CS 010C
- PHYS 040A
- PHYS 040B
- ~~ME010~~

### 90 – 119 Units

Completion of ENGL 001A with C or better and completion of the following with at least a 3.0 GPA:

- MATH 009A
- MATH 009B
- MATH 009C
- MATH/CS 011
- MATH 031
- MATH 045/EE0 20A
- CS 010A
- CS 010B
- CS 010C
- PHYS 040A
- PHYS 040B
- ME 009

### **Justification:**

#### **A. Major Requirements**

##### **In lower-division requirements:**

- 1) MATH 045/EE 020A (Differential Equations) is better suited to students in Robotics rather than MATH 046. It is used in other related programs like Electrical Engineering. It was designed closely between the ECE and Mathematics departments to meet the requirements of such programs.
- 2) ME 010 (Statics) is not required in the Robotics program any longer given the new course ME 143 (Introduction to Robotic Manipulation) which has been added in the upper division requirements.

##### **In upper-division requirements:**

- 1) ME 103 (Dynamics) is not required anymore in the program given the new course ME 143 (Introduction to Robotic Manipulation) which has been added as a required course.
- 2) ME 145/EE 145 (Robotic Planning and Kinematics) overlaps significantly with other courses, especially with the addition of ME143, and is replaced by EE/CS 148 (Robotics and AI) which introduces students to modern aspects of robotics and how the field is fast evolving.
- 3) Electives have been updated. Some of the courses on the list no longer exist, and new courses have been created in the last few years which are relevant to the program.

### **Approvals**

Approved by the faculty of the Department of: Computer Science and Engineering,  
Electrical Engineering, Mechanical Engineering: February 9, 2026

Approved by the Executive Committee of the College of Engineering: February 12,  
2026

Approved by the Committee on Educational Policy: April 6, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to Art History minor

**PRESENT:**

**Minor**

The minor upper-division requirements are designed to encourage study across art-historical areas, while providing the opportunity for some concentration in one specific area.

**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 071A 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:** 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:**

**Minor**

The minor upper-division requirements are designed to encourage study across art-historical areas, while providing the opportunity for some concentration in one specific area.

Requirements for the minor in Art History are as follows:

1. NO CHANGE

a) Pre-modern: AHS 007, AHS 013, AHS 015, AHS 016, AHS 017B or AHS 017HB, AHS 021, AHS 025

b) Early Modern: AHS 007, AHS 013, AHS 015, AHS 016, AHS 017B or AHS 017HB, AHS 017C or AHS 017HC, AHS 021, AHS 023, AHS 025, AHS 028/LNST 028

c) Modern/Contemporary: AHS 007, AHS 008, AHS 013, AHS 016, AHS 017C or AHS 017HC, AHS 018, AHS 019, AHS 020/MCS 023, AHS 021/URST 021, AHS 023, AHS 028/LNST 028

2. NO CHANGE

NO CHANGE

**Justification:**

**Minor**

All corrections in the section dedicated to this concentration are identical to those for the Art History major, justified in the previous section.

Lower division courses

1.a) Pre-modern: Addition of AHS 007, AHS 021, AHS 025 corrects an oversight; these courses all include Pre-modern material and were intended to be included in this list.

Removal of AHS 027; this course is no longer taught (and was flagged for removal by CoC last year)

Removal of AHS 17A & AHS 17HA we eliminated this course in 2024 & the change was submitted December 5, 2024.

1.b) Early modern: Addition of AHS 007, AHS 021, AHS 025 corrects the same oversight as above. These courses include early modern material and were intended to be included in this list.

1.c) Modern/Contemporary: Addition of AHS 007, AHS 018, AHS 019, corrects the same oversight as above. These courses include modern material and were intended to be included in this list.

**Approvals:**

Approved by the faculty of the Department of Art History:

December 1, 2025

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

February 25, 2026

Approved by the Committee on Educational Policy:

April 7, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to Art History/Administrative Studies Major

**PRESENT:**

**Art History/Administrative Studies Major**

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

e) 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

**PROPOSED:**

**Art History/Administrative Studies Major**

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

(1) Pre-modern: AHS 007, AHS 013, AHS 015, AHS 016, AHS 017B or AHS 017HB, AHS 021, AHS 025

(2) Early Modern: AHS 007, AHS 013, AHS 015, AHS 016, AHS 017B or AHS 017HB, AHS 017C or AHS 017HC, AHS 021, AHS 023, AHS 025, AHS 028/LNST 028

(3) Modern/Contemporary: AHS 007, AHS 008, AHS 013, AHS 017C or AHS 017HC, AHS 018, AHS 019, 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)  
Repeatable up to three times

b) Two courses (24 units) in each of the major

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 ECON130 or ECON 162/BUS 162

(2) PSYC 140 or PSYC 142

(3) SOC 150 or SOC 151

(4) POSC 181 or POSC 182E or POSC 182G or POSC 183 or POSC 186

(5) ANTH 127 or ANTH127S 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 100W, BUS 107, BUS 158/ANTH 105, BUS 176/

areas. 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. NO CHANGE

a) NO CHANGE

b) NO CHANGE

c) NO CHANGE

**2. Upper-division requirements (20 units)**

a) NO CHANGE

(1) NO CHANGE

(2) NO CHANGE

(3) NO CHANGE

(4) NO CHANGE

(5) NO CHANGE

b) NO CHANGE

(1) NO CHANGE

SOC 176, SOC 150, SOC 151

(2) **Human Resources Management/  
Labor Relations:** BUS 100W, BUS 107,  
BUS 121, BUS 144, BUS 145, BUS 153/  
ECON 153, BUS 155, BUS 156, BUS 157, PSYC  
142 (2) NO CHANGE

(3) **Business and Society:** BUS 100W,  
BUS 102, BUS 107, PHIL 116, POSC 182E,  
POSC 182G, POSC 186 (3) NO CHANGE

(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, BUS 182 (4) NO CHANGE

(5) **Managerial Accounting/Taxation:**  
BUS 108, and two from BUS 166, BUS  
168A, BUS 168B (5) NO CHANGE

(6) **Financial Accounting:** BUS 108, BUS  
165A, BUS 165B, BUS 165C, BUS 167 (6) NO CHANGE

(7) **Finance:** BUS 106/ECON 134 and two  
from BUS 131, BUS 132, BUS 134, BUS  
135, BUS 136, BUS 137, BUS 138, BUS  
139, BUS 140E, BUS 141, BUS 147 (7) NO CHANGE

(8) **Management Information Systems:**  
BUS 101, BUS 110, BUS 125, BUS 128,  
BUS 171, BUS 172, BUS 173, BUS 174,  
BUS 175,  
BUS 179 (8) NO CHANGE

(9) **Production Management:** BUS 104/  
STAT 104, and two from BUS 105, BUS  
122, BUS 127/STAT 127 (9) NO CHANGE

**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

**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:**  
**Art History/Administrative Studies Major**

All corrections in the section dedicated to this concentration are identical to those for the Art History major, justified in the previous section.

#### Lower division courses

1. a) Pre-modern: Addition of AHS 007, AHS 021, AHS 025 corrects an oversight; these courses all include Pre-modern material and were intended to be included in this list.

Removal of AHS 027; this course is no longer taught (and was flagged for removal by CoC last year)

Removal of AHS 17A & AHS 17HA we eliminated this course in 2024 & the change was submitted December 5, 2024.

1. b) Early modern: Addition of AHS 007, AHS 021, AHS 025 corrects the same oversight as above. These courses include early modern material and were intended to be included in this list.

1. c) Modern/Contemporary: Addition of AHS 007, AHS 018, AHS 019, corrects the same oversight as above. These courses include modern material and were intended to be included in this list.

#### Upper division requirements

2. a) AHS 192 Junior and Senior Seminar. Students are required to take this once, but since the topic changes each quarter – depending on the faculty member teaching it – it is repeatable up to three times.

2. b) 1 Pre-modern: Addition of AHS 111, AHS 140, AHS 141 corrects an oversight; these courses include Pre-modern material and were intended to be included in this list. This also makes them eligible for elective credit.

Removal of AHS 158 corrects an oversight; this course does not include material relevant to this temporal category.

2. b) 2 Early modern: Addition of AHS 111, AHS 140, AHS 141, corrects an oversight; these courses include Early Modern material and were intended to be included in this list. This also makes them eligible for elective credit.

Removal of AHS 134; there is no corresponding course listed in the catalog

2. b) 3 Modern/Contemporary: Addition of AHS 111, AHS 145 corrects an oversight; these courses include Modern and Contemporary material and were intended to be included in this list. This also makes them eligible for elective credit.

Removal of AHS 134; there is no corresponding course listed in the catalog

#### **Approvals:**

Approved by the faculty of the Department of ART HISTORY:

November 25, 2025

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

February 25, 2026

Approved by the Committee on Educational Policy:

April 28, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to Art History/Religious Studies Major

**PRESENT:**

**Art History/Religious Studies Major**

The Art History/Religious Studies Major combines the disciplinary interest in the history of the visual arts with its related religious content and background.

Major Requirements

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 125, AHS 126, AHS 138/AST 138, AHS 139/AST 139, AHS 143/AST 143, AHS 144/AST 144,~~

**PROPOSED:**

**Art History/Religious Studies Major**

The Art History/Religious Studies Major combines the disciplinary interest in the history of the visual arts with its related religious content and background. Three concentrations are offered. Students must select one family of religions, either Asian or Western, and combine it with the study of the history of the visual arts in the corresponding area of artistic endeavor. Or, students wishing to combine Asian and Western materials to serve a comparative purpose are invited to design their own major in consultation with faculty representatives from both departments. Students are encouraged to include study abroad as part of their major and should plan well in advance to ensure that the courses taken fit with their overall program at UCR. Students in this major will be well prepared for graduate studies in either art history or religious studies.

Major Requirements

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)

a) Art History (4 units): AHS 015  
b) Asian Studies (4 units): AST 030/CHN 030  
c) Religious Studies (4 units): RLST 005

2. NO CHANGE

a) Art History (16 units): AHS 140, AHS 141, AHS 143/AST 143, CPLT 141

~~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 160, AHS 161, AHS 162, AHS 163, ~~AHS 164~~, AHS 167, 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 or AHS 017HA~~, AHS 017B or AHS 017HB, AHS 017C or AHS 017HC, ~~AHS 030~~

b) Religious Studies, choose at least

b) NO CHANGE

3. NO CHANGE

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

1. Lower-division requirements (12 units)

a) Art History, choose at least 4 units: AHS 015, AHS 017B or AHS 017HB, AHS 017C or AHS 017HC, AST 030/CHN 030

b) NO CHANGE

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 160, AHS 161, AHS 162, AHS 163, AHS 167, AHS 170, AHS 171, AHS 172, AHS 173, CPLT 141

b) NO CHANGE

3. NO CHANGE

**Western Concentration (At least 52 units)**

1. NO CHANGE

a) Art History: AHS 017B or AHS 017HB, AHS 017C or AHS 017HC

b) NO CHANGE

4 units: RLST 007, RLST 010

2. Upper-division requirements (36 units)

2. NO CHANGE

a) Art History (16 units): choose from AHS 155, AHS 156, AHS 157, AHS 160, AHS 161, AHS 162, AHS 163, ~~AHS 164~~, AHS 167, AHS 170, AHS 171, AHS 172

a) Art History (16 units): choose from AHS 155, AHS 156, AHS 157, AHS 160, AHS 161, AHS 162, AHS 163, AHS 167, AHS 170, 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

b) NO CHANGE

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

3. NO CHANGE

### **Justification:**

#### **Art History/Religious Studies Major**

We are proposing the addition of the following text so that the description of this concentration under History of Religion's pages, matches Art History's.

“Three concentrations are offered. Students must select one family of religions, either Asian or Western, and combine it with the study of the history of the visual arts in the corresponding area of artistic endeavor. Or, students wishing to combine Asian and Western materials to serve a comparative purpose are invited to design their own major in consultation with faculty representatives from both departments. Students are encouraged to include study abroad as part of their major and should plan well in advance to ensure that the courses taken fit with their overall program at UCR. Students in this major will be well prepared for graduate studies in either art history or religious studies.”

#### **Asian Concentration (52 units)**

Only the formatting of these three requirements changes, so that they are more legible and match the description in History of Religion.

- a) Art History (4 units): AHS 015
- b) Asian Studies (4 units): AST 030/CHN 030
- c) Religious Studies (4 units): RLST 005

Upper division requirements (40 units)

- a) We are removing the following courses from this concentration so that our requirements are the same as History of Religion: AHS 125, AHS 126, AHS 138, AHS 139, AHS 144, AHS 146

We are adding AHS 140 and AHS 141 for the same reason.

#### **Student-designed Comparative Concentration**

Lower division requirements

- 1.a) We are removing AHS 013 because it is not listed in the History of Religion's description.

We are also removing AHS 017A and AHS 017HA because we eliminated this course in 2024 & the change was submitted December 5, 2024.

Upper division requirements

2.a) We are removing the following course from this concentration so that our requirements are the same as History of Religion: AHS 139.

We are adding AHS 140 and AHS 141

Removal of AHS 164; there is no corresponding course listed in the catalog

**Western concentration**

1.a) Removal of AHS 17A & AHS 17HA we eliminated this course in 2024 & the change was submitted December 5, 2024.

Removal of AHS 030; this course is no longer taught (and was flagged for removal by CoC last year)

2.a) Removal of AHS 164; there is no corresponding course listed in the catalog

**Approvals:**

Approved by the faculty of the Department of Art History: December 3, 2025

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 25, 2026

Approved by the Committee on Educational Policy: April 7, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to Chinese Major

**PRESENT:**

Major

The Chinese Major enables a student to acquire proficiency in the Chinese language and to study Chinese literature, culture, and society using interdisciplinary methods.

**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 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 CHN 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 106, CHN 110 (E-Z), CHN 115 (E-Z), CHN 134, CHN 137, CHN 190, CPLT

**PROPOSED:**

Major

The Chinese Major enables a student to acquire proficiency in the Chinese language and to study Chinese literature, culture, and society using interdisciplinary methods.

**1. Lower-division requirements (12 units plus language proficiency)**

a) Proficiency in Chinese through CHN 004 or CHN 020B or a sufficiently high test score on the Chinese placement examination as determined by the department faculty.

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, CHN 110 (E-Z), CHN 115 (E-Z), or taking any of the courses listed under (b) or (c), or by using EAP language courses. Students whose proficiency exceeds the 101 series should take the 12 required units by taking 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 CHN 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 106, CHN 110 (E-Z), CHN 115 (E-Z), CHN 134, CHN 137, CHN 190, CPLT

142E/ GSST 142E, and any other upper-division lecture courses related to China or East Asia chosen in consultation with the student’s advisor.

142E/ GSST 142E, and any other upper-division lecture courses related to China or East Asia or Southeast Asia chosen in consultation with the student’s advisor.

c) Eight (8) units in upper-division courses related to China or East Asia from other departments (with adviser’s consent), can include the courses listed under (b).

c) Eight (8) units in upper-division courses related to China or East Asia or Southeast Asia 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)

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

### **Justification:**

**Justification for point 1a.:** In recent years, Chinese Major and Minor students have consisted primarily of native or heritage Chinese speakers who have tested beyond CHN 101C. We have not been able to offer CHN 5 and CHN 6 (“Intermediate Chinese”) due to extremely low or no enrollment for several years. It is therefore necessary to change the Lower-division requirements for Chinese proficiency to “Proficiency in Chinese through CHN 004 or CHN 020B or a sufficiently high test score on the Chinese placement examination as determined by the department faculty.”

**Justification for point 2a.:** As Chinese Major and Minor students have consisted primarily of native or heritage Chinese speakers who have tested beyond CHN 101C, we have not been able to offer CHN 101A, CHN 101B, CHN 101C due to extremely low or no enrollment for a number of years. It is therefore necessary to change the Upper-division requirements for Chinese to “Twelve (12) units in Chinese language from CHN 101A, CHN 101B, CHN 101C, CHN 110 (E-Z), CHN 115 (E-Z), or taking any of the courses listed under (b) or (c), or by using EAP language courses.” This change will give the students who have not tested beyond CHN 101C the same flexibility in fulfilling 2a requirements as those students who have tested beyond CHN 101C.

**Justification for points 2b & 2c.:** Due to the retirement of three ladder faculty members in recent years, the Chinese program has only one ladder faculty member left. Meanwhile, the department has recruited a new ladder faculty member in Southeast Asian studies. We believe it is necessary and desirable to expand the coverage of courses in 2b & 2c to include “Southeast Asia” so as to broaden students’ knowledge as well as the range of class choices.

### **Approvals:**

Approved by the faculty of the Department of Comparative Literatures and Languages:

December 1, 2025

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

November 17, 2025

Approved by the Committee on Educational Policy:

April 7, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to Chinese Minor

**PRESENT:**

Chinese Minor

**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. Students whose proficiency exceeds the 101 series should take the 12 required units by taking CHN 110 (E-Z), CHN 115 (E-Z), by taking the courses listed under (b) or by using EAP language courses.

b) Eight (8) units in Chinese literature and culture from CHN 104, CHN 106/PHIL 123, CHN 107, CHN 110 (E-Z), CHN 115 (E-Z), CHN 118 (E-Z)/AST 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/GSST 142E, and any other upper-division lecture courses related to China or East Asia chosen in consultation with the student's advisor.

**PROPOSED:**

Chinese Minor

**1. Lower-division requirements (4 units plus language proficiency)**

a) Proficiency in Chinese through CHN 004 or CHN 020B or a sufficiently high test score on the Chinese placement examination as determined by the department faculty.

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 110 (E-Z), CHN 115 (E-Z), or taking any of the courses listed under (b), or by using EAP language courses. Students whose proficiency exceeds the 101 series should take the 12 required units by taking CHN 110 (E-Z), CHN 115 (E-Z), by taking the courses listed under (b) or by using EAP language courses.

b) Eight (8) units in Chinese literature and culture from CHN 104, CHN 106/PHIL 123, CHN 107, CHN 110 (E-Z), CHN 115 (E-Z), CHN 118 (E-Z)/AST 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/GSST 142E, and any other upper-division lecture courses related to China or East Asia or Southeast Asia chosen in consultation with the student's advisor.

**Justification:**

**Justification for point 1a:** In recent years, Chinese Major and Minor students have consisted primarily of native or heritage Chinese speakers who have tested beyond CHN 101C. We have not been able to offer CHN 5 and CHN 6 (“Intermediate Chinese”) due to extremely low or no enrollment for several years. It is therefore necessary to change the Lower-division requirements for Chinese proficiency to “Proficiency in Chinese through CHN 004 or CHN 020B or a sufficiently high test score on the Chinese placement examination as determined by the department faculty.”

**Justification for point 2a:** As Chinese Major and Minor students have consisted primarily of native or heritage Chinese speakers who have tested beyond CHN 101C, we have not been able to offer CHN 101A, CHN 101B, CHN 101C due to extremely low or no enrollment for a number of years. It is therefore necessary to change the Upper-division requirements for Chinese to “Twelve (12) units in Chinese language from CHN 101A, CHN 101B, CHN 101C, CHN 110 (E-Z), CHN 115 (E-Z), or taking any of the courses listed under (b), or by using EAP language courses.” This change will give the students who have not tested beyond CHN 101C the same flexibility in fulfilling 2a requirements as those students who have tested beyond CHN 101C.

**Justification for point 2b:** Due to the retirement of three ladder faculty members in recent years, the Chinese program has only one ladder faculty member left. Meanwhile, the department has recruited a new ladder faculty member in Southeast Asian studies. We believe it is necessary and desirable to expand the coverage of courses in 2b to include “Southeast Asia” so as to broaden students’ knowledge as well as the range of class choices.

**Approvals:**

Approved by the faculty of the Department of Comparative Literatures and Languages:

December 1, 2025

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

November 18, 2025

Approved by the Committee on Educational Policy:

April 7, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to Comparative Literature Major

**PRESENT:**

Major

~~The department offers the B.A. in Comparative Literature. Comparative Literature is an interdisciplinary field which is studied internationally. At UCR, the Comparative Literature curriculum is organized around a core staff of comparatists assisted by qualified faculty from other departments and programs. The discipline of Comparative Literature encourages the study of interliterary relationships among various cultural traditions; on the graduate level, it seeks to promote the study of interdisciplinary relationships. Comparative Literature courses, undergraduate or graduate, require that the majors read whenever possible in the languages (two for undergraduates, one of which may be English, and three for graduates) they present. Non majors may do all the readings in English translations. Comparative Literature majors may also work with translations. Comparative Literature and World Literature courses are open to all students.~~

Major

**1. Lower-division requirements (12 units plus proficiency)**

a) Proficiency in at least one language (besides English), ~~ancient~~ or modern, through the intermediate level ~~(second year)~~

**PROPOSED:**

The Comparative Literature Major

Students who major in Comparative Literature study literature, film and visual culture, art and philosophy, decolonial studies and critical theory, environmental humanities and queer studies, and other areas, across languages and in global frames.

Graduates with a major in Comparative Literature pursue careers in law and public life, translation and interpretation, the arts and architecture, administration and education, and other areas. They become media creators, editors, writers, novelists, curators, archivists, architects, journalists, teachers, and more.

The major in Comparative Literature prepares undergraduate students for graduate studies in the humanities and social sciences, including the Ph.D. in Comparative Literature, as well as for advanced professional degrees in the Arts, Translation, Architecture, Museum Studies, Theatre, Education, Law, Library and Information Sciences, among others.

Major Requirements – Comparative Literature

**1. Lower-division requirements (12 units plus language proficiency)**

a. Language Studies: Proficiency in at least one language (besides English), classical or modern, through the intermediate level

b. Lower-Division Studies in

- b) ~~CPLT 001 or CPLT 001W,~~  
~~and 1 lower division CPLT course~~  
 e) ~~CPLT 017C or 1 lower division ARLC,~~  
~~CHN, CLA, CPAC, CPLT, EUR, FREN, GER,~~  
~~ITAL, JPN, KOR, RUSN, SEAS, or VNM~~  
~~course on literature, culture, cinema,~~  
~~or the like.~~

literature, visual culture, theory, or a related area

- i. CPLT 001, “Introduction to Close Reading,” or CPLT 001W; and 1 lower-division Comparative Literature (CPLT) course
- ii. CPLT 017C, “Masterworks of World Literature,” or 1 lower-division course on literature, visual culture, theory, and the like, in areas of study including: African literatures and cultures, Arabic literature and cultures, Chinese, Classical Studies, Comparative Ancient Civilizations, Comparative Literature, European Studies, French and Francophone Studies, Germanic Studies, Italian, Korean, Japanese, Russian, Vietnamese, or Southeast Asian Studies

## 2. Upper-division requirements (36 units)

- a) ~~Twelve (12) units in one literature, distributed as much as possible among courses representing the various literary periods~~

## 2. Upper-division requirements (36 units)

- a. Two areas of study in literature, visual culture, theory, or a related area
- i. Eight (8) units in one literary, visual culture, theoretical, or other area
- ii. Eight (8) units in a second

literary, visual culture, theoretical, or other area

Courses that fulfill the 2 area of study requirements are upper-division courses on literature, visual culture, theory, and the like, in areas of study including: African literatures and cultures, Arabic literature and cultures, Chinese, Classical Studies, Comparative Ancient Civilizations, Comparative Literature, European Studies, French and Francophone Studies, Germanic Studies, Italian, Korean, Japanese, Russian, Vietnamese, or Southeast Asian Studies

Other courses may be approved to fulfill this requirement with the permission of the Director of the Comparative Literature major

~~b) Eight (8) units in a second literature~~

~~e) CPLT 110, CPLT 193, (CPLT 196 strongly recommended but not required)~~

~~d) Eight (8) 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.~~

b. CPLT 110, “Literary Analysis and Criticism”

c. CPLT 193, “Capstone Research Seminar”

d. Twelve (12) elective units in Comparative Literature (CPLT)

A course that fulfills the elective requirement is any Comparative Literature (CPLT) or Comparative Literature cross-listed course

**Justification:**

These edits remove 1 required course from the first literary area (reducing it from 12 units to 8) and increase the number of required courses by 1 for the Comp Lit elective area (from 8 units to 12). The total number of upper division units remains the same. This change allows students in our department to use upper division courses for literature 1 in areas where we do not offer a major (African, Arabic, Southeast Asian Studies, Korean) and where we do not offer a sufficient number of upper-division courses on a 2-year cycle to meet the 3-course requirement. So, rather than having to use French, German, Japanese, Chinese, or Classics for literature 1, students will now be able to use any literary area in our department to cover this requirement.

The opening paragraph is edited for clarity and accuracy, to reflect areas of teaching and research in our department. We supplement this with a listing of career areas for Comp Lit majors, as well as areas in graduate studies for which they may apply.

We edit “12 units in 1 literature” and “8 units in a second literary area” to “8 units in one literary, visual culture, theoretical, or other area” for both of these, to reflect the change discussed above, and to open the frame from “literature” to “literary, visual culture, theoretical, or other area” to reflect ongoing teaching and research in in our department.

**Approvals:**

Approved by the faculty of the Department of Comparative  
Literatures and Languages:

December 1, 2025

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

December 17, 2025

Approved by the Committee on Educational Policy:

April 7, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to the Creative Writing Major

**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 or CRWT 040S, CRWT 041, CRWT 042, ~~CRWT 043~~, CRWT 044, CRWT 045, CRWT 076, ENGL 014, ENGL 017, CRWT 097H

**2. Upper-division requirements (36 units)**

a) ~~Three~~ workshop courses in primary genre:

**Creative Nonfiction**

**PROPOSED:**

No change

One literature survey course from CRWT 013/ CPLT 013, CRWT 040 or CRWT 040S, CRWT 041, CRWT 042, CRWT 044, CRWT 045, CRWT 076, ENGL 014, ENGL 017, CRWT 097H

**2. Upper-division requirements (36 units)**

a. Two workshops in a primary genre

**Creative Nonfiction**

~~CRWT 130~~, CRWT 132, CRWT 134

**Or**

**Poetry**

~~CRWT 150~~, CRWT 160, CRWT 170

**Or**

**Fiction**

~~CRWT 152~~, CRWT 160, 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\*

\*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 175~~, 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

CRWT 132, CRWT 134

**Or**

**Poetry**

CRWT 160, CRWT 170

**Or**

**Fiction**

CRWT 162, CRWT 172

b. One workshop in second genre: CRWT 132, CRWT 134, CRWT 162\*, CRWT 170\*, CRWT 172\*

\*These workshops may be repeated; however, only 4 units total can be applied to the major

c. One workshop in third genre: CRWT 132, CRWT 134, CRWT 162\*, CRWT 170\*, CRWT 172\*

No change

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

No Change

of Creative

**Justification:**

Proposed changes to the major:

2. CRWT 012/CPLT 012 is being renumbered as CRWT 013/CPLT 013 for spring 2026. Reason for change: The original title of the course - The Writer in Writing - was created two decades ago by the first instructor to have taught it (Susan Straight) and 1) does not have any real meaning as far as the course is concerned and 2) is utterly confusing to students who need the course to fulfill core requirements. The new title The Art and Craft of Storytelling is a better reflection of the way the course has been taught for the last 18 years in which I have been teaching it.

CRWT 043 was discontinued in 2024-25 and needs to be deleted from the catalog.

CRWT 043 had not been taught in ten years and faculty voted to discontinue.

3. We are proposing to discontinue CRWT 130, 150, and 152 (Beginning Nonfiction Workshop, Beginning Poetry Workshop, and Beginning Fiction Workshop) because they are redundant to our CRWT 57a/b/c series (Introduction to Fiction, Introduction to Poetry, and Introduction to Nonfiction). All strike outs of 130, 150, and 152 on this page reflect that desired change.

In addition to correcting redundancy, this proposal avails faculty to teach more lower-division breadth courses and upper-level seminars to be of service to the campus at large, in the first case, and to offer more variety of study, in the second.

3.a.) Therefore, the major requirements in this category will fall from three to two.

3.b.) Three courses increasing to four. We would like to make up the one-less workshop requirement in 3.a. by adding one course to our upper division course requirement. The rationale, to reiterate, is toward the correction of workshop redundancy as well as asking our majors to take more upper-level seminars to increase the variety and scope of study.

**Approvals:**

Approved by the faculty of the Department of Creative Writing:

November 25, 2025

Approved by the Executive Committee of the College of Humanities,

Arts, and Social Sciences:

February 25, 2026

Approved by the Committee on Educational Policy:

April 27, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to Creative Writing Minor

**PRESENT:**

**1. Lower-division requirements (12 units)**

- a) one introductory writing workshop: CRWT 056
- b) one introductory reading course: CRWT 040 or CRWT 040S, ~~CRWT 043~~, CRWT 046S, CRWT 047S, CRWT 048S, CRWT 046, CRWT 047, or CRWT 048.
- c) two intermediate workshop courses from 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 Theater (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/TFDP 166A, CRWT 171, CRWT 187/CLPT 187

**Fiction Emphasis**

**PROPOSED:**

- No change
- b) one introductory reading course: CRWT 040 or CRWT 040S, CRWT 046S, CRWT 047S, CRWT 048S, CRWT 046, CRWT 047, or CRWT 048.

No change

No change  
No change

No change:

**Nonfiction Emphasis**

- (1) CRWT 132, CRWT 134
- (2) Four (4) units from CRWT 164A/THEA 164A, CRWT 166A/MCS 166A/TFDP 166A, CRWT 171, CRWT 187/CPLT 187
- (3) Four (4) units in any upper-level course in CRWT, excluding any course already taken.

**Poetry Emphasis**

- (1) CRWT 160, CRWT 170
- (2) Four (4) units from CRWT 164A/THEA 164A, CRWT 166A/MCS 166A/TFDP 166A, CRWT 171, CRWT 187/CLPT 187
- (3) Four (4) units in any upper-level course in CRWT, excluding any course already taken.

**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  
188A/MCS166A/TRDP 166A, CRWT 166B/MCS  
166B/TFDP 166B, 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.

(1) CRWT 162, CRWT 172  
(2) Four (4) units from CRWT 164A/THEA 164A,  
CRWT 166A/MCS 166A/TFDP 166A, CRWT  
187/CPLT 187  
(3) Four (4) units in any upper-level course in  
CRWT, excluding any course already taken.

**Drama Emphasis**

(1) CRWT 164A/TFDP 164A, CRWT 164B/TFDP  
164B, CRWT 164C/TFDP 164C  
(2) Four (4) units from CRWT  
188A/MCS166A/TRDP 166A, CRWT 166B/MCS  
166B/TFDP 166B, 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:**

Proposed changes to the minor:

Justifications:

1. b. CRWT 043 was discontinued in 2024-25 and needs to be deleted from the catalog. CRWT 043 had not been taught in ten years and faculty voted to discontinue.
2. b. Nonfiction, Poetry, and Fiction Emphases:
  - (1). We are proposing to discontinue CRWT 130, 150, and 152 (Beginning Nonfiction Workshop, Beginning Poetry Workshop, and Beginning Fiction Workshop) because they are redundant to our CRWT 57a/b/c series (Introduction to Nonfiction, Introduction to Poetry, and Introduction to Fiction).

In addition to correcting redundancy, this proposal avails faculty to teach more lower-division breadth courses and upper-level seminars to be of service to the campus at large, in the first case, and to offer more variety of study, in the second.

- (2) All strike-outs of CRWT 130, 150, and 152 reflect this proposed change.
- (3) We would like to make up the one-less workshop requirement in a minor's primary genre by adding one course, an upper-division course of the student's choosing, barring any course they have already taken. This will increase the variety and scope of study.

Drama Emphasis

2. b.

- (1): "No Change" made to this genre because it is cross-listed with the department of Theater, Film, and Digital Production (TFDP) and we have not been granted permission to make this change, as it is their faculty who staff their Beginning Workshop (CRWT 164A/TFDP 164A).

**Approvals:**

Approved by the faculty of the Department of Creative Writing:

November 25, 2025

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

February 25, 2026

Approved by the Committee on Educational Policy:

April 7, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to Environmental Studies Major

**PRESENT:**

**Major Requirements (B.A)**

The major requirements for the general B.A. degree in Environmental Studies are as follows (52 units total):

**1) Lower-Division Requirement (4 courses, 16-17 units)**

- a) SEHE 001
- b) Two courses from the following list of courses in natural, earth, and environmental sciences, or global and community health. (Cannot double count with the CHASS math and science 20-unit requirement): BPSC 011, BPSC 021, ENSC 001, ENSC 002, ENSC 003, ENSC 004, ENSC 006/ECON 006, GEO 002, GEO 003, GEO 004, GEO 005, GEO 007, GEO 008, GEO 009 or GEO 009H, GEO 010, GEO 011 or GEO 011H, GEO 012, PHYS 018, SEHE 002
- c) one additional science course with a lab or STAT 004, SEHE005/STAT 005 or equivalent (cannot double count with the CHASS 20 unit science and math requirement)  
Comparable lower-division courses taken elsewhere may be counted toward the lower-division requirements (1a-c); up to four advanced placement units earned in high school may count toward fulfillment as well. Please consult with the academic advisors for further details.

**2) Upper-Division Requirements (9 courses, 36 units)**

- a) SEHE 101
- b) One of the following: ~~GSST 171~~/SEHE 105, SEHE 106, SEHE 106S
- c) Four courses selected from any of the following (i-v)
  - i) **Climate Studies:** ENGR 171/NASC 171/PBPL 171, GSST 173/SEHE 141, SEHE 116, SEHE 132

**PROPOSED:**

**Major Requirements (B.A)**

The major requirements for the general B.A. degree in Environmental Studies are as follows (52 units total):

**1) Lower-Division Requirement (4 courses, 16-17 units)**

- a) [no change]
- b) [no change]
- c) one additional science course with a lab or STAT 004, SEHE005/STAT 005 or equivalent (cannot double count with the CHASS 20-unit science and math requirement)  
Comparable lower-division courses taken elsewhere may be counted toward the lower-division requirements (1a-c); up to four advanced placement units earned in high school may count toward fulfillment as well. Please consult with the academic advisors for further details.

**2) Upper-Division Requirements (9 courses, 36 units)**

- a) [no change]
- b) One of the following courses in environment and health: SEHE 105, SEHE 106, SEHE 106S, SEHE 110
- c) [no change]
- i) **Climate Studies:** ENGR 171/NASC 171/PBPL 171, GSST 173/SEHE 141, SEHE 116, SEHE 132, SEHE 138

ii) **Environmental Justice:** ETST 179, POSC 137/SEHE 137 or POSC 137S/SEHE 137S, SEHE 110, SEHE 135

iii) **Environmental Governance:** ANTH 132, GSST 131, MCS 122, MCS 159, POSC 106/SEHE 136 or POSC 106S/SEHE 136S, POSC 127/SEHE 127 or POSC 127S/SEHE 127S, POSC 139/SEHE 139 or POSC 139S/SEHE 139S, SEHE 130, SEHE 131

iv) **Environmental Humanities:** AST 180/JPN 180/MCS\_180, ENGL 120A, ENGL 120T, ETST 153, GSST 161/SEHE 123, GSST 181/SEHE 142, MCS 108, MCS 117, MCS 170, MCS 175/SEHE 143/SPN 125

v) **Special Topics in Environmental Studies:** GSST 145/SEHE 145, GSST 148/SEHE 148, SEHE 159, SEHE 190

d) One course in gender, race and structural inequities: ANTH 127 or ANTH 127S, ETST 102, ETST 111, ETST 113, ETST 163E, GSST 107, GSST 109, GSST 113, GSST 176, MCS 109, MCS 160, MCS 189, ETST 128/SOC 128, ETST 128S/SOC 128S, SEHE 176, SOC 161

e) One additional SEHE course or an upper-division course from a college or school other than CHASS related to the environment, sustainability, or climate change

f) Capstone: At least four units of SEHE 193, LABR 198G/SEHE 198G, or SEHE 198-I

**Suggested course sequencing for four-year students:**

First and second year: Complete SEHE 001 and lower-division major requirements (1.a, 1.b, and 1.c) in addition to the university and college requirements. Third year: SEHE 101; SEHE 105, SEHE 106 or SEHE 106S; two courses for requirement 2.c, and one for requirement 2.d. Fourth year: Two remaining courses requirements 2.c, one for 2.e., and a capstone course.

**Suggested course sequencing for transfer students and students changing majors:**

First year: SEHE 001 (must be completed before enrolling in SEHE 101), SEHE 101; SEHE 105, SEHE 106 or SEHE 106S; two courses for requirement 2.c. Second year: Two remaining courses for requirement 2.c., one for 2.d., one for 2.e., and a capstone course. Lower-division

ii) **Environmental Justice:** ETST 179, POSC 137/SEHE 137 or POSC 137S/SEHE 137S, SEHE 110, SEHE 135, LABR 175/SEHE 175

iii) [no change]

iv) **Environmental Humanities:** AST 180/JPN 180/MCS\_180, ENGL 120A, ENGL 120T, ETST 153, GSST 161/SEHE 123, GSST 181/SEHE 142, HISA 119/SEHE 144, MCS 108, MCS 117, MCS 170, MCS 175/SEHE 143/SPN 125

v) [no change]

d) [no change]

e) [no change]

f) [no change]

**Suggested course sequencing for four-year students:**

First and second year: Complete SEHE 001 and lower-division major requirements (1.a, 1.b, and 1.c) in addition to the university and college requirements. Third year: SEHE 101, SEHE 105, SEHE 106, SEHE 106S, or SEHE 110; two courses for requirement 2.c, and one for requirement 2.d. Fourth year: Two remaining courses for requirement 2.c, one for 2.e., and a capstone course.

**Suggested course sequencing for transfer students and students changing majors:**

First year: SEHE 001 (must be completed before enrolling in SEHE 101), SEHE 101, SEHE 105, SEHE 106, SEHE 106S or SEHE 110; two courses for requirement 2.c. Second year: Two remaining courses for requirement 2.c., one for 2.d., one for 2.e., and a capstone course. Lower-

CNAS courses (requirements 1.b and 1.c) can be spread between the first and second year.

division CNAS courses (requirements 1.b and 1.c) can be spread between the first and second year.

**Justification:**

Adding SEHE 110 (Environmental Health and Activism in Southern California) to the list of courses that fulfill major requirement 2.b for one course that covers intersections of environment and health. Adding new cross-listings (LABR 175/SEHE 175 and HISA 119/SEHE 144) to the UD course list. Removing a cross-listing that has been deleted (GSST 171/SEHE 105). Adding a newly proposed course to requirement 2.i, SEHE 138: Net Zero (submitted to Committee on Courses effective Fall 26).

**Approvals:**

Approved by the faculty of the Department of Society, Environment and Health Equity: December 5, 2025

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: April 6, 2026

Approved by the Committee on Educational Policy: April 24, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to the Environmental Studies Minor

**PRESENT:**

**Minor Requirements (20 units)**

1) **Lower-division requirement (1 course, 4 units) SEHE 001**

2) **Upper-division requirement (4 courses, at least 16 units)**

i) **Climate Studies:** GSST 173/SEHE 141, NASC 171/ENGR 171/PBPL 171, SEHE 116, SEHE 132

ii) **Environmental Justice:** ETST 179, GSST 171/SEHE 105, POSC 137/SEHE 137 or POSC 137S/SEHE 137S, SEHE 110, SEHE 106 or SEHE 106S, SEHE 129, SEHE 135

iii) **Environmental Governance:** ANTH 132, GSST 131, MCS 122, MCS 159, POSC 106/SEHE 136 or POSC 106S/SEHE 136S, POSC 127/SEHE 127 or POSC 127S/SEHE 127S, POSC 139/SEHE 139 or POSC 139S/SEHE 139S, SEHE 130, SEHE 131

iv) **Environmental Humanities:** AST 180/JPN 180/MCS, 180, ENGL 120A, ENGL 120T, GSST 161/SEHE 123, GSST 181/SEHE 142, MCS 108, MCS 117, MCS 170, MCS 175/SEHE 143/SPN 125

v) **Special Topics in Environmental Studies:** GSST 145/SEHE 145, GSST 148/SEHE 148, SEHE 159

**PROPOSED:**

**Minor Requirements (20 units)**

1) [no change]

2) **Upper-division requirement (4 courses, at least 16 units)**

i) **Climate Studies:** GSST 173/SEHE 141, NASC 171/ENGR 171/PBPL 171, SEHE 116, SEHE 132, SEHE 138

ii) [no change]

iii) [no change]

iv) [no change]

v) [no change]

**Justification:**

Includes new course, SEHE 138, submitted to Committee on Courses for Fall 26.

**Approvals:**

Approved by the faculty of the Department of Society, Environment and Health Equity: December 5, 2025

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: April 6, 2026

Approved by the Committee on Educational Policy: April 24, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to Global and Community Health

**PRESENT:**

**Major Requirements (B.A.)**

**1) Lower-Division Requirements (4 courses, 16 units)**

a) SEHE 002 Health Equity and Health Justice (4 units)

b) One course in statistical analysis (4 units): SEHE 005/STAT 005, STAT 004 or equivalent

c) One course (4 units) in natural science ~~from the following~~: BCH 010, BIOL 030, BIOL 034, BIOL 040, BPSC 011, BPSC 021, BPSC 050/ENTM 050, CBNS 004, CBNS 010, CHEM 003, ENSC 001, ENSC 002, ENSC 004, GEO 003, GEO 004, GEO 007, PLPA 010

d) One course (4 units) in global and/or local perspectives in health and/or environmental health, from the following: ANTH 20 or ANTH 20S, BLKS 001, ENGL 022, GBST 001, GBST 002, GSST013 or GSST013S, MHHS 001, PHIL 009 or PHIL 009H, POSC 017, SEHE 001, SFCS 001. An Upper Division course from 2 (c) below may be used to fulfill this requirement.

Comparable lower-division courses taken elsewhere may be counted toward the lower-division requirements (~~1a-e~~); up to four advanced placement units earned in high school may count toward fulfillment as well. Please consult with the academic advisors for further details.

**2) Upper-Division Requirements (9 courses, 36 units)**

a) SEHE 101

b) One of the following ~~core~~ courses: ~~GSST 174~~/SEHE 105, SEHE 106 ~~or~~ SEHE 106S

**PROPOSED:**

**Major Requirements (B.A.)**

**1) Lower-Division Requirements (4 courses, 16 units)**

a) [no change]

b) [no change]

c) One course (4 units) in natural science: BCH 010, BIOL 030, BIOL 034, BIOL 040, BPSC 011, BPSC 021, BPSC 050/ENTM 050, CBNS 004, CBNS 010, CHEM 003, ENSC 001, ENSC 002, ENSC 004, GEO 003, GEO 004, GEO 007, PLPA 010

d) [no change]

Comparable lower-division courses taken elsewhere may be counted toward the lower-division requirements (1.a-1.d); up to four advanced placement units earned in high school may count toward fulfillment as well. Please consult with the academic advisors for further details.

**2) Upper-Division Requirements (9 courses, 36 units)**

a) [no change]

b) One of the following courses in environment and health: SEHE 105, SEHE 106, SEHE 106S, SEHE 110

c) Four courses in global and community health from among the following. Must include at least two SEHE courses. ANTH 144F/GSST 185, ANTH 144I/SEHE 181, ANTH 144K/SEHE 182, ANTH 144N/SEHE 183, AST 180/JPN 180/MCS 180, ECON 129, ENSC 103, ETST 116/HISA 147, GBST 102, GBST 103, GSST 161/SEHE 123, GSST 164/SEHE 161, SEHE 175, MCS 106, MCS 117, PBPL 127/SOC 127, SOC 120, PBPL 167/SOC 167, PHIL 167, POSC 180, RLST 110, RLST 122, ~~SEHE 110~~, SEHE 116, SEHE 129, SEHE 162, SEHE 163, SEHE 168/SOC 144, ~~SEHE 170H~~/SOC 183H, SEHE 172, HIST 107/SEHE 173, SEHE 174, SEHE 176; SEHE 189, SEHE 190

d) One course in gender, race, and structural inequities from among the following: ANTH 127 or ANTH 127S, ANTH 142(E-Z), ETST 102, ETST 111, ETST 113/HISA 134, ETST 128/SOC 128, ETST 128S/SOC 128S, ETST 163E, GSST 107, GSST 109, GSST 113, GSST 131, GSST 176, MCS 109, MCS 160, MCS 189, SOC 161

e) One additional Upper Division course in SEHE

f) Capstone: At least four units of SEHE 193, LABR 198G/SEHE 198G, or SEHE 198I

**Suggested course sequencing for four-year students:** First and second year: Complete SEHE 002 and lower-division major requirements (1.a, ~~1.b~~, and ~~1.c~~) in addition to the university and college requirements. Third year: SEHE 101; SEHE 105, SEHE 106 or SEHE 106S; two courses for requirement 2.c; and one for requirement 2.d. Fourth year: Two remaining courses for requirement 2.c and a capstone course.

c) Four courses in global and community health from among the following. Must include at least two SEHE courses. ANTH 144F/GSST 185, ANTH 144I/SEHE 181, ANTH 144K/SEHE 182, ANTH 144N/SEHE 183, AST 180/JPN 180/MCS 180, BLKS 114, ECON 129, ENSC 103, ETST 116/HISA 147, GBST 102, GBST 103, GSST 161/SEHE 123, GSST 164/SEHE 161, LABR 175/SEHE 175, MCS 106, MCS 117, PBPL 127/SOC 127, SOC 120, PBPL 167/SOC 167, PHIL 167, POSC 179/SEHE 179, POSC 179S/SEHE 179S, POSC 180, RLST 110, RLST 122, SEHE 116, SEHE 129, SEHE 162, SEHE 163, SEHE 168/SOC 144, SEHE 172, HIST 107/SEHE 173, SEHE 174, SEHE 176, SEHE 189, SEHE 190, SOC 183H

d) [no change]

e) [no change]

f) [no change]

3) Global health. At least one course from the requirements above (1a-d or 2a-f) must have a global focus: GBST 001, GBST 002, GBST 102, GBST 103, GSST 109, POSC 017, POSC 179/SEHE 179, POSC 179S/SEHE 179S, RLST 122, SEHE 162, SEHE 163, SEHE 172, HIST 107/SEHE 173, SEHE 176, ANTH 144I/SEHE 181, or ANTH 144N/SEHE 183.

**Suggested course sequencing for four-year students:** First and second year: Complete SEHE 002 and lower-division major requirements (1.a-1.d) in addition to the university and college requirements. Third year: SEHE 101; SEHE 105, SEHE 106, SEHE 106S, or SEHE 110; two courses for requirement 2.c; and one for requirement 2.d. Fourth year: Two remaining courses for requirement 2.c and a capstone course.

**Suggested course sequencing for transfer students and students changing majors:** First year: SEHE 002 (must be completed before enrolling in SEHE 101), SEHE 101, SEHE 105, SEHE 106 ~~or~~ SEHE 106S; two courses for requirement 2.c. Second year: Two remaining courses for requirement 2.c., one for 2.d. and a capstone course. Lower-division requirements 1.b ~~and~~ 1.c can be spread between the first and second years.

**Suggested course sequencing for transfer students and students changing majors:** First year: SEHE 002 (must be completed before enrolling in SEHE 101), SEHE 101, SEHE 105, SEHE 106, SEHE 106S, or SEHE 110; two courses for requirement 2.c.. Second year: Two remaining courses for requirement 2.c., one for 2.d. and a capstone course. Lower-division requirements 1.b, 1.c and 1.d can be spread between the first and second years.

### **Justification:**

Adding requirement (3) for at least one course with a global focus: this requirement does not add to the major units. It is designed to cover the global health component of the Global & Community Health major. Selected courses listed under (3) provide structural and cultural analysis of transnational circulation, movements and dynamics, and their impacts on health. A listing of course titles may be found [here](#) for reference.

Adding SEHE 110 (Environmental Health and Activism in Southern California) to the list of courses that fulfill major requirement 2.b, a course that covers intersections of environment and health. (In parallel, removing SEHE 110 from the general list of UD courses in 2.c). Adding BLKS 114 (Black Healing Traditions), POSC 179/SEHE 179 (Politics of Global Health) and SPN 108A/SEHE 185A (Spanish for the Health Professions) to the list of UD courses fulfilling 2.c; these courses fit the major wonderfully. (Students also may choose to count SPN 108B/SEHE 185B toward the SEHE major using requirement 2.e, an additional course in SEHE). Note: a course proposal for POSC 179/SEHE 179 has been submitted and is pending approval. Adding a cross-listing for LABR 175/SEHE 175; removing a deleted cross-listing with GSST 171. Minor typographical edits.

### **Approvals:**

Approved by the faculty of the Department of Society, Environment and Health Equity: December 5, 2025

Approved by the Executive Committee of the College of Humanities, Arts and Sciences: April 6, 2026

Approved by the Committee on Educational Policy: April 27, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to the Global and Community Health Minor

**PRESENT:**

**Minor requirements**

1) **Lower-division requirements (1 course, 4 units):**

SEHE 002 - Health Equity and Health Justice

2) **Upper-division requirements (4 courses, 16 units) from among the following:**

ANTH 144I/SEHE 181, GSST 161, GSST 164/SEHE 161, GSST 171/SEHE 105, SEHE 175, SEHE 101, SEHE 106 or SEHE 106S, SEHE 110, SEHE 116, SEHE 162, SEHE 163, SEHE 168/SOC 144, ~~SEHE 170/SOC 183H~~, SEHE 172, HIST 107/SEHE 173, SEHE 174, SEHE 176, SEHE 182/ANTH 144K, SEHE 183/ANTH 144N, SEHE 189

**PROPOSED:**

**Minor requirements**

1) [no change]

2) **Upper-division requirements (4 courses, 16 units) from among the following:**

ANTH 144I/SEHE 181, GSST 161, GSST 164/SEHE 161, GSST 171/SEHE 105, LABR 175/SEHE 175, POSC 179/SEHE 179, POSC 179S/SEHE 179S, SEHE 101, SEHE 106 or SEHE 106S, SEHE 110, SEHE 116, SEHE 162, SEHE 163, SEHE 168/SOC 144, SEHE 172, HIST 107/SEHE 173, SEHE 174, SEHE 176, SEHE 182/ANTH 144K, SEHE 183/ANTH 144N; SEHE 189

**Justification:**

Removing cross listing with SOC 183H (due to issue with cross listing an umbrella course), submitted to Committee on Courses in November 2025. The justification for including POSC/SEHE 179(S) in the GCH curriculum: The course is proposed and designed by Prof. Kim Yi Dionne, who has submitted a request to transfer 100% FTE to SEHE effective next year. The course will cover issues in global public health, which fall squarely within the GCH area. Professor Dionne was closely involved in developing the GCH curriculum and is designing the course to fit within it.

**Approvals:**

Approved by the faculty of the Department of Society, Environment and Health Equity: December 5, 2026

Approved by the Executive Committee of the College of Humanities, Arts and Sciences: April 6, 2026

Approved by the Committee on Educational Policy: April 21, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to Minor in Labor Studies

**PRESENT:**

- 1) Five courses (at least 20 units) from the approved list of courses
- 2) One of the following ‘core’ courses: LABR 001, ETST 102, SOC 112, SOC 112S, SOC 135, GSST 101, LABR 138/POSC 138, LABR 138S/POSC 138S
- 3) A labor internship course (at least 4 units or the equivalent) completed through the following course: LABR 198-I or LABR 198-G/SEHE 198-G
- 4) One course (at least 4 units) that address inequality based on gender, race, and/or sexual orientation: ANTH 122, ANTH 139, ANTH 144G/GSST 140, ANTH 149/GSST 149, DNCE 135, ECON 155/GSST 155/PBPL 155, ETST 100, ETST 101A, ETST 101B, ETST 102, ETST 105A, ETST 105B, ETST 106, ETST 108 (E-Z), ETST 109F, ETST 109G, ETST 109I, ETST 110 (E-Z), ETST 112/HISA 135, ETST 113/ HISA 134, ETST 115 (E-Z)/HISA 144 (E-Z), ETST 116/HISA 147, ETST 117 (E-Z)/HIST 137 (E-Z), ETST 118, ETST 119, ETST 121, ETST 123, ETST 124, ETST 126, ETST 127, ETST 128/SOC 128, ETST 131, ETST 132, ETST 133, ETST 136, ETST 137, ETST 139, ETST 140, ETST 143/SEAS 143, ETST 144, ETST 145/ SOC 145, ETST 146/

**PROPOSED:**

- 1)[no change]
- 2) One of the following ‘core’ courses: LABR 001, LABR 002, LABR 002S, ETST 102, SOC 112, SOC 112S, SOC 135, GSST 101, LABR 138/POSC 138, LABR 138S/POSC 138S
- 3) [no change]
- 4) One course (at least 4 units) that addresses inequality based on gender, race, and/or sexual orientation: ANTH 122, ANTH 139, ANTH 144G/GSST 140, ANTH 144E, ANTH 144K/SEHE 182, ANTH 149/GSST 149, BLKS 121, BLKS 131, BLKS 151, DNCE 135, ECON 155/GSST 155/PBPL 155, ETST 100, ETST 101A, ETST 101B, ETST 102, ETST 105A, ETST 105B, ETST 106, ETST 108 (E-Z), ETST 109F, ETST 109G, ETST 109I, ETST 110 (E-Z), ETST 112/HISA 135, ETST 113/ HISA 134, ETST 115 (E-Z)/HISA 144 (E-Z), ETST 116/HISA 147, ETST 117 (E-Z)/HIST 137 (E-Z), ETST 118, ETST 119, ETST 121, ETST 123, ETST 124, ETST 126, ETST 127, ETST 128/SOC 128, ETST 131, ETST 132, ETST 133, ETST 136, ETST 137, ETST 139, ETST 140, ETST 143/SEAS 143,

EDUC 146, ETST 147, ETST 148/ANTH 142G/LNST 168, ETST 149, ETST 153, ETST 155, ETST 157, ETST 158, ETST 159, ETST 161, ETST 163 (E-Z), ETST 167/PSYC 167, ETST 168/PSYC 168, ETST 174, ETST 175/ GSST 175, ETST 177, ETST 178, ETST 179, ETST 180/HISA 140, ETST 181/HISA 141, ETST 182/HISA 142, ETST 184, ETST 185, ETST 186, ETST 187, ETST 188, ETST 189, GBST 110, GSST 100, GSST 101, GSST 103/ANTH 145, GSST 107, GSST 108/PHIL 108, GSST 109, GSST 133/HISA 133, GSST 136, GSST 150/ANTH 148, GSST 150, GSST 151, GSST 161, GSST 162/RLST 162, GSST 166/MCS 127, GSST 168, GSST 185/ANTH 144F, GSST 186, GSST 189, HISA 115, HISA 132/GSST 132, HISA 146/GSST 146, HISE 148B, LGBS 128/GSST 128, LGBS 137/GSST 137, LGBS 139/GSST 139, POSC 108, SEHE 176, SOC 129, SOC 130, SOC 131 (E-Z), SOC 132, SOC 140, SOC 141, SOC 155 (E-Z), SOC 162

- 5) Two courses from the following that address political economy, class, and/or labor: ANTH 104, ANTH 105/BUS 158, GSST 109, ANTH 122, ANTH 139, ANTH 144G/GSST 140, ANTH 149/GSST 149, ANTH 144M, BUS 152/ECON 152, BUS 153/ECON 153, BUS 160/ECON 160, BUS 176/SOC 176, ECON 116, ECON 123/HISA 123, ECON 146/URST 146, ECON 155/GSST 155/PBPL 155, ECON 182, ETST 102, ETST 108 (E-Z), ETST 109F, ETST 131, ETST 145/SOC 145, ETST 177, GBST 100, GSST 101, GSST 109, HISA 110C, HISA 113, HISA 117A, HISA 119, HISA 124, HISA 160/LNST 170, HISA 161/LNST 171, HISA 162/LNST 172, HISA 165, HISE 140, HISE 142, HIST 108/ENGR 108, HIST 109/ENGR 109, HIST 182, LABR 138/POSC 138, LABR 138S/POSC

ETST 144, ETST 145/ SOC 145, ETST 146/ EDUC 146, ETST 147, ETST 148/ANTH 142G/LNST 168, ETST 149, ETST 153, ETST 155, ETST 157, ETST 158, ETST 159, ETST 161, ETST 163 (E-Z), ETST 167/PSYC 167, ETST 168/PSYC 168, ETST 174, ETST 175/ GSST 175, ETST 177, ETST 178, ETST 179, ETST 180/HISA 140, ETST 181/HISA 141, ETST 182/HISA 142, ETST 184, ETST 185, ETST 186, ETST 187, ETST 188, ETST 189, GBST 110, GSST 100, GSST 101, GSST 103/ANTH 145, GSST 107, GSST 108/PHIL 108, GSST 109, GSST 133/HISA 133, GSST 136, GSST 150/ANTH 148, GSST 150, GSST 151, GSST 161/SEHE 123, GSST 162/RLST 162, GSST 166/MCS 127, GSST 168, GSST 185/ANTH 144F, GSST 186, GSST 189, HISA 115, HISA 132/GSST 132, HISA 146/GSST 146, HISE 148B, HIST 107/SEHE 173, LGBS 128/GSST 128, LGBS 137/GSST 137, LGBS 139/GSST 139, POSC 108, SEHE 176, SOC 129, SOC 130, SOC 131 (E-Z), SOC 132, SOC 140, SOC 141, SOC 155 (E-Z), SOC 162

- 5) Two courses from the following that address political economy, class, and/or labor: ANTH 104, ANTH 105/BUS 158, GSST 109, ANTH 122, ANTH 139, ANTH 144G/GSST 140, ANTH 149/GSST 149, ANTH 144M, BUS 152/ECON 152, BUS 153/ECON 153/LABR 153, BUS 160/ECON 160, BUS 176/SOC 176, ECON 116, ECON 123/HISA 123, ECON 146/URST 146, ECON 155/GSST 155/PBPL 155, ECON 175, ECON 182, ECON 188, ENGL 177, ENGL 187, ETST 102, ETST 108 (E-Z), ETST 109F, ETST 131, ETST 145/SOC 145, ETST 177, GBST 100, GSST 101, GSST 109, HISA 110C, HISA 113, HISA 117A, HISA 119, HISA 124, HISA 160/LNST 170, HISA 161/LNST 171, HISA 162/LNST 172, HISA 165, HISE 140, HISE 142, HIST 108/ENGR 108, HIST 109/ENGR 109, HIST 182, LABR 138/POSC 138, LABR 138S/POSC 138S, LABR

138S, LABR 175/SEHE 175, PHIL 116, PHIL 153, POSC 116, POSC 116S, POSC 126, POSC 130, POSC 147, POSC 160A, POSC 164, POSC 164S, POSC 182, POSC 186, PSYC 142, SEHE 106, SEHE 106S, SOC 112, SOC 112S, SOC 120, SOC 122, SOC 123, SOC 125, SOC 133, SOC 134, SOC 135, SOC 140, SOC 143/URST 143, SOC 150, SOC 151, SOC 156, SOC 161, SOC 181, SOC 183 (EZ), SOC 184

175/SEHE 175, PHIL 116, PHIL 153, POSC 106/SEHE 136, POSC 106S/SEHE 136S, POSC 116, POSC 116S, POSC 126, POSC 130, POSC 147, POSC 160A, POSC 164, POSC 164S, POSC 182, POSC 186, PSYC 142, SEHE 106, SEHE 106S, SOC 112, SOC 112S, SOC 120, SOC 122, SOC 123, SOC 125, SOC 133, SOC 134, SOC 135, SOC 140, SOC 143/URST 143, SOC 150, SOC 151, SOC 156, SOC 161, SOC 181, SOC 183 (EZ), SOC 184, SOC 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.

6)[no change]

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

**Justification:**

Background: The Labor Studies minor degree at UC-Riverside is an interdisciplinary program, administered by CHASS, that has been in existence for 21 years. Since 2023, the program has received additional funds and staff support from an on-going, annual UC Worker Rights Policy Initiative award which has allowed the program to expand and improve its course offerings. We seek to update the current curriculum to expand course options to include new courses, especially since, in 2024-25, we deleted more than 20 courses that were no longer being offered by their home departments. Below is a detailed justification for each proposed change.

1. For requirement #2, we propose adding LABR 002 and LABR 002 to the list of course options to fulfill requirement #2 because this lower-division course is very relevant to understanding core concepts and ideas related to the labor movement and class struggle.
2. For requirement #4, we propose adopting the following changes:
  - a. Adding ANTH 144E, ANTH 144K/SEHE 182, BLKS 121, BLKS 131, BLKS 151, GSST 161/SEHE 123, and HIST 107/SEHE 173 to the list of course options to fulfill requirement #4 because these courses are very relevant to understanding the social inequalities affecting workers and working-class communities. Adding these course options will help to facilitate students' degree completion. The departments offering these courses have already been consulted and consented to the inclusion of these courses.
3. For requirement #5, we propose adoption of the following changes.
  - a. Adding ECON 175, ECON 188, ENG 177, ENG 187, POSC 106S/SEHE 136S, POSC 106/SEHE 136, SOC 189 as course options for fulfilling requirement #5. Each of these courses are highly relevant to understanding contemporary political economy, labor, and working class life. Adding these course options will help to facilitate students' degree completion. The departments offering these courses have already been consulted and consented to the inclusion of these courses.

- b. Adding the cross-listing of BUS 153/ECON 153 with LABR 153. The proposal to cross-list this course with LABR 153 has already been approved by faculty in the Business School, ECON department, and the Labor Studies program and submitted for university approval. This proposed change would update our curriculum in line with this proposed cross-listing. BUS 153/ECON 153 were previously approved as course options for this requirement and the Labor Studies program faculty voted in favor of including LABR 153 as a course option for this requirement.

**Approvals:**

Approved by the faculty of the Labor Studies program:	November 26, 2025
Approved by the Executive Committee of the College of Humanities, Arts and Sciences:	January 14, 2026
Approved by the Academic Senate:	April 7, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to Linguistics Major

**PRESENT:**

Requirements for the major are as follows:

1. LING 020
2. ~~Twenty four (24) upper division units distributed as follows:~~
  - a) LING 111, LING 121, LING 131, LING 141
  - b) ANTH 123
  - c) PHIL 132 or PSYC 135

~~3. At least 12 additional upper division units of linguistic electives, to be chosen in consultation with the advisor and with the approval of the Linguistics Program director. (The additional courses may be in linguistics or in related fields. They may relate either to a particular field or specialization or to general linguistics.)~~

4. Foreign language proficiency equivalent to six quarters (24 units) of study, including at least fourth quarter proficiency in one

**PROPOSED:**

Requirements for the Linguistics major are as follows:

1. Lower-Division Linguistics Courses (8 units):

A. LING 020 and LING 021

2. Upper-Division Linguistics Courses (36 units)

A. Core Linguistics Courses (20 units): LING 111, LING 121, LING 131, LING 141, and LING 151

B. Elective Linguistics Courses (16 units): selected from among:

LING 160E, LING 160F, LING 160G, LING 160H, LING 160I, LING 162, LING 163, LING 165, LING 167/ANTH 167, LING 168, ETST 153, ETST 162, SPN 104/LNST 104, SPN 105/LNST 106, SPN 106, SPN 107/LNST 107, SPN 130, ANTH 123, PHIL 132, PSYC 135

Elective linguistics courses should be chosen in consultation with the academic advisor. Additional courses may count for this requirement with the approval of the Linguistics Program director.

3. Foreign language proficiency equivalent to six quarters (24 units) of study, including at least fourth-quarter proficiency in one language. The number of units that meet this requirement may vary from one language to another. This requirement may be met by examination as appropriate. Please consult with the academic advisor regarding language placement exams.

~~language. (Students may arrange with the director to satisfy this requirement by examination.)~~

**Justification:**

These edits add LING 21, “grammar,” as a core requirement for the major. The content covered here is required for more advanced studies in the field and should normatively be a requirement for the Linguistics major.

We add LING 151, “Semantics,” as a core requirement. This is a major Linguistics subfield, which has been a lack in our major for some time. Since we now offer this course regularly, it has been made a core requirement.

ANTH 123, PHIL 132, PSYC 135 are shifted from required to elective courses. These courses are not regularly offered, and requiring them can become an onerous burden for students.

ETST 153, ETST 162, SPN 104, SPN 105, SPN 106, SPN 107, SPN 130 are added as elective course options. These are taught by Senate faculty in Linguistics in the Departments of Ethnic Studies and Hispanic Studies, and are introduced here with their permission. This will broaden students’ exposure to areas of study in linguistics, in particular in non-Anglo-centric frames.

**Approvals:**

Approved by the faculty of the Department of Comparative Literatures and Languages:

December 1, 2025

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

November 18, 2025

Approved by the Committee on Educational Policy:

April 7, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES AND SOCIAL SCIENCE  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to the Political Science Major

**PRESENT:**

Political Science Major

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

**1. Lower-division requirements (four courses [at least 16-20 units]): one course from a, b, c, and d.**

Students in the major must complete two of the four lower-division Political Science courses with a grade of “C” or better in order to take upper-division Political Science courses.

- a) POSC 005 or POSC 005H or POSC 005W or POSC 007 or POSC 007W
- b) POSC 010 or POSC 010H or POSC 010W
- c) POSC 015 or POSC 015H or POSC 017
- d) POSC 020 or POSC 020H

**Upper-division requirements (nine courses [at least 36 units])**

a) One course from each of the following areas:

**(1) U.S. Government and Politics:** POSC 100, POSC 101, POSC 104 or 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 182E, POSC 183E, POSC 184 or POSC 184S, POSC 186

**(2) Comparative Government and Politics:** POSC 102 or POSC 102S, POSC 109/RLST 173 POSC 120, POSC

**PROPOSED:**

[no change]

1. [no change]

**Upper-division requirements (nine courses [at least 36 units])**

a) One course from each of the following areas:

**(1) U.S. Government and Politics:** POSC 100, POSC 101, POSC 104 or 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 182E, POSC 183E, POSC 184 or POSC 184S, POSC 186

**(2) Comparative Government and Politics:** POSC 102 or POSC 102S, POSC 103 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 160E or POSC 160F, POSC 161/LNST 188, POSC 162/LNST142 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/SEHE 127 or POSC 127S/SEHE 127S, POSC128, POSC 129, POSC 130, POSC 132 or POSC 132S, POSC 134 or POSC 134S, POSC 135, POSC 136 or POSC 136S POSC 137/SEHE 137 or POSC 137S/SEHE 137S, POSC 138 or POSC 138S, POSC 139 or POSC 139S, POSC 147 or POSC 147S, POSC 150 or POSC 150S, POSC 169, POSC 182F or POSC 182G, POSC 183F or POSC 183G

**(4) Political Theory:** POSC 106/SEHE 136 or POSC 106S/SEHE 136S, 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, POSC121/CLA 121/CPAC 121 or POSC 121S /CLA 121S/CPAC 121S, POSC 122 or POSC 122S

b) Five additional courses in Political Science course work (Not more than 2 courses from the 190 series and POSC 142L and POSC 142M are allowed toward the nine-course upper-division requirement.)  
A course in statistics is strongly recommended.

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 160E or POSC 160F, POSC 161/LNST 188, POSC 162/LNST142 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/SEHE 127 or POSC 127S/SEHE 127S, POSC128, POSC 129, POSC 130, POSC 132 or POSC 132S, POSC 134 or POSC 134S, POSC 135, POSC 136 or POSC 136S POSC 137/SEHE 137 or POSC 137S/SEHE 137S, POSC 138 or POSC 138S, POSC 139/SEHE 139 or POSC 139S/SEHE 139S, POSC 147 or POSC 147S,  
POSC 150 or POSC 150S, POSC 169, POSC 182F or POSC 182G, POSC 183F or POSC 183G

**(4) Political Theory:** POSC 106/SEHE 136 or POSC 106S/SEHE 136S, POSC 107/GBST 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, POSC121/CLA 121/CPAC 121 or POSC 121S /CLA 121S/CPAC 121S, POSC 122 or POSC 122S, POSC 131/BLKS 118

b) Five additional courses in Political Science course work (Not more than 2 courses from the 190 series and POSC 142L and POSC 142M are allowed toward the nine-course upper-division requirement.)  
A course in statistics is strongly recommended.

**Justification:**

POSC 107/GBST 107 was never added to the Political Theory upper division subfield. Now this has been added to the Political Theory upper division subfield as a cross-listed course.

POSC 131 / BLKS 118 was never added to the Political Theory upper division subfield before. That has now been added to the Political theory upper division subfield.

POSC 139S / SEHE 139S was never added to the International Relations upper division subfield before as a cross-listed course. It appeared as POSC 139 or POSC 139S without its cross-listing. It has now been added as POSC 139/SEHE 139 or POSC 139S / SEHE 139S to the International Relations upper division subfield.

Changes on the right side were indicated by underlining.

**Approvals:**

Approved by the faculty of the Department of Political Science:	January 8, 2026
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences:	January 14, 2026
Approved by the Committee on Educational Policy:	April 7, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES AND SOCIAL SCIENCE  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to the Political Science/Administrative Studies major

**PRESENT:**

Political Science/Administrative  
Studies Major

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

**Political Science requirements (48 units)**

1. Lower-division requirements

Three courses from POSC 005 or POSC  
005H or POSC 005W or POSC 007 or POSC  
007W; 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 182E  
or POSC 182F or POSC 182G, POSC 183E  
or POSC 183F, POSC186

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 182E, POSC 183E, POSC 184 or

**PROPOSED:**

(No change)

1. (No change)

2. Upper-division requirements

a) Three courses from POSC 181, POSC 182E  
or POSC 182F or POSC 182G, POSC 183E  
or POSC 183F, POSC186

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 182E, POSC 183E, POSC 184 or

POSC 184S, POSC 186

**(2) Comparative Government and Politics:** POSC 102 or POSC 102S, 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/SEHE 127 or POSC 127S/SEHE 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/SEHE 137 or POSC 137S/SEHE 137S, POSC 138 or POSC 138S, POSC 147 or POSC 147S, POSC 150 or POSC 150S, POSC 153, POSC 169, POSC 182F or POSC 182G, POSC 183F

**(4) Political Theory:** POSC 106/SEHE 136 or POSC 106S/SEHE 136S, 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)**

- 1. Lower-division courses (17 units)
- a) BUS 010, BUS 020

POSC 184S, POSC 186

**(2) Comparative Government and Politics:** POSC 102 or POSC 102S, 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/SEHE 127 or POSC 127S/SEHE 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/SEHE 137 or POSC 137S/SEHE 137S, POSC 138 or POSC 138S, POSC 139 / SEHE 139 or POSC 139S / SEHE 139S, POSC 147 or POSC 147S, POSC 150 or POSC 150S, POSC 153, POSC 169, POSC 182F or POSC 182G, POSC 183F

**(4) Political Theory:** POSC 106/SEHE 136 or POSC 106S/SEHE 136S, POSC 107 / GBST 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, POSC 131 / BLKS 118

- 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.

**No Change**

- 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 182E or POSC 182G 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 100W, BUS 107, BUS 158/ANTH 105, BUS 176/SOC 176, SOC 150, SOC 151
  - (2) **Human Resources Management/Labor Relations:** 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 100W, BUS 102, BUS 107, PHIL 116, POSC 182E or POSC 182G, 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, BUS 182
  - (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:**

POSC 107 was in the upper division Theory subfield without its cross listing. The cross listing with  
GBST 107 was never added. Now this has been added to the Political Theory upper division subfield as a  
cross-listed course, striking POSC 107 out and adding it as POSC 107 / GBST 107.

POSC 131 / BLKS 118 was never added to the Political Theory upper division subfield before. Now this  
has been added to the Political Theory subfield.

POSC 139 / SEHE 139 or POSC 139S / SEHE 139S was never added to the International Relations upper  
division subfield before. This has now been added as POSC 139 / SEHE 139 or POSC 139S / SEHE 139S  
to the International Relations subfield.

Changes on the right side were indicated by underlining.

**Approvals:**

Approved by the faculty of the Department of Political Science:

January 8, 2026

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

January 14, 2026

Approved by the Committee on Educational Policy:

April 7, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES AND SOCIAL SCIENCE  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Political Science/Public Service Major

**PRESENT:**

Political Science/Public Service  
Major

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

**1. Lower-division requirements  
(five courses [at least 20-25 units])**

- a) POSC 010 or POSC 010H or POSC 010W
- b) One course from POSC 005 or POSC  
005H or POSC 005W, POSC 007 or POSC  
007W, POSC 015 or POSC 015H or POSC  
017, POSC 020 or POSC 020H
- c) ECON 003
- d) SOC 004
- e) SOC 005 or STAT 040

Students in the major must complete two of  
the 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  
(11 courses [at least 40-48 units])**

- a) Political Science distribution: choose  
one course from each group

**(1) Comparative Government and Politics**

**Group:** POSC 102 or POSC 102S, 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

**PROPOSED:**

[no change]

- 1. [no change]

**2. Upper-division requirements  
(11 courses [at least 40-48 units])**

- a) Political Science distribution: choose  
one course from each group

**(1) Comparative Government and Politics**

**Group:** POSC 102 or POSC 102S, 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

**(2) International Relations and Foreign Policy Group:**

POSC 123, POSC 124 or POSC 124S, POSC 125, POSC 126 or POSC 126S, POSC 127/SEHE 127 or POSC 127S/SEHE 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/ SEHE 137 or POSC 137S/SEHE 137S, POSC 138 or POSC 138S, POSC 139 or POSC 139S, POSC 147 or POSC 147S, POSC 150 or POSC 150S, POSC 169, POSC 182F or POSC 182G, POSC 183F

**(3) Political Theory Group:** POSC 106/ SEHE 136 or POSC 106S/SEHE 136S, 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, POSC 121/CLA 121/CPAC 121 or POSC 121S/CLA 121S/ CPAC 121S, POSC 122 or POSC 122S

**b) Public Service requirement**

(1) a) Choose one: POSC 181 or POSC 182E; b) Choose one: POSC 183E or POSC 183F

(2) Eight (8) units from POSC 198G and POSC 198-I (prerequisite: GPA of 2.70 or better)

(3) An additional four courses from 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 182E, POSC 183E, POSC 184 or POSC 184S, POSC 186

POSC 178S, POSC 188 or POSC 188S

**(2) International Relations and Foreign Policy Group:**

POSC 123, POSC 124 or POSC 124S, POSC 125, POSC 126 or POSC 126S, POSC 127/SEHE 127 or POSC 127S/SEHE 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/ SEHE 137 or POSC 137S/SEHE 137S, POSC 138 or POSC 138S, POSC 139 / SEHE 139 or POSC 139S / SEHE 139S, POSC 147 or POSC 147S, POSC 150 or POSC 150S, POSC 169, POSC 182F or POSC 182G, POSC 183F

**(3) Political Theory Group:** POSC 106/ SEHE 136 or POSC 106S/SEHE 136S, POSC 107/GBST 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, POSC 121/CLA 121/CPAC 121 or POSC 121S/CLA 121S/ CPAC 121S, POSC 122 or POSC 122S, POSC 131 / BLKS 118

**b) Public Service requirement**

(1) a) Choose one: POSC 181 or POSC 182E; b) Choose one: POSC 183E or POSC 183F

(2) Eight (8) units from POSC 198G and POSC 198-I (prerequisite: GPA of 2.70 or better)

(3) An additional four courses from 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 182E, POSC 183E, POSC 184 or POSC 184S, POSC 186

**Justification:**

POSC 107/GBST 107 was never added to the Political Theory upper division subfield. Now this has been added to the Political Theory upper division subfield as a cross-listed course.

POSC 131 / BLKS 118 was never added to the Political Theory upper division subfield before. Now this has been added to the Political Theory subfield.

POSC 139 (S) / SEHE 139(S) was never added to the International Relations upper division subfield before as a cross-listed course. It appeared as POSC 139 or POSC 139S without its cross-listing. It has now been added as POSC 139/SEHE 139 or POSC 139S / SEHE 139S to the International Relations upper division subfield.

Changes on the right side were indicated by underlining.

**Approvals:**

Approved by the faculty of the Department of Political Science:

January 8, 2026

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

January 14, 2026

Approved by the Committee on Educational Policy:

April 7, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted: Fall 2026

Proposed Changes to Psychology Major (BA)

**PRESENT:**

**PROPOSED:**

**Psychology Major**

Psychology offers B.A. and B.S. degrees. The Psychology major requires completion of the lower-division requirements listed below by the end of the sophomore year, with an average grade of “C” or better with no grade below a “C-”, before upper-division Psychology courses are taken. All courses must be taken for a letter grade.

No change

**For the Bachelor of Arts**

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

No change

**1. Lower-division requirements (at least 39 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.

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 005A or MATH 022 or higher

b) One 4 unit course in Biological Sciences (Biochemistry, Biology, Botany and Plant Sciences, Entomology, Nematology, or Plant Pathology)

No change

c) One 4 unit course in Physical Sciences (Chemistry, Physics, Earth Sciences, excluding cultural Geography courses)

No change

d) Two additional 4 unit courses that satisfy the CHASS Natural Sciences and Mathematics breadth requirements.

No change

e) PSYC 001, PSYC 002, PSYC 011, PSYC 012

No change

**2. Upper-division requirements (37 units)**

- a) PSYC 110 or CBNS 106 No change
  - b) PSYC 140, PSYC 150 No change
  - c) PSYC 132 or PSYC 134 No change
  - d) PSYC 160 or PSYC 161 or PSYC 162 or PSYC 163 No change
  - 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 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 199H (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 No change
- Students planning for graduate school should take into consideration any specific graduate school requirements when choosing these elective Psychology courses. No change
- Note:** Students who have taken general or introductory Psychology courses other than PSYC 001 and PSYC 002 must consult with a departmental advisor. No change

**Justification:**

As the existing prerequisites for PSYC 011 (or PSYC 012) include placement in MATH 022 as meeting prerequisite requirements, and placement in MATH 005A is considered equivalent to placement in MATH 022, this change adds equity for students who receive the same scores on the MAE.

**Approvals:**

- Approved by the faculty of the Department of Psychology: April 10, 2025
- Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: January 14, 2026
- Approved by the Committee on Educational Policy: April 7, 2026

EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES

REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026

To be adopted: 9/1/2026

Proposed Changes to Psychology BS

**PRESENT:**

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 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

**PROPOSED:**

Students may opt into the B.S. degree of the Psychology major after they have completed the 4 lower division required Psychology courses (PSYC 1, 2, 11, 12) with grades of C- or better and completed one course in calculus and one additional Formal Skills, Natural Science or CHASS Natural Science course with grades of C- or better, as detailed in the lower division requirements for the B.S. (min overall GPA 2.0).

**1. Lower Division course requirements: (courses can double count towards General Education requirements)**

**a) Mathematics:** One course in Mathematics chosen from MATH 005B, 005C, 007A, 007B, 009A, 009B, 009C, 022.

**b) Life sciences:** Two courses in Biological Sciences (Biochemistry; Biology; Entomology; Botany & Plant Sciences, Evolution, Ecology and Organismal Biology; Molecular, Cell and Systems Biology/Cell Biology & Neuroscience)

**c) Physical sciences:** One course in Physical Sciences (Chemistry, Environmental Science, Geoscience, Physics)

**d) Formal Skills:** One course in Formal Skills\* (Computer Science, Data Science, Mathematics, Statistics)

\*Notes regarding STAT and CS course options: If a student chooses to follow the quantitative thread

e) Any three of the following: PSYC 109, PSYC 120L/CBNS 120L, PSYC 122L, PSYC 123L/CBNS 130L, PSYC 180, PSYC 181, PSYC 182 (E-Z), PSYC 195, PSYC 197 (for a total of 4 units, letter grade required), PSYC 199H. Also 195/197 can be applied twice (4 units and letter grade repeatable for up to 8 units).

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, with the following restrictions: only one quarter of PSYC 190 (for a total of 4 units, letter grade required); only one quarter of 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 199H (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

with an emphasis in statistics, they will need STAT 008 or 010, taken as a prerequisite (listed under formal skills lower division requirement) for upper division STAT courses. If a student chooses to follow the quantitative thread with an emphasis in computer science, they will need CS 009A AND 009B or CS010A AND 010B taken as a prerequisite (listed under formal skills lower division requirement) for upper division CS courses.

**e) Pre-psychology: PSYC 001, PSYC 002, PSYC 011, PSYC 012**

## **2. Upper division requirements:**

### **5 core courses**

a) 1 course chosen from the following: PSYC 110 or CBNS 106

b) 1 course chosen from the following: PSYC 132 or 134

c) 2 courses: PSYC 140 and PSYC 150

d) 1 course chosen from the following: PSYC 160 or PSYC 161 or PSYC 162 or PSYC 163

### **Four Upper Division PSYC Courses**

*Research and Advanced courses:*

e) One of the following: PSYC 109, PSYC 120L, PSYC 180, PSYC 181, PSYC 182E-Z, PSYC 197L (4 units and letter grade), or PSYC 198L (4 units and letter grade), PSYC 198HL (4 units and letter grade), PSYC 199L (4 units and letter grade), or PSYC 199HL (4 units and letter grade)

f) Any three of the following: CBNS 106, PSYC 109, PSYC 110 (can't double count for core), PSYC 112, PSYC 113, PSYC 115, PSYC 117, PSYC 120, PSYC 121, PSYC 122, PSYC 124, PSYC 125, PSYC 126, PSYC 127, PSYC 128, PSYC 129, PSYC 130, PSYC 131, PSYC 134

(can't double count for core), PSYC 136, PSYC 142, PSYC 139, PSYC 142, PSYC 148, PSYC 149, PSYC 152, PSYC 153, PSYC 155, PSYC 160, PSYC 161, PSYC 162, PSYC 163, PSYC 164, PSYC 165A, PSYC 165B, PSYC 166A, PSYC 166B, PSYC 166C, and PSYC 166D, PSYC 167, PSYC 169, PSYC 175, PSYC 178, PSYC 179, PSYC 180, PSYC 181, PSYC 182 E-Z, PSYC 189, STAT 104, STAT 107, STAT 108\*\*, STAT 110\*\*, STAT 130\*\*, STAT 140\*\*, CS 108, CS 105

Courses with \*\* can be taken after completion of STAT 107.

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

No change

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

No change

**Justification:**

The current BS program in psychology is not serving the needs of students in the major, nor the department. The current process requires that students apply for admission to the BS program and then fulfill various requirements. Both the application process and the requirements have been changed in this document, as indicated. Note that all changes were initially developed by the Psychology Undergraduate Education and Wellbeing Committee (UEC), presented to the full Psychology faculty for discussion, revised by the UEC, and then approved by the full faculty after final discussions.

The current admissions process requires students to apply to enter the BS program. This application process unduly limits the numbers of students, as students with similar backgrounds may not be admitted. The proposed “opt-in” approach (detailed in the first paragraph of the proposal) eliminates the application and allows students to enter the BS program as long as they meet the minimum lower-division requirements. This approach is seen as enhancing the transparency, equity and inclusion of the BS program process, and will allow for more students to qualify for the program.

The requirements for fulfilling the program were changed considerably, as detailed in the rest of the proposal. The changes were primarily designed to better differentiate students in the BA and BS programs and to align the UCR BS program more closely with similar programs at comparable universities, particularly other UC campuses. This is particularly evident in the new lower-division requirements for math, life sciences, physical sciences and formal skills. One expected consequence of the streamlined opt-in process is that the number of students in the BS program will increase. Note that the expansion of choices in both the lower- and upper-division requirements, coupled with the reduction in required hands-on lab courses, is expected to prevent any significant increase in faculty workload associated with the increase.

The department feels strongly that the changes made will facilitate student entry into the BS program, improve equity, and provide a BS program that will better serve student needs.

**Approvals:**

Approved by the faculty of the Department of Psychology:

June 5, 2025

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

March 11, 2026

Approved by the Committee on Educational Policy:

April 7, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to Psychology Law and Society Major

**PRESENT:**

**PROPOSED:**

**Psychology/Law and Society Major**

No change

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.

**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)**

No change

**1. Lower-division requirements (at least 39 units)**

No change

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.

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 005A or MATH 022 or higher

b) One 4 unit course in Biological Sciences (Biochemistry, Biology, Botany and Plant Sciences, Entomology, Nematology, or Plant Pathology)

No change

c) One 4 unit course in Physical Sciences (Chemistry, Physics, Earth Sciences, excluding cultural Geography courses)

No change

d) Two additional 4 unit courses that satisfy the CHASS Natural Sciences and Mathematics breadth requirements.

No change

e) PSYC 001, PSYC 002, PSYC 011, PSYC 012

No change

<b>2. Upper-division requirements (37 units)</b>	No change
a) PSYC 110 or CBNS 106	No change
b) PSYC 140, PSYC 150	No change
c) PSYC 132 or PSYC 134	No change
d) PSYC 160 or PSYC 161 or PSYC 162 or PSYC 163	No change
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 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 199H (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	No change
<b>3. Requirements for Law and Society (36 units)</b>	No change
a) PHIL 007 or PHIL 007H	No change
b) LWSO 100 (with a grade of “C” or better)	No change
c) One course chosen from POSC 114, PSYC 012, SOC 004 (or equivalent course in research methods)	No change
d) Three courses chosen from ANTH 127, ECON 119, HISE 153, PHIL 165, POSC 167, PSYC 175, SOC 159	No change

e) Two courses chosen from HISA 120A, HISA 120B, HISE 123, LWSO 175 (E-Z), PHIL 164, POSC 111, POSC 166, POSC 168, POSC 186, SOC 147, SOC 149, SOC 180

No change

f) LWSO 193, Senior Seminar

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

No change

**Justification:**

As the existing prerequisites for PSYC 011 (or PSYC 012) include placement in MATH 022 as meeting prerequisite requirements, and placement in MATH 005A is considered equivalent to placement in MATH 022, this change adds equity for students who receive the same scores on the MAE.

**Approvals:**

Approved by the faculty of the Department of Psychology:

April 10, 2025

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

January 14, 2026

Approved by the Committee on Educational Policy:

April 7, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to Study of Religion (Religious Studies) major

**PRESENT:**

**Major Requirements**

**Religious Studies Major**

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 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  
RLST 149/SEAS 149 Southeast Asian Religions  
RLST 152 Religion and Oppression

**PROPOSED:**

**Major Requirements**

**Religious Studies Major**

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

1. **Lower-division requirements (12 units)**
  - a) Three lower-division courses in the Study of Religion.
2. **Upper-division requirements (40 units)**
  - a) Eight upper-division courses in the Study of Religion (closely related courses from other programs or departments may be substituted upon approval).
  - b) RLST 100 or RLST 102
  - c) RLST 195. Senior Thesis.  
Preparation and completion of a substantial research project, normally a minimum of 3,000 words, conducted under the supervision of a faculty advisor in the student's area of study. Students pursuing the University Honors curriculum may satisfy this requirement through successful completion of the Honors Capstone sequence (HNPG 198H and HNPG 199H, 4 units total) with a project rooted in Religious Studies and approved by the department.

~~RLST 153 Religion and Social Justice  
RLST 159/ GSST 159 Queer Religiosities  
RLST 160 Religion, Gender and Sexuality  
RLST 180 Saints and Gurus~~

- 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.

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

### **Justifications:**

The Department of the Study of Religion proposes to streamline the major by replacing the existing system of specialized sub-requirements with a flexible elective structure that better reflects current pedagogical practices in the field. Many contemporary Religious Studies programs—including those at Yale, the University of Pennsylvania, and Tufts—organize undergraduate curricula around levels of study and methodological training while allowing students to individualize their substantive focus in areas such as tradition, region, or theme. Adopting this model will strengthen the undergraduate experience at UCR by supporting a more focused senior thesis and facilitating earlier and more sustained faculty mentorship. The revision retains the total number of required lower-division and upper-division units, aligns the program with established CHASS norms, and increases accessibility, adaptability, and academic coherence for students.

#### 1. Lower Division Requirements

The current lower-division structure requires all majors to complete RLST 005 and RLST 012, regardless of students' prior preparation or academic interests. These two fixed course numbers have increasingly created scheduling bottlenecks and have limited flexibility for students entering the major at different points in their academic careers, including transfer students whose introductory preparation does not always align with these specific course designations.

The proposed requirement—three lower-division courses in the Study of Religion—retains the same number of foundational units while allowing students to complete introductory work through a broader range of appropriate RLST offerings or articulated equivalents. This flexibility improves access, supports timely progress to degree, and aligns the major with the prevailing CHASS practice of specifying lower-division preparation in terms of units rather than prescribed course numbers. The revision thus maintains academic rigor while removing unnecessary constraints on students' entry into the major.

#### 2. Upper Division Requirements

The existing upper-division categories (“Traditions,” “Regions,” and “Themes”) no longer reflect the department's full curricular range and require continual revision as faculty rotate courses and new topics emerge. The categories also impose artificial constraints on students' course selection, dispersing upper-division coursework across predefined lists even when students wish to pursue a coherent area of study more directly aligned with contemporary approaches in Religious Studies.

The proposed structure—eight upper-division courses in the Study of Religion—preserves the total number of advanced units while enabling students to build intellectually focused pathways appropriate to

their interests. This model provides broad flexibility while maintaining depth through a required upper-division theory and methods course (RLST 100 or RLST 102) and consultation with faculty advisors. It also conforms to widely adopted national models in Religious Studies, where majors typically combine a methods-based core with flexible upper-division electives that can accommodate both tradition-specific and thematic fields of inquiry.

### 3. Senior Thesis and Faculty Mentorship

The revised curriculum eliminates the senior seminar (RLST 193) because we have had difficulty filling the class in recent years. In its place, the new curriculum is designed to strengthen preparation for a senior thesis (RLST 195) by enabling students to develop a cohesive sequence of upper-division coursework leading directly to their capstone project. Under the prior distribution system, students' coursework waoften spread across unrelated traditions or themes, which could complicate the development of sustained expertise in the area that would ultimately support their thesis research.

With the new structure, students can concentrate their upper-division selections in ways that facilitate earlier and more deliberate engagement with faculty mentors. The flexibility to cluster courses around a chosen field—whether tradition-based, comparative, or thematic—allows students to cultivate the necessary background before undertaking their independent research project. The senior thesis remains a rigorous culminating requirement: a substantial paper supervised by a faculty advisor in the student's area of study, with the Honors Capstone sequence serving as an approved alternative for qualified students.

This alignment between coursework, faculty mentorship, and the capstone experience enhances academic coherence, strengthens research preparation, and brings the major into closer conformity with recognized best practices in the discipline.

#### **In summary, these changes offer:**

- **Greater curricular clarity.** The major now presents a streamlined structure that is easier for students and advisors to navigate, reducing confusion created by multiple sub-categories and extensive course lists.
- **Improved flexibility and accessibility.** Students may complete lower-division preparation and upper-division depth through a wider range of courses, accommodating diverse academic interests and supporting smoother transfer articulation.
- **More coherent academic pathways.** Students can now develop focused upper-division trajectories aligned with their interests, rather than distributing effort across unrelated categories. This leads to more coherent preparation for advanced research.
- **Enhanced senior experience and individual thesis preparation.** The simplified elective structure enables students to build a set of courses that directly supports the development of their capstone project, resulting in stronger thesis work and better integration of upper-division learning.
- **Stronger faculty mentorship.** Students can more easily identify and work with faculty in their areas of interest, fostering earlier and more sustained mentorship relationships that continue through the senior thesis.
- **Alignment with contemporary models.** The revised major aligns UCR with widely adopted national practices in Religious Studies, where programs emphasize methods-based cores and individualized substantive areas.
- **No change in unit totals.** The revision maintains all existing lower- and upper-division unit requirements, ensuring no increase in time-to-degree.
- **Consistency across departmental programs.** The same structural logic has been applied to the Religious Studies/Administrative Studies major and the minor, creating a unified, coherent curriculum across all pathways.

**Approvals:**

Approved by the faculty of the Department of Study of Religion:

November 14, 2025

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

January 14, 2026

Approved by the Committee on Educational Policy:

April 7, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to Study of Religion (Religious Studies) minor

**PRESENT:**

**Minor**

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~~
- e) ~~One additional 4-unit course in Religious Studies~~

**2. Upper-division requirements (16 units)**

- a) ~~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/HIST 147 The Holocaust  
RLST 135A/HIST 130A History of Christianity: Origins to the Reformation  
RLST 135B/HIST 130B History of Christianity: Modern Era  
RLST 149/SEAS 149 Southeast Asian Religions  
RLST 152 Religion and Oppression  
RLST 153 Religion and Social Justice  
RLST 159/GSST 159 Queer Religiosities~~

**PROPOSED:**

**Minor**

Requirements for a minor in Religious Studies are as follows:

**1. Lower-division requirements (12 units)**

- a) Three lower-division elective courses in the Study of Religion.

**2. Upper-division requirements (16 units)**

- a) Four upper-division elective courses in the Study of Religion.

~~RLST 160/GSST 160 Religion, Gender and Sexuality~~  
~~RLST 180 Saints and Gurus~~

~~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.

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.

### **Justifications:**

The Department of the Study of Religion proposes to streamline the minor by replacing the existing system of specialized sub-requirements with a flexible elective structure that better reflects current pedagogical practices in the field. Many contemporary Religious Studies programs—including those at Yale, the University of Pennsylvania, and Tufts—organize undergraduate curricula around levels of study while allowing students to individualize their substantive focus in areas such as tradition, region, or theme. Adopting this model will strengthen the undergraduate experience at UCR by facilitating earlier and more sustained faculty mentorship. The revision retains the total number of required lower-division and upper-division units, aligns the program with established CHASS norms, and increases accessibility, adaptability, and academic coherence for students.

#### 1. Lower Division Requirements

The current lower-division structure requires all minor to complete RLST 005 and RLST 012, regardless of students' prior preparation or academic interests. These two fixed course numbers have increasingly created scheduling bottlenecks and have limited flexibility for students entering the minor at different points in their academic careers, including transfer students whose introductory preparation does not always align with these specific course designations.

The proposed requirement—three lower-division courses in the Study of Religion—retains the same number of foundational units while allowing students to complete introductory work through a broader range of appropriate RLST offerings or articulated equivalents. This flexibility improves access, supports timely progress to degree, and aligns the minor with the prevailing CHASS practice of specifying lower-division preparation in terms of units rather than prescribed course numbers. The revision thus maintains academic rigor while removing unnecessary constraints on students' entry into the minor.

#### 2. Upper Division Requirements

The existing upper-division categories (“Traditions,” “Regions,” and “Themes”) no longer reflect the department's full curricular range and require continual revision as faculty rotate courses and new topics emerge. The categories also impose artificial constraints on students' course selection, dispersing upper-division coursework across predefined lists even when students wish to pursue a coherent area of study more directly aligned with contemporary approaches in Religious Studies.

The proposed structure—four upper-division courses in the Study of Religion—preserves the total number of advanced units while enabling students to build intellectually focused pathways appropriate to their interests. This model provides broad flexibility and more efficient consultation with faculty advisors. It also conforms to widely adopted national models in Religious Studies.

This alignment between coursework, faculty mentorship, and confluence with proposed major requirements enhances academic coherence, strengthens research preparation, and brings the minor into closer conformity with recognized best practices in the discipline.

**In summary, these changes offer:**

- **Greater curricular clarity.** The minor now presents a streamlined structure that is easier for students and advisors to navigate, reducing confusion created by multiple sub-categories and extensive course lists.
- **Improved flexibility and accessibility.** Students may complete lower-division preparation and upper-division depth through a wider range of courses, accommodating diverse academic interests and supporting smoother transfer articulation.
- **More coherent academic pathways.** Students can now develop focused upper-division trajectories aligned with their interests, rather than distributing effort across unrelated categories. This leads to more coherent preparation for advanced research and possible transition to the major.
- **Stronger faculty mentorship.** Students can more easily identify and work with faculty in their areas of interest, fostering earlier and more sustained mentorship relationships that continue through their undergraduate career.
- **Alignment with contemporary models.** The revised major aligns UCR with widely adopted national practices in Religious Studies, where programs emphasize individualized substantive areas.
- **No change in unit totals.** The revision maintains all existing lower- and upper-division unit requirements, ensuring no increase in time-to-degree.
- **Consistency across departmental programs.** The same structural logic has been applied to proposed RLST major as well as the Religious Studies/Administrative Studies major and the minor, creating a unified, coherent curriculum across all pathways.

**Approvals:**

Approved by the faculty of the Department of Study of Religion:

November 14, 2025

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

January 14, 2026

Approved by the Committee on Educational Policy:

April 7, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to Study of Religion (Religious Studies) / Administrative Studies Major

**PRESENT:**

**Major Requirements**

**Religious Studies/Administrative Studies Major**

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

**Religious Studies requirements (48 units)**

**1. Lower-division requirements (12 units)**

- a) RLST 005/RLST 005H
- b) RLST 012/RLST 012H/ETST 012/ETST 012H or RLST 012W/ETST 012W
- e) ~~One additional 4-unit course in RLST~~

**2. Upper-division requirements (36 units)**

- a) ~~At least four courses from Traditions and Regions and at least two courses from Themes~~

**Traditions and Regions:**

RLST 104, RLST 106, RLST 108, RLST 109, RLST 111, RLST 114, RLST 123, RLST 126/  
HIST 127, RLST 161/GSST 158

**Themes:**

RLST 101, RLST 116, RLST 127/HISE 147, RLST 135A/HIST 130A, RLST 135B/HIST 130B, RLST 149/SEAS 149, RLST 152, RLST 153, RLST 159/GSST 159, RLST 160, RLST 180

- b) ~~1 additional upper-division course in RLST~~
- e) RLST 100 or RLST 102
- d) ~~RLST 193~~

**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

**PROPOSED:**

**Major Requirements**

**Religious Studies/Administrative Studies Major**

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

**Religious Studies requirements (48 units)**

**1. Lower-division requirements (12 units)**

- a) Three lower-division courses in the Study of Religion.

**2. Upper-division requirements (36 units)**

- a) Seven upper-division courses in the Study of Religion (closely related courses from other programs or departments may be substituted upon approval).
- b) RLST 100 or RLST 102
- c) RLST 195. Senior Thesis. Preparation and completion of a substantial research project, normally a minimum of 3,000 words, conducted under the supervision of a faculty advisor in the student's area of study. Students pursuing the University Honors curriculum may satisfy this requirement through successful completion of the Honors Capstone sequence (HNPG 198H and HNPG 199H, 4 units total) with a project rooted in Religious Studies and approved by the department.

**No change.**

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 182E or POSC 182G 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 100W, BUS 107, BUS 158/ANTH 105, BUS 176/SOC 176, SOC 150, SOC 151

(2) **Human Resources Management/Labor Relations:** 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 100W, BUS 102, BUS 107, PHIL 116, POSC 182E or POSC 182G, 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, BUS 182

(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

The programs of all majors should be developed in

consultation with their advisors.

### **Justifications:**

The Department of the Study of Religion proposes to streamline the Religious Studies / Administrative Studies major by replacing the existing system of specialized sub-requirements with a flexible elective structure that better reflects current pedagogical practices in the field and matches the proposed Religious Studies major (without the Administrative component). Many contemporary Religious Studies programs—including those at Yale, the University of Pennsylvania, and Tufts—organize undergraduate curricula around levels of study and methodological training while allowing students to individualize their substantive focus in areas such as tradition, region, or theme. Adopting this model will strengthen the undergraduate experience at UCR by supporting a more focused senior thesis and facilitating earlier and more sustained faculty mentorship. The revision retains the total number of required lower-division and upper-division units, aligns the program with established CHASS norms, and increases accessibility, adaptability, and academic coherence for students.

#### 1. Lower Division Requirements

The current lower-division structure requires all majors to complete RLST 005 and RLST 012, regardless of students' prior preparation or academic interests. These two fixed course numbers have increasingly created scheduling bottlenecks and have limited flexibility for students entering the major at different points in their academic careers, including transfer students whose introductory preparation does not always align with these specific course designations.

The proposed requirement—three lower-division courses in the Study of Religion—retains the same number of foundational units while allowing students to complete introductory work through a broader range of appropriate RLST offerings or articulated equivalents. This flexibility improves access, supports timely progress to degree, and aligns the major with the prevailing CHASS practice of specifying lower-division preparation in terms of units rather than prescribed course numbers. The revision thus maintains academic rigor while removing unnecessary constraints on students' entry into the major.

#### 2. Upper Division Requirements

The existing upper-division categories (“Traditions,” “Regions,” and “Themes”) no longer reflect the department's full curricular range and require continual revision as faculty rotate courses and new topics emerge. The categories also impose artificial constraints on students' course selection, dispersing upper-division coursework across predefined lists even when students wish to pursue a coherent area of study more directly aligned with contemporary approaches in Religious Studies.

The proposed structure—eight upper-division courses in the Study of Religion—preserves the total number of advanced units while enabling students to build intellectually focused pathways appropriate to their interests. This model provides broad flexibility while maintaining depth through a required upper-division theory and methods course (RLST 100 or RLST 102) and consultation with faculty advisors. It also conforms to widely adopted national models in Religious Studies, where majors typically combine a methods-based core with flexible upper-division electives that can accommodate both tradition-specific and thematic fields of inquiry.

#### 3. Senior Thesis and Faculty Mentorship

The revised curriculum eliminates the senior seminar (RLST 193) because we have had difficulty filling the class in recent years. In its place, the new curriculum is designed to strengthen preparation for a senior thesis (RLST 195) by enabling students to develop a cohesive sequence of upper-division coursework leading directly to their capstone project. Under the prior distribution system, students' coursework was

often spread across unrelated traditions or themes, which could complicate the development of sustained expertise in the area that would ultimately support their thesis research.

With the new structure, students can concentrate their upper-division selections in ways that facilitate earlier and more deliberate engagement with faculty mentors. The flexibility to cluster courses around a chosen field—whether tradition-based, comparative, or thematic—allows students to cultivate the necessary background before undertaking their independent research project. The senior thesis remains a rigorous culminating requirement: a substantial paper supervised by a faculty advisor in the student’s area of study, with the Honors Capstone sequence serving as an approved alternative for qualified students.

This alignment between coursework, faculty mentorship, and the capstone experience enhances academic coherence, strengthens research preparation, and brings the major into closer conformity with recognized best practices in the discipline.

**In summary, these changes offer:**

- **Greater curricular clarity.** The major now presents a streamlined structure that is easier for students and advisors to navigate, reducing confusion created by multiple sub-categories and extensive course lists.
- **Improved flexibility and accessibility.** Students may complete lower-division preparation and upper-division depth through a wider range of courses, accommodating diverse academic interests and supporting smoother transfer articulation.
- **More coherent academic pathways.** Students can now develop focused upper-division trajectories aligned with their interests, rather than distributing effort across unrelated categories. This leads to more coherent preparation for advanced research.
- **Enhanced senior experience and individual thesis preparation.** The simplified elective structure enables students to build a set of courses that directly supports the development of their capstone project, resulting in stronger thesis work and better integration of upper-division learning.
- **Stronger faculty mentorship.** Students can more easily identify and work with faculty in their areas of interest, fostering earlier and more sustained mentorship relationships that continue through the senior thesis.
- **Alignment with contemporary models.** The revised major aligns UCR with widely adopted national practices in Religious Studies, where programs emphasize methods-based cores and individualized substantive areas.
- **No change in unit totals.** The revision maintains all existing lower- and upper-division unit requirements, ensuring no increase in time-to-degree.
- **Consistency across departmental programs.** The same structural logic has been applied to the Religious Studies/Administrative Studies major and the minor, creating a unified, coherent curriculum across all pathways.

**Approvals:**

Approved by the faculty of the Department of Study of Religion:	November 14, 2025
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences:	January 14, 2026
Approved by the Committee on Educational Policy:	April 7, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to Theatre, Film, and Digital Production Major

**PRESENT:**

Major Requirements

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 050S, TFDP 066, or TFDP 067

**PROPOSED:**

Major Requirements

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 050S, TFDP 066, or TFDP 067

**~~Track 1: Literature, History,  
Criticism and Dramaturgy~~**

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

**~~1. Literature, History, Criticism and~~**

**~~Dramaturgy requirement (20 units)~~**

**~~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 161, TFDP 177 or TFDP 177S, TFDP 191 (E-Z)

**~~b) Dramaturgy emphasis (12 units):~~** TFDP 100, TFDP 120A, TFDP 120B

**~~1) Eight (8) additional units from~~** TFDP 103, TFDP 121, TFDP 122, TFDP 123, TFDP 124A, TFDP 124B, TFDP 125 (E-Z), TFDP 127, TFDP 161, TFDP 177 or TFDP 177S, TFDP 191 (E-Z)

**~~2. Twelve (12) elective units from~~** TFDP 101, TFDP 102, TFDP 109, TFDP 110A, TFDP 115, TFDP 126A, TFDP 126B, TFDP 150A, TFDP 150B, TFDP 152, TFDP 164A/CRWT 164A, TFDP 167, TFDP 169, TFDP 185/MUS 185 or TFDP 185S/MUS 185S, TFDP 199

**~~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

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 (20 units)**

- a) TFDP 164A, TFDP 164B, TFDP 164C
- b) TFDP 166A, TFDP 166B
- 3. **Eight (8) elective units from** TFDP 109, TFDP 110A, TFDP 114, TFDP 115, TFDP 150A, TFDP 150B, TFDP 152, TFDP 163, TFDP 165, TFDP 166C, TFDP 167, TFDP 169, TFDP 195, 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: Filmmaking**

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

**1. Filmmaking (16) units**

- a) TFDP 155 and TFDP 153A or TFDP 154 (8 units)

- b) **Eight (8) additional units from** TFDP 117, TFDP 130A, TFDP 130B, TFDP 142, TFDP 144, TFDP 151, TFDP 153B, TFDP 156A, TFDP 156B, TFDP 157, TFDP 159
- 2. **Screenwriting (4) units from** TFDP 163
- 3. **Twenty (20) elective units from** TFDP 100, TFDP 101, TFDP 109, TFDP 115, TFDP 120A, TFDP 120B, TFDP 122, TFDP 123, TFDP 133, TFDP 149, TFDP 150A, TFDP 150B, TFDP 152, TFDP 160, TFDP 161, TFDP 165, TFDP 167, TFDP

- 171, TFDP 172, TFDP 177 or TFDP 177S, TFDP 180 (E-Z), TFDP 185/MUS 185 or TFDP 185S/MUS 185S, TFDP 191(E-Z), TFDP 195, TFDP 198-I, TFDP 170, TFDP 173, TFDP 174, or TFDP 175

**Track 4: Acting and Directing**

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

**1. Acting/Directing (16 units)**

**Track 1: 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 (20 units)**

- a) TFDP 164A, TFDP 164B, TFDP 164C
- b) TFDP 166A, TFDP 166B
- 3. **Eight (8) elective units from** TFDP 109, TFDP 110A, TFDP 114, TFDP 115, TFDP 150A, TFDP 150B, TFDP 152, TFDP 163, TFDP 165, TFDP 166C, TFDP 167, TFDP 169, TFDP 195, TFDP 198-I
- 4. **Production requirement:** Four (4) units from TFDP 170, TFDP 171, TFDP 172, TFDP 173, TFDP 174, or TFDP 175

**Track 2: Filmmaking**

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

**1. Filmmaking (16) units**

- a) TFDP 155 and TFDP 153A or TFDP 154 (8 units)

- b) **Eight (8) additional units from** TFDP 117, TFDP 130A, TFDP 130B, TFDP 142, TFDP 144, TFDP 151, TFDP 153B, TFDP 156A, TFDP 156B, TFDP 157, TFDP 159
- 2. **Screenwriting (4) units from** TFDP 163
- 3. **Twenty (20) elective units from** TFDP 100, TFDP 101, TFDP 109, TFDP 115, TFDP 120A, TFDP 120B, TFDP 122, TFDP 123, TFDP 133, TFDP 149, TFDP 150A, TFDP 150B, TFDP 152, TFDP 160, TFDP 161, TFDP 165, TFDP 167, TFDP

- 171, TFDP 172, TFDP 177 or TFDP 177S, TFDP 180 (E-Z), TFDP 185/MUS 185 or TFDP 185S/MUS 185S, TFDP 191(E-Z), TFDP 195, TFDP 198-I, TFDP 170, TFDP 173, TFDP 174, or TFDP 175

**Track 3: 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)
- b) **Directing emphasis:** TFDP 109, TFDP 150A, TFDP 150B (12 units)
- 1) **Four (4) additional units from TFDP** 110A, TFDP 112 (E-Z), TFDP 113 (E-Z), TFDP 117, TFDP 153A, TFDP 154
2. **Literature History and Criticism (12 units):** TFDP 100, TFDP 120A, TFDP 120B
3. **Electives (4) units from TFDP** 066, TFDP 101, TFDP 110A, TFDP 110B, TFDP 111A, TFDP 111B, TFDP 111C, TFDP 111D, TFDP 112 (E-Z), TFDP 113 (E-Z), TFDP 115, TFDP 121, TFDP 122, TFDP 123, TFDP 124A, TFDP 124B, TFDP 125 (E-Z), TFDP 127, TFDP 136, TFDP 149, TFDP 150A, TFDP 150B, TFDP 152, TFDP 154, TFDP 155, TFDP 160, TFDP 161, TFDP 163, TFDP 185/MUS 185 or TFDP 185S/MUS 185S TFDP 177 or TFDP 177S, TFDP 180 (E-Z), TFDP 191 (E-Z), TFDP 195, TFDP 198-I
4. **Production requirement (8-12) units from** TFDP 170, TFDP 171, TFDP 172, TFDP 173, TFDP 174, or TFDP 175

**Track 5: Production and Design**  
**Upper-division requirements (40-44 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 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 161, TFDP 176/DNCE 128/ANTH 128/AST 128, TFDP 177 or TFDP 177S, TFDP 191 (E-Z)
3. **Four (4) units from TFDP** 109, TFDP 115, TFDP 150A, TFDP 150B, TFDP 152, TFDP 160, TFDP 195, TFDP 198-I
4. **Production requirement (8-12) units from** TFDP 170, TFDP 171, TFDP 172, TFDP 173, TFDP 174, or TFDP 175

**Track 6: General Theatre,**

- 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)
- b) **Directing emphasis:** TFDP 109, TFDP 150A, TFDP 150B (12 units)
- 1) **Four (4) additional units from TFDP** 110A, TFDP 112 (E-Z), TFDP 113 (E-Z), TFDP 117, TFDP 153A, TFDP 154
2. **Literature History and Criticism (12 units):** TFDP 100, TFDP 120A, TFDP 120B
3. **Electives (4) units from TFDP** 066, TFDP 101, TFDP 110A, TFDP 110B, TFDP 111A, TFDP 111B, TFDP 111C, TFDP 111D, TFDP 112 (E-Z), TFDP 113 (E-Z), TFDP 115, TFDP 121, TFDP 122, TFDP 123, TFDP 124A, TFDP 124B, TFDP 125 (E-Z), TFDP 127, TFDP 136, TFDP 149, TFDP 150A, TFDP 150B, TFDP 152, TFDP 154, TFDP 155, TFDP 160, TFDP 161, TFDP 163, TFDP 185/MUS 185 or TFDP 185S/MUS 185S TFDP 177 or TFDP 177S, TFDP 180 (E-Z), TFDP 191 (E-Z), TFDP 195, TFDP 198-I
4. **Production requirement (8-12) units from** TFDP 170, TFDP 171, TFDP 172, TFDP 173, TFDP 174, or TFDP 175

**Track 4: Production and Design**  
**Upper-division requirements (40-44 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 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 161, TFDP 176/DNCE 128/ANTH 128/AST 128, TFDP 177 or TFDP 177S, TFDP 191 (E-Z)
3. **Four (4) units from TFDP** 109, TFDP 115, TFDP 150A, TFDP 150B, TFDP 152, TFDP 160, TFDP 195, TFDP 198-I
4. **Production requirement (8-12) units from** TFDP 170, TFDP 171, TFDP 172, TFDP 173, TFDP 174, or TFDP 175

**Track 5: General Theatre,**

**Film, and Digital Production**

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

- 1. Twelve (12) units of Literature, History, and Criticism:** TFDP 100, TFDP 120A, TFDP 120B
- 2. Twelve (12) units of Additional Requirements from** TFDP 101, TFDP 103, TFDP 109, TFDP 121, TFDP 150A, TFDP 150B, TFDP 131, TFDP 132, TFDP 133, TFDP 135, TFDP 136, TFDP 138, TFDP 143, TFDP 145, TFDP 149, TFDP 153A, TFDP 154, TFDP 163, TFDP 164A/CRWT 164A, TFDP 166A
- 3. Electives (8) eight units from** TFDP 115, TFDP 122, TFDP 124A, TFDP 124B, TFDP 125 (E-Z), TFDP 152, TFDP 161, TFDP 176/DNCE 128/ANTH 128/AST 128, TFDP 177 or TFDP 177S, TFDP 185/MUS 185 or TFDP 185S/MUS 185S, TFDP 180 (E-Z), TFDP 191 (E-Z), TFDP 195,TFDP 199
- 4. Production requirement (8) units from** TFDP 170, TFDP 171, TFDP 172, TFDP 173, TFDP 174, or TFDP 175

**Film, and Digital Production**

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

- 1. Twelve (12) units of Literature, History, and Criticism:** TFDP 100, TFDP 120A, TFDP 120B
- 2. Twelve (12) units of Additional Requirements from** TFDP 101, TFDP 103, TFDP 109, TFDP 121, TFDP 150A, TFDP 150B, TFDP 131, TFDP 132, TFDP 133, TFDP 135, TFDP 136, TFDP 138, TFDP 143, TFDP 145, TFDP 149, TFDP 153A, TFDP 154, TFDP 163, TFDP 164A/CRWT 164A, TFDP 166A
- 3. Electives (8) eight units from** TFDP 115, TFDP 122, TFDP 124A, TFDP 124B, TFDP 125 (E-Z), TFDP 152, TFDP 161, TFDP 176/DNCE 128/ANTH 128/AST 128, TFDP 177 or TFDP 177S, TFDP 185/MUS 185 or TFDP 185S/MUS 185S, TFDP 180 (E-Z), TFDP 191 (E-Z), TFD 195, TFDP 199
- 4. Production requirement (8) units from** TFDP 170, TFDP 171, TFDP 172, TFDP 173, TFDP 174, or TFDP 175

**Justification:**

We propose eliminating Track 1: Literature, History, Criticism and Dramaturgy because there are 0 students who are enrolled in this track, and that has been the case for years. We would still teach Literature, History, Criticism and Dramaturgy courses because they are required for the other tracks. This change would have no substantial impact, but it better reflects our department and our majors.

We renumbered the other tracks as a result of deleting Track 1.

**Approvals:**

Approved by the faculty of the Department of Theatre, Film, and Digital Production: February 6, 2026

Approved by the Executive Committee of the College of Humanities, Arts, and Society Sciences:

February 25, 2026

Approved by the Committee on Educational Policy:

April 7, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCE  
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to the B.A. and B.S. of Neuroscience

**PRESENT:**

**PROPOSED:**

**Major**

[no change]

The Neuroscience major is an intercollege major offered by the colleges of Humanities, Arts, and Social Sciences and Natural and Agricultural Sciences. It offers upper-division courses that contribute to an academic program emphasizing the functioning of nervous systems at the molecular, cellular, system, behavioral, and cognitive levels. Some of the topics covered include neuroanatomy, neurophysiology, and neurochemistry in humans and other animals; neural mechanisms underlying sensory system function and perception; neural organization of behavior; development of the nervous system; and neural mechanisms of learning and memory.

[no change]

Both a B.A. and a B.S. degree are 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 College of Humanities, Arts, and Social Sciences are advised in and have their records maintained by the Department of Psychology; students whose degrees are awarded by the College of Natural and Agricultural Sciences are advised in and have their records maintained by the CNAS Academic Advising Center. Breadth requirements vary by college; and students must fulfill the breadth requirements of the college they choose.

[no change]

For information about student advising, contact the CNAS Academic Advising Center, (951) 827-7294, or the Department of Psychology, (951) 827-5386, University of California, Riverside, Riverside, CA 92521.

[no change]

**Change of Major Criteria**

[no change]

Students must be in good academic standing at the time the Change of Major Petition is filed. [no change]  
Students must successfully repeat any outstanding Neuroscience Core course prior to acceptance into the major.

**2nd and 3rd Quarter Freshmen** [no change]

The following math and science courses must be completed with a grade of C– or better: CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, MATH 007A or MATH 009A [no change]

**4th Quarter Freshman and Sophomore (up to 89 earned units)** [no change]

The following math and science courses must be completed with a grade of C– or better: CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 01LC, BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, MATH 007A or MATH 009A, MATH 007B or MATH 009B [no change]

**Junior (90 - 134 earned units)** [no change]

The following math and science courses must be completed with a grade of C– or better: ~~CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 01LC, BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, BIOL 005C, MATH 007A or MATH 009A, MATH 007B or MATH 009B and completion of at least one of the following sequences with no grade lower than a C–: CHEM 008A and CHEM 08LA or CHEM 08HA and CHEM 08HLA, CHEM 008B and CHEM 08LB or CHEM 08HB and CHEM 08HLB, CHEM 008C and CHEM 08LC or CHEM 08HC and CHEM 08HLC, PHYS 002A, PHYS 02LA, PHYS 002B, PHYS 02LB, PHYS 002C, PHYS 02LC~~

The following math and science courses must be completed with a grade of C– or better: CHEM 001A or CHEM 01HA, CHEM 01LA or CHEM 1HLA, CHEM 001B or CHEM 01HB, CHEM 01LB or CHEM 1HLB, CHEM 001C or CHEM 01HC, CHEM 01LC or CHEM 1HLC, BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, BIOL 005C, MATH 007A or MATH 009A, MATH 007B or MATH 009B and completion of at least one of the following sequences with no grade lower than a C–: CHEM 008A or CHEM 08HA, CHEM 08LA or CHEM 08HLA, CHEM 008B or CHEM 08HB, CHEM 08LB or CHEM 08HLB, CHEM 008C or CHEM 08HC, CHEM 08LC or CHEM 08HLC, PHYS 002A, PHYS 02LA, PHYS 002B, PHYS 02LB, PHYS 002C, PHYS 02LC

**Senior (135 + units)** [no change]

The following math and science courses must be completed with grade of C– or better: ~~CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 01LC, BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, BIOL 005C,~~

The following math and science courses must be completed with grade of C– or better: CHEM 001A or CHEM 01HA, CHEM 01LA or CHEM 1HLA, CHEM 001B or CHEM 01HB, CHEM 01LB or CHEM 1HLB, CHEM 001C or CHEM

<p>MATH 007A MATH 009A, MATH 007B or MATH 009B, <del>CHEM 008A and CHEM 08LA or CHEM 08HA and CHEM 08HLA, CHEM 008B and CHEM 08LB or CHEM 08HB and CHEM 08HLB, CHEM 008C and CHEM 08LC or CHEM 08HC and CHEM 08HLC</del>, PHYS 002A, PHYS 02LA, PHYS 002B, PHYS 02LB, PHYS 002C, PHYS 02LC, PSYC 011 or STAT 004 or STAT 010, BCH 100 or BCH 110A, CBNS 106</p>	<p><u>01HC, CHEM 01LC or CHEM 1HLC</u>, BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, BIOL 005C, MATH 007A MATH 009A, MATH 007B or MATH 009B, <u>CHEM 008A or CHEM 08HA, CHEM 08LA or CHEM 08HLA, CHEM 008B or CHEM 08HB, CHEM 08LB or CHEM 08HLB, CHEM 008C or CHEM 08HC, CHEM 08LC or CHEM 08HLC</u>, PHYS 002A, PHYS 02LA, PHYS 002B, PHYS 02LB, PHYS 002C, PHYS 02LC, PSYC 011 or STAT 004 or STAT 010, BCH 100 or BCH 110A, CBNS 106</p>
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<p>GPA in upper division courses applied to the Neuroscience Major (Tier 1, 2, and 3) must be 2.00 or higher.</p>	<p>[no change]</p>
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<p><b>Transfer Students</b></p>	<p>[no change]</p>
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<p>Transfer applicants must have a minimum GPA of 2.70 (currently 2.70, but can be adjusted upward for selectivity by the college of Majors). Transfer applicants must further meet two of the curricular preparation requirements below.</p>	<p>[no change]</p>
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|--|--------------------|
| <p>1. Math 007A or Math 009A; MATH 007B or MATH 009B or equivalent.</p>                                  | <p>[no change]</p> |
| <p>2. Two semesters of a single lab-based science discipline (e.g. Chemistry or Biology or Physics).</p> | <p>[no change]</p> |
| <p>3. The equivalent of Math 009C plus one semester of Vector Calculus or Linear Algebra.</p>            | <p>[no change]</p> |

<p>Individual Majors can (and do) set their particular curricular requirements to be more rigorous.</p>	<p>[no change]</p>
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<p><b>University Requirements</b></p>	<p>[no change]</p>
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<p>See Undergraduate Studies section.</p>	<p>[no change]</p>
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<p><b>College Requirements</b></p>	<p>[no change]</p>
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<p>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 urged to consult their advisor regarding requirements.</p>	<p>[no change]</p>
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The following restrictions and additions apply to college breadth requirements for the Neuroscience major. [no change]

**For the College of Humanities, Arts, and Social Sciences** [no change]

**Humanities** [no change]

Foreign language at level 4 or above for the B.A. may be used to fulfill up to 8 units of the Humanities breadth requirement. [no change]

**Social Sciences** [no change]

Psychology courses may not be used as part of the Social Sciences breadth requirement if a Biology course is used to meet any part of the Natural Sciences and Mathematics breadth requirement. [no change]

**Foreign Language** [no change]

In fulfilling the Foreign Language breadth requirement for both the B.A. and B.S. degrees, a modern language such as Spanish, Russian, Chinese, German, or French must be used. [no change]

**Natural Sciences and Mathematics** [no change]

The Neuroscience Core in the Neuroscience major satisfies the Natural Sciences and Mathematics breadth requirement. [no change]

**For the College of Natural and Agricultural Sciences** [no change]

**Humanities** [no change]

For the B.S. degree, 16 units instead of 12 units are required to fulfill the Humanities breadth requirement. PHIL 134 and PHIL 137 are recommended. [no change]

**Social Sciences** [no change]

For the B.S. degree, 16 units instead of 12 units are required to fulfill the Social Sciences breadth requirement. Psychology courses not required or approved for the Neuroscience major may be used in meeting the Social Sciences breadth requirement. [no change]

<b>Foreign Language</b>	[no change]
In fulfilling the Foreign Language breadth requirement for the B.A. degree, a modern language such as Spanish, Russian, Chinese, German, or French must be used. Further, fourth-quarter level proficiency in one foreign language (not level 2 in two languages) is required.	[no change]
<b>Natural Sciences and Mathematics</b>	[no change]
The Neuroscience Core in the Neuroscience major satisfies the Natural Sciences and Mathematics breadth requirement.	[no change]
<b>Major Requirements</b>	[no change]
1. Neuroscience Core (71-73 units). 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.	[no change]
2. Students must complete all required Neuroscience 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.	[no change]
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.)	[no change]
b) PSYC 011 or STAT 004 or STAT 010	[no change]
c) MATH 007A or MATH 009A or MATH 09HA; MATH 007B or MATH 009B or MATH 09HB	[no change]
<del>d) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC (or CHEM 01HA and CHEM 1HLA, CHEM 01HB and CHEM 1HLB, CHEM 01HC and CHEM 1HLC)</del>	<u>d) CHEM 001A or CHEM 01HA, CHEM 01LA or CHEM 1HLA, CHEM 001B or CHEM 01HB, CHEM 01LB or CHEM 1HLB, CHEM 001C or CHEM 01HC, CHEM 01LC or CHEM 1HLC</u>

e) <del>CHEM 008A and CHEM 08LA or CHEM 08HA and CHEM 08HLA, CHEM 008B and CHEM 08LB or CHEM 08HB and CHEM 008HLB, CHEM 008C and CHEM 08LC or CHEM 08HC and CHEM 08HLC</del>	e) <u>CHEM 008A or CHEM 08HA, CHEM 08LA or CHEM 08HLA, CHEM 008B or CHEM 08HB, CHEM 08LB or CHEM 08HLB, CHEM 008C or CHEM 08HC, CHEM 08LC or CHEM 08HLC</u>
f) 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	[no change]
g) BCH 100 or BCH 110A, or BCH 100H or BCH 110HA	[no change]
3. Upper-division requirements	[no change]
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.	[no change]
a) First Tier (16 units)	[no change]
(1) CBNS 106	[no change]
(2) CBNS 120/PSYC 120	[no change]
(3) CBNS 120L/PSYC 120L or PSYC 122L or CBNS 130L/PSYC 123L	[no change]
(4) CBNS 124/PSYC 124	[no change]
b) Second Tier (at least 12 units for the B.A. or at least 20 units for the B.S.)	[no change]
BIOL 178; CBNS 101, CBNS 116, CBNS 121/PSYC 121, PSYC 122, CBNS 125/PSYC 125, CBNS 126/PSYC 126, CBNS 127/PSYC 127; CBNS 129, PSYC 112, PSYC 117, PSYC 129, PSYC 136	BIOL 178; CBNS 101, CBNS 116, CBNS 121/PSYC 121, PSYC 122, CBNS 125/PSYC 125, CBNS 126/PSYC 126, CBNS 127/PSYC 127; CBNS 129, <u>ENTM 131</u> , PSYC 112, PSYC 117, PSYC 129, PSYC 136
c) Third Tier (additional units to reach a total of 38 units for the B.A. or 46 units for the B.S.) Select from upper-division courses listed under	[no change]

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 38 if the B.A. is sought or 46 if the B.S. is sought.

BCH 110B, BCH 110C, BCH 120; BIOL 100/ENTM 100, BIOL 102, BIOL 105, BIOL 107A, BIOL 108, BIOL 110, BIOL 151, BIOL 160, BIOL 161A, BIOL 161B; BIOL 162/ENTM 162; BIOL 171A, BIOL 171B, BIOL 171C, BIOL 173/ENTM 173, BIOL 175, 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

BCH 110B, BCH 110C, BCH 120, BIOL 100/ENTM 100, BIOL 102, BIOL 105, BIOL 107A, BIOL 108, BIOL 110, BIOL 151, BIOL 160, BIOL 161A, BIOL 161B, BIOL 162/ENTM 162, BIOL 171A, BIOL 171B, BIOL 171C, BIOL 173/ENTM 173, BIOL 175, CBNS 108, CBNS 150/ENTX 150, CBNS 165, CBNS 169, CBNS 194, CBNS 197, CBNS 199, PSYC 096L, PSYC 197L<sup>1</sup>, CS 170, PHYS 139L, PSYC 115, PSYC 130, PSYC 132, PSYC 134, PSYC 135

**Note**

[no change]

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.

[no change]

<sup>1</sup>Up to 9 units from CBNS 194, CBNS 197, CBNS 199, PSYC 096L, or PSYC 197L. CBNS 194, CBNS 197, CBNS 199, and PSYC 197L must be taken for a letter grade.

**Justification:**

1. Adjusting the General and Organic Chemistry sequence lists to allow for fewer exceptions on the degree audit if students take the honors version of only one part of the sequence.
2. Adding ENTM 131 to the Second Tier to give students more options. The ENTM department has been consulted and has agreed to provide access to the course.
3. Adding PSYC 096L and PSYC 197L to the Third Tier to give students more options.
4. Removed the semicolons from the Third Tier list of courses and replaced them with commas to make it clear that the list of courses are options in fulfilling the Third Tier requirements.
5. Added a footnote to specify what courses the unit limitation applies to and which courses are required to be taken for a letter grade.

**Approvals:**

Approved by the faculty of the Neuroscience Program:  
Approved by the Executive Committee of the College of Natural and

December 4, 2025

Agricultural Sciences:  
Approved by the Executive Committee of the College of Humanities,  
Arts, and Social Sciences:  
Approved by the Committee on Educational Policy:

January 20, 2026

January 14, 2026

April 7, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES  
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

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 (16 units)

- a) CBNS 106 with a grade of C- or better
- b) CBNS 120/PSYC 120
- c) CBNS 120L/PSYC 120L or PSYC 122L or CBNS 130L/PSYC 123L
- 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, PSYC 122, CBNS 125/PSYC 125, CBNS 126/PSYC 126, CBNS 127/PSYC 127~~;~~ PSYC 112, PSYC 117, PSYC 129

Descriptions for all courses used in the Neuroscience major and minor may be found in the appropriate department section.

**PROPOSED:**

[no change]

[no change]

[no change]

[no change]

[no change]

[no change]

[no change]

2. Second Tier

[no change]

BIOL 178, CBNS 101, CBNS 116, CBNS 121/ PSYC 121, PSYC 122, CBNS 125/PSYC 125, CBNS 126/PSYC 126, CBNS 127/PSYC 127, CBNS 129, ENTM 131, PSYC 112, PSYC 117, PSYC 129, PSYC 136

[no change]

**Justification:**

1. Adding CBNS 129, ENTM 131, and PSYC 136 to the Second Tier to give students more options. The ENTM department has been consulted and has agreed to provide access to the course.
2. Removed the semicolons from the Second Tier list of courses and replaced them with commas to make it clear that the list of courses are options fulfilling the Second Tier requirements.
3. Removed “(6 units)” next to the Second Tier because students only need 4 units from the Second Tier to reach the 20-unit total requirement.

**Approvals:**

Approved by the faculty of the Neuroscience Program:	December 4, 2025
Approved by the Executive Committee of the College of Natural and Agricultural Sciences:	January 20, 2026
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences:	January 14, 2026
Approved by the Committee on Educational Policy:	April 7, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to the B.A. and B.S. in Biochemistry

**PRESENT:**

**Major Requirements**

The major requirements and the emphasis requirements are the same for the B.A. and the B.S. degree in Biochemistry. Choose one emphasis.

Continuation in the major requires that the student maintains cumulative and upper division/science GPAs of 2.00 or higher, a GPA of 2.00 or higher in each academic quarter, and makes adequate progress in the major with no more than 16 units of repeated courses. Adequate progress in the major is defined as (a) earning no grade lower than a “C-” in any required lower division mathematics or science course, STAT 010, CHEM 008A, CHEM 08LA, CHEM 008B, CHEM 08LB, CHEM 008C, CHEM 08LC, or any upper division BCH course, and (b) completing MATH 007B or MATH 009B ~~and~~ CHEM 001A by the end of the Fall Quarter of the second year of residence and BCH 110A or BCH 110HA, and BCH 110B or BCH 110HB, by the end of the third year of residence. Freshmen must also complete BCH 095 with a grade of “S” during their first year of residence. BCH 095 may be waived for transfer students and students who change their major after their first year. Freshmen in the Medical Science Emphasis must also complete BCH 096 with a grade of “S” during their first year of residence. BCH 096 may be waived for transfer students and students who change their major after their first year. A student who does not meet these adequate progress standards will be discontinued from the major. In addition, a student who receives a grade of “D+” or lower in any two of the courses in (A) on the first attempt, or in any one of these courses in each of two attempts, will be discontinued from the major. Students who receive a grade lower

**PROPOSED:**

[no change]

[no change]

Continuation in the major requires that the student maintains cumulative and upper division/science GPAs of 2.00 or higher, a GPA of 2.00 or higher in each academic quarter, and makes adequate progress in the major with no more than 16 units of repeated courses. Adequate progress in the major is defined as (a) earning no grade lower than a “C-” in any required lower division mathematics or science course, STAT 010, CHEM 008A or CHEM 08HA, CHEM 08LA or CHEM 08HLA, CHEM 008B or CHEM 08HB, CHEM 08LB or CHEM 08HLB, CHEM 008C or CHEM 08HC, CHEM 08LC or CHEM 08HLC, or any upper division BCH course, and (b) completing MATH 007B or MATH 009B or MATH 09HB, CHEM 001A or CHEM 01HA, and CHEM 01LA or CHEM 1HLA by the end of the Fall Quarter of the second year of residence and BCH 110A or BCH 110HA, and BCH 110B or BCH 110HB, by the end of the third year of residence. Freshmen must also complete BCH 095 with a grade of “S” during their first year of residence. BCH 095 may be waived for transfer students and students who change their major after their first year. Freshmen in the Medical Science Emphasis must also complete BCH 096 with a grade of “S” during their first year of residence. BCH 096 may be waived for transfer students and students who change their major after their first year. A student who does not meet these adequate progress standards will be discontinued from the major. In addition, a student who receives a grade of “D+” or lower in

than “B-” in BIOL 005A or CHEM 008A are strongly encouraged to complete BCH 100 during their second year of residence to better prepare themselves for BCH 110A or BCH 110HA, BCH 110B or BCH 110HB, and BCH 110C or BCH 110HC.

any two of the courses in (A) on the first attempt, or in any one of these courses in each of two attempts, will be discontinued from the major. Students who receive a grade lower than “B-” in BIOL 005A or CHEM 008A or CHEM 08HA are strongly encouraged to complete BCH 100 or BCH 100H during their second year of residence to better prepare themselves for BCH 110A or BCH 110HA, BCH 110B or BCH 110HB, and BCH 110C or BCH 110HC.

**Biology Emphasis**

[no change]

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

[no change]

a) BCH 095 or equivalent, BCH 015

[no change]

b) BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, BIOL 005C

[no change]

c) CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 01LC

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

d) CHEM 008A or CHEM 08HA, CHEM 08LA or CHEM 08HLA, CHEM 008B or CHEM 08HB, CHEM 08LB or CHEM 08HLB, CHEM 008C or CHEM 08HC, CHEM 08LC or CHEM 08HLC

e) MATH 007A or MATH 009A, MATH 007B or MATH 009B, MATH 046

e) MATH 007A or MATH 009A or MATH 09HA, MATH 007B or MATH 009B or MATH 09HB, MATH 046

f) PHYS 002A, PHYS 02LA, PHYS 002B, PHYS 02LB, PHYS 002C, PHYS 02LC

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) STAT 010

[no change]

**2. Upper-division requirements (40-41 units)**

[no change]

a) BCH 110A or BCH 110HA, BCH 110B or BCH 110HB, BCH 110C or BCH 110HC, BCH 162, BCH 184

[no change]

- |  |   |
|--|---|
| b) At least 3 units from <del>BCH 111</del> , BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 180 (E-Z), BCH 183/BPSC 183, BCH 185, BCH 186, BCH 187, BCH 188, BCH 210, BCH 211, BCH 212   | b) At least 3 units from BCH 120, BCH 153/BIOL 153/BPSC 153, <u>BCH 170</u> , <u>BCH 179</u> , BCH 180 (E-Z), <u>BCH 181</u> , BCH 183/BPSC 183, BCH 185, BCH 186, BCH 187, BCH 188, BCH 210, BCH 211, BCH 212  |
| c) BIOL 102  | [no change]   |
| d) CHEM 109 or CHEM 110A   | [no change]   |
| e) Choose two biological science courses from the following:   | [no change]   |
| (1) <del>BCH 111</del> , BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 180 (E-Z), BCH 183/BPSC 183, BCH 185, BCH 186, BCH 187, BCH 188, BCH 210, BCH 211, BCH 212  | (1) BCH 120, BCH 153/BIOL 153/BPSC 153, <u>BCH 170</u> , <u>BCH 179</u> , BCH 180 (E-Z), <u>BCH 181</u> , BCH 183/BPSC 183, BCH 185, BCH 186, BCH 187, BCH 188, BCH 210, BCH 211, BCH 212   |
| (2) BIOL 105, BIOL 108, BIOL 114, BIOL 117, BIOL 119, BIOL 121/MCBL 121, BIOL 121L/MCBL 121L, BIOL 123/MCBL 123/PLPA 123, BIOL 124/MCBL 124, BIOL 128/CBNS 128, BIOL 151, BIOL 155/BPSC 155, BIOL 157, BIOL 159/NEM 159, BIOL 160, BIOL 161A, BIOL 161B, BIOL 171A, BIOL 171B, BIOL 171C, <del>BIOL 171L</del> , BIOL 173/ENTM 173, BIOL 175 | (2) BIOL 105, BIOL 108, BIOL 114, BIOL 117, BIOL 119, BIOL 121/MCBL 121, BIOL 121L/MCBL 121L, BIOL 123/MCBL 123/PLPA 123, BIOL 124/MCBL 124, BIOL 128/CBNS 128, BIOL 151, BIOL 155/BPSC 155, BIOL 157, BIOL 159/NEM 159, BIOL 160, BIOL 161A, BIOL 161B, BIOL 171A, BIOL 171B, BIOL 171C, BIOL 173/ENTM 173, BIOL 175 |
| (3) BIOL 104/BPSC 104, BPSC 109/CBNS 109, BIOL 132/BPSC 132, BIOL 143/BPSC 143, BIOL 148/BPSC 148, BIOL 155/BPSC 155, BPSC 135, BPSC 149   | (3) BIOL 104/BPSC 104, BPSC 109/CBNS 109, BIOL 132/BPSC 132, BIOL 143/BPSC 143, BIOL 148/BPSC 148, BIOL 155/BPSC 155, BPSC 135, BPSC 149, <u>GNBT 100</u>   |
| (4) BIOL 100/ENTM 100, BIOL 173/ENTM 173, ENTM 128   | [no change]   |
| (5) CBNS 101, CBNS 106, CBNS 116, CBNS 120/PSYC 120, CBNS 120L/PSYC 120L, CBNS 124/PSYC 124, CBNS 125/PSYC 125, CBNS 150/ENTX 150, CBNS 165, CBNS 169  | [no change]   |
| (6) ENSC 100   | [no change]   |
| (7) ENTX 101, CBNS 150/ENTX 150  | [no change]   |

<p>3. <b>BCH 190 or BCH 197 are available as elective courses.</b> Enrollment requires upper division standing and written permission of the supervising faculty member. No more than 9 units of courses numbered 190-199 may be counted towards the major.</p>	<p>[no change]</p>
<p><b>Chemistry Emphasis</b></p>	<p>[no change]</p>
<p><b>1. Lower-division requirements (81 units)</b></p>	<p>[no change]</p>
<p>a) BCH 095 or equivalent, BCH 015</p>	<p>[no change]</p>
<p>b) BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, BIOL 005C</p>	<p>[no change]</p>
<p>c) CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 01LC</p>	<p>c) <u>CHEM 001A or CHEM 01HA, CHEM 01LA or CHEM 1HLA, CHEM 001B or CHEM 01HB, CHEM 01LB or CHEM 1HLB, CHEM 001C or CHEM 01HC, CHEM 01LC or CHEM 1HLC</u></p>
<p>d) CHEM 005</p>	<p>[no change]</p>
<p>e) <del>CHEM 008A and CHEM 08LA or CHEM 08HA and CHEM 08HLA, CHEM 008B and CHEM 08LB or CHEM 08HB and CHEM 08HLB, CHEM 008C and CHEM 08LC or CHEM 08HC and CHEM 08HLC</del></p>	<p>e) <u>CHEM 008A or CHEM 08HA, CHEM 08LA or CHEM 08HLA, CHEM 008B or CHEM 08HB, CHEM 08LB or CHEM 08HLB, CHEM 008C or CHEM 08HC, CHEM 08LC or CHEM 08HLC</u></p>
<p>f) MATH 007A or MATH 009A, MATH 007B or MATH 009B, MATH 046</p>	<p>f) <u>MATH 007A or MATH 009A or MATH 09HA, MATH 007B or MATH 009B or MATH 09HB, MATH 046</u></p>
<p>g) PHYS 002A, PHYS 02LA, PHYS 002B, PHYS 02LB, PHYS 002C, PHYS 02LC</p>	<p>g) <u>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</u></p>
<p>h) STAT 010</p>	<p>[no change]</p>
<p><b>2. Upper-division requirements (40-41 units)</b></p>	<p>[no change]</p>
<p>a) BCH 110A or BCH 110HA, BCH 110B or BCH 110HB, BCH 110C or BCH 110HC, BCH 162, BCH 184</p>	<p>[no change]</p>
<p>b) At least 3 units from <del>BCH 111</del>, BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 180 (E-Z), BCH 183/BPSC 183, BCH 185, BCH</p>	<p>b) At least 3 units from BCH 120, BCH 153/BIOL 153/BPSC 153, <u>BCH 170, BCH 179, BCH 180 (E-Z), BCH 181, BCH</u></p>

186, BCH 187, BCH 188, BCH 210, BCH 211, BCH 212, BIOL 119, BPSC 109/CBNS 109, BPSC 149

183/BPSC 183, BCH 185, BCH 186, BCH 187, BCH 188, BCH 210, BCH 211, BCH 212, BIOL 119, BPSC 109/CBNS 109, BPSC 149, GNBT 100

c) BIOL 102

[no change]

d) CHEM 109 or CHEM 110A

[no change]

e) Two courses from CHEM 110B, CHEM 113, CHEM 125, CHEM 150A, CHEM 150B, CHEM 166 (Other graduate courses may be substituted by students with a GPA of 3.00 or better with permission of the instructor and the faculty advisor.)

e) Two courses from CHEM 110B, CHEM 113, CHEM 125, CHEM 150A, CHEM 150B, CHEM 155, CHEM 166 (Other graduate courses may be substituted by students with a GPA of 3.00 or better with permission of the instructor and the faculty advisor.)

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

[no change]

### Medical Sciences Emphasis

[no change]

#### 1. Lower-division requirements (74 units)

[no change]

a) BCH 095 or equivalent, BCH 015

[no change]

b) BCH 096, BCH 098I

[no change]

c) BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, BIOL 005C

[no change]

d) CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 01LC

d) CHEM 001A or CHEM 01HA, CHEM 01LA or CHEM 1HLA, CHEM 001B or CHEM 01HB, CHEM 01LB or CHEM 1HLB, CHEM 001C or CHEM 01HC, CHEM 01LC or CHEM 1HLC

~~e) CHEM 008A and CHEM 08LA or CHEM 08HA and CHEM 08HLA, CHEM 008B and CHEM 08LB or CHEM 08HB and CHEM 08HLB, CHEM 008C and CHEM 08LC or CHEM 08HC and CHEM 08HLC~~

e) CHEM 008A or CHEM 08HA, CHEM 08LA or CHEM 08HLA, CHEM 008B or CHEM 08HB, CHEM 08LB or CHEM 08HLB, CHEM 008C or CHEM 08HC, CHEM 08LC or CHEM 08HLC

f) MATH 007A or MATH 009A, MATH 007B or MATH 009B

f) MATH 007A or MATH 009A or MATH 09HA, MATH 007B or MATH 009B or MATH 09HB, MATH 046

g) PHYS 002A, PHYS 02LA, PHYS 002B,  
PHYS 02LB, PHYS 002C, PHYS 02LC

g) 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

h) STAT 010

[no change]

**2. Upper-division requirements (40-41 units)**

[no change]

a) BCH 110A or BCH 110HA, BCH 110B or  
BCH 110HB, BCH 110C or BCH 110HC,  
BCH 120, BCH 162, BCH 184

[no change]

b) BIOL 102

[no change]

c) CHEM 109 or CHEM 110A

[no change]

d) CBNS 101

[no change]

e) At least 3 units from BCH 183/BPSC 183,  
BCH 185, BCH 188, BIOL 119, BIOL 121,  
BIOL 128/CBNS 128, BIOL 161A, BIOL  
161B, BIOL 171A, BIOL 171B, BIOL 171C,  
~~BIOL 171L~~, BPSC 109/CBNS 109, BPSC  
149, CBNS 106, CBNS 120/PSYC 120,  
CBNS 150/ENTX 150, CBNS 165, CBNS  
169

e) At least 3 units from BCH 170, BCH 179,  
BCH 181, BCH 183/BPSC 183, BCH 185,  
BCH 188, BIOL 119, BIOL 121, BIOL  
128/CBNS 128, BIOL 161A, BIOL 161B,  
BIOL 171A, BIOL 171B, BIOL 171C, BPSC  
109/CBNS 109, BPSC 149, CBNS 106,  
CBNS 120/PSYC 120, CBNS 150/ENTX  
150, CBNS 165, CBNS 169, GNBT 100

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

[no change]

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

[no change]

**Justification:**

1. Adding recently approved new courses, BCH 170, BCH 179, BCH 181, and GNBT 100, to the list of upper-division electives for all emphases to give students more options to fulfill their major requirements.
2. Removing discontinued courses, BCH 111 and BIOL 171L.
3. Adding the honors courses to be consistent throughout.
4. Adjusting the Organic Chemistry sequence list for all emphases to allow for fewer exceptions on the degree audit if students take the honors version of only one part of the sequence.

5. Adding CHEM 01LA under the “Major Requirements” point (b) as a course along with CHEM 001A that must be completed by the end of the Fall Quarter of the second year of residence.

6. Adding CHEM 155 as an option under the “Chemistry Emphasis.”

**Approvals:**

Approved by the faculty of the Department of Biochemistry:

March 18, 2026

Approved by the Executive Committee of the College of Natural and Agricultural Sciences:

March 20, 2026

Approved by the Committee on Educational Policy:

April 2, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCE  
REPORT TO RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted: Proposed changes to Earth and Planetary Sciences Majors

**PRESENT:**

**Majors**

The Department of Earth and Planetary Sciences offers B.S. degrees in Earth and Planetary Sciences, Geology and Geophysics. These degree programs are designed for students with a strong interest in acquiring academic understanding and relevant vocational training in the Earth and Planetary Sciences, and for students interested in secondary teaching with a science emphasis. The B.S. programs include fieldwork with field courses, and field trips in all appropriate courses.

**Academic Advising**

Undergraduate advising in the Department of Earth and Planetary Sciences is designed to allow close professional contact with faculty and staff. Counseling on graduation, departmental requirements and enrollment is handled by the major's professional academic advisors housed in the CNAS Undergraduate Academic Advising Center and the faculty undergraduate advisor for each major. Faculty undergraduate advisors counsel students on career goals and research opportunities. The department recommends that students meet with their faculty advisor at least once each quarter to clarify career objectives and revise the program of study so it is commensurate with the developing interests and objectives of the student.

**Teaching Credential**

Teachers in the public schools in California

**PROPOSED:**

**Majors**

The Department of Earth and Planetary Sciences offers B.S. degrees in Earth and Planetary Sciences, Geology and Geophysics. These degree programs are designed for students with a strong interest in acquiring academic understanding and relevant vocational training in the Earth and Planetary Sciences, and for students interested in secondary teaching with a science emphasis. The B.S. programs include fieldwork with field courses, and field trips in all appropriate courses.

**[no change]**

[no change]

**[no change]**

[no change]

must have a credential approved by the State Commission on Teacher Credentialing. The credential requires an undergraduate major, baccalaureate degree, and completion of a graduate credential program such as that offered by the School of Education at UCR. Before admission and student teaching in a graduate credential program, the candidate must pass the California Basic Education Skills Test (CBEST) and demonstrate subject-matter proficiency by passing an examination. All candidates for a multiple subject credential to teach in the elementary grades must pass the Multiple Subjects, California Subject Exam for Teachers (CSET). Students are urged to start early, preferably as freshmen, selecting courses most helpful for this career. Details and counseling on the Prepare to Teach Program, a program for the multiple subject credential, are available in the Office of Interdisciplinary Programs, 2417 Humanities and Social Sciences, (951) 827-2743. Details and counseling on other programs are available in the Department of Earth and Planetary Sciences or the School of Education.

UCR does not yet have a state-approved subject matter undergraduate program for earth and planetary sciences majors who wish to teach at the secondary level. The Teaching Credential in Science, geoscience authorization, is required for teachers who want to teach earth science/geoscience in middle school and high school. Students who plan to get this credential must take the CSET exams in Geosciences and should make certain their academic program includes preparatory course work. The examination includes geoscience in depth and general science with introductory, college-level biology, chemistry, physics, and geoscience (geology, meteorology, oceanography, astronomy). CSET test guides are available at [cset.nesinc.com](http://cset.nesinc.com). Further information about courses, requirements, and examinations can

[no change]

be obtained in orientation meetings, the CalTeach-SMI Office (1114 Pierce Hall) and the School of Education (1124 Sproul Hall). Earth and Planetary Sciences students interested in a secondary school science teaching career, who intend to obtain a Teaching Credential in Science, geoscience authorization, should pursue both the B.S. in Earth and Planetary Sciences or in Geology as well as the teaching credential from the School of Education. Students who want to have the option to become either a professional geoscientist or to teach earth science in secondary school should pursue the B.S. in Geology as well as the teaching credential from the School of Education. Students in CNAS who intend to pursue a Teaching Credential in Science, with authorization in another science, should consider pursuing a minor within Earth and Planetary Sciences.

**Earth and Planetary Sciences Major**

Students who choose Earth and Planetary Sciences ~~Major~~ study the past, present, and future of our Earth through the interdisciplinary study of its various systems. Earth and Planetary Sciences majors choose between concentrations in Geosystems, Climate Change, Geobiology, Geophysics, and Planetary Sciences, which are explored from a combination of lab-based, ~~field-based~~, and computational perspectives.

**Geology Major**

Students who choose the Geology major study the structure, composition, processes, and history of the Earth. In particular, the Geology major stresses features of the Earth’s surface and interactions between its atmosphere, hydrosphere, biosphere, rocky crust, and interior. Through an emphasis on developing important skills, one of the goals of this program is to prepare students for Geology careers in the public, private, and academic sectors.

**Earth and Planetary Sciences Major**

Students who choose the Earth and Planetary Sciences major study the past, present, and future of our Earth through the interdisciplinary study of its various systems. Earth and Planetary Sciences majors choose between concentrations in Geosystems, Climate Change, Geobiology, Geophysics, and Planetary Sciences, which are explored from a combination of lab-based, field-based, and computational perspectives.

[no change]

[no change]

**Geophysics Major****[no change]**

Students who choose the Geophysics major apply the principles and concepts of physics, mathematics, geology, and engineering to the study of the physical characteristics of the earth and other planets. They make measurements of gravity and magnetic fields, seismic waves, temperatures, and natural electric current. Geophysicists study these topics from the standpoint of the physics of solid bodies, gases, and fluids. Some geophysicists are field oriented, some laboratory oriented, some theoretical, and some combine these areas.

[no change]

**Justification:**

Changes reflect minor typographical, grammatical corrections.

**Approvals:**

Approved by the faculty of the Department of Earth and Planetary Sciences: October 22, 2025

Approved by the Executive Committee of the College of Natural and Agricultural Sciences:

February 3, 2026

Approved by the Committee on Educational Policy:

April 2, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCE  
REPORT TO RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted: Proposed changes to the Earth and Planetary Change of Major and Continuation Criteria

**PRESENT:**

**Change of Major and Continuation Criteria**

Students wishing to change into or continue in the Earth and Planetary Sciences 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 Earth and Planetary Sciences by satisfying the following three criteria by Spring Quarter or Summer Session:

- MATH 007B or MATH 009B eligible (e.g. completion of MATH 007A or MATH 009A with grades of C- or better)
- CHEM 01B eligible (e.g. completion of CHEM 01A with a grade of C- or better)
- ~~One of~~ GEO 001; GEO 002 or GEO 009 or ~~GEO 011, or~~ GEO 003 completed with a grade of C- or better

**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
- MATH 009C or MATH 046 eligible (e.g. MATH 007B or MATH 009B with grade of C- or better)
- Two of GEO 001; GEO 002 or GEO

**PROPOSED:**

**[no change]**

[no change]

**[no change]**

- MATH 007B or MATH 009B eligible (e.g. completion of MATH 007A or MATH 009A or MATH 09HA with grades of C- or better)
- [no change]

- GEO 001 or GEO 002 or GEO 009 or GEO 003, or GEO 011 completed with a grade of C- or better

**[no change]**

[no change]

- [no change]

- [no change]

- Two of GEO 001 or GEO 002 or GEO

009

or

- ~~GEO 011, or~~ GEO 003 completed with no grade below C- after repeats

009

or

- GEO 003 or GEO 011, or 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 and Planetary 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

**[no change]**

[no change]

•[no change]

•[no change]

•[no change]

**Seniors (135+ units):-**

must have completed all but 1 course of the Earth and Planetary 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.

**Seniors (135+ units)**

[no change]

•[no change]

- STAT 010 completed with passing grades.

- ~~BIOL 002 or BIOL 005A and BIOL 05LA or BIOL 020, 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.

• [no change]

Students wishing to change into or continue in the **Geology** major must be in good

[no change]

academic standing and show potential to graduate with- out 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:

- MATH 009B eligible (e.g. completion of MATH 007A or MATH 009A with grades of C- or better)
- CHEM 001B eligible (~~e.g. completion of CHEM 01A with a grade of C- or better~~)
- ~~One of~~ GEO 001, GEO 002, or GEO 003 completed with a grade of C- or better

**[no change]**  
[no change]

- [no change]
- CHEM 001B eligible (e.g. completion of CHEM 01A with a grade of C- or better)
- GEO 001 or GEO 002, or GEO 003 completed with a grade of C- or better

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

**[no change]**  
[no change]

- [no change]
- [no change]
- Two of GEO 001 or GEO 002 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 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
- PHYS 040B or PHYS 002B and PHYS 002LB eligible (i.e. completion of one quarter of college physics with C- or better)

**[no change]**  
[no change]

- [no change]
- [no change]

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

**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 and PHYS 040B or PHYS 002B and PHYS 02LB completed with passing grades.
- ~~BIOL 002 or BIOL 005A and BIOL 05LA or BIOL 020, 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.

- [no change]

**Seniors (135+ units)**

[no change]

- [no change]

- STAT 010 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.

Students wishing to change into or continue in the **Geophysics** 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 geophysics by satisfying the following three criteria by Spring Quarter or Summer Session:**

- MATH 009B eligible (e.g. completion of MATH 007A or MATH 009A with grades of C- or better)
- PHYS 040B or PHYS 002B eligible (e.g. completion of PHYS 040A or PHYS 002A with a grade of C- or better)
- One of GEO 001 or GEO 004 or GEO 008 completed with a grade of C- or better

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

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

- PHYS 040B or PHYS 002B completed with passing grades
- MATH 009C or MATH 046 eligible (e.g. MATH 007B or MATH 009B with grade of C- or better)
- GEO 001 and one of GEO 004 or GEO 008 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 geophysics by satisfying the following criteria by Spring Quarter or Summer Session:

- PHYS 040B or PHYS 002B and MATH 009C or MATH 046 completed with passing grades
- GEO 001, GEO 004 or GEO 008, GEO 111, GEO 115 (and all prerequisites) completed with no grade below C- after repeats

**Seniors (135+ units)** must have completed most of the geophysics core requirements by Spring Quarter or Summer Session, as follows:

- MATH 009C or MATH 046, PHYS 040C or PHYS 002C and PHYS 02LC completed with passing grades
- STAT 010 completed with passing grades.
- GEO 001, GEO 004 or GEO 008, GEO 111, GEO 115, GEO 150 and three of GEO 116, GEO 140, GEO 144, GEO 145 or GEO 147 (and all prerequisites) completed with no grade below C- after repeats.

**Justifications:**

Geophysics was the only major that did not have listed Change of Major and Continuation Criteria. We have remedied this to give it similar treatment to the Earth & Planetary Sciences and Geology majors.

Biology removal: The 2025 external review of the UCR Earth & Planetary Sciences undergraduate program highlighted that BIOL 005A (Intro to Cell and Molecular Biology) was not useful for most of our majors. The BIOL 005 series in general contains classes in organismal biology (BIOL 005B) and evolution and ecology (BIOL 005C) that would both be more relevant, but that require BIOL 005A as a prerequisite. In response to the external review, we wish to remove BIOL 005A as a requirement from all paths except Geobiology. The faculty see STAT 010 as a suitable swap to our lower division core requirements due to the broad applicability of statistics across geosciences. Adding MATH 009HA honors counterpart after MATH 009A to ensure consistency in degree requirements listings.

Other changes reflect minor typographical, grammatical, or alphabetical corrections.

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**Approvals:**

Approved by the faculty of the Department of Earth and Planetary Sciences: October 22, 2025

Approved by the Executive Committee of the College of Natural and  
Agricultural Sciences:

February 3, 2026

Approved by the Committee on Educational Policy:

April 21, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted: Proposed changes to the Earth and Planetary Sciences Major Requirements

**PRESENT:**

**Major Requirements**

**Earth and Planetary 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 five concentrations to majors in Earth and Planetary Sciences: Geosystems, Climate Change, Geobiology, Geo- physics, and Planetary Sciences. All students majoring in Earth and Planetary Sciences are normally required to take the core curriculum.

**Geosystems, Climate Change, Geobiology, Geophysics, and Planetary Sciences 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/BIOLOG 010
- d) GEO 004 or GEO 007 or GEO 008 or GEO 010 or GEO 012 or GEO 013 or GEO 080

**PROPOSED:**

**Major Requirements**

**Earth and Planetary Sciences Major**

[no change]

[no change]

Students interested in pursuing professional licensure through the California Geologist In Training (GIT) are advised to take the Geology Major.

**[no change]**

**[no change]**

a) [no change]

b) [no change]

c) [no change]

d) [no change]

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 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.~~

e) GEO 050

f) STAT 010

g) Either CHEM 001A and CHEM 01LA or CHEM 01HA and CHEM 1HLA, either CHEM 001B and CHEM 01LB or CHEM 01HB and CHEM 01HLB

h) MATH 007A or MATH 009A or MATH 009HA, MATH 007B or MATH 009B, MATH 046

i) Either PHYS 040A and PHYS 040B or PHYS 002A and PHYS 002LA, and PHYS 002B 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 (35–38 units)**

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

**2. [no change]**

a) GEO 111, GEO 115, GEO 150, GEO 157

**Geosystems Concentration**

**1. [no change]**

a) [no change]

- 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 163, GEO 169, GEO 180, GEO 181, GEO 182, GEO 184, STAT 155

- b) [no change]
- 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 159, GEO 160, GEO 161, GEO 162, GEO 163, GEO 169, GEO 180, GEO 181, GEO 182, GEO 184, STAT 155

~~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, GEO 163
- b) Three of GEO 136, GEO 137, GEO 162, ENSC 102
- 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 151, GEO 152, GEO 162, GEO 169, GEO 180, GEO 181, GEO 182, GEO 184, STAT 55

**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, GEO 182, GEO 184, STAT 155

### Climate Change Concentration

#### 1. [no change]

- a) [no change]

#### 2. [no change]

- 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 151, GEO 152, GEO 159, GEO 162, GEO 169, GEO 180, GEO 181, GEO 182, GEO 184, 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 159, GEO 162, GEO 169, GEO 180, GEO 181, GEO 182, GEO 184, STAT 155

### Geobiology Concentration

#### 1. Lower division requirements (~~8 units~~)

- a) BIOL 005B, BIOL 005C

#### 2. Upper division requirements (32–37 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 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 163, GEO 169, GEO 180, GEO 181, GEO 182, 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 160, GEO 161, GEO 162, GEO 163, GEO 169, GEO 180, GEO 181, GEO 182, STAT 155

### Geophysics Concentration

#### 1. Lower division requirements (5 units)

- a) PHYS 002C and PHYS 002LC, or PHYS 040C

#### 2. Upper division requirements (34-38 units)

- a) GEO 140, GEO 145
- b) Three of GEO 116, GEO 118, GEO 144, GEO 147
- c) Three 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 163, ~~GEO 169~~, GEO 180, GEO 181, GEO 184, STAT 155

### Geobiology Concentration

#### 1. Lower division requirements (12 units)

- a) BIOL 005A, BIOL 005B, BIOL 005C

#### 2. [no change]

- 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 159, GEO 160, GEO 161, GEO 162, GEO 163, GEO 169, GEO 180, GEO 181, GEO 182, 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 159, GEO 160, GEO 161, GEO 162, GEO 163, GEO 169, GEO 180, GEO 181, GEO 182, STAT 155

### Geophysics Concentration

#### 1. [no change]

- a) [no change]

#### 2. [no change]

- a) [no change]

- b) [no change]

- c) Three of GEO 100, GEO 116, GEO 118, GEO 122, GEO 132, GEO 136, GEO 137, GEO 144, GEO 147, GEO 151, GEO 152, GEO 159, GEO 160, GEO 161, GEO 162, GEO 163, GEO

180, GEO 181, GEO 184, 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 144, GEO 147, GEO 151, GEO 152, GEO 160, GEO 161, GEO 162, GEO 163, ~~GEO 169~~, GEO 180, GEO 181, GEO 184, 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 144, GEO 147, GEO 151, GEO 152, GEO 159, GEO 160, GEO 161, GEO 162, GEO 163, GEO 180, GEO 181, GEO 184, STAT 155

### **Planetary Sciences Concentration**

#### **1. Lower division requirements (5 units)**

- a) PHYS 002C and PHYS 002LC, or PHYS 040C

#### **2. Upper division requirements (32-35 units)**

- a) Four of GEO 180, GEO 181, GEO 182, GEO 184, PHYS 111
- b) Four 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 163, ~~GEO 169~~

### **Planetary Sciences Concentration**

#### **1. [no change]**

- a) [no change]

#### **2. [no change]**

- a) [no change]

- b) Four 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 163

### **Justifications:**

Text “Students interested in pursuing professional licensure through the California Geologist In Training (GIT) are advised to take the Geology Major.” Moved to a more relevant position from the middle of the concentration requirements to the end of the major description.

The 2025 external review of the UCR Earth & Planetary Sciences undergraduate program applauded our GEO 150 Your Future in the Earth and Planetary Sciences (1 unit) seminar course. GEO 150 is typically offered every quarter (since Fall 2021) and is thought of as a preparatory bridge to students nearing graduation, exposing juniors and seniors to different public and private sector jobs and graduate school options. We wish to require students to take one instance of this seminar course through all our major paths (but encourage them to enroll in it up to three times).

Proposed GEO 159 California Geology is broadly relevant to this concentration

The faculty see STAT 010 as a suitable swap to our lower division core requirements due to the

broad applicability of statistics across geosciences.

A key recommendation of the 2025 external review of the UCR Earth & Planetary Sciences undergraduate program was to create a lower-division companion to our existing GEO 150 Your Future in the Earth and Planetary Sciences seminar and to increase mentorship opportunities with our undergraduates; the proposed GEO 050 Opportunities in Earth & Planetary Sciences (1 unit) is in direct response to this. GEO 150 is typically offered every quarter and is thought of as a preparatory bridge to students nearing graduation, exposing juniors and seniors to different public and private sector jobs and graduate school options. GEO 050 is envisioned as our department's "in-house freshmen learning community" taught in Fall quarters, exposing new students to our department and its research, their peers, and UCR resources available to them (UC Education Abroad Program being an example to get students thinking of as early as possible). We expect the course content to change depending on the Instructor, but the course motivation to stay constant and consistent with the course description. Despite the limitation of Freshmen standing (to prevent a broader group of students from enrolling for a single unit of S/NC), we anticipate most junior-level new transfer students to enroll in this course with consent of the instructor.

GEO 169 California Vegetation is not relevant to Geophysics and we wish students to take a different elective.

BIOL 005A added to Geobiology concentration since it has been removed from the major core requirements. Units reflect this addition from 8 units to 12 units.

Removal of GEO 169 California Vegetation is not relevant to Planetary Sciences. We wish students to take a different elective

Adding MATH 009HA honors counterpart after MATH 009A to ensure consistency in degree requirements listings.

**Approvals:**

Approved by the faculty of the Earth and Planetary Science department: October 22, 2025

Approved by the Executive Committee of the College of Natural and  
Agricultural Sciences:

February 3, 2026

Approved by the Committee on Educational Policy:

April 24, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted: Proposed changes to the Earth and Planetary Sciences Minor

**PRESENT:**

**Minor**

Students who wish to Minor in Geology, Geophysics, Global Climate Change or Planetary Sciences must complete 20-28 units of organized upper-division courses in Geosciences. A minimum of 16 of these units must be unique to the minor and cannot be used to satisfy major requirements. To satisfy prerequisites, additional preparatory course-work in Earth and Planetary Sciences and other sciences (Biology, Chemistry, Mathematics, Physics) may be required.

**Minor in Geology:** GEO 001, GEO 115; plus 15-23 additional upper-division Geosciences units,

**Minor in Geophysics:** ~~GEO 001; GEO 140;~~ plus 16-24 additional units taken from GEO 115, GEO 116, GEO 132, GEO 144, GEO 145, and GEO 190.

**Minor in Global Climate Change:** GEO 001 or ~~GEO 002; GEO 011;~~ GEO 160; plus 16-24 additional upper-division Geosciences units.

**Minor in Planetary Sciences:** GEO 001 or GEO 002, or GEO 006 or GEO 009 or ~~GEO 011;~~ GEO 013 or GEO 080; GEO 180, GEO

**PROPOSED:**

**Minor**

Students who wish to Minor in Earth Sciences, Geophysics, Global Climate Change or Planetary Sciences must complete 20-28 units of organized upper-division courses in Geosciences. A minimum of 16 of these units must be unique to the minor and cannot be used to satisfy major requirements. To satisfy prerequisites, additional preparatory course- work in Earth and Planetary Sciences and other sciences (Biology, Chemistry, Mathematics, Physics) may be required.

**Minor in Earth Sciences:** GEO 001, GEO 115, GEO 150; plus 15-23 additional upper-division Geosciences units.

**Minor in Geophysics:** GEO 001, GEO 140, GEO 150; plus 16-24 additional upper-division Geosciences units taken from GEO 115, GEO 116, GEO 132, GEO 144, GEO 145, GEO 147, and GEO 190.

**Minor in Global Climate Change:** GEO 001 or GEO 002, GEO 011, GEO 150, GEO 160; plus 16-24 additional upper-division Geosciences units.

**Minor in Planetary Sciences:** GEO 001 or GEO 002 or GEO 006 or GEO 009 or GEO 011, GEO 013 or GEO 080, GEO 150, GEO 180, GEO 181, GEO 182, and GEO 184; plus

181, GEO 182, and GEO 184; plus 4-5 units in any upper-division Geosciences course.

4-5 units in any upper-division Geosciences course.

Before submitting a petition for a Minor to the college, students interested in pursuing a Minor in ~~Geology~~ or Geophysics or Global Climate Change or Planetary Sciences must consult with the undergraduate faculty advisor in Earth and Planetary Sciences.

Before submitting a petition for a Minor to the college, students interested in pursuing a Minor in Earth Sciences or Geophysics or Global Climate Change or Planetary Sciences must consult with the undergraduate faculty advisor in Earth and Planetary Sciences.

**Justification:**

The 2025 external review of the UCR Earth & Planetary Sciences undergraduate program applauded our GEO 150 Your Future in the Earth and Planetary Sciences (1 unit) seminar course. GEO 150 is typically offered every quarter (since Fall 2021) and is thought of as a preparatory bridge to students nearing graduation, exposing juniors and seniors to different public and private sector jobs and graduate school options. We wish to require students to take one instance of this seminar course through all our major and minor paths (but encourage them to enroll in it up to three times).

Based on the flexibility of coursework, Earth Sciences is a more appropriate name for this minor than Geology.

Other changes reflect minor typographical grammatical corrections.

**Approvals:**

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Approved by the faculty of the Earth and Planetary Science department: October 22, 2025

Approved by the Executive Committee of the College of Natural and Agricultural Sciences:

February 3, 2026

Approved by the Committee on Educational Policy:

April 2, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES  
REPORT TO RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted: Proposed changes to the Earth and Planetary Sciences Transfer Selection Criteria

**PRESENT:**

**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 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, MATH 007B or MATH 009B, and MATH 009C or MATH 046 (~~mandatory~~)

And at least one sequence from:

- ~~1. BIOL 005A, BIOL 051A or BIOL 020 and BIOL 005B (and BIOL 005C, if articulated)~~
- ~~2. CHEM 001A, CHEM 011A, CHEM 001B, CHEM 011B~~
- ~~3. PHYS 040A and PHYS 040B or PHYS 002A and PHYS 002B~~
- ~~4. MATH 010A, MATH 010B, and MATH 046~~

Courses must be completed with a letter grade, with no grade lower than a “C.”

**PROPOSED:**

[no change]

[no change]

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 these majors. All courses below must be completed with “C” grades or better:

MATH 007A or MATH 009A or MATH 009HA, MATH 007B or MATH 009B, and MATH 009C or MATH 046

And at least one sequence from:

1. CHEM 001A, CHEM 011A, CHEM 001B, CHEM 011B
2. PHYS 040A and PHYS 040B or PHYS 002A and PHYS 002B
3. MATH 010A, MATH 046

[no change]

Students should visit assist.org for updated and comprehensive major preparation requirements. [no change]  
[no change]

Any applicant not meeting the above math course requirements may still be considered for possible admission by exception. [no change]  
[no change]

**University Requirements** [no change]  
See Undergraduate Studies section.

**College Requirements** [no change]  
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.

**Justifications:**

The 2025 external review of the UCR Earth & Planetary Sciences undergraduate program highlighted that BIOL 005A (Intro to Cell and Molecular Biology) was not useful for most of our majors. The BIOL 005 series in general contains classes in organismal biology (BIOL 005B) and evolution and ecology (BIOL 005C) that would both be more relevant, but that require BIOL 005A as a prerequisite. In response to the external review we wish to remove BIOL 005A as a requirement from all paths except Geobiology. The faculty see STAT 010 as a suitable swap to our lower division core requirements due to the broad applicability of statistics across geosciences.

Adding MATH 009HA honors counterpart after MATH 009A to ensure consistency in degree requirements listings.

MATH 010B is no longer required for any major path.

**Approvals:**

Approved by the faculty of the Department of Earth and Planetary Sciences: October 22, 2025

Approved by the Executive Committee of the College of Natural and Agricultural Sciences:

February 3, 2026

Approved by the Committee on Educational Policy:

April 21, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted: Proposed changes to the Earth and Planetary Sciences Geology Major

**PRESENT:**

**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)**

- a) GEO 001, GEO 002 or GEO 009 or GEO 011, GEO 003/BIOL 010
- b) ~~BIOL 002 or BIOL 005A, BIOL 05LA (or BIOL 020)~~
- c) Either CHEM 001A and CHEM 01LA or CHEM 01HA and CHEM 1HLA, either CHEM 001B and CHEM 01LB or CHEM 01HB and CHEM 01HLB
- d) MATH 007A or MATH 009A or MATH 009HA, MATH 007B or MATH 009B or MATH 009HB, MATH 046
- e) PHYS 040A, PHYS 040B or PHYS 002A and PHYS 02LA, PHYS 002B and PHYS 02LB

Students interested in elective classes in Geophysics are recommended to take PHYS 040C (if they have previously taken PHYS 040A and PHYS 040B), or PHYS 002C and 02LC (if they have previously taken PHYS 002A and PHYS 02LA and PHYS 002B and 02LB). Students interested in elective classes in Geochemistry are recommended to take CHEM 001C and CHEM 01LC.

**PROPOSED:**

**Geology Major**

[no change]

[no change]

**1. [no change]**

- a) GEO 001, GEO 002 or GEO 009 or GEO 011, GEO 003/BIOL 010, GEO 050
- b) STAT 010
- c) [no change]
- d) [no change]
- e) [no change]

[no change]

**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 163, GEO 169, GEO 180, GEO 181, GEO 182, GEO 184, 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

**2. [no change]**

a) GEO 100, GEO 101A, GEO 101B, GEO 102A, GEO 102B, GEO 111, GEO 115, GEO 116, GEO 118, GEO 122, GEO 150

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 159, GEO 160, GEO 161, GEO 162, GEO 163, GEO 169, GEO 180, GEO 181, GEO 182, GEO 184, STAT 155

Students interested in pursuing professional licensure through the California Geologist In Training (GIT) examination should consider taking GEO 145 or GEO 151 or GEO 159 or GEO 162 as their elective classes.

**Justifications:**

A key recommendation of the 2025 external review of the UCR Earth & Planetary Sciences undergraduate program was to create a lower-division companion to our existing GEO 150 Your Future in the Earth and Planetary Sciences seminar and to increase mentorship opportunities with our undergraduates; the proposed GEO 050 Opportunities in Earth & Planetary Sciences (1 unit) is in direct response to this. GEO 150 is typically offered every quarter and is thought of as a preparatory bridge to students nearing graduation, exposing juniors and seniors to different public and private sector jobs and graduate school options. GEO 050 is envisioned as our department's "in-house freshmen learning community" taught in Fall quarters, exposing new students to our department and its research, their peers, and UCR resources available to them (UC Education Abroad Program being an example to get students thinking of as early as possible). We expect the course content to change depending on the instructor, but the course motivation to stay constant and consistent with the course description. Despite the limitation of Freshmen standing (to prevent a broader group of students from enrolling for a single unit of S/NC), we anticipate most junior-level new transfer students to enroll in this course with consent of the instructor.

BIOL 005A removal: The 2025 external review of the UCR Earth & Planetary Sciences undergraduate program highlighted that BIOL 005A (Intro to Cell and Molecular Biology) was not useful for most of our majors. The BIOL 005 series in general contains classes in organismal biology (BIOL 005B) and evolution and ecology (BIOL 005C) that would both be more relevant,

but that requires BIOL 005A as a prerequisite. In response to the external review, we wish to remove BIOL 005A as a requirement from all paths except Geobiology. The faculty see STAT 010 as a suitable swap to our lower division core requirements due to the broad applicability of statistics across geosciences.

Proposed GEO 159 California Geology is particularly relevant to this concentration

GEO 132 is very infrequently taught. GEO 145, 151, 159 (proposed), and 162 are identified as the most likely to be accepted towards elective education requirements.

**Approvals:**

Approved by the faculty of the Earth and Planetary Science department:	October 22, 2025
Approved by the Executive Committee of the College of Natural and Agricultural Sciences:	February 3, 2026
Approved by the Committee on Educational Policy:	April 24, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted: Proposed changes to the Earth and Planetary Sciences Geophysics Major

**PRESENT:**

**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 009C~~, MATH 010A, MATH 031, MATH 046
- c) [no change]
- d) [no change]

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~~

**PROPOSED:**

**Geophysics Major**

[no change]

**1. [no change]**

- a) GEO 001, GEO 050, GEO 004 or GEO 008
- b) MATH 007A or MATH 009A or MATH 009HA, MATH 007B or MATH 009B or MATH 009HB, MATH 009C, MATH 010A, MATH 031, MATH 046
- c) [no change]
- d) [no change]

[no change]

**2. [no change]**

- a) GEO 111, GEO 115, GEO 116, GEO 140, GEO 145, GEO 150
- b) [no change]
- c) Five of GEO 100, GEO 101A, GEO 101B, GEO 118, GEO 122, GEO 132, GEO 144 or GEO 147, GEO 157, GEO 159, GEO 163, GEO 180, GEO 181, GEO 184, PHYS 130A, PHYS 130B, PHYS 132

~~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, or STAT 160C, MATH 168, GEO 163, GEO 180, GEO 181, GEO 184, STAT 155~~

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 168, STAT 155 or STAT 156A or STAT 160A, STAT 156B or STAT 160B

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.

[no change]

### **Justifications:**

A key recommendation of the 2025 external review of the UCR Earth & Planetary Sciences undergraduate program was to create a lower-division companion to our existing GEO 150 Your Future in the Earth and Planetary Sciences seminar and to increase mentorship opportunities with our undergraduates; the proposed GEO 050 Opportunities in Earth & Planetary Sciences (1 unit) is in direct response to this. GEO 150 is typically offered every quarter and is thought of as a preparatory bridge to students nearing graduation, exposing juniors and seniors to different public and private sector jobs and graduate school options. GEO 050 is envisioned as our department's "in-house freshmen learning community" taught in Fall quarters, exposing new students to our department and its research, their peers, and UCR resources available to them (UC Education Abroad Program being an example to get students thinking of as early as possible). We expect the course content to change depending on the Instructor, but the course motivation to stay constant and consistent with the course description. Despite the limitation of Freshmen standing (to prevent a broader group of students from enrolling for a single unit of S/NC), we anticipate most junior-level new transfer students to enroll in this course with consent of the instructor.

The 2025 external review of the UCR Earth & Planetary Sciences undergraduate program applauded our GEO 150 Your Future in the Earth and Planetary Sciences (1 unit) seminar course. GEO 150 is typically offered every quarter (since Fall 2021) and is thought of as a preparatory bridge to students nearing graduation, exposing juniors and seniors to different public and private sector jobs and graduate school options. We wish to require students to take one instance of this seminar course through all our major paths (but encourage them to enroll in it up to three times).

Proposed GEO 159 California Geology is broadly relevant to this major

Upper-division requirements: Section is rewritten to improve order and reflect updated equivalency in MATH/STAT courses dictated by the catalog.

**Approvals:**

Approved by the faculty of the Earth and Planetary Science department:	October 22, 2025
Approved by the Executive Committee of the College of Natural and Agricultural Sciences:	February 3, 2026
Approved by the Committee on Educational Policy:	April 24, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

**To be adopted:**

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

**PRESENT:**

**Major**

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.

The Microbiology major is unique because it ~~offers research~~ based capstone course (MCBL 125) that trains students to become research scientists. The major also offers many laboratory courses enabling students to obtain highly valuable skills.

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 Under-graduate Academic Advising Center.

Students in the Microbiology major can obtain either B.A. or B.A. degrees or both B.S. and M.S. in our combined program. 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

**PROPOSED:**

[no change]

The Microbiology major is unique because it offers a research based capstone course (MCBL 125) that trains students to become research scientists. The major also offers many laboratory courses enabling students to obtain highly valuable skills.

Students in the Microbiology major can obtain either B.A. or B.A. degrees or both B.S. and M.S. in our combined program. The B.S. degree offers students who have 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.

in the humanities and social sciences ~~than is~~  
required of students in the B.S. program.

### University Requirements

See the Undergraduate Studies section for requirements that all students must satisfy. [no change]

### College Requirements

See Degree Requirements, College of Natural and Agricultural Sciences, in the Undergraduate Studies Section, for requirements that students must satisfy. [no change]

### 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. [no change]

#### 1. Core Curriculum (~~72-73 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 and CHEM 01LA or CHEM 01HA and CHEM 1HLA, CHEM 001B and CHEM 01LB or CHEM 01HB and CHEM 1HLB, CHEM 001C and CHEM 01LC or CHEM 01HC and CHEM 1HLC~~

c) ~~CHEM 008A and CHEM 08LA or CHEM 08HA and CHEM 08HLA, CHEM 008B and CHEM 08LB or CHEM 08HB and CHEM 08HLB, CHEM 008C and CHEM 08LC or CHEM 08HC and CHEM 08HLC~~

#### 1. Core Curriculum (68-69 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) [no change]

b) CHEM 001A or CHEM 01HA, CHEM 01LA or CHEM 1HLA, CHEM 001B or CHEM 01HB, CHEM 01LB or CHEM 1HLB, CHEM 001C or CHEM 01HC, CHEM 01LC or CHEM 1HLC

c) CHEM 008A or CHEM 08HA, CHEM 08LA or CHEM 08HLA, CHEM 008B or CHEM 08HB, CHEM 08LB or CHEM 08HLB

d) ~~PHYS 002A and PHYS 02LA or PHYS 02HA and PHYS 02HLA, PHYS 002B and PHYS 02LB or PHYS 02HB and PHYS 02HLB, PHYS 002C and PHYS 02LC or PHYS 02HC and PHYS 02HLC, or PHYS 040A, PHYS 040B, PHYS 040C~~

e) MATH 007A or MATH 009A, MATH 007B or MATH 009B

f) STAT 010

g) BCH 100 or BCH 100H or BCH 110A or BCH 110HA

## 2. Upper-Division Requirements (~~37-38 units~~)

a) ~~Major Core (19-20 units): BIOL 102, BIOL 107A, MCBL 121/BIOL 121 or MCBL 131, MCBL 121L/BIOL 121L or MCBL 131L, 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 120/PLPA 120, MCBL 120L/BIOL 120L/PLPA 120L, MCBL 122/BIOL 122, MCBL 123/BIOL 123/PLPA 123, MCBL 124/BIOL 124, MCBL 125 (when repeated), MCBL 126, MCBL 127, MCBL 128, MCBL 129, MCBL/ENSC 133, MCBL 139, ~~MCBL 190<sup>2</sup>, MCBL 197<sup>2</sup>~~, NEM 159/BIOL 159, PLPA 134/BIOL 134, PLPA 134L/BIOL 134L

## 3. Depth 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

d) 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, or PHYS 040A, PHYS 040B, PHYS 040C

e) [no change]

f) [no change]

g) [no change]

## 2. Upper-Division Requirements (36-38 units)

a) Major Core (20 units): BIOL 102, BIOL 107A, MCBL 131, MCBL 131L, MCBL 125

b) Major Electives. A minimum of 16 units from the following to be selected in consultation with a faculty advisor: BCH 100 or BCH 100H or BCH 110A or BCH 110HA, BIOL 128/CBNS 128, BIOL 157, BIOL 158, CBNS 101, ENSC 120/NEM 120, MCBL 120/BIOL 120/PLPA 120, MCBL 120L/BIOL 120L/PLPA 120L, MCBL 122/BIOL 122, MCBL 123/BIOL 123/PLPA 123, MCBL 124/BIOL 124, MCBL 125 (when repeated), MCBL 126, MCBL 127, MCBL 128, MCBL 129, MCBL/ENSC 133, MCBL 139, MCBL 190<sup>1</sup>, MCBL 197<sup>1</sup>, NEM 159/BIOL 159, PLPA 134/BIOL 134, PLPA 134L/BIOL 134L

## 3. [no change]

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 any course not used to fulfill requirements under b) Major Electives, BCH 162, BIOL 107B, BIOL 109, BIOL 119, and ~~MCBL 198-I<sup>1</sup>~~ <sup>198-I<sup>2</sup></sup>. Some lower-division courses can also be applied such as STAT 010, STAT 011, MATH 009C, MATH 010A, or CS 009A. A more complete list of acceptable courses is available at the CNAS Undergraduate Academic Advising Center.

major. Acceptable courses include any course not used to fulfill requirements under b) Major Electives, BCH 162, BIOL 107B, BIOL 109, BIOL 119, and MCBL 198-I<sup>2</sup>. Some lower-division courses can also be applied such as STAT 010, STAT 011, MATH 009C, MATH 010A, or CS 009A. 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.

[no change]

**Note:**

<sup>1</sup>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.

<sup>2</sup>No more than 4 units can be applied toward the Depth Requirements unit requirement, unless approved by the Microbiology Steering Committee

Students are encouraged to take a class in ethics such as PHIL 009.

4. Bachelor of Science Sample Program

<b>Freshman Year</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B		5	4
CHEM 001A or CHEM 01HA, CHEM 001B or CHEM 01HB, CHEM 001C or CHEM 01HC	4	4	4

CHEM 01LA or CHEM 1HLA, CHEM 01LB or CHEM 1HLB, CHEM 01LC or CHEM 1HLC	1	1	1
ENGL 001A, ENGL 001B	4		4
Humanities/Social Sciences			4
MATH 007A or MATH 009A, MATH 007B or MATH 009B	4	4	
NASC 093	2		
Total Units	15	14	17

<b>Sophomore Year</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
STAT 010			5
BIOL 005C	4		
CHEM 008A and CHEM 08LA or CHEM 08HA and CHEM 08HLA, CHEM 008B and CHEM 08LB or CHEM 08HB and CHEM 08HLB, CHEM 008C and CHEM 08LC or CHEM 08HC and CHEM 08HLC	4	4	4
Elective		4	
Humanities/Social Sciences		4	
PHYS 002A or PHYS 02HA,	4	4	4

PHYS 002B or PHYS 02HB, PHYS 002C or PHYS 02HC			
PHYS 02LA or PHYS 02HLA, PHYS 02LB or PHYS 02HLB, PHYS 02LC or PHYS 02HLC	1	1	1
Total Units	13	17	14
<b>Junior Year</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
BCH 100 or BCH 100H	4		
Humanities/Social Sciences	4	4	4
BIOL 102		4	
BIOL 107A		4	
MCBL 121 or MCBL 131		4	
MCBL 121L or MCBL 131L		3 or 4	
MCBL 125			4
PHIL 009 <sup>+</sup>	4		
Major Electives & Depth			
Total Units	16	15 or 16	15
<b>Senior Year</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
ENGL 001C		4	
Elective	4		8
Major Electives & Depth	8	8	8
MCBL 197	2	2	

Total Units	14	14	16
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**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 Depth Requirements unit requirement, unless approved by the Microbiology Steering Committee~~
4. ~~Students are encouraged to take a class in ethics~~

**Justification:**

We created major-specific versions of our introductory microbiology courses MCBL 121 and MCBL 121L, which are MCBL 131 and MCBL 131L, respectively. We are now equipped to offer these courses consistently and want students to enroll in the major specific courses as they will better prepare students in the major. Therefore, we are removing the non-major versions of these courses as options from the Major Core requirements.

The sample program is being removed because it is easier to make adjustments to suggested course plans through academic advising. The CNAS Undergraduate Advising Center consults faculty in the department on any changes to suggested course plans.

We propose removal of CHEM 8C/LC/HC/HLC from the Microbiology Major requirements because the content of these courses is covered in BCH 100, which is a requirement in the major. This streamlining of requirements will help students to graduate sooner, thus improving overall time to degree. Furthermore, many medical schools no longer require a full year of organic chemistry and while the MCAT does require knowledge of a full year of organic chemistry, the relevant material is covered in BCH 100. Instead, CHEM 8C/LC/HC/HLC will be allowed as an “elective” course(s) related to the Microbiology Major for those students who wish to apply to medical schools or other health professions schools that require a full year of organic chemistry.

**Approvals:**

Approved by the faculty of the Department of Microbiology and Plant Pathology

November 6, 2024

Approved by the CNAS Executive Committee:  
Approved by the Committee on Educational Policy:

January 20, 2026  
April 21, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted: Proposed changes to the B.S. and B.A Major in Plant Biology

**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](http://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 require that transfer students

**PROPOSED:**

**Major**

The mission of the Undergraduate Program in Plant Biology is to provide a theoretical and practical foundation in plant biology at different levels of organization, from molecules to ecosystems. Suggested courses of study are provided below for further specialization in specific fields of plant biology. Faculty advisors can assist in selecting combinations of courses appropriate for advanced study in the fields below and other emerging areas.

Courses prerequisite to the major, courses used to satisfy major requirements, and the 7 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](http://cnasstudent.ucr.edu).

**Transfer Students**

[no change]

complete two quarters of college calculus (equivalent to our MATH 007A and 007B or our MATH 009A and MATH 009B) before admission. Exceptions may be granted by the faculty advisor.

### Major Requirements

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

#### 1. ~~Life Sciences~~ core requirements (~~72-77~~ 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, BIOL00 5B, 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 008HLA~~, CHEM 008B and ~~CHEM08LB or CHEM 008HB and CHEM 008HLB~~, ~~CHEM 008C and CHEM 08LC or CHEM 008HC and CHEM 08HLC~~
- 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 010

### Major Requirements

[no change]

#### 1. Plant Biology core requirements (68-73 units)

[no change]

- a) [no change]
- b) [no change]
- c) CHEM 008A and CHEM 08LA or CHEM 08HA and CHEM 08HLA, CHEM 008B and CHEM 08LB or CHEM 08HB and CHEM 08HLB
- d) [no change]
- e) [no change]
- f) [no change]

g) BCH 100 or BCH 110A (BCH 110A is strongly recommended)

g) BCH 100 or BCH 100H, or BCH 110A or BCH 110HA

**2. Upper-division requirements (38 units for the B.S., 33 units for the B.A.)**

**2. Upper-division requirements (42 units for the B.S., 37 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.

[no change]

a) BIOL 102

a) [no change]

b) BPSC 104/BIOL 104

b) [no change]

c) BIOL 132/BPSC 132, ~~BIOL 143/BPSC 143, BPSC 133~~

c) BPSC 132/BIOL 132

d) ~~For the B.S. only: Two (2) units of BPSC 195H, BPSC 197, BPSC 198I, or BPSC 199~~

d) BPSC 133

e) ~~BPSC 184~~

e) BPSC 135

f) ~~BPSC 193 with a grade of C- or better~~

f) BPSC 143/BIOL 143

g) ~~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.~~

g) BPSC 146/BIOL 146

h) For the B.S. only: Two (2) units of BPSC 195H, BPSC 197, BPSC 198I, or BPSC 199

i) BPSC 184/ENTM 184

j) BPSC 193 with a grade of C- or better

k) For the B.S. At least 7 additional units of upper-division life science 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. Students may apply for up to 7 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).~~

For the B.A. At least 4 additional units of upper-division life science 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.

**Note:** Students planning a B.A. degree should schedule the required language courses in place of a series of electives.

[no change]

### **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.~~

### **Programs of Specialization**

The following upper-division courses are suggested options for achieving depth in a field of plant biology.

#### **~~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 162, BCH 183/BPSC 183, BIOL 107B, BIOL 113, BIOL 114, BIOL~~

#### **Plant Cellular, Molecular, and Developmental Biology**

BCH 110B, BCH 110C or BIOL 107A, BCH 162, BIOL 107B, BIOL 114, BIOL 121/MCBL 121, BIOL 121L/MCBL 121L, MCBL 121LS, BIOL 123/MCBL 123/PLPA 123, BIOL 168, BPSC 109/CBNS 109, BPSC 138/ BIOL 138, BPSC 155/ BIOL 155, BPSC 183/BCH

~~121/MCBL 121, BIOL 121L/MCBL 121L, MCBL 121LS, 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~~

## **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:~~

~~BIOL 105, BIOL 107A, BIOL 107B, BIOL 108, BIOL 119, BIOL 148/BPSC 148, BIOL 155/BPSC 155, BPSC 135, CBNS 108, STAT 011, BPSC 109/CBNS 109, BPSC 149~~

## **3. Ecology, Evolution, and Systematics**

a) ~~BPSC 146~~

b) ~~Additional units from the following to meet either the B.S. or B.A. requirement:~~

~~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 166, ENSC 100, GEO 151, GEO 153, GEO 169, BPSC 145~~

## **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, MCBL 121LS, BIOL 124/MCBL 124, BPSC 146, BPSC 150, BPSC 166, ENSC 134/BPSC 134, ENTM 100/BIOL 100, ENTM 109, ENTM~~

183, BPSC 149, CBNS 101, CBNS 108, GNBT 100, GNBT 110, GNBT 114, GNBT 120, GNBT 130

## **Plant Genetics, Breeding and Biotechnology**

BIOL 105, BIOL 107A, BIOL 107B, BIOL 108, BIOL 119, BPSC 148/BIOL 148, BPSC 150, BPSC 155/BIOL 155, CBNS 108, STAT 011, BPSC 109/CBNS 109, BPSC 149, GNBT 100, GNBT 110, GNBT 114, GNBT 120, GNBT 130

## **Ecology, Evolution, and Systematics**

BIOL 105, BIOL 108, BPSC 112/BIOL 112/ ENTM 112, BIOL 101, BIOL 116, BIOL 117, BIOL 166, BPSC 167/BIOL 167, BPSC 134/ENSC 134, BPSC 138/BIOL 138, BPSC 145/BIOL 145, BPSC 165/ BIOL 165, BPSC 166, ENSC 100, ENTM 112, ENTM 130, GEO 151, GEO 169, GNBT 120, GNBT 130

## **Plant Pathology, Nematology, and Pest Management**

BIOL 120/MCBL 120/PLPA 120, BPSC 183/BCH 183, BIOL 121/MCBL 121, BIOL 124/MCBL 124, BPSC 146/BIOL 146, BPSC 150, BPSC 166, BPSC 134/ENSC 134, ENTM 100/BIOL 100, ENTM 109, ENTM 124, ENTM 127/BIOL 127, ENTM 129, ENTM 129L, ENSC 100, ENSC 120/NEM 120, GNBT 100, GNBT 110, GNBT 114, GNBT 120, GNBT 130, NEM 159/BIOL 159, PLPA

~~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, MCBL 128~~

120L/BIOL 120L/MCBL 120L, PLPA  
123/BIOL 123/MCBL 123, PLPA 134/  
BIOL 134, PLPA 134L/BIOL 134L, ENSC  
104, MCBL 128

### **5. Individualized specialization**

~~For students who wish to pursue cross-  
disciplinary education in plant biology.  
Course selection can be individualized, but  
needs to be approved by faculty advisor.~~

## **Justifications:**

Major: This text is updated to reflect that it is not an interdepartmental program and to reflect the new structure of the program that no longer uses areas of specialization

Units from 11 to 7: The number of available elective units for the BS degree changed upon adding the 2 new required courses.

Units 68-73: Since we are dropping CHEM 008C, CHEM 08LC, CHEM 08HC and CHEM 08HLC we are no longer abiding by the traditional Life Science Core - the new text better represents that these requirements are for Plant Biology. The number of units are updated to reflect that reduced number of units that will be going to the core given that CHEM 008C is no longer required.

CHEM 08LB needs a space between the subject and course number.

BCH 100H: Allows students to take the honors level course of BCH 100 to also get credit toward the major. After reviewing course content, faculty feel that any of these courses will satisfy the requirement, so no class is recommended over the other.

Units 42-37: The number of upper division units has been increased to reflect the additional units available given the elimination of CHEM 008C. Dropping this course is allowing students to take additional Plant biology courses.

The list of the upper-division requirements has been modified to include BPSC 135 and BIOL 146/BPSC146. The courses have also been listed chronologically and have been separated into multiple lines to make it easier for students to understand which are the required courses.

Adding BIOL 146 to reflect its cross-listed status as BIOL 146.

BPSC 184 was approved to be cross-listed with ENTM 184 effective Spring 2024.

B.S, at least 7 units: The number of elective units has been updated to reflect the available units after the required core courses. Because we have added 2 required core courses this number is now reduced. We are proposing that students are eligible to use research credits to cover all these units. This will ensure that the new programmatic changes do not come at the expense of research opportunities. Since the areas of specialization have been removed, we will provide CNAS advising with a list of eligible courses a student can take to meet these credits.

B.A at least 4 units: The number of elective units has been updated to reflect the available units after the required core courses. Because we have added 2 required core courses this number is now reduced.

We are removing the areas of specialization to provide students with broader training across the multiple disciplines in Plant Biology. However, we still want to provide students with guidance on which additional courses can be used to pursue more in-depth coursework in an area of study.

BCH 102 is discontinued and BIOL 113 has not been offered in years.

BIOL 116L and GEO 153 are discontinued

MCBL 121LS is discontinued

GNBT 100, GNBT 110, GNBT 114, GNBT 120, GNBT 130 are courses that would provide material that is relevant to the areas of specialization.

**Approvals:**

Approved by the faculty of the Botany and Plant Sciences:

June 2, 2025

Approved by the by the Executive Committee of the College of Natural and Agricultural Sciences:

February 3, 2026

Approved by the Committee on Educational Policy:

April 2, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted: Proposed changes to the Minor in Plant Biology

**PRESENT:**

**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, BPSC 133~~
3. 12 to 20 units from the following:  
~~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 135, BPSC 146, BPSC 150, BPSC 166, BPSC 190, BPSC 195H, BPSC 197, BPSC 198 I, BPSC 199, PLPA 120/BIOL 120/MCBL 120, BPSC 109/CBNS 109, BPSC 149~~

**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.

**PROPOSED:**

[no change]

**Requirements for the minor in Plant Biology are as follows:**

1. [no change]
2. One course (4–5 units) from the following:  
BPSC 132/BIOL 132, BPSC 133, BPSC 135, BPSC 143/BIOL 143, BPSC 146/BIOL 146
3. 12 to 20 units from the following:  
BPSC 109/CBNS 109, BPSC 132/ BIOL 132, BPSC 133, BPSC 134/ENSC 134, BPSC 135, BPSC 138/ BIOL 138, BPSC 143/ BIOL 143, BPSC 146/BIOL 146, BPSC 148/BIOL 148, BPSC 149, BPSC 150, BPSC 155/ BIOL 155, BPSC 165/BIOL 165, BPSC 166, BPSC 183/ BCH 183, BPSC 190, BPSC 195H, BPSC 197, BPSC 198I, BPSC 199, PLPA 120/BIOL 120/ MCBL 120

[no change]

[no change]

**Justifications:**

Reordered the course listing of BPSC132/BIOL 132 and BPSC143/BIOL143 to begin with BPSC as the course is offered by the home department.

BIOL138/BPSC 138 has not been taught in over 15 years so we are removing it as a potential course to satisfy the minor requirements. We are proposing to add the additional courses that reflect the upper division core requirements for the major. BPSC 135 and BPSC 146 are fundamental courses to an integrated and productive understanding of plant biology and are therefore essential for all students, regardless of what field a student eventually chooses to pursue.

We are suggesting to reorder the courses in chronological order to improve readability.  
We are suggesting the reordering of cross-listed courses so that the course number for the home department comes first.

**Approvals:**

Approved by the faculty of the Botany and Plant Sciences:	June 2, 2025
Approved by the by the Executive Committee of the College of Natural and Agricultural Sciences:	February 3, 2026
Approved by the Committee on Educational Policy:	April 2, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCE  
REPORT TO RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed changes to the Bachelor of Science and Bachelor of Arts in Statistics

**PRESENT**

**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 (34–38 units)**

- a) CS 010A
- b) One math sequence from the following:
  - (i) MATH 007A or MATH 009A or MATH 09HA, MATH 007B or MATH 009B or MATH 09HB, MATH 009C or MATH 09HC
  - (ii) MATH 005A, MATH 005B, MATH 005C
- c) MATH 010A, MATH 031
- d) STAT 010, STAT 011

**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

**PROPOSED**

**Major Requirements**

[no change]

[no change]

**For the Bachelor of Arts**

- 1. [no change]
  - a) [no change]
  - b) [no change]
    - (i) [no change]
  - (ii) [no change]
  - c) [no change]
  - d) [no change]

- 2. [no change]
  - a) [no change]
    - (1) [no change]
    - (2) [no change]

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.~~

b) Four (4) units of additional coursework chosen from STAT 110, BUS 127/STAT 127, STAT 130, STAT 140, STAT 146, STAT 150, 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 (34–38 units)**

- a) CS 010A
- b) One math sequence from the following:
  - (i) MATH 007A or MATH 009A or MATH 09HA, MATH 007B or MATH 009B or MATH 09HB, MATH 009C or MATH 09HC
  - (ii) MATH 005, MATH 005B, MATH 005C
- c) MATH 010A, MATH 031
- d) STAT 010, STAT 011

**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 STAT 183 taken during senior year
- b) ~~Twenty (20) units of additional coursework chosen from STAT 110, STAT 127/BUS 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. [no change]**

- a) [no change]
- b) [no change]
  - (i) [no change]
  - (ii) [no change]
- c) [no change]
- d) [no change]

**2. [no change]**

- a) [no change]
  - (1) [no change]
  - (2) [no change]
- b) Twenty (20) units of additional coursework chosen from STAT 110, STAT 127/BUS 127, STAT 130, STAT 140, STAT 146, STAT 150, STAT 157, STAT 161, STAT 167 or from related fields with the approval of the major advisor.

**JUSTIFICATION:**

**STAT 150 Spatial Statistics** is a newly created course offered by the Statistics Department. We propose adding this course to the list of technical electives for the Statistics major. Adding this course will expand the range of advanced topics available to Statistics students and support broader disciplinary exploration.

**APPROVALS:**

Approved by the faculty of the Department of Statistics:

January 23, 2026

Approved by the Executive Committee of the College of Natural and  
Agricultural Sciences:

February 3, 2026

Approved by the Committee on Educational Policy:

April 2, 2026

**EXECUTIVE COMMITTEE  
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES AND  
THE MARLAN AND ROSEMARY BOURNS COLLEGE OF ENGINEERING  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to the Undergraduate Major in Data Science

**PRESENT:**

**Major Requirements**

1. ~~Lower-division requirements (47-54 units):~~
  - a) (CS 010A, CS 010B, CS 010C) or  
(CS 009A, CS 009B, CS 009C\*, CS 010C)
  - b) One math sequence from the following:
    - i. MATH 007A or MATH 009A or ~~MATH 009HA~~, MATH 007B or MATH 009B or MATH 09HB, MATH 009C or MATH 09HC
    - ii. MATH 005A, MATH 005B, MATH 005C
  - c) MATH 010A, MATH 031
  - d) MATH 011/CS 011
  - e) STAT 010, STAT 011
2. Upper-division requirements (60 units):
  - a) CS 105, CS 141
  - b) STAT 107, STAT 156A, STAT 156B, STAT 169, STAT 170
  - c) CS/STAT 108
  - d) CS 166 or CS 167
  - e) STAT 167 or CS 171/EE 142
  - f) ~~STAT 183 or CS 179 (E-Z)~~

**PROPOSED:**

**Major Requirements**

1. Lower-division requirements (47-52 units):
  - a) [no change]
  - b) One math sequence from the following:
    - i. MATH 007A or MATH 009A or MATH 09HA, MATH 007B or MATH 009B or MATH 09HB, MATH 009C or MATH 09HC
    - ii. [no change]
  - c) [no change]
  - d) [no change]
  - e) [no change]
2. [no change]
  - a) [no change]
  - b) [no change]
  - c) [no change]
  - d) [no change]
  - e) [no change]
  - f) STAT 183 or CS 179 (E-Z) or CS 178A

- g) Four courses (at least 16 units) from the following list, none of which can also be used to satisfy other major requirements: CS 131, CS 144, CS 166, CS 167, CS 170, CS 172, CS 173, CS 180, CS 181, MATH 120, MATH 135A, BUS/STAT 104, BUS/STAT 127, STAT 130, STAT 140, STAT 146, STAT 157, STAT 171

- g) Four courses (at least 16 units) from the following list, none of which can also be used to satisfy other major requirements: CS 131, CS 144, CS 148/EE 148, CS 166, CS 167, CS 170, CS 172, CS 173, CS 178B, CS 180, CS 181, CS 193, EE 140, MATH 120, MATH 135A, BUS/STAT 104, BUS/STAT 127, STAT 130, STAT 140, STAT 146, STAT 150, STAT 157, STAT 171

3. Major Breadth requirement (8 units): One two-course sequence, chosen from the course sequences listed below:

- i. BIOL 005B, BIOL 005C
- ii. BIOL 005B, BIOL 102
- iii. BUS 103 and BUS 115
- iv. BUS 103 and BUS 119
- v. BUS 105 and BUS 129
- vi. ECON 108 and ECON 136
- ~~vii. EE/ME 144 and one of: EE106 or EE 146 or EE148~~
- ~~viii. GEO 111 and GEO 161~~
- ix. GEO 115 and GEO 147

3. [no change]

- i. [no change]
- ii. [no change]
- iii. [no change]
- iv. [no change]
- v. [no change]
- vi. [no change]
- vii. EE/ME 144 and one of: EE 106 or EE 146 or CS 148/EE 148
- viii. GEO 111 and GEO 157
- ix. [no change]

**Note**

CS 100 and CS 111 are strongly recommended.

**Note**

CS 100 and CS 111 are strongly recommended.

**Justification:**

EE 140: Foundations and Applications of Intelligent and Autonomous Systems is a new course created by the ECE Department, and EE 148: Robotics and Artificial Intelligence was recently cross-listed with CS 148. CS 193: Design Project is an individual project under the supervision of a faculty member that requires students to first define project objectives and then perform the required analysis, implementation, testing, and documentation for the project. CS 193 provides Data Science students with an opportunity to tackle a specific project that extends their knowledge beyond current courses offered. STAT 150: Spatial Statistics is a newly created course offered by the Statistics Department. We

propose adding these four courses to the list of technical electives for the Data Science major. Including them will provide Data Science majors with additional opportunities to explore a broader range of topics within the field.

CS 178A/B Project Sequence in Computer Science and Engineering provides students with the opportunity to complete a two-quarter project. Data Science students have the option to either take CS179 (E-Z) or STAT 183 to fulfill the capstone requirement or opt to take this two-quarter sequence. For the CS 178A/B sequence, both courses must be completed. CS 178A is graded as in progress until CS 178B is completed. Therefore, Data Science students who elect to take the CS 178A/B sequence are required to complete both courses. Upon completion, CS 178A will count toward the capstone requirement, and CS 178B will count toward technical elective credit.

GEO 157: Introduction to Geographical Information Science (GIS) introduces the fundamental theories and applications of GIS. By learning GIS principles and software in GEO 157, students develop practical skills for analyzing a wide range of real-world spatial data. These competencies are increasingly in demand across academic research and industry sectors focused on environmental analytics, sustainability, and data-driven decision-making. Following the recommendation of Professor Robert Allen, Chair of Earth and Planetary Sciences, we propose replacing GEO 161: Cenozoic Climate Change with GEO 157, as GEO 157 provides Data Science students with training that is more directly relevant to their analytical toolkit and career preparation.

The lower-division unit requirements were updated to reflect the correct range of units that can be earned.

**Approvals:**

Approved by the faculty of the Program in Data Science:	January 23, 2026
Approved by the Executive Committee of the College of Engineering:	March 5, 2026
Approved by the Executive Committee of the College of Natural and Agricultural Sciences:	February 3, 2026
Approved by the Committee on Educational Policy:	April 6, 2026

**EXECUTIVE COMMITTEE  
SCHOOL OF EDUCATION  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to Athletic Leadership Minor (ALDR)

**PRESENT:**

**Athletic Leadership Minor**  
1207 Sproul Hall  
(951) 827-4633  
education.ucr.edu

**Committee in Charge**

Eddie Comeaux, Professor of Higher  
Education (Education)  
Uma Jayakumar, Associate Professor of  
Higher Education (Education)  
Rita Kohli, Professor of Education, Society,  
and Culture (Education)  
Austin H. Johnson, Associate Dean of  
Undergraduate Education in SOE  
(Education)  
Rican Vue, Assistant Professor of Higher  
Education (Education)  
Joi A. Spencer, Dean, ex officio

The Athletic Leadership Minor is to prepare students for leadership careers in athletics, particularly at the intercollegiate level. It is designed to provide students with a solid understanding of the administration of student affairs and athlete development. Students will advance their understanding of the role athletics leaders' play in the larger university and college systems environments.

**Program Requirements**

Student petitions require the approval of the Undergraduate Education Programs advisor in the School of Education. College approval from both the School of Education and the major college is required. Please see education.ucr.edu for the minor petition

**PROPOSED:**

**Athletic Leadership Minor**  
education.ucr.edu

[No Change]

[No Change]

[No Change]

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 (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.

See Minors under the School of Education in the Colleges and Programs section of this catalog for additional information on minors.

**Requirements for the minor (20 units):**

1. Lower-division requirements (4 units): EDUC 050
2. Upper-division requirements (four courses [at least 16 units]): EDUC 147, EDUC 150, EDUC 152, EDUC 154, EDUC 197, EDUC 198G or EDUC 198I

A maximum of 4 units of EDUC 197 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 197, 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.

[No Change]

**Justification:**

1. EDUC 197 (Research for Undergraduates) is a new course effective for fall 2025. The School established the course as a standalone Research for Undergraduate courses to allow students to earn course credit for working alongside faculty for research opportunities. The EDUC 190 course was previously being used for this purpose. Therefore, it now replaces it in the curriculum.

**Approvals:**

Approved by the faculty of the School of Education:  
Approved by the Executive Committee of the School of Education:  
Approved by the Committee on Educational Policy:

February 24, 2026  
March 5, 2026  
April 6, 2026

**EXECUTIVE COMMITTEE  
SCHOOL OF EDUCATION  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to Education Minor (EDUC)

**PRESENT:**

**Education Minor**

The Education minor offers to any undergraduate student an introduction to issues and practices of education and research in public schools. Students from any major are invited to pursue a minor in Education.

Students in the Education minor may select from a variety of courses that may focus on a particular interest or may sample across aspects of the curriculum. Specific areas of interest that are reflected in the course offerings include: Special education, psychology, higher education, policy and leadership, culture and language, issues of classism, racism, sexism, heterosexism, diversity and equity, social justice, curriculum and teaching strategies, qualitative and quantitative methods, and educational research.

The School of Education has a list of Education minor themes consisting of topic areas with a list of courses. The themes have been created to help students explore a focused subject area in Education by way of the Education minor. Students can visit the Undergraduate Education section on SOE's website at [education.ucr.edu](http://education.ucr.edu) to view the list of Education minor themes and suggested coursework. Students may also consult with the Program Advisor on the themes and which option(s) to pursue.

**PROPOSED:**

[No Change]

[No Change]

The Education minor does not lead to a teaching credential; however, some of the courses will satisfy UCR Teacher Education Program requirements. Students who are interested in pursuing a teaching credential should contact the Teacher Education Program at (951) 827-5225.

### **Program Requirements**

[No Change]

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.

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 School of Education and the major college is required.

Please see [education.ucr.edu](http://education.ucr.edu) for the minor petition process. Minor in Education candidates must maintain a minimum cumulative GPA of 2.0.

### **Course Work**

~~Students will have the opportunity to select from a menu of electives to complete the course work:~~

### **Course Work**

Students are required to complete a minimum of 8 units from the list of lower-division courses:

EDUC 001, EDUC 002, EDUC 003, EDUC 004, EDUC 005, EDUC 010 or EDUC 010H, 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 061,

Students are required to complete a minimum of 16 units from the list of upper-division courses:

~~EDUC 001, EDUC 002, EDUC 003, EDUC 004, EDUC 005, EDUC 010 or EDUC 010H, 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 061, EDUC 103W, EDUC 104, EDUC 105, EDUC 111 (E-Z), EDUC 118, EDUC 119 (E-Z), EDUC 122, EDUC 123, EDUC 132, EDUC134, EDUC 136, EDUC 141, EDUC 142, EDUC 144, EDUC 145/BLKS 145, EDUC 146/ETST 146, EDUC 147, EDUC 148, EDUC 149, EDUC 150, EDUC 151, EDUC 152, EDUC 153, EDUC 154, EDUC 155, 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~~

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. The School would like to further define the coursework for the Education Minor. The minor requires a minimum of 24 units with a minimum of 16 of those 24 units taken in upper division coursework. The requirements remain the same. The updated curriculum streamlines course completion options.
2. EDUC 111 (E-Z) was renumbered to EDUC 109 (E-Z) effective fall 2025.
3. EDUC 156 (The Community College) and EDUC 157 (Student Activism, Campus Racial Climate, and Placemaking) are new courses effective for winter 2025 and spring 2025.
4. EDUC 143 (Youth and artificial intelligence) is a new course effective for fall 2026.
5. EDUC 185 (Social Psychology for Educators) is a new course effective for fall 2026.
6. EDUC 197 (Research for Undergraduates) is a new course effective for fall 2025. The School established the course as a standalone Research for Undergraduate courses to allow students to earn course credit for working alongside faculty for research opportunities.

**Approvals:**

Approved by the faculty of the School of Education:  
Approved by the Executive Committee of the School of Education:  
Approved by the Committee on Educational Policy:

February 24, 2026  
March 5, 2026  
April 6, 2026

EDUC 103W, EDUC 104, EDUC 105, EDUC 109 (E-Z), EDUC 118, EDUC 119 (E-Z), EDUC 122, EDUC 123, EDUC 132, EDUC134, EDUC 136, EDUC 141, EDUC 142, EDUC 143, EDUC 144, EDUC 145/BLKS 145, EDUC 146/ETST 146, EDUC 147, EDUC 148, EDUC 149, EDUC 150, EDUC 151, EDUC 152, EDUC 153, EDUC 154, EDUC 155, EDUC 156, EDUC 157, EDUC 160, EDUC 161, EDUC 162, EDUC 171 or EDUC 172, EDUC 177 or EDUC 178, EDUC 179A, EDUC 179B, EDUC 181, EDUC 183, EDUC 184, EDUC 185, EDUC 197

A maximum of 4 units of EDUC 197 may be taken to satisfy Education Minor requirements.

Additional courses may be added to this list by proposals of academic units, or by petitions of students to take a suitable alternative course.

**EXECUTIVE COMMITTEE  
SCHOOL OF EDUCATION  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to Education, Society, and Human Development (ESHD) Major

**PRESENT:**

**University Requirements**

See Undergraduate Studies section

**College Requirements**

See the School of Education section.

**Major Requirements**

The major requirements for the B.A. degree in Education, Society, and Human Development, with concentrations in Education for Social Justice and Learning and Behavioral Studies.

**Change of Major**

Students switching to the Education, Society, and Human Development Major must be in good academic standing at time of major change and have completed at least one Education course with a grade of “C” or better, excluding EDUC 102 and EDUC 190-198.

**Education for Social Justice Concentration**

1. Lower-division requirements (5 courses [at least 20 units])

(a) EDUC 005

(b) EDUC 010 or EDUC 010H

**PROPOSED:**

[no change]

[no change]

**Major Requirements**

The major requirements for the B.A. degree in Education, Society, and Human Development, with concentrations in Education for Social Justice, Learning and Behavioral Studies, and Teaching and Learning with Multiple Subject.

No more than 50 percent of the units in the major may be completed in an online course. UC defines an online course as one in which more than half of the course's instruction is conducted through Internet-based methods with time and/or distance separating the teacher and student.

**Change of Major**

[no change]

[no change]

1. [no change]

(a) [no change]

(b) [no change]

<p>(c) At least 3 of the following lower-division courses (at least 12 units):  EDUC 001, EDUC 002, 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 061</p>	<p>(c) [no change]</p>
<p>2. Upper-division requirements (7 courses [at least 28 units])</p>	<p>2. [no change]</p>
<p>(a) Educational Research Methods (1 course [at least 4 units])</p>	<p>(a) [no change]</p>
<p>(1) EDUC 118</p>	<p>(1) [no change]</p>
<p>(b) Concentration courses (4 courses [at least 16 units])</p>	<p>(b) [no change]</p>
<p>(1) EDUC 103W, EDUC 122, EDUC 123, EDUC 141, EDUC 142, EDUC 144, EDUC 145/BLKS 145, EDUC 146/ETST 146, EDUC 147, EDUC 148, EDUC 149, EDUC 150, EDUC 151, EDUC 152, EDUC 153, EDUC 154, EDUC 155</p>	<p>(1) <u>EDUC 103W, EDUC 109I, EDUC 109M, EDUC 109N, EDUC 119I, EDUC 119M, EDUC 119N, EDUC 122, EDUC 123, EDUC 141, EDUC 142, EDUC 143, EDUC 144, EDUC 145/BLKS 145, EDUC 146/ETST 146, EDUC 147, EDUC 148, EDUC 149, EDUC 150, EDUC 151, EDUC 152, EDUC 153, EDUC 154, EDUC 155, EDUC 156, EDUC 157</u></p>
<p>(c) Elective courses (2 courses [at least 8 units])</p>	<p>(c) [no change]</p>
<p>(1) <del>EDUC 111 (E-Z), EDUC 119 (E-Z)</del>, EDUC 132, EDUC 134, EDUC 160, EDUC 161, EDUC 162, EDUC 171 or EDUC 172, EDUC 179A, EDUC 181, <del>EDUC 182</del>, EDUC 183, EDUC 184, EDUC 190</p>	<p>(1) <u>EDUC 109E, EDUC 109P, EDUC 109S, EDUC 119E, EDUC 119P, EDUC 119S, EDUC 132, EDUC 134, EDUC 160, EDUC 161, EDUC 162, EDUC 171 or EDUC 172, EDUC 179A, EDUC 181, EDUC 183, EDUC 184, EDUC 185, EDUC 190, EDUC 197</u></p>
<p>A maximum of 8 units of EDUC 190 may be taken to satisfy elective degree requirements.</p>	<p>A maximum of <u>4</u> units of EDUC 190 <u>or EDUC 197</u> may be taken to satisfy elective degree requirements.</p>

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|--|-----------------|
| 3. Community Engaged Learning (40 hours minimum)   | 3. [no change]  |
| (a) A minimum of 40 hours of field experiences, research, internship, and/or service-learning (activity) in an approved education setting.   | (a) [no change] |
| (1) For a list of field experiences, research, internship, and/or service-learning opportunities and how to demonstrate completion of the minimum 40 hours, please consult with the Community Engaged Learning Coordinator or an academic advisor in the Undergraduate Programs Office in the School of Education and/or the Undergraduate programs Community Engaged Learning section of School of Education's website. | (1) [no change] |

**Learning and Behavioral Studies  
Concentration**

[no change]

- |   |                 |
|---|-----------------|
| 1. Lower-division requirements (5 courses [at least 20 units])  | 1. [no change]  |
| (a) EDUC 005  | (a) [no change] |
| (b) EDUC 010 or EDUC 010H   | (b) [no change] |
| (c) At least 3 of the following lower-division courses (at least 12 units): EDUC 001, EDUC 002, 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 061 | (c) [no change] |
| 2. Upper-division requirements (7 courses [at least 28 units])  | 2. [no change]  |
| (a) Education Research Methods (1 course [at least 4 units])  | (a) [no change] |

<p>(1) EDUC 118</p> <p>(b) Concentration courses (4 courses [at least 16 units])</p> <p>(1) EDUC 132, EDUC 134, EDUC 160, EDUC 161, EDUC 162, EDUC 179A, EDUC 181, <del>EDUC 182</del>, EDUC 183, EDUC 184</p> <p>(c) Elective courses (2 courses [at least 8 units])</p> <p>(1) EDUC 103W, EDUC 104, EDUC 105, <del>EDUC 111 (E-Z), EDUC 119 (E-Z)</del>, EDUC 122, EDUC 123, EDUC 141, EDUC 142, EDUC 144, EDUC 145/BLKS 145, EDUC 146/ETST 146, EDUC 147, EDUC 148, EDUC 149, EDUC 150, EDUC 151, EDUC 152, EDUC 153, EDUC 154, EDUC 155, EDUC 171 or EDUC 172, EDUC 190</p> <p>A maximum of <del>8</del> units of EDUC 190 may be taken to satisfy elective degree requirements.</p> <p>3. Community Engaged Learning (40 hours minimum)</p> <p>(a) A minimum of 40 hours of field experiences, research, internship, and/or service-learning (activity) in an approved education setting.</p> <p>(1) For a list of field experiences, research, internship, and/or service-learning opportunities and how to demonstrate completion of the minimum 40 hours, please consult with the Community Engaged Learning Coordinator or</p>	<p>(1) [no change]</p> <p>(b) [no change]</p> <p>(1) <u>EDUC 109E, EDUC 109P, EDUC 109S, EDUC 119E, EDUC 119P, EDUC 119S, EDUC 132, EDUC 134, EDUC 160, EDUC 161, EDUC 162, EDUC 179A, EDUC 181, EDUC 183, EDUC 184, EDUC 185</u></p> <p>(2)</p> <p>(c) Elective courses (2 courses [at least 8 units])</p> <p>(1) EDUC 103W, EDUC 104, EDUC 105, <u>EDUC 109I, EDUC 109M, EDUC 109N, EDUC 119I, EDUC 119M, EDUC 119N</u>, EDUC 122, EDUC 123, EDUC 141, EDUC 142, <u>EDUC 143</u>, EDUC 144, EDUC 145/BLKS 145, EDUC 146/ETST 146, EDUC 147, EDUC 148, EDUC 149, EDUC 150, EDUC 151, EDUC 152, EDUC 153, EDUC 154, EDUC 155, <u>EDUC 156, EDUC 157</u>, EDUC 171 or EDUC 172, <u>EDUC 190, EDUC 197</u></p> <p>A maximum of <u>4</u> units of EDUC 190 <u>or EDUC 197</u> may be taken to satisfy elective degree requirements.</p> <p>3. [no change]</p> <p>(a) [no change]</p> <p>(1) [no change]</p>
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an academic advisor in the Undergraduate Programs Office in the School of Education and/or the Undergraduate programs Community Engaged Learning section of School of Education's website.

### **Teaching and Learning with Multiple Subject Concentration**

1. Lower-division requirements (6 courses [at least 24 units])

(a) EDUC 005

(b) EDUC 010 or EDUC 010H

(c) EDUC 044

(d) At least 3 of the following lower-division courses (at least 12 units): EDUC 001, EDUC 002, 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 061

2. Upper-division requirements (7 courses [at least 28 units])

(a) Education Research Methods (1 course [at least 4 units])

(1) EDUC 118

(b) Concentration courses (5 courses [at least 20 units])

(1) EDUC 132, EDUC 147, EDUC 162, EDUC 171 or EDUC 172, EDUC 179A

(c) Elective course (1 course [at least 4 units])

(1) EDUC 103W, EDUC 104, EDUC 105, EDUC 109 (E-Z), EDUC 119 (E-Z), EDUC 122, EDUC 123, EDUC

136, EDUC 141, EDUC 142, EDUC 143, EDUC 144, EDUC 145/BLKS 145, EDUC 146/ETST 146, EDUC 148, EDUC 149, EDUC 150, EDUC 151, EDUC 152, EDUC 154, EDUC 155, EDUC 156, EDUC 157, EDUC 160, EDUC 161, EDUC 181, EDUC 183, EDUC 184, EDUC 185, EDUC 179B, EDUC 190, EDUC 197

A maximum of 4 units of EDUC 190 or EDUC 197 may be taken to satisfy elective degree requirements.

3. California Preliminary Multiple Subject Teaching Credential courses (12 courses [at least 34 units])

- a) EDUC 282A\*, EDUC 282B\*
- b) EDUC 332\*\* or EDUC 334\*\*, EDUC 344A\*\*, EDUC 344B\*\*, EDUC 344C\*\*
- c) EDUC 336A\*, EDUC 336B\*, EDUC 336C\*
- d) EDUC 337A\*\*, EDUC 337B\*\*, EDUC 337C\*\*

\* Courses will count towards the required minimum of 180 units of academic work that is required for graduation.

\*\* Courses will not count towards the required minimum of 180 units of academic work that is required for graduation, however they will count towards the California Preliminary Multiple Subject Teaching Credential.

Please note, students are subject to any changes the state may impose until fully credentialed. Students interested in this concentration will be guided by an academic advisor in the School and may be subject to additional credential requirements.

4. Community Engaged Learning (40 hours minimum)

(a) A minimum of 40 hours of field experiences, research, internship, and/or service-learning (activity) in an approved education setting.

(1) For a list of field experiences, research, internship, and/or service-learning opportunities and how to demonstrate completion of the minimum 40 hours, please consult with the Community Engaged Learning Coordinator or an academic advisor in the Undergraduate Programs Office in the School of Education and/or the Undergraduate programs Community Engaged Learning section of School of Education's website.

(2) The hours earned in the coursework of EDUC 336A, EDUC 336B, and EDUC 336C may be used to complete this requirement when courses are completed on a satisfactory basis.

**Justification:**

1. The faculty would like to add language to the overall major requirements section of: No more than 50 percent of the units in the major may be completed in an online course. UC defines an online course as one in which more than half of the course's instruction is conducted through Internet-based methods with time and/or distance separating the teacher and student. The stated requirement here will enable the major to remain in compliance with WASC requirements for course modality.
2. EDUC 156 (The Community College) and EDUC 157 (Student Activism, Campus Racial Climate, and Placemaking) are new courses effective for winter 2025 and spring 2025. We want to include it in the curriculum as part of the menu of upper-division course options for the concentration in Education for Social Justice and the menu of upper-division electives for the concentration in Learning and Behavioral Studies. If a student is using a previous catalog year for their curriculum, they will be able to apply this course as a concentration course for the Education for Social Justice or Community Leadership, Policy, and Society Justice Concentrations. If the student is in the Learning and Behavioral Studies concentration, the student will be able to use this as an elective course for the major.
3. EDUC 143 (Youth and artificial intelligence) is a new course being established effective for fall 2026. We want to include it in the curriculum as part of the menu of upper-division course options for the concentration in Education for Social Justice and the menu of upper-division electives for the concentration in Learning and Behavioral Studies. If a student is using a previous catalog year for their curriculum, they will be able to apply this course as a concentration course for the Education for Social Justice or Community Leadership, Policy, and

Society Justice Concentrations. If the student is in the Learning and Behavioral Studies concentration, the student will be able to use this as an elective course for the major.

4. EDUC 185 (Social Psychology for Educators) – is a new course being established effective for fall 2026. We want to include it in the curriculum as part of the menu of upper-division course options for the concentration in Learning and Behavioral Studies and the menu of upper-division electives for the concentration in Education for Social Justice. If a student is using a previous catalog year for their curriculum, they will be able to apply this course as a concentration course for the Education for Social Justice or Community Leadership, Policy, and Society Justice. If the student is in the Learning and Behavioral Studies concentration, the student will be able to use this as an elective course for the major.
5. EDUC 197 (Research for Undergraduates) is a new course effective for fall 2025. The School established the course as a standalone Research for Undergraduate courses to allow students to earn course credit for working alongside faculty for research opportunities. Currently, the faculty use the EDUC 190 course to allow students to complete research opportunities with them. Faculty will now be using EDUC 197 to have undergraduate students complete research opportunities with them. The catalog curriculum is being updated to reflect this change. Students in prior catalog years will be allowed to use EDUC 190 or substitute EDUC 197 for EDUC 190 in their catalog curriculum to earn units toward their degree and major. Per the CoC Course Guidelines, the "...197 provides a flexible label for undergraduate research with fixed or variable units." The school would like to become consistent in using the 197 course for our undergraduate research opportunities instead of 190. Additionally with this change, we are reducing the number of units from 8 to 4 that students can use to count towards their major requirements. Students can complete up to 12 units of EDUC 197, however, only 4 units will count towards their major requirements.
6. EDUC 111 (E-Z) was renumbered to EDUC 109 (E-Z) effective for fall 2025.
7. EDUC 109E, EDUC 109P, EDUC 109S, EDUC 119E, EDUC 119P, are EDUC 119S are all special topics courses in the content area of Educational Psychology, School Psychology, and Special Education. These content areas make up the concentration courses for the Learning and Behavior Studies Concentration. All special topic courses are reviewed by our Undergraduate Education Committee for consideration of offering, including review of rigor and ensure we are not duplicating content being offered in another course. The special course topics are announced in the class schedule as they are offered.
8. EDUC 109I, EDUC 109M, EDUC 109N, EDUC 119I, EDUC 119M, are EDUC 119N are all special topics courses in the content area of Education, Society, and Culture, Higher Education Policy and Administration, and Education Policy Leadership and Analysis. These content areas make up the concentration courses for the Education for Social Justice Concentration. All special topic courses are reviewed by our Undergraduate Education Committee for consideration of offering, including review of rigor and ensure we are not duplicating content being offered in another course. The special course topics are announced in the class schedule as they are offered.
9. This proposed Teaching and Learning with Multiple Subject Concentration outlines a set of courses aligned with a blended teacher education certification pathway for elementary-level teachers which combines subject-matter expertise through undergraduate curricula with teacher preparation coursework and practica. In California, the credential for elementary-level teachers is called the Multiple Subject Credential (in contrast to Single Subject credentials for middle- and high-school-level teaching). In this proposed concentration, students will complete within four

years both their (a) Bachelor of Arts degree in Education, Society, and Human Development (ESHD), with a Concentration in Teaching and Learning with Multiple Subject and (b) requirements necessary for them to obtain their California Preliminary Multiple Subject teaching credential. This concentration will be the third in the degree program, existing alongside the Education for Social Justice and Learning and Behavioral Studies concentrations.

Blended pathways for future teachers are a common feature of teacher preparation across California overseen statewide by the California Commission on Teacher Credentialing (CTC). Currently, undergraduate students at UCR who know they want to become teachers need to apply separately for a teacher credential program during their final year as an undergraduate. They then must wait until the following year to begin their program. In contrast, this concentration would allow students who are already committed to a career in elementary-level teaching to pursue their Multiple Subject certification while they are enrolled as undergraduates at UCR, completing both their degree and teaching certification in four years. This model for teacher training (completing both Bachelor's and Credential in four undergraduate years, with the teaching credential component formalized as a degree concentration) is implemented at UC Irvine in a program called CalTeach, where students focus on the Single Subject credential.

As we describe in this justification document, the proposed blended concentration is sensible to maintain as a concentration of the SOE's existing undergraduate major rather than as a separate degree program. Notably, this concentration is suitable for both first-year students (with a four-year plan) and transfer students (two-year plan). We restrict our conversation to the four-year plan (shown in Appendix A), with Appendix B demonstrating how a two-year plan is feasible for transfer students.

Up until the summer between Years 3 and 4, students in this proposed concentration take almost the exact same course sequence as students in the two current concentrations for the ESHD major. During the Summer between Years 3 and 4, students take five courses, four of which are part of existing concentrations. This summer marks the beginning of the existing credential-only teacher education program, such that these students will begin the formal portion of their teacher training with the entire entering cohort of teacher education students.

The teacher credential program includes ten 300-level courses, and senate regulations prevent the application of more than three 300-level courses towards the 180 unit graduation requirement. Thus, three 300-level courses in this proposed concentration will contribute units to the overall total units towards graduation. In all, students will graduate from this proposed concentration with 202 cumulative units completed; of these, 188 units apply toward the BA degree requirements, while the remaining courses will appear on the transcript as fulfilling the credentialing requirements but do not formally count toward graduation units..

Of the 188 total units that count toward graduation, 150 (80%) are shared with the two existing ESHD concentrations. Given the 80% overlap between units in this proposed concentration and units in pre-existing concentrations, this overlap demonstrates that the proposed concentration does not represent sufficient curricular distinctiveness to warrant pursuing classification as a separate degree. No new courses are being created as part of this new concentration, although this does not mean these students will lack specialized support, as described more below. The teaching credential itself remains the domain of and conferred by the CTC, while the BA remains nearly identical apart from the addition of teacher-education-specific coursework and training meeting CTC requirements.

This concentration does not dilute the strength of the teacher training received by students. Students take the same courses as students in UCR's credential-only teacher education program, starting their formal credential training during summer session at the same time as traditional credential-only students. Students in this proposed concentration also take one additional teacher education course in adapting instruction to support students with disabilities. Although students will complete a higher total unit count (202 cumulative units, of which 188 units are toward the BA) than students in the existing two ESHD concentrations, the structure is designed to ensure on-time four-year completion through progressive, targeted sequencing that overlaps with pre-existing coursework structures and summer enrollment. Dedicated advising for the program will further support students in understanding and balancing these requirements and the necessary cohort sequence.

As seen in the attached Appendices (particularly D1 and D2), the course plans for the (a) existing credential-only Multiple Subject program and (b) its corresponding proposed concentration map onto one another nearly perfectly. This is due to the existing integration of upper-division 100-level courses in the current teacher education program (see Appendix C for the current credential-only multiple subject course sequence), as well as the manageable number of units in the ESHD major (48 units). We have designed these concentrations to increase the quality of teacher training for students; in addition to additional key coursework, students in the concentration will receive professional advising specific to their teaching trajectory beginning from their entry into UCR's campus. The attached Appendices provide further guidance on the one-to-one mapping of course plans to help visually illustrate how this blended concentration is a restructuring of existing coursework within the School of Education rather than the creation of a fundamentally new curriculum. Furthermore, this proposal follows existing Senate-approved precedents where professional preparation programming has been embedded into an undergraduate concentration.

Students in this proposed concentration will obtain their credential in one year less than students who need to pursue credentialing after completion of their Bachelor's degree (4 years instead of 4 + 1 years), thereby increasing earning potential for students and eliminating an entire year or more of potential debt while preserving the integrity of the student's teacher preparation. This concentration mitigates logistical and financial obstacles for students who want to become teachers, particularly those from historically-underrepresented groups within teaching. Indeed, Black teachers are much more likely to be paying off student loans well into the late stages of their career than teachers of other races/ethnicities (Garcia et al., 2023). As students choose to undertake this challenging plan of study, the availability of dedicated advisors (whose positions are built into the concentration design to ensure individualized and responsive support), structured coursework, and the careful integration of pre-existing requirements ensures the feasibility of completion within four years.

#### **Additional Information to clarify proposal regarding new concentration:**

In preparation for this submission, our team consulted with UCR's office of financial aid and the registrar's office in Spring 2025 to discuss any potential barriers to program implementation. We incorporated their feedback into our proposal, and appreciate the request for additional clarification from the Committee on Educational Policy in Fall 2025. In response to CEP's feedback, the Associate Dean of Undergraduate Education Dr. Austin Johnson and Assistant Dean and Director of the Teacher Education Program Dr. Frances Valdovinos met with UCR's Registrar Bracken Dailey.

Here, we focus on two major points of clarification in preparation for scaling this concentration: (a) how we will ensure sustainable implementation of the program given procedural complexities that require additional work by existing staff, and (b) how we will address students whose GPA falls below 3.0, making them ineligible to complete graduate coursework. All of the issues below have been discussed in detail with the Registrar; we are confident in our relationship with her office, our own ability to continue to manage our students' enrollment effectively, and our ability to collaborate with the Registrar in preparation for a sustainable and successful scaling of this concentration.

**Sustainable implementation.** We have a plan for phased implementation of this concentration in order to (a) allow for the slow, measured implementation of the concentration with (b) deliberate plans for sustainable growth in the future. We plan to “soft launch” the concentration in Fall 2026 by recruiting existing students in the ESHD major who are interested in pursuing a multiple subject credential. These students will be assigned to the concentration's dedicated academic advisor, who will support them in registration activities and consistent academic planning. During 2026-27, we will begin recruitment with local community colleges with which we have existing relationships, particularly Riverside City College, for transfer students who would like to enter into this program starting in 2027-28. We will also begin trialing new student recruitment strategies with our marketing coordinator to support entry into this concentration. We will use these first two academic years to refine sustainable workflows for enrollment to support further recruitment into the program in 2028-29 and beyond.

There are three major procedural complexities in these students' concentrations that will demand additional effort in the short-term, and for which we have deliberate plans for sustainable implementation in the long term.

- (1) Registration of undergraduate students in graduate courses must occur manually. At the beginning of this concentration's implementation, the concentration's dedicated advisor will manually enroll students in the 200- and 300-level courses necessary for their concentration. This is time-intensive but realistic in the short term given our plans for measured growth. We have discussed three different approaches with the Registrar that would streamline this process. We could consider (a) hardcoding undergraduates' ability to enroll in specific graduate courses in Banner, which would involve submitting revisions to these courses to the Committee on Courses. We could also (b) work with the Registrar's office to mass populate permits in Banner to allow a specific set of students to easily enroll in specific graduate courses. In conversations with Bracken, this would require collaborations with both the Registrar and UCR IT, but is a realistic option. Alternatively, we could (c) explore adding an undergraduate “like course” to the graduate course which would allow undergraduates to enroll. For instance, Associate Dean Johnson teaches a course that enrolls both undergraduate and graduate students; undergraduates take EDUC 181 and graduate students take the corresponding graduate course, EDUC 231A, but both types of students attend the same lectures. The Registrar considers such arrangements to be “like courses.” This presents some additional complexities with respect to Teacher Education competency requirements since typically the graduate-level “like course” involves additional work compared to its corresponding undergraduate course. At the moment, we feel Option B is likely the most viable, and we plan to pursue this option with the Registrar and ITS.
- (2) An undergraduate student in this concentration will have two transcripts, an undergraduate “U” transcript and a graduate “G” transcript. Once a graduate-level course has hit a student's Academic History in Banner at the end of each term on their G transcript, the Registrar will manually switch the students' G transcript to a U transcript in order for the course to appear on the student's GPA and degree plan. The Registrar did not express concern about the short-term

labor this will require; the more pressing concern is the challenges this will present for degree planning since courses that a student is currently enrolled in a given term will not appear on their degree plan/audit until they have completed that course. Given our measured plan for scaling implementation, we will utilize our academic advisor to ensure that all students in the concentration receive accurate information about the courses they are taking and their progress towards their degree completion. A related issue is described next, along with potential solutions.

- (3) Per SOE's Academic Senate Regulation 03.01.01 (note: our full regulations were recently approved by Academic Senate but are not yet online), only three 300-level courses can contribute units towards a student's 180-unit graduation requirement. Due to procedural rules within the Registrar's system, 300-level classes that are taken by a student that are beyond that three-course limit will never appear on the student's GPA or degree plan/audit, since they do not contribute any units to the student's 180-unit requirement. As noted above, this will require close and careful advising with the student's dedicated concentration advisor to ensure that students understand their complete degree plan and progress. To support sustainable scale-up of this concentration, we will need to address these complexities.

The most direct path to solving these issues would be to create undergraduate course equivalents for the graduate-level teacher education courses. This would solve issues around registration, and is the approach taken by University of California, Irvine (UCI) and their CalTeach program. We are excited about this approach but have some concerns about how this arrangement is feasible in light of California Commission on Teacher Credentialing requirements; we are actively working with staff at UCI to understand their program better and identify potential strategies for adoption here at UCR. University of California, Berkeley (UCB) also has a blended teacher education program that is much less publicized than UCI's; they appear to have gone through a different path for approval of their program, and we are actively working with them to see if there are lessons from their implementation that we can adopt.

### **GPAs below 3.0**

Per SOE's Academic Senate Regulation 02.06.01, if a student's GPA falls below 3.0, they become ineligible to enroll in graduate-level coursework. As a result, a student in this concentration whose GPA falls below 3.0 anytime during their senior year (when graduate coursework is being taken) will be deemed ineligible to continue in the concentration, and will be counseled out of the concentration and into one of the two alternative concentrations in the ESHD major (most likely Learning and Behavioral Studies as described later). This concentration switch should not disrupt a student's ability to graduate with a degree in ESHD. The classes that students are taking leading up to their senior year courses are part of the existing ESHD degree concentrations and the student will not be forced to change majors. The mostly likely outcome if a student needs to exit the concentration in their senior year would be the need to ensure that they have reached 180 units to graduation; they will be at 162 units by the end of the Summer session between Years 3 and 4 and will have all lower-division and almost-all upper-division courses for the ESHD major in the Learning and Behavioral Studies concentration completed.

García, E., Wei, W., Patrick, S. K., Leung-Gagné, M., & DiNapoli, M. A., Jr. (2023). In debt: Student loan burdens among teachers. Learning Policy Institute. <https://doi.org/10.54300/497.986>

### **Approvals:**

Approved by the faculty of the School of Education: January 27, 2026  
Approved by the Executive Committee of the School of Education: February 24, 2026  
Approved by the Committee on Educational Policy: March 13, 2026

**EXECUTIVE COMMITTEE  
SCHOOL OF PUBLIC POLICY  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to B.A. + MPP Public Policy

**PRESENT:**

Combined B.A. + M.P.P. Five-Year Program  
The School of Public Policy offers a combined B.A. + M.P.P. program in public policy, designed to lead to a Bachelor of Arts degree as well as a Master of Public Policy degree in five years. The coursework for the new program will be the same as that for the existing BA and MPP programs. Only students who are public policy majors with a cumulative GPA at least 3.0 overall and 3.3 in the major (upper division classes only, with a minimum of 16 units of these courses to be completed by the end of spring quarter of the junior year) are eligible to apply for this program before the end of their junior year. Students in the B.A. + M.P.P. program ~~are allowed to count up to 12 units of MPP courses toward the upper division track classes required for the BA program.~~

Applicants to the combined program must include a statement of interest, indicating why the student is interested in an M.P.P. degree and how prior academic and work experience has prepared the student an M.P.P. degree, and a minimum of two recommendation letters from UCR faculty members, at least one of whom must be a faculty member in the School of Public Policy. The GRE requirement will be waived for these applicants.

**Justification:**

Changes made to BA + MPP double-counting to reflect the approved changes from the systemwide Coordinating Committee on Graduate Affairs (CCGA) approved on December 3, 2025 which allows programs to double count up to 30% of the required graduate degree credits

**Proposed:**

Combined B.A. + M.P.P. Five-Year Program  
The School of Public Policy offers a combined B.A. + M.P.P. program in public policy, designed to lead to a Bachelor of Arts degree as well as a Master of Public Policy degree in five years. The coursework for the new program will be the same as that for the existing BA and MPP programs. Only students who are public policy majors with a cumulative GPA at least 3.0 overall and 3.3 in the major (upper division classes only, with a minimum of 16 units of these courses to be completed by the end of spring quarter of the junior year) are eligible to apply for this program before the end of their junior year. Students in the B.A. + M.P.P. program can count up to 20 units of MPP courses toward undergraduate degree requirements.

(no change)

taken by a student while an undergraduate at the campus. SPP faculty approved that graduate courses could be applied to meet any undergraduate degree requirements (units to reach 180 or major requirements)..

**Approvals:**

Approved by the faculty of the Department of Public Policy: February 13, 2026

Approved by the faculty of the School of Public Policy: February 13, 2026

Approved by the Executive Committee of the School of Public Policy: February 13, 2026

Approved by the Graduate Council: April 16, 2026

Approved by the Committee on Educational Policy: April 6, 2026

**EXECUTIVE COMMITTEE  
SCHOOL OF PUBLIC POLICY  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to Public Policy Major

**Present:**

**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).

**Proposed:**

(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)

**New Student Seminar**

PBPL 050 is a seminar designed for first year and transfer students that meets weekly with several aspirations including community building, orientation to the campus and the major, academic support and career exploration. The goal of this seminar is to set the foundation for the major and the students'

(no change)

experience at UCR. The seminar is for first-year and transfer students admitted in the Fall term. The seminar is recommended, but not required for completion of the degree. The seminar carries 2 units of academic credit and is graded on an “S/NC” basis.

University Requirements (no change)  
See Undergraduate Studies section.

College Requirements (no change)  
See School of Public Policy section. Major Requirements

The major requirements for the B.A. degree in Public Policy are as follows: (no change)  
Students will not be admitted into the major until they have completed PBPL 001 with a “C” grade or better.

1. Lower-division requirements (~~six~~ courses [at least ~~24~~ units])
  - a) PBPL 001
  - b) PBPL 002
  - c) ECON 003
  - d) PBPL 004
  - e) MATH 004
  - f) One course from CS 005 or CS 009A

- Lower-division requirements (eight courses [at least 32 units])
  - a) PBPL 001
  - b) PBPL 002
  - c) ECON 003
  - d) PBPL 004
  - e) MATH 004
  - f) One course from CS 005 or CS 009A
  - g) PBPL 060A, PBPL 060B

2. Upper-division requirements
  - a) Upper Division Core (~~3~~ one course required (at least ~~12~~ units)  
~~PBPL 100A, PBPL 100B, PBPL 101~~
  - b) Upper Division Electives (8 courses required (at least 32 units)  
PBPL 102, PBPL 103, PBPL 105, PBPL 110, PBPL 121, PBPL 127, PBPL 130, PBPL 132, PBPL 150, PBPL 155, PBPL 157, PBPL 160, PBPL 162, PBPL 164, PBPL 166, PBPL 167, PBPL 170, PBPL 171, PBPL 172, PBPL 177, PBPL 178, PBPL 179, PBPL 180, PBPL 182, PBPL 184, PBPL 185, PBPL 186

2. Upper-division requirements
  - a) Upper Division Core (one course required (four units)  
PBPL 101
  - b) Upper Division Electives (8 courses required (at least 32 units)  
PBPL 102, PBPL 103, PBPL 105, PBPL 110, PBPL 121, PBPL 127, PBPL 130, PBPL 132, PBPL 133, PBPL 150, PBPL 151, PBPL 152, PBPL 153, PBPL 154, PBPL 155, PBPL 156, PBPL 157, PBPL 158, PBPL 159, PBPL 160, PBPL 162, PBPL 163, PBPL 164, PBPL 166, PBPL 167, PBPL 170, PBPL 171, PBPL 172, PBPL 177, PBPL 178, PBPL 179, PBPL 180, PBPL 182, PBPL 184, PBPL 185, PBPL 186

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.

(no change)

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 Washington Center (UCDC) and UC Center Sacramento (UCCS) programs or the Education Abroad Program can apply that experience toward the policy practicum requirement, and do not need to undertake a separate internship.

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 for a minimum of four (4) units), 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 Washington Center (UCDC) and UC Center Sacramento (UCCS) programs 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

(no change)

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:**

1g: PBPL 100A & 100B renumbered to PBPL 060A & 060B. LD requirements updated to reflect the change in course numbers.

2a: requirements updated to reflect the renumbering of PBPL 100A & 100B to a lower-division requirement.

2b: no change to unit requirements. Courses updated to reflect newly approved courses.

4: updated content to reflect that the internship must be taken for a minimum of four (4) units in order to meet degree and course requirements.

**Approvals:**

Approved by the faculty of the Department of Public Policy: November 21, 2025

Approved by the faculty of the School of Public Policy: November 21, 2025

Approved by the Executive Committee of the School of Public Policy: November 21, 2025

Approved by the Committee on Educational Policy: April 21, 2026

**EXECUTIVE COMMITTEE  
SCHOOL OF PUBLIC POLICY  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be adopted:

Proposed Changes to Public Policy Minor

**PRESENT:**

1. Lower-division requirements (three courses [at least 12 units])  
a) PBPL 001  
b) PBPL 002  
c) Select one course from the following  
PBPL 004, PBPL 006, or PBPL 010

2. Upper-division requirements  
Upper Division Electives (3 courses required (at least 12 units))  
~~PBPL 100A, PBPL 100B~~, PBPL 101, PBPL 102, PBPL 103, PBPL 105, PBPL 127, PBPL 130, PBPL 132, PBPL 150, PBPL 155, PBPL 157, PBPL 160, PBPL 162, PBPL 164, PBPL 166, PBPL 167, PBPL 170, PBPL 171, PBPL 172, PBPL 178, PBPL 180, PBPL 182, PBPL 185, PBPL 186

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 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.

**Proposed:**

(no change)

2. Upper-division requirements Upper Division Electives (3 courses required (at least 12 units))  
PBPL 101, PBPL 102, PBPL 103, PBPL 105, PBPL 110, PBPL 121, PBPL 127, PBPL 130, PBPL 132, PBPL 133, PBPL 150, PBPL 151, PBPL 152, PBPL 153, PBPL 154, PBPL 155, PBPL 156, PBPL 157, PBPL 158, PBPL 159, PBPL 160, PBPL 162, PBPL 163, PBPL 164, PBPL 166, PBPL 167, PBPL 170, PBPL 171, PBPL 172, PBPL 177, PBPL 178, PBPL 179, PBPL 180, PBPL 182, PBPL 184, PBPL 185, PBPL 186

(no change)

**Justification:**

No change to unit requirements. Courses updated to reflect newly approved courses.

**Approvals:**

Approved by the faculty of the Department of Public Policy: November 21, 2025

Approved by the faculty of the School of Public Policy: November 21, 2025

Approved by the Executive Committee of the School of Public Policy: November 21, 2025

Approved by the Committee on Educational Policy: April 21, 2026

**THE GRADUATE DIVISION AND EXECUTIVE  
COMMITTEES OF THE COLLEGES  
REPORT TO THE DIVISION  
MAY 19, 2026**

**To be received and placed on file:**

Reports of Degrees Awarded - Fall 2025

Bourns College of Engineering	
Bachelor of Science: .....	111
College of Humanities, Arts and Social Sciences	
Bachelor of Arts: .....	200
Bachelor of Science: .....	12
College of Natural and Agricultural Sciences	
Bachelor of Science: .....	95
School of Business	
Bachelor of Science: .....	69
School of Education	
Bachelor of Arts: .....	19
School of Medicine	
Master of Science: .....	2
MD: .....	0
Doctor of Philosophy: .....	1
School of Public Policy	
Bachelor of Arts: .....	13

Report of Degrees Awarded – Winter 2026

Graduate Division	
Doctor of Philosophy: .....	36
Master of Arts: .....	8
Master of Business Administration: .....	6
Master of Education: .....	2
Master of Finance: .....	2
Master of Fine Arts: .....	4
Master of Professional Accountancy: .....	0
Master of Public Health: .....	0
Master of Public Policy: .....	1
Master of Science: .....	128

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

**Committee on Courses**  
**Report to the Riverside Division**  
**May 19, 2026**

To be received and placed on file:  
The Committee on Courses has approved the following courses.

<u>Action:</u>	<u>Course:</u>	<u>Cross-listed</u> <u>Course(s):</u>	<u>Title:</u>	<u>Units:</u>	<u>Course</u> <u>Renumbered:</u>
<b>Undergraduate Courses:</b>					
Change	AHS 139	AST 139	THE ARTS OF BUDDHISM	4 Units	
Change	ANTH 002		BIOLOGICAL ANTHROPOLOGY	5 Units	
Change	BIEN 001		INTRODUCTION TO BIOENGINEERING	4 Units	
Change	BIEN 175A		BIOENGINEERING SENIOR DESIGN A	4 Units	
Change	BIOL 175		COMPARATIVE ANIMAL PHYSIOLOGY	4 Units	
Change	BPSC 021		CALIFORNIA'S CORNUCOPIA: FOOD FROM THE FIELD TO YOUR TABLE	5 Units	
Change	BPSC 135		PLANT MOLECULAR AND CELL BIOLOGY:CONCEPTS AND APPLICATIONS	4 Units	
Change	CBNS 010		THE HUMAN BRAIN: A USER'S GUIDE	4 Units	
Change	CEE 158		PROFESSIONAL DEVELOPMENT FOR ENGINEERS	3 Units	
Change	CS 009C		C++ FOR PROGRAMMERS	4 Units	
Change	CS 111		DISCRETE STRUCTURES	4 Units	
Change	CS 189		APPRENTICE TUTORING	1 Unit	
Change	ECON 060	ENGR 060	ENGINEERING ECONOMICS	4 Units	
Change	EDUC 093A		FIRST-YEAR SEMINAR: INTRODUCTION TO THE MAJOR AND UNIVERISTY	2 Units	
Change	EDUC 103W		MINDFULNESS APPROACHES TO ACADEMIC WRITING IN EDUCATION	4 Units	
Change	EDUC 132		THE EXCEPTIONAL CHILD	4 Units	
Change	EE 114		PROBABILITY, RANDOM VARIABLES, AND RANDOM PROCESSES IN ENGINEERING	4 Units	
Change	EE 146		COMPUTER VISION	4 Units	
Change	ENGL 034W		WRITING FOR MULTIMODAL CONTEXTS	4 Units	
Change	ENGL 102W		INTRODUCTION TO CRITICAL METHODS	4 Units	
Change	ENGL 138B		AFRICAN AMERICAN LITERATURE SINCE 1940	4 Units	
Change	ENGL 147		STUDIES IN A MAJOR WORK	4 Units	
Change	ENTM 131	CBNS 131	INVERTEBRATE NEUROETHOLOGY	3 Units	
Change	ETST 098		INTRODUCTION TO ARAB/MUSLIM AMERICAN STUDIES	4 Units	
Change	GSST 175	ETST 175	GENDER, ETHNICITY, AND BORDERS	4 Units	
Change	MATH 011	CS 011	INTRODUCTION TO DISCRETE STRUCTURES	4 Units	
Change	MCS 102G		TOPICS IN STATE VIOLENCE, POLICING AND CRIMINALIZATION	4 Units	
Change	MCS 106E		TOPICS IN MEDIA PRODUCTION	4 Units	
Change	MCS 133E		TOPICS IN MEDIA AND ENVIRONMENTAL JUSTICE	4 Units	MCS 122
Change	MCS 133G		TOPICS IN MEDIA AND ENVIRONMENTAL JUSTICE	4 Units	MCS 175
Change	PHIL 003		ETHICS AND THE MEANING OF LIFE	4 Units	
Change	PHIL 003H		HONORS ETHICS AND THE MEANING OF LIFE	4 Units	
Change	PHIL 003W		ETHICS AND THE MEANING OF LIFE	4 Units	
Change	PHIL 152		TWENTIETH-CENTURY CONTINENTAL PHILOSOPHY	4 Units	
Change	POSC 111S		DEMOCRACY AND THE SOCIAL CONTRACT	5 Units	
Change	POSC 112S		MODERN POLITICAL THEORY	5 Units	
Change	POSC 113		AMERICAN POLITICAL THOUGHT	4 Units	
Change	POSC 124		INTERNATIONAL RELATIONS	4 Units	
Change	POSC 127S	SEHE 127S	GLOBAL ENVIRONMENTAL POLITICS	5 Units	
Change	POSC 136		POLITICAL ECONOMY OF INTERNATIONAL MIGRATION	4 Units	
Change	POSC 138	LABR 138	LABOR AND GLOBALIZATION	4 Units	
Change	POSC 148		POLITICS OF CONGRESSIONAL ELECTIONS	4 Units	
Change	POSC 148S		POLITICS OF CONGRESSIONAL ELECTIONS	5 Units	
Change	POSC 151S		AFRICAN POLITICS	5 Units	
Change	POSC 164		THE NATION STATE AND CAPITALISM	4 Units	
Change	POSC 164S		THE NATION STATE AND CAPITALISM	5 Units	
Change	PSYC 096		RESEARCH FOR LOWER-DIVISION STUDENTS	1 to 2 Units	
Change	PSYC 096L		RESEARCH LABORATORY FOR LOWER-DIVISION STUDENTS	1 to 2 Units	
Change	PSYC 129		HUMAN NEUROPSYCHOLOGY	4 Units	
Change	PSYC 197		RESEARCH FOR UNDERGRADUATES	1 to 4 Units	
Change	PSYC 197L		RESEARCH LABORATORY FOR UNDERGRADUATES	1 to 4 Units	
Change	PSYC 198H		JUNIOR HONORS RESEARCH	2 Units	
Change	PSYC 198HL		JUNIOR HONORS RESEARCH LABORATORY	1 to 2 Units	
Change	PSYC 199		SENIOR THESIS RESEARCH	1 to 5 Units	
Change	PSYC 199H		SENIOR HONORS RESEARCH	1 to 5 Units	
Change	PSYC 199HL		SENIOR HONORS RESEARCH LABORATORY	1 to 5 Units	
Change	PSYC 199L		SENIOR THESIS RESEARCH LABORATORY	1 to 5 Units	
Change	RLST 003		PATHS OF JOY: THERAPEUTIC DIMENSIONS OF SPIRITUAL TRADITIONS	3 Units	
Change	STAT 008		STATISTICS FOR BUSINESS	5 Units	
Change	STAT 010		INTRODUCTION TO STATISTICS	5 Units	
Change	STAT 156A		MATHEMATICAL STATISTICS WITH APPLICATIONS FOR DATA SCIENCE I	4 Units	
Change	STAT 160A		ELEMENTS OF PROBABILITY AND STATISTICAL THEORY	4 Units	
Change	UGRC 198		RCOURSES : VARIABLE TOPICS	1 Unit	

**Committee on Courses**  
**Report to the Riverside Division**  
**May 19, 2026**

To be received and placed on file:

The Committee on Courses has approved the following courses.

<u>Action:</u>	<u>Course:</u>	<u>Cross-listed Course(s):</u>	<u>Title:</u>	<u>Units:</u>	<u>Course Renumbered:</u>
Change	WRIT 010S		ACADEMIC WRITING	5 Units	
Change	WRIT 020S		PERSUASIVE WRITING	5 Units	
Change	WRIT 030S		ANALYTICAL WRITING	5 Units	
Discontinue	EDUC 182		BEHAVIORAL INTERVENTIONS IN THE SCHOOLS	4 Units	
Discontinue	MCS 107		HISTORY OF DOCUMENTARY FILM	4 Units	
Discontinue	MCS 111		HISTORY OF MEDIA THEORY	4 Units	
Discontinue	MCS 158		AFROFUTURISM AND THE POLITICS OF THE BLACK SUPERHERO	4 Units	
Discontinue	MCS 160		RACE, STATE VIOLENCE, AND INCARCERATION IN THE U.S.	4 Units	
Discontinue	PHIL 003X		HONORS ETHICS AND THE MEANING OF LIFE	4 Units	
New	AHS 006	PSYC 050	INTRODUCTION TO ART AND PSYCHOLOGY	4 Units	
New	ANTH 102		HISTORICAL ARCHAEOLOGY	4 Units	
New	CS 197		RESEARCH FOR UNDERGRADUATES	1 to 4 Units	
New	ECON 008		ECONOMICS OF SUSTAINABILITY, ENERGY TRANSITION, AND GREEN BUSINESS MODELS	4 Units	
New	EDUC 143		YOUTH AND ARTIFICIAL INTELLIGENCE	4 Units	
New	ENGL 044		WRITING CRITICALLY: USING QUOTATIONS, CITATIONS, AND REFERENCES IN RESEARCH	2 Units	
New	ENGL 147S		STUDIES IN A MAJOR WORK	4 Units	
New	ENGL 175		TOPICS IN LITERATURE AND CRAFT	4 Units	
New	FREN 185	CPLT 185; EUR 180	FASHION IN FRENCH LITERATURE AND ART	4 Units	
New	GEO 159		CALIFORNIA GEOLOGY	4 Units	
New	HIST 078		RACE IN LATIN AMERICA	4 Units	
New	MCS 106E		DISABILITY CULTURE AND MEDIA	4 Units	
New	MCS 106F		TOPICS IN MEDIA PRODUCTION	4 Units	
New	MCS 106G		TOPICS IN MEDIA PRODUCTION	4 Units	
New	MCS 106I		TOPICS IN MEDIA PRODUCTION	4 Units	
New	MCS 109E		COMPUTATION AND CULTURE	4 Units	
New	MCS 110E		TOPICS IN FILM AND MEDIA HISTORY	4 Units	
New	MCS 110G		TOPICS IN FILM AND MEDIA HISTORY	4 Units	
New	MCS 133F		TOPICS IN MEDIA AND ENVIRONMENTAL JUSTICE	4 Units	
New	MCS 147G		TOPICS IN AFROFUTURISM	4 Units	
New	MUS 121		WHY MUSIC MATTERS: SOUND, CULTURE, AND EVERYDAY LIFE	4 Units	
New	PHIL 136		PHILOSOPHY OF BIOLOGY	4 Units	
New	PHIL 145		PHILOSOPHY OF PSYCHIATRY	4 Units	
New	PHIL 146		PHILOSOPHY OF COMPUTER SCIENCE AND ARTIFICIAL INTELLIGENCE	4 Units	
New	PHIL 147		PRAGMATICS	4 Units	
New	PHIL 148		PHILOSOPHY OF INFORMATION	4 Units	
New	PHIL 175		PHILOSOPHY OF PERCEPTION	4 Units	
New	PHIL 180		ADVANCED TOPICS IN THE THEORY OF KNOWLEDGE	4 Units	
New	POSC 152		THE ORIGIN AND STATUS OF AMERICAN DEMOCRACY	5 Units	
New	POSC 179	SEHE 179	POLITICS OF GLOBAL HEALTH	4 Units	
New	POSC 179S	SEHE 179S	POLITICS OF GLOBAL HEALTH	5 Units	
New	SEHE 104		THE ART OF RESEARCH: AN INTERDISCIPLINARY SEMINAR-WORKSHOP	4 Units	
New	SEHE 138		NET ZERO CLIMATE, TECHNOLOGY, AND SOCIETY	4 Units	
New	SOC 170		SOCIOLOGY OF AGING AND THE LIFE COURSE	4 Units	
New	UCDC 198I		EXPERIENTIAL LEARNING IN WASHINGTON DC	1 to 12 Units	
New	UGRD 080		MILITARY SCIENCE:INTRODUCTION TO THE ARMY	4 Units	
<b>Graduate Courses:</b>					
Change	EE 230		MATHEMATICAL METHODS FOR ENGINEERS	4 Units	
Change	EE 269		FOUNDATION MODELS AND GENERATIVE ARTIFICIAL INTELLIGENCE	4 Units	
Change	GEO 259		CALIFORNIA GEOLOGY	4 Units	
Change	MGT 240B		CORPORATE TAXATION	4 Units	
Discontinue	EDUC 226		ETHNIC STUDIES AND EDUCATION	4 Units	
New	ANTH 274		COMMUNITY ARCHAEOLOGY	4 Units	
New	GEO 202	ENSC 202 , EEOB 202	ENVIRONMENTAL DYNAMICS AND GEOECOLOGY SEMINAR	1 Unit	
New	MGT 240C		PASS THROUGH TAXATION	4 Units	
New	PBPL 237		INTEREST GROUPS AND POLICY ADVOCACY	4 Units	
New	RLST 238		SECULARISM AND ITS DISCONTENTS	4 Units	
New	RLST 271		ANTISEMITISM	4 Units	
Split	EDUC 226A		ETHNIC STUDIES AND EDUCATION	4 Units	EDUC 226
Split	EDUC 226B		ETHNIC STUDIES AND EDUCATION IN K12 CONTEXTS	4 Units	EDUC 226

**COMMITTEE ON COURSES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be received and placed on file:

The Committee on Courses has approved requests to allow the following instructors to teach upper division courses and graduate level courses as indicated:

<b><u>INSTRUCTOR</u></b>	<b><u>DEPARTMENT/SCHOOL</u></b>	<b><u>LIMITS OF AUTHORIZATION</u></b>	
Alvarez, J.	Anthropology	ANTH 140G	SS'26 B
Mgqoboka, O.	Anthropology	ANTH 142I	SS'26 A
Wang, Z.	Anthropology	ANTH 123	SS'26 A
Tilson, B.	Comparative Literature and Languages	CPLT 110	S'26
Duong, A.	English	ENGL 139T	SS'26 A
Hernández-Bachman, C.	English	ENGL 102W	S'26
Marquez, A.	English	ENGL 130	S'26
Marquez, A.	English	ENGL 134	SS'26 B
Pfirrmann-Pugh, M.	English	ENGL 128	SS'26 B
Valle, A.	English	ENGL 151C	SS'26 B
Hanson, K.	Hispanic Studies	SPN 122A	S'26
Misnaza, A.	Hispanic Studies	SPN 165	S'26
Nieto, J.	Hispanic Studies	SPN 188	S'26
Rincón, A.	Hispanic Studies	SPN 170M	S'26
Chilson, K.	Philosophy	PHIL 109	SS'26 B
Gomes, S.	Philosophy	PHIL 164	SS'26 A
Korczyk, K.	Philosophy	PHIL 151	SS'26 B
Munn, A.	Philosophy	PHIL 154	SS'26 B
Alpayeva, K.	Political Science	POSC 160S	SS'26 A
Biswas, R.	Political Science	POSC 126S	SS'26 B
Cebeci, E.	Political Science	POSC 182G	SS'26 A
Harrison, H.	Political Science	POSC 164S	SS'26 B
Kegler, T.	Political Science	POSC 150S	SS'26 A
Kesap, A.	Political Science	POSC 155S	SS'26 B
Liedke, M.	Political Science	POSC 173S	SS'26 A
Muttram, H.	Political Science	POSC 168	SS'26 B
Ooi, B.	Political Science	POSC 180S	SS'26 A
Ruan, G.	Political Science	POSC 116S	SS'26 B
Sadat, A.	Political Science	POSC 158	SS'26 A
Sadiku, F.	Political Science	POSC 167	SS'26 A
Sharkey, S.	Political Science	POSC 111S	SS'26 A
Sheppard, S.	Political Science	POSC 124S	SS'26 B
Gomez, M.	Psychology	PSYC 142	S'26
Angelo, E.	Sociology	SOC 173	SS'26 A
Bruene, S.	Sociology	SOC 189	SS'26 A
Cohen, T.	Sociology	SOC 112S	SS'26 A
Cohen, T.	Sociology	SOC 168	SS'26 B
Higinio, L.	Sociology	SOC 128	SS'26 A
Huft, J.	Sociology	SOC 140	SS'26 A
Huft, J.	Sociology	SOC 173	SS'26 B
Kurtulmus, T.	Sociology	SOC 151	SS'26 B
Pioquinto, R.	Sociology	SOC 168	SS'26 A
Pioquinto, R.	Sociology	SOC 128	SS'26 B
Sanchez, B.	Sociology	SOC 110	SS'26 A
Sanchez, B.	Sociology	SOC 178	SS'26 A

**COMMITTEE ON COURSES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

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.

*The following lists courses that were deleted and identified in the 2025-2026 Academic Year as part of the courses not offered for four or more year's process.*

Courses scheduled to be approved for deletion:

RLST 024	ENTX 204	ME 003
RLST 044W	CS 233	ME 138
RLST 098	EE 272	ME 140
RLST 117	EE 274	ME 175D
RLST 131		ME 230
RLST 143		ME 232
RLST 146		ME 238
RLST 173		ME 242
RLST 179		ME 246
		ME 273

Courses previously approved for deletion:

CS 122B	EE 004	ENTX 203	ME 231
	EE 211	ENTX 205	
	EE 222		
	EE 225		
	EE 229		
	EE 238		
	EE 257		
	EE 275		
	EE 276		

*The following lists courses identified in the 2024-2025 Academic Year as part of the courses not offered for four or more year's process.*

Courses scheduled to be approved for deletion:

CRWT 186B	ETST 225	BIEN 251	CEE 247	CS 122B	DNCE 155E
	ETST 227	BIEN 267	CEE 251	CS 233	DNCE 155F
	ETST 243F	BIEN 268	CEE 254		DNCE 155(E-Z)
	ETST 246		CEE 257		DNCE 172K
			CEE 261		
			CHE 171		

Courses previously approved for deletion:

BUS 158	CS 267	CRWT 136	ETST 108E	ETST 151	MCBL 130
	CS 269	CRWT 174	ETST 108F	ETST 152	
		DNCE	ETST 109E	ETST 156	
		069A	ETST 111	ETST 166	
		DNCE	ETST 120	ETST 169	
		069B	ETST 129	ETST 171	

DNCE 114A DNCE 114B DNCE 114C	ETST 141A ETST 141B	ETST 173 ETST 183 ETST 191K ETST 191S
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*The following lists courses that were deleted and identified in the 2023-2024 Academic Year as part of the courses not offered for four or more year's process.*

MCS 169

Courses scheduled to be approved for deletion:

AHS 117	MCS 114	SOC 131H	GEO 132
AHS 145	MCS 142		GEO 167
			GEO 205
			GEO 221
			GEO 224
			GEO 225A

Courses previously approved for deletion:

AHS 159	MCS 021	SOC 002F
AHS 168	MCS 043	SOC 003H
AHS 169	MCS 103	SOC 123
AHS 185	MCS 113	SOC 125
	MCS 128	SOC 132
	MCS 138	SOC 156
	MCS 165	SOC 186G
		SOC 186E
		SOC 186F

*The following lists courses identified in the 2022-2023 Academic Year as part of the courses not offered for four or more year's process.*

Courses scheduled to be approved for deletion:

MATH 211B

Courses previously approved for deletion:

ARLC 158	CPLT 144	FREN 109A	PHIL 231	MUS 011	MATH 002
CHN 025	CPLT 158	FREN 109C	PHIL 232	MUS 013	MATH 137
CHN 105	CPLT 178	FREN 109D	PHIL 233	MUS 172	MATH 141
CHN 108	CPLT 219	ITAL 125G	PHIL 235	MUS 178	MATH
CLA 165	CPLT 272	ITAL 125S	PHIL 237	MUS 251	216B
CPLT 015	CPLT 273	ITAL 125T	PHIL 238	MUS 264	MATH 202
CPLT 018	CPLT 275	JPN 010A	PHIL 251	POSC 135	MATH 217
CPLT	CPLT 276	JPN 010B	PHIL 252	POSC 152	MATH 222
117/JPN 117		VNM	PHIL 259	POSC 156	MATH 233
		189/SEAS	PHIL 261	POSC 172	
		189			

*The following lists courses identified in the 2021-2022 Academic Year as part of the courses not offered for four or more year's process.*

Courses scheduled to be approved for deletion:

URST 178  
URST 182  
URST 184

Courses previously approved for deletion:

CHEM 092	CHEM 202	EDUC 230A	EDUC 258R	URST 172
CHEM 13HA	CHEM 264	EDUC 230B	EDUC 274	
	CHEM 281	EDUC 242C	EDUC 289	
		EDUC 247	EDUC 295A	
		EDUC 249	EDUC 335B	
			EDUC 335C	

**REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be received and placed on file:

**Undergraduate Program Moratorium:**

Moratorium on Accepting Students into the Peace and Conflict Studies Minor Program as approved by the Committee on Educational Policy on February 9, 2026

**COMMITTEE ON PREPARATORY EDUCATION  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

To be received and placed on file:

Report on the Mathematics Preparation Programs

### **I. UCR Math Course Requirements**

UCR doesn't require a MATH course for graduation with a bachelor's degree. MATH requirements vary and are determined by major/college.

- See [catalog](#) p. 67 for details on requirements for bachelor's degrees

### **II. UCR Math Placement Assessment (MPA) Overview**

Placement processes are a standard and necessary practice to ensure that students begin in math courses aligned with their preparation. These processes are widely used across higher education, including at state-funded institutions. There are variations in math assessment and placement policies across UC campuses. The math department continuously refines its placement practices, drawing on national research and large-scale data to improve calibration and effectiveness.

MPA is very important:

- Fall 2025: 6671 incoming freshmen, only 1667 (25%) have a high enough AP Calculus score for math placement [[source](#)]
- Fall 2024: 5390 incoming freshmen, only 1463 (27%) have a high enough AP Calculus score for math placement [[source](#)]
- Fall 2023: 5492 incoming freshmen, only 1253 (23%) have a high enough AP Calculus score for math placement [[source](#)]

The math department uses ALEKS testing system for placing students in math classes appropriate for their math skill level. This system allows for online preparation modules and retakes (which is part of the reason why UCR's MPA was switched from MDTP to ALEKS). The placement test is administered online and auto graded. There are no human scorers.

The fee for the MPA is \$62.

Students can opt out of the MPA. For example, AP Calculus AB and AP Calculus BC exam scores are accepted in lieu of an MPA exam score. For details, see [math course placement table](#)

or page 43 of the [2025-2026 General Catalog](#). Furthermore, if a student previously took one or more math courses at an accredited institution, then that can be used to “place” a student transferring to UCR. For example, if a student has taken the equivalent of MATH 009A at another institution, then that student will be permitted to enroll in MATH 009B at UCR.

MPA process:

- Attempt 1 (practice): Students are required to take a practice exam (not proctored). After taking a practice exam, students are required to spend at least three hours in ALEKS practicing the skills that need strengthening (as determined by their performance on the practice exam) before they can take the proctored exam for math placement.
- Attempt 2 (for placement): Once students have completed the required preparation after taking the practice exam, they can take a proctored exam for placement.
  - If the student is satisfied with their placement, they can stop here.
  - Otherwise, the student is required to spend at least three hours in ALEKS practicing the skills that need strengthening (as determined by their most recent performance on the exam) before they can retake the proctored exam in hopes of bettering their placement.
- Attempt 3 (optional, final attempt for placement): Once students have completed the required preparation after taking their first MPA, they can take another proctored exam if they want to better their placement. Students who originally place in MATH 003 are especially encouraged to retake the exam with the goal of placing in MATH 004, MATH 006A, or higher. The higher of the 2 MPA scores is used for the final placement.

For more information, visit the [MPA website](#) and the [ALEKS PPL website](#). See the [math course placement table](#) for how MPA scores translate to math course placements.

Math department faculty members select the method for determining math placement (currently, [ALEKS PPL](#)), determine placement exam policies (for example, the number of attempts allowed), and decide how exam scores translate to math course placements (as documented in the [math course placement table](#)).

With these instructions from the math department, the Academic Resource Center (ARC) manages the administration of the placement exam (advertises it to students, updates the [MPA website](#), answers student questions about the exam, communicates with students about their placement, etc.).

The MPA is available to students online, 24/7, during several periods during the year.

In 2017, David Weisbart and Sara Lapan created an ALEKS remediation course for students to take in between the initial and final attempts on the placement exam (MDTP at that time).

Data on placements and retakes:

[2018 Data](#)

[2022 Pilot Data](#)

[2023 Data](#)

[2024 Data](#)

[2025 Data](#)

### **III. Current structure and progression of math courses up to the Calculus level:**

[MATH 003](#) is designed to prepare students for college-level mathematics. Students who pass Math 003 can move to Math 004 or Math 006A, depending on their major requirements. (NOTE: Students do not retake the MPA after completing MATH 003.)

MATH 004 is the College Mathematics prerequisite for Business and the Social Sciences.

[MATH 004L](#) is a corequisite course designed to support MATH 004 students with weaker foundational math skills (lower MPA scores).

MATH 006A/006B sequence is the College Mathematics prerequisite for STEM fields (Precalculus).

This “Introduction to Functions” sequence focuses on core competencies such as quantitative and covariational reasoning, modeling, and understanding function behavior. These skills support success not only in calculus but also across STEM fields, and the courses serve as prerequisites for introductory biology, chemistry, and related disciplines.

[MATH 006LA](#) and [MATH 006LB](#) are corequisite courses designed to support MATH 006A and 006B students with weaker foundational math skills. MATH 006LA is for students close to the cutoff between MATH 003 and Math 006A.

MATH 005A is a one-quarter more advanced alternative to MATH 006A/B (Precalculus) sequence for students with higher MPA scores.

Math 5A is not a traditional precalculus course but rather the first course in the “Principles of Calculus” sequence. It introduces key ideas of calculus through an

algebraic lens, focusing on concepts such as tangency for algebraic functions while strengthening students' algebraic fluency.

**The only truly preparatory class is MATH 3**, which offers only unit credit (3 units of workload) and does not count for baccalaureate credit. Other courses (MATH 4, 6AB, 5A) are curriculum-based, for-credit courses. But, for example, 6AB is not a major requirement. Calculus is, and 6AB prepares students for calculus; so, in that sense, it's a preparatory sequence. In sum, MATH 3 is preparatory *for college-level math*, while MATH 4, 6AB, and 5A are preparatory *for calculus* (although MATH 5A serves a dual function).

For course syllabi, see: <https://mathdept.ucr.edu/undergrads/courses-syllabi>

### 1. Numbers and percentages of students placed into each of the above courses.

Fall 2025 MPA Placement Data:

Placement	#	%
Math 3	2101	46%
Math 4L	166	4%
Math 6LA	325	7%
Math 4	231	5%
Math 6A	528	11%
Math 5A	606	13%
Math 22	79	2%
Math 7A	248	5%
Math 9A	470	10%

### 2. Recent changes in the above course structure and progression:

Introduced in Summer 2024, Math 3 replaced ARC 35 so students could get workload credit. (ARC 35 was not worth any credit, baccalaureate or workload.)

Math 4L was introduced in Fall 2024 and MATH 6LA/LB sequence was introduced in Fall 2023 and Winter 2024, respectively.

### 3. The DFW rates for the above courses:

Math 3: current DFW rate varied between **27.85%** and 9.86% across different quarters. (Passing Rate: Summer 2024 90.14%, Fall 2024 84.50%, Winter 2024 72.15%, Summer 2025 86.25%. Calculated by hand after entering grades, so may not be precise.) Here and below, aggregate data

for the entire academic year would be more informative, but the Math Dept. was not able to provide it at the present time.

Math 4: DFW rate has increased in recent years; average between Winter 2024 and Spring 2025 is 46% and recently reached over 60% (Spring 2025)—although we note that the cohorts from the Fall quarter are typically significantly larger and more representative than those in subsequent quarters.

Math 4L: Fall 2024: 21%, Spring 2025: 42%

Math 6A: has been around 9-10% since 2021.

[Math 6LA: average since Fall 2023 is 37%, but this may not be significant as Math 6LA is a corequisite course. A student with a DFW in this course might still have passed Math 6A.]

Math 6B: increased from 10% to 14% since 2021.

[Mat 6LB: average since Winter 2024 is 41%. but this may not be significant as Math 6LB is a corequisite course. A student with a DFW in this course might still have passed Math 6B.]

Math 5A: around 11% in the last 3 years, with some outliers.

Average DFW rates for each course can be pulled from [Academic Data Dashboards](#) (the report is titled “[Course Grades - DFW Rates and Equity Gaps](#)”), but some of these reports only go back as far as Fall 2024.

Note that many of our current students have been affected by disruptions to their prior educational experiences, particularly during the COVID-19 period. While this has impacted traditional indicators of preparation, these students have demonstrated resilience and adaptability, and the math department is committed to supporting their success through thoughtful course design and instructional practices.

#### **4. How are the above courses taught? Who teaches them?**

- o The instructors are mostly Professors of Teaching. Sara Lapan developed and coordinates MATH 6AB, the pre-calculus courses for STEM, which started in 2016. The MATH 5ABC sequence was also developed by a Professor of Teaching. MATH 004 is taught by a lecturer.
- o MATH 6AB is mostly taught by VAPs. There are too many sections for Sara to teach them all, but she coordinates the courses, i.e. provides materials, meets with faculty teaching the courses, etc.

- o In MATH 003, students meet lab leaders twice weekly and learn primarily through an online homework system.
- o Some instructors may specialize in pedagogy.
- o The Math 5ABC sequence was developed through a collaborative, grant-supported effort led by Yat Sun Poon and David Weisbart, funded by a California Education Learning Lab grant, with additional support from an initial 110K ILTI grant in collaboration with James Kelliher, the Chair of Mathematics.
- o The department remains committed to offering relevant and engaging mathematical content. For example, faculty are currently engaged in an NSF-funded project that integrates mathematical reasoning into biology and chemistry through a collaborative Fishbowl model. Additionally, Math 7A and 7B provide calculus pathways tailored to life science students.

## 5. What assessments are used in these classes?

MATH courses have proctored final exams, but the grade is not heavily based on the final exam scores. It is possible for a student to fail the final and pass the class with strong enough homework scores, though there is no data on how often this happens.

## 6. What are the students' typical pathways through the Program? What proportion of UCR undergraduate students take these courses to prepare for Calculus, and of those who qualify for Calculus, what proportion take the various Calculus options? At what steps in the various pathways are the students likely to drop out?

[Pathways to Calculus](#) - Students go from 3 to 4 vs 3 to 6A depending on their major requirements. Students with STEM majors take 6A. Otherwise, they take 4.

- See also the [Math Pathways Diagram](#)
- See also the ARC's [Flowchart of Math Classes](#)

The [Academic Data Dashboards](#) titled "[Enrollment by College and Program](#)" could give an idea of how many students require math classes for their major.

Math 3 in Fall 2024->Winter 2025: 8.7% retook Math 3, 0.1% took Math 5A, 23.9% took Math 4, 47.8% took Math 6A, 19.5% took no math course

Math 3 in Winter 2025->Spring 2025: 27.2% took Math 4, 25.2% took Math 6A, 47.5% took no math course

## 7. Data relevant to assessing how long it takes students to complete the MATH 3-6 requirements and how successful they are in preparing students for Calculus.

The report [Mathematics Curriculum Initial Placement and Progression](#) provides data on first-time freshmen student progression through math course sequences, grouped by initial placement.

Of particular concern:

DWF rates in Calculus I (Math 9A):	2018-2024	2024-25
students who did not take ARC 35	4-11%	16%
students who took ARC 35 or Math 3	11-23%	42%
DWF rates in Math 22 (Calculus for Business):		
students who did not take ARC 35	11-30%	30%
students who took ARC 35 or Math 3	12-42%	39%

Note: MATH 06LA was first offered in Fall 2023. MATH 06LB was first offered in Winter 2024.

MATH 004L was first offered in Fall 2024. MATH 003 was first offered in Summer 2024. There is currently limited longitudinal data on student pathways following MATH 003. Available data typically capture only immediate subsequent enrollment and do not provide a sufficient basis to assess long-term outcomes, major persistence, or degree progress.

## IV. Challenges

### 1. What are the challenges in the administration of the math preparatory program?

- An increase in the number of students arriving underprepared for college-level math courses.
- Incoming students are often underprepared for Math 3, necessitating course content adjustments and highlighting issues with the college's math placement system.
- These problems will likely worsen as overall enrollment at UCR increases and AIS score cutoffs decrease, making it crucial to improve coordination with the K-12 system and consider alternative support strategies.
- It would be advisable to involve the Committee on Educational Policy in further discussion.

- Staffing challenges in MATH 003 courses due to unexpectedly high enrollment and limited lab leaders; MATH 003 had to turn away hundreds of students in Fall 2025. There are also space issues.
- The need for better student support and faculty involvement in addressing these challenges.
- Discussions and financial planning for UCR enrollment increases should address the disproportionate increased needs in preparatory education.

## **2. What are the challenges in the results of the current structure and administration of the program?**

Engineering students face particular challenges with multiple required math courses, making it difficult to complete degrees in four years.

## **3. What are the concerns about incoming students' math preparation (especially for STEM majors)?**

Concerns about poor correlation between AIS scores and math placement: AIS scores don't provide a clear signal regarding math preparedness; a reevaluation of the admissions process is called for in light of high school grade inflation.

## **V. Key findings and Committee recommendations**

The Committee finds several recent developments in the mathematics preparatory program concerning. The proportion of students placing into Math 3, the pre-college-level course, is alarmingly high: 46% of students seeking placement. Recent DWF rates in this course are around 10-15% (although in one quarter they reached 28%). Nonetheless, in the most recent year for which data is available, 47.5% of students did not continue in mathematics after completing Math 3 and thus, presumably, abandoned their intended majors. This represents more than double the 19.5% rate observed in the previous year.

Outcomes in subsequent courses also raise concern, although we recognize that the data we have available may not reliably reflect overall patterns of student progression. Most recently offered pre-calculus courses for business and social science majors show elevated DWF rates, averaging 46% and exceeding 60% in Spring 2025. DWF rates in calculus courses are likewise high and substantially higher for students who initially placed into pre-college mathematics (42% versus 16% in Math 9A, and 39% versus 30% in Math 22). The reasons behind these discrepancies are unclear and call for further investigation. At the same time, it is too early to determine whether the new courses introduced in 2023–24 are improving these outcomes.

Instructors also report significant challenges. Many incoming students are underprepared even for Math 3, the lowest-level course offered, requiring adjustments to course content. In addition, unexpectedly high enrollment in Math 3 has created staffing and space constraints, resulting in hundreds of students being turned away in Fall 2025.

These trends are not unique to UCR; all UC campuses are facing similar challenges in mathematics preparation and progression, as highlighted at the recent UC Systemwide Congress on Math Preparation and STEM Pathways. This presents an opportunity to learn from peer institutions and draw on emerging best practices. At the same time, these problems are likely to intensify as overall enrollment at UCR increases and AIS score cutoffs decline, making it especially important to improve coordination with the K–12 system and to engage all stakeholders in developing alternative support strategies.

In light of these findings, the Committee on Preparatory Education recommends convening a joint Senate–Administrative task force to address these challenges. The task force should examine evidence and practices from peer institutions and develop a set of actionable recommendations. These might include increased funding and staffing for existing programs; the creation of a summer preparatory program for incoming students; and expanded co-requisite course support, especially for Math 3. The task force might also consider structural reforms, such as revising the mathematics curriculum to better align with the needs of specific STEM pathways—on the model used at UCLA (e.g., additional math courses fully tailored to individual majors such as biology)—or implementing a separate math exam, independent of the student’s placement and grade in Math 3, that would be both required and sufficient to advance beyond Math 3 (on the model recently piloted at UCSD). In addition, the task force should examine the admissions process in light of the apparent disconnect between AIS scores and students’ mathematical preparedness. It could also draw on ideas presented at the UC Systemwide Congress on Math Preparation and STEM Pathways.

As institutions such as UCSD have documented, challenges related to students’ mathematical preparation are systemic. In recent years, UCR’s Department of Mathematics has responded to a significant and evolving set of student needs by taking a proactive approach implementing a number of changes—many ahead of similar efforts across other UC campuses—to better support student success. The department also recognizes that both longstanding and emerging challenges remain and has convened an internal committee charged with examining these issues comprehensively, with particular attention to course progression and student pathways. In light of this ongoing work, we recommend that the proposed task force be convened following the completion of the department’s review, so that it can build on these findings and proceed from a stronger foundation. At the same time, the staffing and space constraints described above require more immediate attention. Addressing these constraints will be critical to ensuring adequate course access for the new cohort of students in the Fall 2026.

COMMITTEE ON UNIVERSITY EXTENSION  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026

DEPT	COURSE	TITLE	INSTRUCTOR FIRST NAME	INSTRUCTOR LAST NAME	INSTRUCTOR DEGREE	TYPE OF APPROVAL	APPROVED
		Professional Certificate in Financial Literacy in K-12 Education				X	04/03/26
ENGR	X409	Fundamentals of Semiconductor Manufacturing	Doug	La Tulipe	B.A.	I*	04/03/26
MGT	X428.1	Accounting for Governmental and Nonprofit Organizations II	Joan	Branin	Ph.D	I	04/03/26
STAT	X451	Contents and Methods for Teaching Advanced Placement Project Based Learning Statistics	Josh	Argo	M.A.E.	I*	04/03/26
EDUC	X452	Grading Practices: Increasing Opportunities for Student Success				C	04/03/26
GEO	X454	Contents and Methods for Teaching Advanced Placement Project Based Learning Human Geography	Holly	Dasher	B.S.	I*	04/03/26
BIOL	X461	Introduction to Biosecurity	Tran	Phan	B.S.	I*	04/03/26
BIOL	X462	Elements of Biosecurity	Tran	Phan	B.S.	I*	04/03/26
BIOL	X463	Agricultural Biosecurity and Food Defense	Michelle	Paukett	Ph.D.	I*	04/03/26
BIOL	X463	Agricultural Biosecurity and Food Defense	Tran	Phan	B.S.	I*	04/03/26
BIOL	X464	Evolving Technology and the Regulatory Landscape	Tran	Phan	B.S.	I*	04/03/26
MGT	X465.10	Crucial Conversations and Accountability	Shanee	Morgan	Psy. D.	I	04/03/26
MGT	X465.11	Supervising with Confidence, Credibility and Influence	Shanee	Morgan	Psy. D.	I	04/03/26
MGT	X465.12	Capstone Project in Supervisory and Leadership	Shanee	Morgan	Psy. D.	I	04/03/26
MGT	X465.3	Project and Process Management	Jeffrey	Ober	M.B.A., PMP	I	04/03/26
MGT	X465.4	Motivating, Managing, and Developing Others	Edward	Hart	B.S.	I	04/03/26
MGT	X465.9	Using Workplace Inclusion Strategies and Building Organizational Value	Shanee	Morgan	Psy. D.	I	04/03/26
EDUC	X470.A	Foundations of Personal Finance for Educators	Alireza	Talebi	PhD	I	04/03/26
EDUC	X470.A	Foundations of Personal Finance for Educators				C	04/03/26
EDUC	X470.B	Teaching Financial Literacy Across K-12				C	04/03/26
EDUC	X470.B	Teaching Financial Literacy Across K-12	Alireza	Talebi	PhD	I	04/03/26
EDUC	X470.C	Investing & Wealth Building				C	04/03/26
EDUC	X470.C	Investing & Wealth Building	Alireza	Talebi	PhD	I	04/03/26
EDUC	X470.D	Consumer Protection & Financial Psychology				C	04/03/26
EDUC	X470.E	College, Career, & Workforce Financing				C	04/03/26
EDUC	X470.F	Legacy & Charitable Giving	Alireza	Talebi	PhD	I	04/03/26
EDUC	X470.F	Legacy and Charitable Giving				C	04/03/26
EDUC	X470.G	Financial Technology & Digital Tools				C	04/03/26
EDUC	X470.H	Capstone Project: Financial Literacy Curriculum Integration				C	04/03/26
HIST	X475.8	Contents and Methods for Teaching Advanced Placement U.S. History: Modern	William	Zeigler	M.A.	I	04/03/26
MGT	X498.A-D	Global Workforce Internship				C	04/03/26
MGT	X499.5	Applied Workplace Analysis and Professional Development				C	04/03/26
MGT	X499.5	Applied Workplace Analysis and Professional Development	Jonnetta	Thomas-Chambers	M.A.	I	04/03/26
MGT	X499.5	Applied Workplace Analysis and Professional Development	Jo Russo	Pereyra	M.P. A	I	04/03/26

**Type of Approval Key:**

X - Certificate or Diploma Program

C - Course Proposal

I - Instructor Proposal for Previously Approved Instructor at UCR

I\* - Instructor Proposal for First Time Instructor at UCR

**REPORT OF THE ACADEMIC ASSEMBLY TO THE UCR DIVISION**  
**Summary of the Assembly meetings on February 12th and April 9th, 2026**  
**This report contains excerpts of the minutes generated by the staff to the Assembly**

**I. ANNOUNCEMENTS BY SENATE LEADERSHIP**

**Chair Palazoglu and Vice-Chair Scott**

**Labor Relations:** As you know, UC has reached a contract that avoided the strike that was organized by and authorized by the union membership of our Academic Student Employments (ASEs) as well as research and public service professionals (RPSP) and student services staff (SS). There are two key elements to the agreement. *First*, the UC remained firm and clear in the agreement language that all academic requirements, including, courses, qualifying exams and dissertations, are determined by the faculty and any grievances related are automatically denied by the Graduate Dean. *Second*, was on the wages and benefits and how TAs or GSRs, will move up the wage steps with experience. Overall, the increase is of about 4% but varies between the lower and higher steps. Further details and analysis will be coming up soon. Consequently, this agreement will put additional burdens on the PI faculty who are already having to manage grants that are impacted by the Federal Government. It will almost ensure that the PIs will have to cut employment of doctoral students; this is particularly true for the STEM fields. This represents an existential threat to UC's research mission. The Chair and Vice-Chair are working with UCOP leadership, including the President, to find ways to address this threat. This information was sent to the faculty by Provost Newman on the 25<sup>th</sup> of March.

**Math Preparedness:** The Board of Admissions and Relations with Schools (BOARS) will initiate a comprehensive, long-term review of UC undergraduate admissions policies and practices in collaboration with state and K–12 partners.

**Appointment of New Regents:** Governor Newsom made 4 appointments to the Board of Regents. "**Mabelle Hueston** has been President and Executive Director at Nihizaad Nizhoni, a Navajo charity organization, since 2024. **Dorene Dominguez** has been Chairman and Chief Executive Officer at Vanir Construction Management since 2004 and Chairman and Chief Executive Officer at Vanir Group of Companies since 1989. **Carl "Chip" Robertson** has been a Co-Managing Partner at Warland Investments Company since 2009. **John "Rusty" Areias** has been a Partner at California Strategies since 2002 and was an Assemblymember in the California State Assembly from 1982 to 1994". Current regents **Chair Janet Reilly** and **Greg Sarris** were reappointed.

**Revisions to APM015 and 016 guidelines:** A joint Senate Administration Task Force was convened in February to develop guidelines for determining violation of the faculty code of conduct relating to extramural and intramural speech. The revised language on APM 015 and 016 and the associated guidelines will be sent to the Provost and Chair Palazoglu on July 15, 2026, with the goal to start a systemwide review in mid-September. The plan is that the guidelines will be presented to the Assembly in March 2027 and then taken to the Board of Regents in May 2027.

**UCAD and UCAD Plus updates:**

As we reported previously the five primary focus areas of the UCAD work are listed here.

1. Research activities and infrastructure: Addressing both broad and targeted budget cuts and grant interruptions with a direct impact on UC's research mission, as well as follow-on impacts on research infrastructure due to changes in IDC (Indirect Cost) rates.
2. Academic personnel evaluations: Assessing how changes in the research funding

landscape will impact UC faculty's ability to conduct their research and to progress in their careers.

3. Academic program planning, evaluation, and alignment: Assessing financial limitations and seeking ways to ensure program sustainability while maintaining academic quality at both the undergraduate and graduate levels.

4. Instructional opportunities and course offerings across modalities: Preserving course availability and instructional continuity amid both short-term disruptions and longer-term resource pressures.

5. The future of graduate education: Assessing the structure, delivery, and support systems for graduate education across UC.

The reports of these groups were presented to the Provost who in the Fall convened the UCAD Plus Task Force (TF) which has been examining both the short term and long-term disruptions that the university is facing based on the reports of the working groups.

The TF has both academic and administration leaders as members of the working groups and its steering committee consists of the Chair of the Academic Council, Provost Newman and UC Irvine Provost Hal Stern. They completed the third update on the progress of UCAD Plus, on March 31. The working groups, have been focusing on strengthening systemwide collaborations, facilitating inter-campus course articulation and shared curricula, as well as taking a close look at academic personnel expectations to align incentives with the evolving graduate student supervision and mentoring landscape.

In addition, the Administrative Transformation Initiative (ATx) workgroup, convened by CFO Nathan Brostrom and COO Rachel Nava, has also been making progress, developing recommendations that focus on revenue generation, restructuring and reimagining of administrative tasks.

Also, there will be an in-person meeting convened by the Steering Committee on May 7 at UC Irvine that will include UCOP leadership, Divisional Academic Senate Chairs and all work group co-chairs to explore cross-cutting ideas and discuss and finalize the recommendations from both the UCAD plus working groups and the ATx working group. The reports are expected to be submitted to the Steering Committee in early June.

### **ICAS annual Legislative Day in Sacramento**

The Intersegmental Committee of the Academic Senates (ICAS) is a legislative day in Sacramento in which the faculty of the UC, CSU and CCC are represented to discuss issues of higher education, including issues of funding, transfers and policy. This year ICAS took place on March 12. During this meeting the Academic Senate leadership of the three higher education segments in CA spend time with the legislators to discuss their legislative priorities and issues that have an impact on higher education. The UC team was represented by the chair and vice-chair of the Academic Senate, along with the chairs of Board of Admissions and Relations with Schools (BOARS), UC Educational Policy (UCEP) and UC committee on Preparatory Education (UCOPE) chairs. They met with Member Alvarez, the legislative director of the Assembly, Assemblymember Marc Berman and his legislative director and the chief of staff of Senator Sasha Renee Perez. One of the topics they discussed was STEM pathways for high school students and informed Assemblymember Berman on the progress of the Common Cause Initiative (CCN) \*\*. Chair Palazoglu will be following up with Berman's office because he is proposing a bill that would interfere with this progress. They also met with the Assembly Higher Education Committee consultants and stressed academic freedom issues regarding some of the proposed legislation and pointed to the attempts at the erosion of the Master Plan that would hurt higher education. There are several bills aiming to start doctoral and bachelor's degrees at

CSUs and CCCs, respectively, and we advocated that a comprehensive review of the Master Plan for the future would counter these piecemeal attempts to weaken it.

\*\* “The Common Course Numbering (CCN) initiative in California is a state-mandated project (Assembly Bill 1111) that requires all 116 California Community Colleges to adopt a standardized course numbering system by **July 1, 2027**”.

Provost Newman announced that the UC system has plans to establish more collaborations with universities in Europe and more specifically with the UK.

## II. REPORTS OF STANDING COMMITTEES

### 1. Amendments to Academic Senate Bylaws 195 and 336

Chair Palazoglu presented conforming amendments to Academic Senate Bylaws [195](#) and [336](#). Amendments to Bylaw 195 formalize the role of the University Committee on Privilege and Tenure (UCPT) in managing a Systemwide Reserve Privilege and Tenure (P&T) Pool, consistent with the revised APM process.

Amendments to Bylaw 336 establish timelines for hearing committee appointments as outlined in the APM, clarify procedures for activating the Systemwide Reserve P&T Pool, and add expectations for timely chancellor responses to P&T recommendations.

The revisions align the bylaws with amendments to Academic Personnel Manual (APM) Sections 015 and 016 previously approved by the Assembly (January 15, 2026) and the Board of Regents (January 21, 2026).

Pursuant to Senate Bylaw 116.E, amendments to Senate bylaws require approval by two-thirds of the voting members present. The Assembly voted on each bylaw separately.

**ACTION: The Assembly approved amendments to Senate Bylaw 195 (49–0–2; 96.1%).**

**ACTION: The Assembly approved amendments to Senate Bylaw 336 (49–0–2; 96.1%).**

### 2. Amendments to Academic Senate Bylaw 140

During review of an earlier, more extensive proposal, Senate divisions and committees expressed broad support for removing “affirmative action” from the committee’s name. “The revisions rename the University Committee on Affirmative Action, Diversity, and Equity (UCAADE) as the University Committee on Diversity and Equity (UCODE) and remove references to “affirmative action” from the committee’s charge, while retaining its existing core responsibilities.”

**ACTION: The Assembly approved amendments to Senate Bylaw 140 (46–1–3; 92%).**

**3. State Budget and Ballot Measures:** Chair Palazoglu highlighted two statewide bond measures advancing to the November 2026 ballot:

- A \$10 billion affordable housing bond that would benefit UC (Senate Bill 417)
- A \$23 billion California Science and Health Research Bond (Senate Bill 895)

And President Milliken affirmed that Sacramento was not pushing back on the budget for UC, which is great news.

**4. Federal Investigations:** There have been no significant updates regarding ongoing investigations or lawsuits involving the University. Chair Palazoglu reported that the UC leadership, particularly the President, has maintained its position of not initiating litigation and instead seeking good-faith dialogue with federal authorities.

**5. IT Accessibility Policy:** Chair Palazoglu reported that “at the January 28, 2026, Academic Council meeting, UCOP leaders discussed Senate concerns about implementation of the UC IT Accessibility Policy. Leadership acknowledged concerns about feasibility, administrative burden,

and resource needs, but emphasized that the policy reflects legally mandated digital accessibility requirements with externally imposed timelines. UCOP is elevating cost and staffing considerations to the president and chancellors, developing clearer guidance and centralized resources, and working to streamline exception processes. Legal counsel clarified that digital accessibility obligations are institutional and proactive, and that the University, not individual faculty, bears responsibility when faculty act within the scope of their duties.”

### **III. UNFINISHED BUSINESS: RESOLUTION CONCERNING THE DISCLOSURE OF NAMES OF FACULTY, STUDENTS, AND STAFF**

The Assembly resumed consideration of a petition-initiated resolution concerning the University’s disclosure of personally identifiable information (PII) to the U.S. Department of Education’s Office for Civil Rights (OCR).

A motion was made and seconded to table the resolution. During discussion, members referenced a prior Academic Council statement regarding disclosure of PII, as well as clarification from UC Legal that in other related federal investigations involving multiple campuses, no PII had been released. Some members expressed concern about continuing to defer action after extensive deliberation, while others noted that the current version of the resolution largely reflected prior Council statements and could be brought back if future circumstances warranted reconsideration.

**ACTION: The Assembly voted to table the resolution (42–2–5; 85.7%).**

The proposal to table the motion was made because the faculty, instead, decided to write President Milliken a letter reflecting our concerns regarding disclosure of PII. President Milliken responded that he was very much aware of our concerns and reaffirmed his position of not initiating litigation and instead seeking good-faith dialogue with federal authorities

**COMMITTEE ON DISTINGUISHED CAMPUS SERVICE NOMINATION  
FOR THE 2025-2026 DISTINGUISHED CAMPUS SERVICE AWARD**

**Reza Abbaschian**

The Academic Senate Committee on Distinguished Service enthusiastically nominates Professor Reza Abbaschian, Distinguished Professor of Mechanical Engineering and the former Dean for the Bourns College of Engineering for this year's award. During his career he has made valuable contributions as an administrator, senate member, and community partner.

Professor Abbaschian served as Dean of the Marlan and Rosemary Bourns College of Engineering from 2005 – 2016. During that time, the college witnessed impressive growth both in size and reputation, ultimately achieving a ranking of 39<sup>th</sup> among public engineering programs in the nation. Soon after his arrival, Dean Abbaschian quickly focused his attention on securing funds from multiple sources to promote renewable energy sources. In pursuit of this goal, he successfully secured a \$10M gift from Winston Chung as an endowment for the formation of the Winston Chung Global Energy Center (WCGEC) that has now grown to \$16M. Since his retirement as dean, he served as the director of the WCGEC that is fully funded by the endowment and provides space for research on energy innovation and sustainability for faculty in students from both BCoE and CNAS. In addition, while he was dean, he worked with both statewide and private partners to establish the Sustainable Integrated Grid Initiative (SIGI) with the goal of integrating non-renewable sources with the grid. He also had an impact on graduate education and was instrumental in establishing the online Master of Engineering (MSOL) program in the college. The program was unique in that established consistent requirements for both on campus and online students and provided substantial revenue to the departments in support of graduate student educational costs.

Following his tenure as dean, Professor Abbaschian returned to the faculty and served his department and campus on numerous committees. Notably, he was a member and chair of the Senate Committees on Memorial Resolution and Planning and Budget where for the latter he galvanized communication between the various executive committees to provide input for their respective colleges and schools. In the college, he chaired the MSE Undergraduate Education Committee for 7 years that oversaw the MSE curriculum and proposed several new courses. At the systemwide level, he played an important role in supporting the nascent engineering school at UCM serving as the co-chair of a review team and ultimately serving as a member of CAP for the program from 2017 until 2023. He recently established and contributed to the Reza Abbaschian Endowed Term Chair Professorship to support faculty excellence in research and education.

Beyond campus, Professor Abbaschian is internationally recognized for his expertise in both research and education and has sat on numerous panels for organizations such as the National Academies of Science, Engineering, and Medicine and NASA. He has also been active in promoting various community activities in Riverside that have strengthened the ties between the university and the city. Specifically, he was instrumental in supporting digital inclusion initiatives for low-income families providing them with free WiFi, presided over the International Relations Council of Riverside where he spearheaded a fundraising campaign to provide COVID-19 relief to Hyderabad, India, and has supported the city's Long Night of Arts and Innovation every other year.

Beyond any metric, Professor Reza Abbaschian has served the campus, the community, and his profession with distinction and is extremely deserving of this recognition.

**COMMITTEE ON DISTINGUISHED CAMPUS SERVICE  
NOMINATION FOR THE 2025-2026 DISTINGUISHED CAMPUS SERVICE AWARD**

**Kimberly Hammond**

The Academic Senate Committee on Distinguished Service enthusiastically nominates Professor Kimberly Hammond of the Department of Evolution, Ecology, and Organismal Biology for this year's award. Over her 30+ year career at UCR, Professor Hammond has continually engaged in service at multiple levels including her department, the college, the campus, her profession, and the local community. This deep level of commitment while maintaining an active research program and teaching portfolio is truly remarkable and consistent with the expectations for this award.

Professor Hammond served as the first chair of her department's DEI committee while also serving as the first or two equity advisors for CNAS. A stalwart supporter of graduate student success, she was the co-Director of the two largest Graduate Assistance in Areas of National Need (GAANN) training grants on campus providing over 60 students with year-long fellowships. She also served as an associate dean for the graduate division for two years overseeing recruitment of underrepresented students and the review of multiple graduate programs. Her service for the Senate includes working on the Committee on Planning and Budget and the Committee on Research. In a joint venture between the campus and the community, she was a co-Principal Investigator on a grant from NSF as part of the Math Science Partnerships that provided over \$5M to support K-12 teacher training in the Jurupa Unified School District that also contributed to the research literature on how people learn. From 2015-2017 she was on leave to serve as a program officer for the National Science Foundation overseeing and coordinating proposals and making funding recommendations.

Undoubtedly, Professor Hammond's most impactful contributions over the past fourteen years have been in her role as UCR's Natural Reserve System (NRS) Director. In this role, she oversees six large reserves and several smaller reserves and supervises a staff of 13 individuals. This position is critical to the university's overall mission of teaching and research and requires constant vigilance to confront the day-to-day challenges of this complex organization while being sensitive to the needs of each individual reserve. During her tenure, she has secured nearly \$3M in funding for construction of new facilities and has attracted donors who have contributed nearly \$1M to support an endowment for undergraduate interns working on the reserves each summer. She has worked with local tribes to raise substantial funds to launch the Collaborative of Native Nations for Climate Transformation and Stewardship and has built ongoing relationship with tribal partners to find suitable reburial land for repatriated ancestors and sacred items. She has also brought a powerful and impactful voice to support the systemwide NRS effort as a member of the UC NRS advisory committee.

The accomplishments listed here are only a small sample of Professor Hammond's contributions to service. For example, she has been actively involved as either a chair or member of numerous committees for the Society of Integrative and Comparative Biology, served as a board member for the Riverside Land Conservancy, and has generously provided her expertise as a biologist and educator in support of numerous K-12 outreach efforts over the past two decades.

In conclusion, the committee is impressed with the overall record of service that is best summarized by the following statement in one of the nominating letters "*Dr. Hammond's service contributions at multiple levels within and outside of the University are phenomenal. Through her efforts, Dr. Hammond has enhanced the function, visibility, and the mission of the University to an extraordinary degree.*"

## COMMITTEE ON DISTINGUISHED TEACHING

### NOMINATION FOR THE 2025-26 DISTINGUISHED TEACHING AWARD

The Distinguished Teaching Award recognizes exceptional effort and achievement in teaching by a professional faculty member. This year, the Distinguished Teaching committee has decided to award two faculty members the Distinguished Teaching award. Our recipients represent two vastly different fields, but both nominated professors excel in their teaching record. Our awardees are Prof. Rachel Wu and Prof. Chikako Takeshita.

#### **Prof. Chikako Takeshita**

**Prof. Chikako Takeshita** is a Professor in the Department of Society, Environment and Health Equity (SEHE). In her teaching, Prof. Takeshita balanced pedagogical innovations with student mentorship to an impressive degree, and the student responses to her teaching are all impressive. The Committee was particularly impressed with her dedication to curricular development and novel methods for increasing student learning over a long career at UCR.

Notably, Prof. Takeshita has been the driving force for the creation of three new and unique undergraduate degree BA and BS programs at UCR. She established a Sustainability Studies BS degree program offered by the Gender and Sexuality Studies (GSST) Department. The supporting letters from alumni testified to the extraordinary impact that this had on their lives and their professional trajectories. Prof. Takeshita also created undergraduate BA degree programs in Environmental Studies and Global & Community Health. In total, Takeshita has designed 10 new courses at UCR, which speak to the breadth of students she has positively impacted.

In addition, Professor Takeshita has developed new pedagogical formats and platforms that enhance experiential learning. Examples include the use of student-led interviews with family or community members about their lived experiences with extreme heat in a course on Environment and Health. Together the class built a public Storymap website (Heated Experiences) on heat in the Inland Empire. She has excellent experience in the use of new platforms that offer students a voice and a framework for their ideas, from Pechacucha presentations to website building and Storymaps. Recently, Prof. Takeshita co-designed a high impact capstone experience, to integrate SEHE majors' experiences both in and outside the classroom, with an emphasis on community engaged research and advocacy. Student comments in these areas are impactful, for example: *"Her vulnerable, intellectual, and solution-centered approach to teaching is truly valuable, unique, and life-altering"; "What I remember most is her dedication to providing us real, hands-on experience we could take with us into the next phases of our lives."*

A particular highlight of the nomination packet was Prof. Takeshita's mentoring and career development activities. Numerous students whom Prof. Takeshita has taught and mentored have gone on to successful careers in environmental policy and sustainability. The majority of alumni work in positions and organizations that are related to environmental sustainability or social justice, a testament to her mentoring skills.

It is clear to the committee that Prof. Takeshita has made a lasting impact on her students by exploiting innovative pedagogical strategies, showing a wide array of curricular development

activities, and providing invaluable career advice and mentoring. The Senate Distinguished Teaching Award is a worthy reward for her long career of teaching excellence.

## COMMITTEE ON DISTINGUISHED TEACHING

### NOMINATION FOR THE 2025-26 DISTINGUISHED TEACHING AWARD

The Distinguished Teaching Award recognizes exceptional effort and achievement in teaching by a professional faculty member. This year, the Distinguished Teaching committee has decided to award two faculty members the Distinguished Teaching award. Our recipients represent two vastly different fields, but both nominated professors excel in their teaching record. Our awardees are Prof. Rachel Wu and Prof. Chikako Takeshita.

#### **Prof. Rachel Wu**

**Prof. Rachel Wu** is an Associate Professor in the Department of Psychology. She is a developmental psychologist who studies learning across various stages of the lifespan, including infancy, young adulthood, and older adulthood. Her teaching experiences span multiple different areas, from large enrollment undergraduate classes to graduate-level courses in Psychology, and more intensive research mentoring with the support of the NSF Research Experiences for Undergraduates (REU) program.

Notable highlights of Prof. Wu's teaching include her comprehensive approach to supporting student trajectories toward academic and non-academic careers by providing training that goes beyond formal classroom and laboratory settings. Professor Wu integrates evidence-based strategies to enhance student learning and motivation, including by implementing growth mindset techniques, designing spaced and flexible assessments to encourage learning and reduce academic dishonesty, and incorporating cutting-edge research topics (e.g., fake news analysis) to maintain curricular relevance. Student comments consistently emphasize Professor Wu's organization, enthusiasm, and patience in the classroom. Extending beyond the classroom, Professor Wu took the initiative to develop new partnerships with UCR's Center for Early Childhood Education and the Janet Goeske Senior Center to support individual student internships. For example, she developed a 10-week program with weekly lectures/discussions to support underrepresented undergraduate students' engagement with research training and their pursuit of graduate school. For this program, Professor Wu developed a 10-week curriculum covering what is graduate school (including a panel discussion with current graduate students), the graduate application process, grant writing, paper writing, public speaking, imposter syndrome, career paths, and research ethics.

The beneficial outcomes of all these pedagogical efforts can be seen in comments from her nomination letters. For example, *"Some of the most striking aspects of Dr. Wu's teaching style include: her attention to detail, her emphasis on facilitating a learning environment where it is acceptable and encouraged to ask questions, and her natural teaching style. It became quickly apparent that Dr. Rachel Wu has a deep passion for both the subjects she studies and for disseminating such information to her students."*

*“Beyond her organization and teaching skill, what truly set Dr. Wu apart was her authentic kindness, mentorship, and encouragement. She demonstrated a genuine investment in her students’ personal and academic success.”*

*“One of the memorable aspects of Dr. Wu's pedagogy was her incorporation of explicit career development sessions. These mentoring sessions, dedicated to the creation of compelling writing samples for graduate school applications as well as discussions centered on self-care practices, demonstrated her commitment to preparing students not only for academic rigor, but also for the complexities of life beyond the university environment. Her guidance extends far beyond the confines of the classroom; she consistently offers her students support and quality feedback to think innovatively with creativity, which has been extremely pertinent in my current workplace setting.”*

Overall, Prof. Wu has balanced research-style mentoring with pedagogical innovations in large enrollment undergraduate classes and has shown a talent for instilling confidence and enthusiasm in her students. She has shown excellence in all aspects of the teaching mission during her time at UCR, and the Committee is pleased to award her the Senate Distinguished Teaching Award for these efforts.

## The Senate 2025/26 awardee of the Doctoral Dissertation Advisor/Mentor award

### Distinguished Professor Bahram Mobasher



Bahram Mobasher is a Distinguished Professor in the Department of Physics and Astronomy. He conducted a Masters and PhD at the University of Durham in observational cosmology followed by a further masters in optoelectronics. After postdoctoral work at the University of Leicester, he became a research fellow at Imperial College London and an Associate Astronomer at the European Space Agency. He has been at UCR since 2007 as a Full Professor. He has been honored with numerous awards and positions including from NASA for outstanding technical accomplishments, was the Chief Editor of the Hubble Telescope Instrument Handbooks and is a Visiting Scientist at Caltech. His research is on the formation and evolution of galaxies using optical imaging to determine their activity and dark energy.

Professor Mobasher has directly mentored 20 PhD students in his 18 years of service at UCR. All of these students have excelled in their discipline, receiving multiple offers after graduation and holding positions in academia and industry including at NASA, Max Planck, Caltech and Carnegie Observatories. He has further broadened his impact by establishing innovative programs that support graduate students including a NASA FIELDS grant for training underrepresented minorities in STEM and a UCR/Carnegie Fellowship in Astrophysics that has currently supported more than 10 students. He is also the PI of a NSF PAARE grant providing an exchange program for our UCR graduate students to conduct research at Hawaii's Institute of Astronomy on the Keck telescope and reciprocating Hawaiian students at UCR.

His colleagues attest to his intellectual standards, patience and inclusive approach to mentorship. The nomination was organized by former and current graduate students including some who have graduated many years ago and continue to appreciate the significant impact his mentorship had. These letters speak of his personalized approach, discovering their interests and tailoring his guidance so that they achieve their own goals. He gives honest and thoughtful feedback and is a long term committed mentor. Now a faculty member, one of his former students states that "he always reminds us from where we came from & how we began our path as scientists, thereby motivating us to provide the same level of service, mentorship and guidance to the next generation of scientists."

The Graduate Division and the Academic Senate would like to join all of these students and his faculty colleagues to recognize and congratulate Distinguished Professor Mobasher on an outstanding accomplishment as doctoral dissertation advisor and mentor and thank him for his continuing passionate and intellectual support of graduate students.

## The Senate 2025/26 awardee of the Doctoral Dissertation Advisor/Mentor award

### Associate Professor Jason Weems



Jason Weems is an Associate Professor of Art History. Jason received his PhD in Art History from Stanford University in 2003 and became an Assistant Professor at the University of Michigan. Dr. Weems joined the faculty at UCR in 2008 where his work focuses on American art in an interdisciplinary manner, encompassing art, sight and technology to understand American visual culture at the intersection of modernization. In his capacity as dissertation advisor, Graduate Advisor and as Department Chair, Dr. Weems has been a mentor to undergraduate, masters and PhD students, indeed he has directly advised the majority of Art History's students, many of whom took the time to write detailed letters explaining how he helped them academically and professionally providing personalized guidance, critical feedback and fostering their confidence.

Associate Professor Weems was nominated for the 2025/26 Doctoral Dissertation Mentorship award by his current and former graduate students and his faculty colleagues. His colleagues' endorsements emphasize his professional excellence and mentorship recognizing his work ethic, patience, humor and pragmatic approach. They also point out that through his direction the Department's Visual Resources Collection is now actively receiving and administering multiple fellowships for graduate students. He is also dedicated to regularly placing graduate students in important and meaningful internship positions including at the Huntington Library and the Cheech Marin Center. One faculty member fondly remembers reading student evaluations for Dr. Weems saying "Every Thursday is like getting to sit down with Plato". His mentees have gone on to win prestigious national fellowships including as a finalist of the 2026 McNeil Center for Early American Studies/Penn Press Dissertation Prize. Many have published before their graduation and gone on to highly successful careers of their own. Overall, Associate Professor Weems' mentorship is characterized by genuine care, intellectual rigor and professional advocacy. As one former student reflects "At the most pivotal and trying moments he was an unwavering and reliable guide"

The Graduate Division and the Academic Senate would like to join all of these students and his faculty colleagues to recognize and congratulate Associate Professor Weems on an outstanding accomplishment as doctoral dissertation advisor and mentor and thank him for his continuing passionate and intellectual support of graduate students.

**Committee on Faculty Research Lecturer  
Report to the Riverside Division May 19, 2026  
Nomination of Distinguished Professor Bruce for 2026-2027  
74th UC Riverside Faculty Research Lecturer**

From its inception in 1952, the Faculty Research Lecturer Award has been the highest honor that the Academic Senate bestows to UCR's faculty. This year there were nine outstanding nominations from our colleges and professional schools. We are delighted to place *in nomination for confirmation* Distinguished Professor in the School of Public Policy and Department of Sociology, CHASS, Bruce Link.

Bruce received a Ph.D. in Sociology and a Master's in Biostatistics from Columbia University in New York. After National Institution of Mental Health postdoctoral fellowships in Psychiatric Epidemiology and Biostatistics, Link joined Columbia's faculty in 1981 and rose through the professorial ranks. In 2015, became Professor Emeritus of Epidemiology and Sociomedical Sciences at Columbia's Mailman School of Public Health and joined UCR's faculty as Distinguished Professor in the School of Public Policy and the Department of Sociology. Later, he joined our School of Medicine (SOM) as a cooperative faculty member. Bruce collaboratively leads the SOM Center for Health Disparities Research, a National Institutes of Health (NIH) U54 center that was established in 2019.

Professor Link is an international leader on issues related to health inequities. He is best known for his "Fundamental Cause Theory" that associates social economic status with health disparity. This theory, which Link codeveloped, identified variation in social economic status as a fundamental factor of disease and disease condition, beyond the well-studied risk factors such as diet, exercise, and smoking. The theory recognizes socioeconomic status-associated resources, including access to money, knowledge, power, prestige, and social connections, as beneficial to health outcomes. Since its proposal, the theory has been validated through myriad studies involving sociological, epidemiological, and public health researchers. Link's scholarship further recognized social stigma as a cause of health care inequality. These include stereotypes associated with mental illness and other diagnoses in Black, Latino and Asian American populations. The committee noted that this area of research is highly relevant to the SOM's mission to effectively serve the Inland Empire community.

Link's work to recognize and tackle health disparity is described in the nomination support letters. One writes, "[Link] *has led to crucial innovations including conceptualizing how policies, institutions and structures could produce - and how structural-level interventions could potentially reduce-stigma.*" Another comments, "*Bruce's work in this area still influences how many scholars think about the systemic forces that are associated with perduring health inequities and other conditions of life.*" Another writer mentions that Link's work is "*foundational to the recent movement to study the social determinants of health, which now has traction in the major health-related associations.*" Several of the five writers mention Link's work as an essential component in their sociology and public health courses. Nearly all commend Link for his warm and effective mentorship of the next generation of researchers addressing the challenges that underlie health care inequalities.

Over four decades of scholarship, Link has published three books and over 275 referred journal articles. His productivity has continued as a faculty member at UCR. Since 2016, he has produced over 140 peer reviewed research articles and scholarly reviews. Link has a truly exceptional h-index of 138 and has been on the Claravite "Most Highly Cited" authors list for the past nine years.

Beyond his scholarship, Link is an active journal editor, and influential leader of research and training programs for graduate students and postdoctoral researchers at Columbia and UCR. As listed in his nomination, these include his roles as Program Director of Columbia University's NIH-funded Psychiatric Epidemiology Training Program (1995-2015) and Director with Peter Bearman of the Columbia training site of the Robert Wood Johnson Foundation's Health and Society Scholars' Training Program for Population Health (2001-2016), and most recently as a Co-Principal Investigator, along with Directors Professors Lo and McMullin, of the UCR Center for Health Disparities Research.

Link's distinctions include election as UCR's first member of the National Academy of Medicine (2002), and numerous awards in the field of medical sociology: Leonard Pearlin Award for Career Achievement from the Mental Health Section of the American Sociological Association (2002), the Leo G. Reeder Award from the Medical Sociology Section of the American Sociological Association (2007), the Rema Lapouse Award from the Mental Health Section of the American Public Health Association (2007), and the Emily Mumford Award for Distinguished Social Science Contributions to Psychiatry (2012). Nationally, he served as President of the Interdisciplinary Association for Population Health Science in 2018.

Although this summary of Professor Link's scholarly activities is limited, we hope it provides an indication of his outstanding interdisciplinary work and level of national and international recognition. On the basis of his truly stellar outstanding record and impact in his roles across campus (CHASS, SOPP and SOM,) we, the undersigned members of the Senate Committee on Faculty Research Lecturer, enthusiastically nominate Distinguished Professor Bruce Link as Faculty Research Lecturer for 2026-2027.

**EXECUTIVE OFFICE  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

**To Be Adopted**

**Proposed Changes to Committee on Committees Bylaw**

Bylaw 8.8 – 8.8.7: Lived Name Policy, Service Permissions, & Name Correction

**PRESENT:**

**PROPOSED:**

**8.8**

Committees

**8.8**

No Change.

**8.8.1**

This committee consists of twelve elected members. Each member takes office September 1 after his/her election has been reported to the Division (Am 5 Feb 87)(Am 30 May 06)(Am 19 May 15)

**8.8.1**

This committee consists of twelve elected members. Each member takes office September 1 after the most recent election results have been reported to the Division (Am 5 Feb 87)(Am 30 May 06)(Am 19 May 15)

**8.8.2**

The members of this committee are elected as follows: (Am 24 Apr 75)

**8.8.2**

No Change.

**8.8.2.1**

The membership includes four representatives each from the College of Humanities, Arts, and Social Sciences and the College of Natural and Agricultural Sciences, two members from the College of Engineering, one member from the School of Business or the Graduate School of Education and one member from the School of Medicine or the School of Public Policy. No more than one member of any one department or program may be on the committee. (Am 24 Apr 75)(Am 25 May 95)(Am 30 May 06)(Am 19 May 15)

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The membership includes four representatives each from the College of Humanities, Arts, and Social Sciences and the College of Natural and Agricultural Sciences, two members from the College of Engineering, one member from the School of Business or the School of Education, and one member from the School of Medicine or the School of Public Policy. No more than one member of any one department or program may be on the committee. (Am 24 Apr 75)(Am 25 May 95)(Am 30 May 06)(Am 19 May 15)

**8.8.2.2**

Each member is elected each year to serve for three years. No member is eligible for immediate reelection but becomes eligible after one year of nonservice. Either three members or four members are elected each

**8.8.2.2**

No Change.

year, on a rotating basis. (Am 24 Apr 75) (Am 25 May 95)(Am 30 May 06)

### 8.8.2.3

The election of a college representative is conducted entirely within the Faculty which ~~he/she~~ represents. Elections are conducted according to the procedure described in Chapter 7 and are held in time to be reported to the Division for confirmation at its last stated meeting of the academic year. (Am 24 Apr 75)

### 8.8.2.4

Whenever the Committee on Committees determines that a vacancy of more than 6 months exists in its membership, it so reports to the Secretary-Parliamentarian of the Division, who immediately issues to the members of the Division or to the members of the appropriate Faculty a notice of election for the purpose of filling the vacancy for the remainder of the term. If a person so elected serves for a period of one year or less, the provisions of 8.8.2.2 with regard to immediate reelection do not apply and ~~he/she~~ is eligible for reelection. If ~~he/she~~ is elected for a period of more than one year, the provisions of 8.8.2.2 apply. A vacancy shall be determined to exist and the committee member considered to have resigned if ~~he/she anticipates an absence~~ from the committee of more than six calendar months. Vacancies of six calendar months or less are filled temporarily by appointment by the Committee on Committees. Such an appointment shall be made from the same college or school as that of the member being temporarily replaced. (Am 24 Jan 80)

### 8.8.3

~~During his tenure~~ on the Committee on Committees, a member shall not hold membership on any other standing committee of the Division except the Executive Council, the Committee on Distinguished Teaching, the Committee on Faculty Research Lecturer, or the Faculty of a college, school, or division at

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### 8.8.3

While serving on the Committee on Committees, a member shall not hold membership on any other standing committee of the Division except the Executive Council, the Committee on Distinguished Teaching, the Committee on Distinguished Campus Service, the Committee on Faculty Research Lecturer,

Riverside. This restriction shall not apply to temporary appointments under 8.8.2.4. (Am 21 Feb 80) (Am 20 Nov 07)

or college, school, or division at Riverside. This restriction shall not apply to temporary appointments under 8.8.2.4. (Am 21 Feb 20 Nov 07)

#### **8.8.4**

The committee elects its own Chair and secretary, and makes its own rules of procedure, consistent with the bylaws and regulations of the Academic Senate. It is the duty of the committee to appoint members not ex officio of each standing committee of the Division, except the Committee on Committees, and to designate the Chair of each. It also appoints one of its members to serve as the Division's member on the University Committee on Committees. The committee has the power to receive and to act upon resignations, to decide when vacancies occur, and to make appointments to fill vacancies in the Division's standing committees, other than the Committee on Committees, and vacancies among the Division's representatives to the Assembly of the Academic Senate. It shall report such appointments at the next regular meeting of the Division; and unless objection be made and an election called for by a majority vote of those present, the appointment shall stand. A member appointed to fill a vacancy takes office at once and serves for the full remaining term or lesser length as designated, unless his appointment is rejected by the Division and another person elected. (Am 7 Dec 71)

#### **8.8.4**

The committee elects its own Chair and secretary, and makes its own rules of procedure, consistent with the bylaws and regulations of the Academic Senate. It is the duty of the committee to appoint members not ex officio of each standing committee of the Division, except the Committee on Committees, and to designate the Chair of each. It also appoints one of its members to serve as the Division's member on the University Committee on Committees. The committee has the power to receive and to act upon resignations, to decide when vacancies occur, and to make appointments to fill vacancies in the Division's standing committees, other than the Committee on Committees, and vacancies among the Division's representatives to the Assembly of the Academic Senate. It shall report such appointments at the next regular meeting of the Division; and unless objection be made and an election called for by a majority vote of those present, the appointment shall stand. A member appointed to fill a vacancy takes office at once and serves for the full remaining term or lesser length as designated, unless the appointment is rejected by the Division and another person elected. (Am 7 Dec 71)

##### **8.8.4.1**

When a member of a standing committee other than the Committee on Committees goes on a leave of less than one academic year in duration, the committee shall appoint a member of the Division to fill the temporary vacancy. (En 7 Dec 71)

##### **8.8.4.1**

No Change.

#### **8.8.5**

The committee appoints members of special committees unless the Division gives other directions at the time of the creation of such a committee. Such appointments do not require

#### **8.8.5**

No Change.

approval of the Division but are reported at the next regular meeting.

**8.8.6**

The committee shall annually appoint a grievance consultation panel to consist of at least 5 former members of the divisional committee on Privilege and Tenure or the Committee on Charges. In accordance with Bylaw 335(B)(1), any one of the members of this panel shall be available, upon request of any Senate member, to give advice on the relief open to ~~him/her~~ in case of a grievance, and discuss with the aggrieved Senate member ~~his/her~~ claim of violation of rights or privileges, and counsel ~~him/her~~ on the appropriate procedures to be followed. Such member shall not serve as representative of any complainant in a subsequent pre-hearing or formal hearing. (En 3 Feb 83)(Am 30 May 06)

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**8.8.7**

This committee or a committee appointed by it serves as a properly constituted advisory committee of the Division to advise the Chancellor concerning the appointment of Deans or other officers of equivalent rank.\*  
\*Legislative Ruling 6 May 65: Officers of Equivalent Rank--It is the intent of this By-Law that the phrase "officers of equivalent rank" includes on this campus such officers as the vice Chancellors for Academic Affairs, Student Affairs and Research.

**8.8.7**

No Change.

**Statement of Purpose and Effect:**

The proposed changes are summarized below:

- Editorial changes to be in concordance with the Systemwide Lived Name Policy
- Added the Committee on Distinguished Campus Service (award committee) to list of committees that CoC members can serve on while also serving on CoC.
- Editorial changes to previously approved matters to be in concordance with the name change of the School of Education

Submitted by the Executive Office on: December 18, 2025

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**Section below is for Senate use only**

Approved by the Committee on Committees: January 8, 2026

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: January 6, 2026

Endorsed by Executive Council: April 13, 2026



*Academic Senate*

**COMMITTEE ON COMMITTEES**

January 8, 2026

To: Kenneth Barish, Chair  
Riverside Division

From: Francesca Hopkins, Chair  
Committee on Committees

**Re: [Campus Review] (Bylaw Change) 2nd Round-Proposed Changes to Committee on Committees Bylaw 8.8 – 8.8.7: Lived Name Policy, Service Permissions, & Name Correction**

The Committee on Committees (CoC) discussed the Second Round Proposed Changes to Committee on Committees Bylaw 8.8 – 8.8.7: Lived Name Policy, Service Permissions, & Name Correction at their January 8, 2026 meeting. CoC has no comments or suggested revisions and was supportive of the proposed changes.



01/26/2026

**To:** Kenneth Barish, Chair of the Assembly of the Academic Senate  
and Cherysa Cortez, Executive Director of the UCR Academic Senate

**From:** Kinnari Atit, Ph.D., Faculty Chair of the School of Education Executive Committee

**Subject:** SOE Feedback to Bylaw Change: 2nd Round-Proposed Changes to Committee on Committees  
Bylaw 8.8 – 8.8.7

The SOE Executive Committee reviewed the SOE Feedback to Bylaw Change: 2nd Round-Proposed Changes to Committee on Committees Bylaw 8.8 – 8.8.7. Comments/feedback were solicited at our executive committee meeting and via email.

The SOE has no feedback on this comment.

Thank you for the opportunity to provide feedback.

Sincerely,

A handwritten signature in black ink that reads "Kinnari" followed by a stylized flourish.

Kinnari Atit  
Chair, Faculty Executive Committee  
Associate Professor  
School of Education  
University of California, Riverside  
Email: [kinnari.atit@ucr.edu](mailto:kinnari.atit@ucr.edu)

10/17/2025

**To:** Kenneth Barish, Chair of the Assembly of the Academic Senate  
and Cherysa Cortez, Executive Director of the UCR Academic Senate

**From:** Kinnari Atit, Ph.D., Faculty Chair of the School of Education Executive Committee

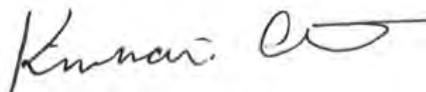
**Subject:** Feedback on Proposed Changes to Committee on Committees Bylaw 8.8 – 8.8.7

The SOE Executive Committee reviewed the Proposed Changes to Committee on Committees Bylaw 8.8 – 8.8.7. Comments/feedback were solicited at our executive committee meeting and via email.

- Revise “In accordance with Bylaw 335(B)(1), any one of the members of this panel shall be available, upon request of any Senate member, to give advice on the relief open to the Senate member in case of a grievance, to discuss with the aggrieved Senate member that member’s claim of violation of rights or privileges, and to counsel the Senate member on the appropriate procedures to be followed.” to “In accordance with Bylaw 335(B)(1), any member of this panel shall be available, upon request of any Senate member, to (a) advise on the relief available in a grievance, (b) discuss the member’s claim of violation of rights or privileges, and (c) counsel the member on the appropriate procedures to follow.” to enhance clarity.

Thank you for the opportunity to provide feedback.

Sincerely,



Kinnari Atit  
Chair, Faculty Executive Committee  
School of Education  
University of California, Riverside  
Email: [kinnari.atit@ucr.edu](mailto:kinnari.atit@ucr.edu)



**COMMITTEE ON RULES AND JURISDICTION**

Date: October 15, 2025

To: Kenneth Barish, Chair  
Riverside Division

A handwritten signature in black ink, appearing to read "R. Head".

From: Randolph C. Head, Chair  
Committee on Rules and Jurisdiction

**Re: [Campus Review] Bylaw Change: *Proposed Changes to Committee on Committees Bylaw 8.8 – 8.8.7: Lived Name Policy, Service Permissions, & Name Correction***

The Committee on Rules and Jurisdiction has carefully considered the Proposed Changes to Committee on Committees Bylaw 8.8 – 8.8.7: Lived Name Policy, Service Permissions, & Name Correction. The Committee appreciates that the proposed changes are meant to bring committee bylaws into alignment with current systemwide policies, school name changes, and to add an award committee to the list of concurrent service allowances. With this, R&J believes the proposed regulations would benefit from slight modification to increase clarity and consistency. Once completed, the committee approves of these proposed changes.

The Committee on Rules and Jurisdiction offers the following to assist in the above and to ensure overall document consistency:

8.8.2.1, Line 7      Add a comma following "...School of Education"

EXECUTIVE OFFICE  
REPORT TO THE RIVERSIDE DIVISION  
DECEMBER 2, 2025

**To Be Adopted**

**Proposed Changes to Committee on Committees Bylaw**

Bylaw 8.8 – 8.8.7: Lived Name Policy, Service Permissions, & Name Correction

**PRESENT:**

**PROPOSED:**

**8.8**

Committees

**8.8**

No Change.

**8.8.1**

This committee consists of twelve elected members. Each member takes office September 1 after his/her election has been reported to the Division (Am 5 Feb 87)(Am 30 May 06)(Am 19 May 15)

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This committee consists of twelve elected members. Each member takes office September 1 after the most recent election results have been reported to the Division (Am 5 Feb 87)(Am 30 May 06)(Am 19 May 15)

**8.8.2**

The members of this committee are elected as follows: (Am 24 Apr 75)

**8.8.2**

No Change.

**8.8.2.1**

The membership includes four representatives each from the College of Humanities, Arts, and Social Sciences and the College of Natural and Agricultural Sciences, two members from the College of Engineering, one member from the School of Business or the Graduate School of Education and one member from the School of Medicine or the School of Public Policy. No more than one member of any one department or program may be on the committee. (Am 24 Apr 75)(Am 25 May 95)(Am 30 May 06)(Am 19 May 15)

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Each member is elected each year to serve for three years. No member is eligible for immediate reelection but becomes eligible after one year of nonservice. Either three members or four members are elected each

**8.8.2.2**

No Change.

year, on a rotating basis. (Am 24 Apr 75) (Am 25 May 95)(Am 30 May 06)

### 8.8.2.3

The election of a college representative is conducted entirely within the Faculty which ~~he/she~~ represents. Elections are conducted according to the procedure described in Chapter 7 and are held in time to be reported to the Division for confirmation at its last stated meeting of the academic year. (Am 24 Apr 75)

### 8.8.2.4

Whenever the Committee on Committees determines that a vacancy of more than 6 months exists in its membership, it so reports to the Secretary-Parliamentarian of the Division, who immediately issues to the members of the Division or to the members of the appropriate Faculty a notice of election for the purpose of filling the vacancy for the remainder of the term. If a person so elected serves for a period of one year or less, the provisions of 8.8.2.2 with regard to immediate reelection do not apply and ~~he/she~~ is eligible for reelection. If ~~he/she~~ is elected for a period of more than one year, the provisions of 8.8.2.2 apply. A vacancy shall be determined to exist and the committee member considered to have resigned if ~~he/she anticipates an absence~~ from the committee of more than six calendar months. Vacancies of six calendar months or less are filled temporarily by appointment by the Committee on Committees. Such an appointment shall be made from the same college or school as that of the member being temporarily replaced. (Am 24 Jan 80)

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Riverside. This restriction shall not apply to temporary appointments under 8.8.2.4. (Am 21 Feb 80) (Am 20 Nov 07)

#### **8.8.4**

The committee elects its own Chair and secretary, and makes its own rules of procedure, consistent with the bylaws and regulations of the Academic Senate. It is the duty of the committee to appoint members not ex officio of each standing committee of the Division, except the Committee on Committees, and to designate the Chair of each. It also appoints one of its members to serve as the Division's member on the University Committee on Committees. The committee has the power to receive and to act upon resignations, to decide when vacancies occur, and to make appointments to fill vacancies in the Division's standing committees, other than the Committee on Committees, and vacancies among the Division's representatives to the Assembly of the Academic Senate. It shall report such appointments at the next regular meeting of the Division; and unless objection be made and an election called for by a majority vote of those present, the appointment shall stand. A member appointed to fill a vacancy takes office at once and serves for the full remaining term or lesser length as designated, unless his appointment is rejected by the Division and another person elected. (Am 7 Dec 71)

##### **8.8.4.1**

When a member of a standing committee other than the Committee on Committees goes on a leave of less than one academic year in duration, the committee shall appoint a member of the Division to fill the temporary vacancy. (En 7 Dec 71)

#### **8.8.5**

The committee appoints members of special committees unless the Division gives other directions at the time of the creation of such a committee. Such appointments do not require

or college, school, or division at Riverside. This restriction shall not apply to temporary appointments under 8.8.2.4. (Am 21 Feb 20 Nov 07)

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##### **8.8.4.1**

No Change.

#### **8.8.5**

No Change.

approval of the Division but are reported at the next regular meeting.

#### 8.8.6

The committee shall annually appoint a grievance consultation panel to consist of at least 5 former members of the divisional committee on Privilege and Tenure or the Committee on Charges. In accordance with Bylaw 335(B)(1), any one of the members of this panel shall be available, upon request of any Senate member, to give advice on the relief open to ~~him/her~~ in case of a grievance, and discuss with the aggrieved Senate member ~~his/her~~ claim of violation of rights or privileges, and counsel ~~him/her~~ on the appropriate procedures to be followed. Such member shall not serve as representative of any complainant in a subsequent pre-hearing or formal hearing. (En 3 Feb 83)(Am 30 May 06)

#### 8.8.7

This committee or a committee appointed by it serves as a properly constituted advisory committee of the Division to advise the Chancellor concerning the appointment of Deans or other officers of equivalent rank.\*  
\*Legislative Ruling 6 May 65: Officers of Equivalent Rank--It is the intent of this By-Law that the phrase "officers of equivalent rank" includes on this campus such officers as the vice Chancellors for Academic Affairs, Student Affairs and Research.

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#### 8.8.7

No Change.

### Statement of Purpose and Effect:

The proposed changes are summarized below:

- Editorial changes to be in concordance with the Systemwide Lived Name Policy
- Added the Committee on Distinguished Campus Service (award committee) to list of committees that CoC members can serve on while also serving on CoC.
- Editorial changes to previously approved matters to be in concordance with the name change of the School of Education

Submitted by the Executive Office on: September 28, 2023

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**Section below is for Senate use only**

Approved by the Committee on Committees: October 5, 2023

Approved by the Committee on Distinguished Campus Service: October 15, 2025

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: January 6, 2026

Received by Executive Council:

**COMMITTEE ON PREPARATORY EDUCATION  
REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

**To Be Adopted**

**Proposed Changes to Charge of the Committee on Preparatory Education  
(Bylaw 8.24.2.1)**

**PRESENT:**

**8.24.2.1** Monitor academic aspects of preparatory and remedial education, including the requirements in Entry Level Writing, Mathematics, and History and Institutions; (Ed 22 Nov 05)

**PROPOSED:**

**8.24.2.1** Monitor academic aspects of preparatory and remedial education, including the requirements in Entry Level Writing and Mathematics\_ (Ed 22 Nov 05)

**Statement of Purpose and Effect:** Before 2009, incoming students who had not satisfied the UC systemwide American History & Institutions (AH&I) requirement in high school had the option of satisfying this requirement by taking an AH&I exam at UCR. This exam was under the jurisdiction of the Committee on Preparatory Education (CPE). In 2009, UCR removed the AH&I exam. Instead, students who have not satisfied the UC AH&I requirement simply fulfill it by taking an approved course at UCR in accordance with UCR Regulation 2. Reference to the AH&I exam were removed from the UCR Course Catalog in 2017-18. It was an oversight on the CPE's part not to change its bylaws sooner, in response to the AH&I changes in 2009. We are rectifying it now. The CPE currently submits to the Division an annual report from the University Writing Program (UWP) on the Entry Level Writing Requirement (ELWR) and an annual report from the Math Department on Math Placement. The CPE proposes removing History and Institutions from the Bylaw as UCR students are not required to satisfy placement requirements in History and Institutions.

Approved by the Committee on Preparatory Education:

January 27, 2026

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Section below is for Senate use only

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: March 20, 2026

Approved by the Committee on Undergraduate Admissions:

April 17, 2026

Endorsed by Executive Council: April 27, 2026

April 23, 2026

**TO:** Ken Barish, Chair  
Riverside Division of the Academic Senate

**FROM:** Evangelos (Vagelis) Christidis, Chair  
BCOE Executive Committee


**RE:** Proposed Changes to Charge of the Committee on Preparatory Education

The BCOE Executive Committee met on April 23rd, 2026. Regarding the Proposed Changes to Charge of the Committee on Preparatory Education, the committee supports it unanimously.



April 8, 2026

TO: Ken Barish, Chair  
Riverside Division of the Academic Senate

FROM: Iván Aguirre, Interim Chair   
CHASS Executive Committee

RE: [Campus Review] Bylaw Change: Proposed Changes to Charge of the Committee  
on Preparatory Education (Bylaw 8.24.2.1)

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The CHASS Faculty Executive Committee reviewed the Bylaw Change: Proposed Changes to Charge of the Committee on Preparatory Education (Bylaw 8.24.2.1) and are in support of the revision as they update language. The committee has no further comment or feedback.



April 22, 2026

TO: Kenneth N. Barish, Chair, Academic Senate, UCR Division

FROM: Harry Tom, Chair, Faculty Executive Committee, College of Natural and Agricultural Sciences

SUBJECT: [Campus Review] Bylaw Change: Proposed Changes to Charge of the Committee on Preparatory Education (Bylaw 8.24.2.1)

Prof. Barish,

The CNAS Faculty Executive Committee has reviewed the proposal to change the Committee on Preparatory Education bylaw 8.24.2.1 charge at the April 7th meeting and has no comments to provide.

Sincerely,

A handwritten signature in black ink that reads 'Harry Tom'.

Harry Tom, Ph.D  
Chair, Faculty Executive Committee, College of Natural and Agricultural Sciences



April 23, 2026

TO: Ken Barish, PhD, Chair, Academic Senate, UCR Division

FROM: Adam Godzik, Ph.D., Chair, Faculty Executive Committee, UCR School of Medicine

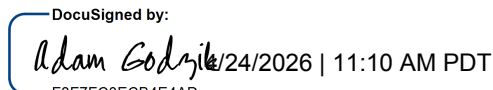
SUBJECT: **[Campus Review] Bylaw Change: Proposed Changes to Charge of the Committee on Preparatory Education (Bylaw 8.24.2.1)**

Dear Ken,

The SOM Faculty Executive Committee has reviewed the *Bylaw Change: Proposed Changes to Charge of the Committee on Preparatory Education (Bylaw 8.24.2.1)*

The committee is in agreement of the by-law and approves it unanimously.

Yours sincerely,

DocuSigned by:  
 Adam Godzik/24/2026 | 11:10 AM PDT  
F3F7FC0ECB4E4AD...  
Adam Godzik, Ph.D.  
Chair, Faculty Executive Committee School of Medicine

TO: Ken Barish, Chair  
Riverside Division

FR: Kurt Schwabe, Chair   
Executive Committee, School of Public Policy

RE: **[Comments]** [\[Campus Review\] Bylaw Change: Proposed Changes to Charge of the Committee on Preparatory Education \(Bylaw 8.24.2.1\)](#)

Date: April 10, 2026

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The Executive Committee of the School of Public Policy has reviewed and support the [\[Campus Review\] Bylaw Change: Proposed Changes to Charge of the Committee on Preparatory Education \(Bylaw 8.24.2.1\)](#). We have no additional comments.

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**[New Business] Combined Data Science B.S. + Statistics M.S. program**

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Jun Li &lt;jun.li@ucr.edu&gt;

Fri, Mar 6, 2026 at 1:38 PM

To: Kenneth Barish &lt;barish@ucr.edu&gt;, Cherysa Cortez &lt;cherysa.cortez@ucr.edu&gt;

Dear Chair Barish,

Thank you very much for sharing the Senate feedback on our proposed Combined Data Science B.S. + Statistics M.S. program. We have carefully considered the comments from the Graduate Council and revised the proposal accordingly. Attached please find the updated proposal along with the proposed catalog changes. The third attachment is the same updated proposal with revisions highlighted in red so that the Graduate Council can easily identify the changes.

Below are our responses to each of their comments.

Regarding the first comment concerning accessibility for transfer students, our proposed Combined Data Science B.S. + Statistics M.S. program does provide the same accessibility to transfer students. In the current catalog under "Joint B.S.+1 Statistics M.S. Program," the beginning of the second paragraph states: "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 make this explicit, we have added the following paragraph on page 4 of the updated proposal:

"Eligibility of Transfer Students. Transfer students enrolled in the UCR Data Science major will have the same opportunity to pursue the combined B.S.+M.S. program. Although transfer students are not eligible for preliminary admission based on high school criteria, they may apply for official admission to the M.S. component upon satisfying the requirements outlined in the Official Admission Minimum Criteria above."

We have also revised the wording regarding double counting throughout the proposal to reflect the approved system-wide language and have included justification for the double counting.

Regarding the following comment: "Starting on page 10 of the proposal, the catalog entry appears to be for a change to the existing undergraduate major in Data Science. Also starting on page 18, the catalog entry appears to be for a change to the existing Joint B.S. + 1 Statistics M.S. Program. These two program changes should be submitted separate from the proposal for a Combined Data Science B.S. + Statistics M.S. Program."

Our intention was not to propose two independent program changes. The first catalog entry is intended to inform Data Science majors about the combined program and direct them to the catalog section of the existing Joint B.S.+1 Statistics M.S. Program for details on admission criteria and degree requirements. The second catalog entry is meant to update the existing Joint B.S.+1 Statistics M.S. Program so that its requirements can also apply to Data Science majors. These are coordinated revisions in support of a single combined program.

We structured the catalog language in this way to avoid repetition, since the terminal degree of this combined program is the Statistics M.S., and the requirements are largely aligned with those of the existing Joint B.S.+1 Statistics M.S. Program.

If this comment is intended to suggest that these catalog changes should not be submitted together with the proposal, we would like to note that Sarah S. Miller from the Senate advised us to include a two-column catalog change so that the catalog can be updated upon approval of the proposal, thereby avoiding potential delays.

We also received the following comment from the Committee on Planning and Budget: "While Statistics and Computer Science are the primary hosts, the program's growth might impact specific courses in other departments. Chairs of departments that may be impacted should be alerted to monitor potential enrollment shifts."

In our current Data Science major, students are only required to complete MATH 10A. However, students who wish to pursue the proposed combined B.S. + M.S. program would need to take MATH 10B in order to prepare for the graduate-level Mathematical Statistics course they would take during their senior year. As a result, the Mathematics department may see some Data Science majors enrolling in MATH 10B once the program is approved. We have emailed the Chair of the Mathematics department about this potential enrollment impact and indicated that we do not expect the number of additional students to be large at this stage, but we will monitor enrollment closely as the program develops.

Please let me know if you have any questions or need additional information regarding our proposed combined program. Thank you very much for your time and consideration.

Best regards,

Jun

Jun Li  
Professor of Statistics  
Director, Data Science Major

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**3 attachments**



**Combined DS BS+STAT MS Program Proposal\_March2026.pdf**

749K



**Combined DS BS+STAT MS Program\_Catalog Changes\_March2026.pdf**

484K



**Combined DS BS+STAT MS Program Proposal\_March2026\_Highlight.pdf**

749K

## Proposal for a Combined

# Data Science BS / Statistics MS Five Year Degree Program

March 2026

Proposed by the Faculty of the Data Science Program  
University of California, Riverside  
Riverside, CA 92521

## 1 Introduction

The Data Science program proposes a new degree offering that allows students to earn a joint BS/MS through an integrated five-year plan of study. The B.S. in Data Science is an intercollegiate major jointly offered by the Department of Computer Science and Engineering (within the Bourns College of Engineering) and the Department of Statistics (within the College of Natural and Agricultural Sciences). Since Data Science integrates both Computer Science and Statistics, students may develop a stronger interest in Statistics and choose to pursue a Master's degree in that field. Therefore, we propose a combined Data Science BS + Statistics MS program. For students who may develop a stronger interest in Computer Science and decide to pursue a Master's degree in Computer Science, we will submit a separate proposal for a combined Data Science BS + Computational Data Science MS program.

The proposed program follows the framework established by the UCR Committee on Educational Policy and the UCR Graduate Council in 2007. It is designed to prepare students for careers requiring specialized knowledge in statistics, and to lay the foundation for pursuing doctoral degrees. This Joint BS/MS program is open to UCR undergraduates only.

Participation in the combined degree programs is initiated through an application for admission prior to the student's senior year. Neither the Graduate Division nor the Statistics Department provides full financial support for students enrolled in the program.

**Motivation:** As noted in the document, "Establishment of Combined Programs at UCR"<sup>1</sup> "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.

<sup>1</sup> [https://senate.ucr.edu/about/policies/establishment\\_of\\_combined\\_programs\\_at\\_ucr.html](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, combined programs allow double counting of up to 30 percent of the required graduate degree credits taken by a student while an undergraduate at that campus. In the Statistics MS program, all graduate students are required to complete a twelve-unit graduate core. Allowing these twelve units of graduate-level coursework to be double counted toward both the BS and MS degrees enhances the appeal of the combined program to a broad pool of highly motivated students and facilitates completion of the master's degree within an accelerated time frame (e.g., one year).

**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 Data Science BS degree. Therefore, 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, the Statistics 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 Highlander Statistics Society, 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 Data Science 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 portion will be administered jointly by the Department of Computer Science and Engineering (within the Bourns College of Engineering) and the Department of Statistics (within the College of Natural and Agricultural Sciences). The MS portion will be administered by the Department of Statistics.

**Timetable for development.** The new program will be open for application in August 2026 and start for the Fall 2026 entry term.

**Historical development of the field.** There is a strong and consistent demand for data scientists across private industry, government, institutional services, and research sectors. According to the Bureau of Labor Statistics, employment for data scientists is projected to grow by **36%** by 2033. Many of these roles require applicants to

Combined Data Science BS/Statistics MS degree

hold a master's degree in statistics, computer science, or a related field. As a result, the job outlook for M.S. graduates in statistics remains exceptionally favorable, driven by the increasing need for expertise in data analytics, machine learning, and statistical modeling across a wide range of industries.

**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 Data Science BS and Statistics 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 Data Science BS + Statistics MS program 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 senior meeting admission criteria. We propose to offer outstanding freshman the opportunity to apply for preliminary (conditional) admission into the combined Data Science BS + Statistics MS program based on their undergraduate admission qualifications. This can serve as a recruiting tool as well as increase participation in the program. Official admittance (application via the graduate division) would still require meeting the course and GPA criteria and satisfactory progress in the undergraduate major.

### *Preliminary Conditional Admission Criteria (First-Year Students)*

- High School GPA >3.6
- Satisfy Entry-Level Writing requirement prior to matriculation
- Eligible to enroll in or to receive credit for MATH 7A or MATH 9A upon arrival or in their first quarter

### *Official Admission Minimum Criteria (apply via the Graduate Division for the MS portion)*

- Enrolled in the UCR Data Science Program
- Overall GPA 3.0 or higher
- Data Science major GPA 3.3 or higher
- Completion of MATH 010B, STAT 160A or STAT 156A, STAT 160B, STAT 160C

**Eligibility of Transfer Students.** Transfer students enrolled in the UCR Data Science major will have the same opportunity to pursue the combined BS+MS program. Although transfer students are not eligible for preliminary admission based on high school criteria, they may apply for official admission to the MS component upon satisfying the requirements outlined in the Official Admission Minimum Criteria above.

**Combined Data Science BS + Statistics MS Degree Requirements.** The Data Science BS program course requirements remain as currently outlined in the general catalog.

The Statistics MS requires a total of 41 units, and the course and examination requirements are the same as currently outlined in the general catalog for the regular Statistics MS program. More specifically, to earn the Statistics 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. No more than 12 units earned prior to matriculation to graduate status can be applied towards the MS degree 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.

During the MS portion of the program, students must maintain a GPA (both overall and in the major) of at least 3.0 for all coursework. If the GPA falls below 3.0, they may be dropped from the program.

Additional requirements are successfully passing a written comprehensive examination.

**Sample Combined Data Science BS + Statistics MS Degree Program.** The following table outlines a sample program for students in the proposed combined Data Science BS + Statistics MS program. Graduate courses STAT 201ABC taken prior to matriculation to graduate status will double count towards the Data Science BS and the Statistics MS degree requirements.

**Sample Joint Data Science BS/Statistics MS Course Plan**

	<b>FALL</b>	<b>WINTER</b>	<b>SPRING</b>
<b>1<sup>ST</sup> YEAR</b>	CS 010A (4) MATH 009A (4) ENGL 001A (4) H/SS Breadth (4)  16 UNITS	CS 010B (4) MATH 009B (4) ENGL 001B (4) H/SS Breadth (4)  16 UNITS	CS 010C (4) MATH 009C (4) ENGL 001C or ENGR 180W (4) Physical Sci Breadth (5)  17 UNITS
<b>2<sup>ND</sup> YEAR</b>	CS 100 (5) STAT 010 (5) MATH 031 (5) Bio Sci Breadth (4)  19 UNITS	CS/MATH 011 (4) STAT 011 (5) MATH 010A (4) Additional Nat Sci Breadth (5)  18 UNITS	CS 105 (4) CS 111 (4) MATH 010B (4) Additional Nat Sci Breadth (5)  17 UNITS
<b>3<sup>RD</sup> YEAR</b>	CS 141 (4) STAT 107 (4) STAT 156A or STAT 160A (4) H/SS Breadth (4)  16 UNITS	CS 166 or CS 167 (4) CS 108/STAT 108 (4) STAT 160B (4) H/SS Breadth (4)  16 UNITS	STAT 167 or CS 171/EE 142 (4) STAT 160C (4) STAT 169 (4) H/SS Breadth (4)  16 UNITS
<b>4<sup>TH</sup> YEAR</b>	STAT 170 (4) Application Course Sequence (4) STAT 201A (4)  12 UNITS	Application Course Sequence (4) H/SS Breadth (4) STAT 201B (4)  12 UNITS	STAT 183 or CS 179 (E-Z) (4) STAT 201C (4)  8 UNITS
	STAT 202A (4)	STAT 202B (4)	STAT 202C (4)

<b>5<sup>TH</sup> YEAR (MS)</b>	STAT 207 (4) STAT 293 (4)	STAT 293 (4) Elective (4) STAT 288 (1)	STAT 208 (4) STAT 291 (4)
	12 UNITS	13 UNITS	12 UNITS

**Normative time from matriculation to degree.** Five years.

**Catalog entry**

**Combined Data Science B.S.+ Statistics M.S. Program**

We offer a combined five-year B.S. + M.S. program, designed to allow successful UCR Data Science B.S. graduates to complete the Master of Science degree in Statistics in one year, by allowing the double counting of up to 30 percent of the required graduate degree credits taken by a student while an undergraduate at that campus. (The graduate-level credits eligible for double counting are those that satisfy the technical elective requirements of the B.S. degree.) More information regarding this combined program can be found in the catalog section of Joint B.S.+1 Statistics M.S. Program.

**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 in Data Science or Statistics 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 Data Science or Statistics major, and have completed MATH 010B, STAT 160A or STAT 156A, STAT 160B, STAT 160C with GPA at least 3.3 in STAT 160A or STAT 156A, STAT 160B, STAT 160C. 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 Data Science or 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 Data Science or 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 207, 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 B.S.+1 Statistics 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 Data Science BS program, and to attract top UC Riverside Data Science BS students into the Statistics MS program.

In the Data Science BS program, the prospect of entering the program at year three and completing both the Data Science BS and Statistics 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 Data Science undergraduate major to entering students. 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.

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 Data Science BS and Statistics 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 Data Science BS portion of this program, students will be advised by either the CNAS Undergraduate Academic Advising Center or the BCOE Undergraduate Academic Advising Center as normal for pursuance of a BS in Data Science. 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 this 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 2026 and start for the Fall 2026 entry term.

## Proposal for a Combined

# Data Science BS / Statistics MS Five Year Degree Program

March 2026

Proposed by the Faculty of the Data Science Program  
University of California, Riverside  
Riverside, CA 92521

## 1 Introduction

The Data Science program proposes a new degree offering that allows students to earn a joint BS/MS through an integrated five-year plan of study. The B.S. in Data Science is an intercollegiate major jointly offered by the Department of Computer Science and Engineering (within the Bourns College of Engineering) and the Department of Statistics (within the College of Natural and Agricultural Sciences). Since Data Science integrates both Computer Science and Statistics, students may develop a stronger interest in Statistics and choose to pursue a Master's degree in that field. Therefore, we propose a combined Data Science BS + Statistics MS program. For students who may develop a stronger interest in Computer Science and decide to pursue a Master's degree in Computer Science, we will submit a separate proposal for a combined Data Science BS + Computational Data Science MS program.

The proposed program follows the framework established by the UCR Committee on Educational Policy and the UCR Graduate Council in 2007. It is designed to prepare students for careers requiring specialized knowledge in statistics, and to lay the foundation for pursuing doctoral degrees. This Joint BS/MS program is open to UCR undergraduates only.

Participation in the combined degree programs is initiated through an application for admission prior to the student's senior year. Neither the Graduate Division nor the Statistics Department provides full financial support for students enrolled in the program.

**Motivation:** As noted in the document, "Establishment of Combined Programs at UCR"<sup>1</sup> "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.

<sup>1</sup> [https://senate.ucr.edu/about/policies/establishment\\_of\\_combined\\_programs\\_at\\_ucr.html](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, combined programs allow double counting of up to 30 percent of the required graduate degree credits taken by a student while an undergraduate at that campus. In the Statistics MS program, all graduate students are required to complete a twelve-unit graduate core. Allowing these twelve units of graduate-level coursework to be double counted toward both the BS and MS degrees enhances the appeal of the combined program to a broad pool of highly motivated students and facilitates completion of the master's degree within an accelerated time frame (e.g., one year).

**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 Data Science BS degree. Therefore, 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, the Statistics 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 Highlander Statistics Society, 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 Data Science 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 portion will be administered jointly by the Department of Computer Science and Engineering (within the Bourns College of Engineering) and the Department of Statistics (within the College of Natural and Agricultural Sciences). The MS portion will be administered by the Department of Statistics.

**Timetable for development.** The new program will be open for application in August 2026 and start for the Fall 2026 entry term.

**Historical development of the field.** There is a strong and consistent demand for data scientists across private industry, government, institutional services, and research sectors. According to the Bureau of Labor Statistics, employment for data scientists is projected to grow by **36%** by 2033. Many of these roles require applicants to

Combined Data Science BS/Statistics MS degree

hold a master's degree in statistics, computer science, or a related field. As a result, the job outlook for M.S. graduates in statistics remains exceptionally favorable, driven by the increasing need for expertise in data analytics, machine learning, and statistical modeling across a wide range of industries.

**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 Data Science BS and Statistics 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 Data Science BS + Statistics MS program 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 senior meeting admission criteria. We propose to offer outstanding freshman the opportunity to apply for preliminary (conditional) admission into the combined Data Science BS + Statistics MS program based on their undergraduate admission qualifications. This can serve as a recruiting tool as well as increase participation in the program. Official admittance (application via the graduate division) would still require meeting the course and GPA criteria and satisfactory progress in the undergraduate major.

### *Preliminary Conditional Admission Criteria (First-Year Students)*

- High School GPA >3.6
- Satisfy Entry-Level Writing requirement prior to matriculation
- Eligible to enroll in or to receive credit for MATH 7A or MATH 9A upon arrival or in their first quarter

### *Official Admission Minimum Criteria (apply via the Graduate Division for the MS portion)*

- Enrolled in the UCR Data Science Program
- Overall GPA 3.0 or higher
- Data Science major GPA 3.3 or higher
- Completion of MATH 010B, STAT 160A or STAT 156A, STAT 160B, STAT 160C

**Eligibility of Transfer Students.** Transfer students enrolled in the UCR Data Science major will have the same opportunity to pursue the combined BS+MS program. Although transfer students are not eligible for preliminary admission based on high school criteria, they may apply for official admission to the MS component upon satisfying the requirements outlined in the Official Admission Minimum Criteria above.

**Combined Data Science BS + Statistics MS Degree Requirements.** The Data Science BS program course requirements remain as currently outlined in the general catalog.

The Statistics MS requires a total of 41 units, and the course and examination requirements are the same as currently outlined in the general catalog for the regular Statistics MS program. More specifically, to earn the Statistics 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. No more than 12 units earned prior to matriculation to graduate status can be applied towards the MS degree 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.

During the MS portion of the program, students must maintain a GPA (both overall and in the major) of at least 3.0 for all coursework. If the GPA falls below 3.0, they may be dropped from the program.

Additional requirements are successfully passing a written comprehensive examination.

**Sample Combined Data Science BS + Statistics MS Degree Program.** The following table outlines a sample program for students in the proposed combined Data Science BS + Statistics MS program. Graduate courses STAT 201ABC taken prior to matriculation to graduate status will double count towards the Data Science BS and the Statistics MS degree requirements.

**Sample Joint Data Science BS/Statistics MS Course Plan**

	<b>FALL</b>	<b>WINTER</b>	<b>SPRING</b>
<b>1<sup>ST</sup> YEAR</b>	CS 010A (4) MATH 009A (4) ENGL 001A (4) H/SS Breadth (4)  16 UNITS	CS 010B (4) MATH 009B (4) ENGL 001B (4) H/SS Breadth (4)  16 UNITS	CS 010C (4) MATH 009C (4) ENGL 001C or ENGR 180W (4) Physical Sci Breadth (5)  17 UNITS
<b>2<sup>ND</sup> YEAR</b>	CS 100 (5) STAT 010 (5) MATH 031 (5) Bio Sci Breadth (4)  19 UNITS	CS/MATH 011 (4) STAT 011 (5) MATH 010A (4) Additional Nat Sci Breadth (5)  18 UNITS	CS 105 (4) CS 111 (4) MATH 010B (4) Additional Nat Sci Breadth (5)  17 UNITS
<b>3<sup>RD</sup> YEAR</b>	CS 141 (4) STAT 107 (4) STAT 156A or STAT 160A (4) H/SS Breadth (4)  16 UNITS	CS 166 or CS 167 (4) CS 108/STAT 108 (4) STAT 160B (4) H/SS Breadth (4)  16 UNITS	STAT 167 or CS 171/EE 142 (4) STAT 160C (4) STAT 169 (4) H/SS Breadth (4)  16 UNITS
<b>4<sup>TH</sup> YEAR</b>	STAT 170 (4) Application Course Sequence (4) STAT 201A (4)  12 UNITS	Application Course Sequence (4) H/SS Breadth (4) STAT 201B (4)  12 UNITS	STAT 183 or CS 179 (E-Z) (4) STAT 201C (4)  8 UNITS
	STAT 202A (4)	STAT 202B (4)	STAT 202C (4)

<b>5<sup>TH</sup> YEAR (MS)</b>	STAT 207 (4) STAT 293 (4)	STAT 293 (4) Elective (4) STAT 288 (1)	STAT 208 (4) STAT 291 (4)
	12 UNITS	13 UNITS	12 UNITS

**Normative time from matriculation to degree.** Five years.

**Catalog entry**

**Combined Data Science B.S.+ Statistics M.S. Program**

We offer a combined five-year B.S. + M.S. program, designed to allow successful UCR Data Science B.S. graduates to complete the Master of Science degree in Statistics in one year, by allowing up to 12 credits of coursework taken as a UCR undergraduate to be counted towards the requirements of the M.S. (The courses that can be double counted are those that are used as technical electives in the B.S. requirements.) More information regarding this combined program can be found in the catalog section of Joint B.S.+1 Statistics M.S. Program.

**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 in Data Science or Statistics 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 Data Science or Statistics major, and have completed MATH 010B, STAT 160A or STAT 156A, STAT 160B, STAT 160C with GPA at least 3.3 in STAT 160A or STAT 156A, STAT 160B, STAT 160C. 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 Data Science or 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 Data Science or 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 207, 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 B.S.+1 Statistics 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 Data Science BS program, and to attract top UC Riverside Data Science BS students into the Statistics MS program.

In the Data Science BS program, the prospect of entering the program at year three and completing both the Data Science BS and Statistics 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 Data Science undergraduate major to entering students. 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.

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 Data Science BS and Statistics 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 Data Science BS portion of this program, students will be advised by either the CNAS Undergraduate Academic Advising Center or the BCOE Undergraduate Academic Advising Center as normal for pursuance of a BS in Data Science. 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 this 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 2026 and start for the Fall 2026 entry term.

Proposed Catalog Changes to the Undergraduate Major in Data Science

<b><u>PRESENT:</u></b>	<b><u>PROPOSED:</u></b>
<p><b>Subject abbreviation: DTSE</b>  <b>The Marlan and Rosemary Bourns</b>  <b>College of Engineering</b></p> <p><b>Subject abbreviation: DTSC</b>  <b>The College of Natural</b>  <b>and Agricultural Sciences</b></p> <p><b>Major</b>            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.</p> <p>The B.S. in Data Science major is an intercollege major offered by the Marlan and Rosemary 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 Marlan and Rosemary 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.</p> <p>All undergraduates in the Marlan and Rosemary Bourns College of Engineering must see an advisor at least annually. Visit <a href="http://student.engr.ucr.edu">student.engr.ucr.edu</a> for details.</p>	<p>[no change]</p> <p><b>Major</b>            [no change]</p>

<p><b>University Requirements</b> See Undergraduate Students section.</p> <p><b>College Requirements</b> College breadth requirements vary depending on which college is chosen to award the degree. For details on breath requirements, see the Colleges and Programs section of this catalog. Students are encouraged to consult their advisor regarding requirements.</p> <p><b>Transfer Admissions Requirements of Data Science Major</b></p> <p>Minimum 2.80 cumulative GPA Minimum 2.70 GPA in the calculus series Minimum 2.5 in one of the following series:</p> <ol style="list-style-type: none"> <li>1. Three courses either from the set CS 010A, 010B, 010C, CS/MATH 011, or from the set CS 009A, 009B, 010C, CS/MATH 011</li> <li>2. MATH 010A, MATH 031, STAT 008</li> </ol> <p>Minimum Preparation for Data Science:</p> <ol style="list-style-type: none"> <li>1. (CS 010A and CS 010B) or (CS 009A and CS 009B)</li> <li>2. MATH 009A or MATH 09HA, MATH 009B or MATH 09HB, MATH 009C or MATH 09HC</li> </ol> <p>Must complete three of the following:</p> <ol style="list-style-type: none"> <li>1. CS010C</li> <li>2. CS/MATH 011</li> <li>3. MATH 031</li> <li>4. MATH 010A</li> <li>5. STAT 008 or STAT 010</li> </ol> <p><b>Change of Major Criteria for the BCOE track</b> All students who request a change of major to Data Science in BCOE must meet the following requirements:</p> <ul style="list-style-type: none"> <li>• Be in good academic standing</li> </ul>	<p><b>University Requirements</b> [no change]</p> <p><b>College Requirements</b> [no change]</p> <p><b>Transfer Admissions Requirements of Data Science Major</b> [no change]</p> <p><b>Change of Major Criteria for the BCOE track</b> [no change]</p>
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- 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 and CS 010B) or (CS 009A and CS 009B)
- MATH 007A or MATH 009A or MATH 09HA (MATH 009A is strongly recommended)

**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:

<ul style="list-style-type: none"> <li>• (CS 010A and CS 010B) or (CS 009A and CS 009B)</li> <li>• MATH 007A or MATH 009A or MATH 09HA (MATH 009A is strongly recommended)</li> <li>• MATH 007B or MATH 009B or MATH 09HB (MATH 009B is strongly recommended)</li> <li>• MATH 009C or MATH 09HC</li> </ul> <p>An introductory statistics course (STAT 010 or equivalent) is recommended.</p> <p><b>Completed 90 to less than 120 units</b>  Completion of ENGL 001A and ENGL 001B with C or better, and completion of the following with at least 2.70 GPA:</p> <ul style="list-style-type: none"> <li>• (CS 010A and CS 010B) or (CS 009A and CS 009B and CS 009C)</li> <li>• CS 010C</li> <li>• MATH 011/CS 011</li> <li>• MATH 007A or MATH 009A or MATH 09HA (MATH 009A is strongly recommended)</li> <li>• MATH 007B or MATH 009B or MATH09HB (MATH 009B is strongly recommended)</li> <li>• MATH 009C or MATH 09HC</li> <li>• One of MATH 031 or MATH 010A</li> </ul> <p>An introductory statistics course (STAT 010 or equivalent) is recommended.</p> <p><b>Change of Major Criteria for the CNAS track</b>  All students who request a change of major to Data Science in CNAS must meet the following requirements:</p> <ul style="list-style-type: none"> <li>• Be in good academic standing</li> </ul>	<p><b>Change of Major Criteria for the CNAS track</b>  [no change]</p>
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- 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 and CS 010B) or (CS 009A and CS 009B)
- MATH 007A or MATH 009A or MATH 09HA (MATH 009A is strongly recommended)

**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 and CS 010B) or (CS 009A and CS 009B)
- MATH 007A or MATH 009A or MATH 09HA (MATH 009A is strongly recommended)

- MATH 007B or MATH 009B or MATH 09HB (MATH 009B is strongly recommended)
- 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 and CS 010B) or (CS 009A and CS 009B and CS 009C)
- CS 010C
- MATH 011/CS 011
- MATH 007A or MATH 009A or MATH 09HA (MATH 009A is strongly recommended)
- MATH 007B or MATH 009B or MATH 09HB (MATH 009B is strongly recommended)
- 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 (47-52 units):
  - a) (CS 010A, CS 010B, CS 010C) or (CS 009A, CS 009B, CS 009C\*, CS 010C)
  - b) One math sequence from the following:

<p>i. MATH 007A or MATH 009A or MATH 009HA, MATH 007B or MATH 009B or MATH 09HB, MATH 009C or MATH 09HC</p> <p>ii. MATH 005A, MATH 005B, MATH 005C</p> <p>c) MATH 010A, MATH 031</p> <p>d) MATH 011/CS 011</p> <p>e) STAT 010, STAT 011</p> <p>2. Upper-division requirements (60 units):</p> <p>a) CS 105, CS 141</p> <p>b) STAT 107, STAT 156A, STAT 156B, STAT 169, STAT 170</p> <p>c) CS/STAT 108</p> <p>d) CS 166 or CS 167</p> <p>e) STAT 167 or CS 171/EE 142</p> <p>f) STAT 183 or CS 179 (E-Z)</p> <p>g) Four courses (at least 16 units) from the following list, none of which can also be used to satisfy other major requirements: CS 131, CS 144, CS 166, CS 167, CS 170, CS 172, CS 173, CS 180, CS 181, MATH 120, MATH 135A, BUS/STAT 104, BUS/STAT 127, STAT 130, STAT 140, STAT 146, STAT 157, STAT 171.</p> <p>3. Major Breadth requirement (8 units): One two-course sequence, chosen from the course sequences listed below:</p> <p>i. BIOL 005B, BIOL 005C</p>	<p><b>Major Requirements</b></p> <p>1. [no change]</p> <p>2. Upper-division requirements (60 units):</p> <p>a) CS 105, CS 141</p> <p>b) STAT 107, STAT 156A <u>or</u> <u>STAT 160A</u>, STAT 156B <u>or</u> <u>STAT 160B</u>, STAT 169, STAT 170</p> <p>c) CS/STAT 108</p> <p>d) CS 166 or CS 167</p> <p>e) STAT 167 or CS 171/EE 142</p> <p>f) STAT 183 or CS 179 (E-Z)</p> <p>g) Four courses (at least 16 units) from the following list, none of which can also be used to satisfy other major requirements: CS 131, CS 144, CS 166, CS 167, CS 170, CS 172, CS 173, CS 180, CS 181, MATH 120, MATH 135A, BUS/STAT 104, BUS/STAT 127, STAT 130, STAT 140, STAT 146, STAT 157, <u>STAT 160C</u>, STAT 171.</p> <p>3. [no change]</p>
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- ii. BIOL 005B, BIOL 102
- iii. BUS 103 and BUS 115
- iv. BUS 103 and BUS 119
- v. BUS 105 and BUS 129
- vi. ECON 108 and ECON 136
- vii. EE/ME 144 and one of: EE106 or EE 146 or EE148
- viii. GEO 111 and GEO 161
- ix. GEO 115 and GEO 147

**Note**

CS 100 and CS 111 are strongly recommended.

**Combined Data Science B.S.+ Statistics M.S. Program**

We offer a combined five-year B.S. + M.S. program, designed to allow successful UCR Data Science B.S. graduates to complete the Master of Science degree in Statistics in one year, by allowing the double counting of up to 30 percent of the required graduate degree credits taken by a student while an undergraduate at that campus. (The graduate-level credits eligible for double counting are those that satisfy the technical elective requirements of the B.S. degree.) More information regarding this combined program can be found in the catalog section of Joint B.S.+1 Statistics M.S. Program.

Proposed Catalog Changes to the Joint B.S. +1 Statistics M.S. Program

<b>PRESENT:</b>	<b>PROPOSED:</b>
<p><b>Joint B.S.+1 Statistics M.S. Program</b></p> <p>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.</p> <p>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 <del>STAT 160ABC</del> with GPA at least 3.3 in <del>STAT 160ABC</del> sequence. 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.</p> <p>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</p>	<p><b>Joint B.S.+1 Statistics M.S. Program</b></p> <p>The College of Natural and Agricultural Science offers a combined B.S.+1 Statistics M.S. program, designed to allow successful B.S. graduates <u>in Data Science or Statistics</u> 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.</p> <p>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 <u>Data Science or Statistics</u> major, and have completed <u>MATH 010B, STAT 160A or STAT 156A, STAT 160B, STAT 160C</u> with GPA at least 3.3 in <u>STAT 160A or STAT 156A, STAT 160B, STAT 160C</u>. 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.</p> <p>Incoming freshman students who apply to the <u>Data Science or Statistics</u> 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</p>

<p>to receive credit for MATH 7A or MATH 9A upon arrival or in their first quarter.</p> <p>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.</p> <p>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 207, 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.</p> <p><b>Comprehensive Examination</b> 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.</p> <p><b>Advancement to Candidacy</b> Advancement for the master's candidacy occurs at the beginning of the quarter the student plans to graduate.</p> <p><b>Professional Development</b> 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</p>	<p>or to receive credit for MATH 7A or MATH 9A upon arrival or in their first quarter.</p> <p>Preliminary conditional admission status is maintained as long as the student is a <u>Data Science</u> or 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.</p> <p>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 207, 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.</p> <p><b>Comprehensive Examination</b> [no change]</p> <p><b>Advancement to Candidacy</b> [no change]</p> <p><b>Professional Development</b> [no change]</p>
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<p>data analysis; (c) the ability to communicate with researchers in statistical community and other disciplines by using graphical methods to display and interpret information.</p> <p><b>Normative time</b> The normative time to B.S. is four years, and the normative time of the MS portion is one year (five years total).</p>	<p><b>Normative time</b> [no change]</p>
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**Justification:**

The Data Science program proposes a new degree offering that allows students to earn a joint BS/MS through an integrated five-year plan of study. The B.S. in Data Science is an intercollegiate major jointly offered by the Department of Computer Science and Engineering (within the Bourns College of Engineering) and the Department of Statistics (within the College of Natural and Agricultural Sciences). Since Data Science integrates both Computer Science and Statistics, students may develop a stronger interest in Statistics and choose to pursue a Master’s degree in that field. Therefore, we propose a combined Data Science BS + Statistics MS program. For students who may develop a stronger interest in Computer Science and decide to pursue a Master’s degree in Computer Science, we will submit a separate proposal for a combined Data Science BS + Computational Data Science MS program.

In the proposed joint BS/MS program, students would take the MS-level core courses STAT 201ABC during their fourth year, allowing them to complete an MS in Statistics within one year after earning their BS in Data Science. To better prepare for STAT 201ABC, students in this program would take STAT 156A or STAT 160A, along with STAT 160B and STAT 160C. Therefore, we have added STAT 160A and STAT 160B as alternatives to STAT 156A and STAT 156B and included STAT 160C as an elective in the major requirements.



*Academic Senate*

**EXECUTIVE COUNCIL**

*Kenneth Barish, Chair*

April 27, 2026

To: Riverside Division

From: Ken Barish, Chair, Executive Council

A handwritten signature in blue ink that reads "Kenneth Barish".

**Re: Proposed Degree Program: Combined Data Science B.S. + Statistics M.S. Program**

Executive Council, with no additional comments, endorsed the Proposed Data Science B.S. + Statistics M.S. Five Year Degree Program for inclusion on the Spring 2026 Division meeting agenda.



*Academic Senate*

**COMMITTEE ON EDUCATIONAL POLICY**

April 13, 2026

To: Ken Barish, Chair  
Riverside Division

From: Annie Ditta, Chair  
Committee on Educational Policy

**Re: Revised Proposal for B.S. in Data Science + M.S. in Statistics Five Year Degree Program**

The Committee on Educational Policy (CEP) reviewed and voted to support the revised proposal for a B.S. in Data Science + M.S. in Statistics Five Year Degree Program at their April 3, 2026 meeting.



*Academic Senate*

**GRADUATE COUNCIL**

April 16, 2026

To: Ken Barish, Chair  
Riverside Division

From: Viji Santhakumar, Chair  
Graduate Council

**RE: [Campus Review] (Proposal) 2nd Round - Combined Data Science B.S. + Statistics  
M.S. Program**

Graduate Council reviewed the second-round proposal for a Combined Data Science B.S. + Statistics M.S. Program at their April 16, 2026 meeting. The Council voted in favor of approving the proposal as it is currently written.



*Academic Senate*  
Professor Kenneth Barish  
Division Chair

February 27, 2026

Professor Jun Li, Lead Proponent  
Department of Statistics

**Re: Combined Data Science B.S. + Statistics M.S. Program - letter and feedback to go to proponents**

Dear Professor Li,

The Academic Senate Executive Council discussed the subject proposal during our February 23, 2026 meeting along with comments from the Committees on Courses, Educational Policy, Planning & Budget, as well the Graduate Council and the CNAS and BCOE Faculty Executive Committees; and I write to provide you with the feedback. While the Senate review yielded positive support from most committees, the Graduate Council transmitted important critiques. All comment memos are included for your information and attention.

Should you opt to revise and resubmit the proposal, please send it to my attention (with a courtesy copy to Senate Director Cherysa Cortez at [cherysac@ucr.edu](mailto:cherysac@ucr.edu)) as soon as practicable to give the proposal the best chance for inclusion on a Division meeting agenda. Please indicate [New Business] in the subject line.

Best regards,

Regards,

A handwritten signature in blue ink that reads "Kenneth Barish".

Ken Barish, Chair  
Academic Senate

Cc: CNAS Faculty Executive Committee Chair Tom  
Senate Director Cortez  
CNAS Faculty Executive Committee Liaison Grawe

Enclosures



**GRADUATE COUNCIL**

January 16, 2026

To: Kenneth Barish, Chair  
Riverside Division

From: Viji Santhakumar, Chair  
Graduate Council

**RE: [Campus Review] (Proposal) Combined Data Science B.S. + Statistics M.S. Program**

The Graduate Council reviewed and discussed the proposed Combined Data Science B.S. + Statistics M.S. Program at their January 15, 2026 meeting. The Council feels that transfer students should be given the same accessibility to this program and wondered if that would be the case. If so, the Council suggests this be stated in the proposal.

Starting on page 10 of the proposal, the catalog entry appears to be for a change to the existing undergraduate major in Data Science. Also starting on page 18, the catalog entry appears to be for a change to the existing Joint B.S. + 1 Statistics M.S. Program. These two program changes should be submitted separate from the proposal for a Combined Data Science B.S. + Statistics M.S. Program.

Lastly, the wording throughout the proposal regarding double counting needs to be updated to reflect the approved systemwide language that states double counting is allowed up to 30 percent of the required graduate degree credits taken by a student while an undergraduate at that campus. Please also provide some justification for the double-counting in the proposal. The systemwide language includes potential examples, such as "[making] such programs attractive to a large pool of motivated students and facilitate completion of the Masters within an accelerated time frame (e.g., 1 year)."

January 23, 2026

**TO:** Ken Barish, Chair  
Riverside Division of the Academic Senate

**FROM:** Evangelos (Vagelis) Christidis, Chair  
BCOE Executive Committee

**RE:** Combined Data Science BS and Statistics MS

The BCOE Executive Committee met on January 23rd, 2026. Regarding Combined Data Science BS and Statistics MS, the committee voted unanimously to approve these changes.



*Academic Senate*

**COMMITTEE ON EDUCATIONAL POLICY**

January 9, 2026

To: Ken Barish, Chair  
Riverside Division

From: Annie Ditta, Chair  
Committee on Educational Policy

**Re: Proposed B.S. in Data Science + M.S. in Statistics Five Year Degree Program**

The Committee on Educational Policy (CEP) reviewed and voted to support the proposal for a B.S. in Data Science + M.S. in Statistics Five Year Degree Program at their January 9, 2026 meeting.

February 3, 2026

TO: Kenneth N. Barish, Chair, Academic Senate, UCR Division

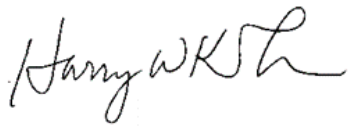
FROM: Harry Tom, Chair, Faculty Executive Committee, College of Natural and Agricultural Sciences

SUBJECT: [Campus Review] Proposal: Combined Data Science B.S. + Statistics M.S. Program

Prof. Barish,

The CNAS Faculty Executive Committee has reviewed the proposal for a combined Data Science B.S. + Statistics M.S. degree program at the January 20th meeting and has no objections to the proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Harry Tom". The signature is written in a cursive, flowing style.

Harry Tom, Ph.D  
Chair, Faculty Executive Committee, College of Natural and Agricultural Sciences



*Academic Senate*

**COMMITTEE ON COURSES**

January 16, 2026

To: Ken Barish, Chair  
Riverside Division

From: Emma Stapely, Chair  
Committee on Courses

**Re: Proposed B.S. in Data Science + M.S. in Statistics Combined Degree Program**

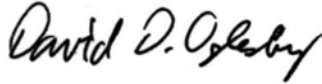
The Committee on Courses reviewed and were supportive of the proposal for a B.S. in Data Science + M.S. in Statistics Combined Degree Program at their January 15, 2026 meeting.

**PLANNING AND BUDGET**

February 6, 2026

To: Kenneth Barish, Chair  
Riverside Division

From: David Oglesby, Chair  
Committee on Planning and Budget

A handwritten signature in black ink that reads "David D. Oglesby".

**Re: [Campus Review] Proposal: *Combined Data Science B.S. + Statistics M.S. Program***

The Committee on Planning and Budget (CPB) reviewed the proposal for a combined Data Science B.S. + Statistics M.S. Program. CPB generally supports the proposal, yet notes the following:

- While Statistics and Computer Science are the primary hosts, the program's growth might impact specific courses in other departments. Chairs of departments that may be impacted should be alerted to monitor potential enrollment shifts.

## Proposal for a Combined

# Data Science BS / Statistics MS Five Year Degree Program

December 2025

Proposed by the Faculty of the Data Science Program  
University of California, Riverside  
Riverside, CA 92521

## 1 Introduction

The Data Science program proposes a new degree offering that allows students to earn a joint BS/MS through an integrated five-year plan of study. The B.S. in Data Science is an intercollegiate major jointly offered by the Department of Computer Science and Engineering (within the Bourns College of Engineering) and the Department of Statistics (within the College of Natural and Agricultural Sciences). Since Data Science integrates both Computer Science and Statistics, students may develop a stronger interest in Statistics and choose to pursue a Master's degree in that field. Therefore, we propose a combined Data Science BS + Statistics MS program. For students who may develop a stronger interest in Computer Science and decide to pursue a Master's degree in Computer Science, we will submit a separate proposal for a combined Data Science BS + Computational Data Science MS program.

The proposed program follows the framework established by the UCR Committee on Educational Policy and the UCR Graduate Council in 2007. It is designed to prepare students for careers requiring specialized knowledge in statistics, and to lay the foundation for pursuing doctoral degrees. This Joint BS/MS program is open to UCR undergraduates only.

Participation in the combined degree programs is initiated through an application for admission prior to the student's senior year. Neither the Graduate Division nor the Statistics Department provides full financial support for students enrolled in the program.

**Motivation:** As noted in the document, "Establishment of Combined Programs at UCR"<sup>1</sup> "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.

<sup>1</sup> [https://senate.ucr.edu/about/policies/establishment\\_of\\_combined\\_programs\\_at\\_ucr.html](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 the Statistics MS program, all graduate students are required to complete a twelve-unit graduate core instead of taking preparatory undergraduate courses. Students in the combined program will receive the necessary background through 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 Data Science BS degree. Therefore, 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, the Statistics 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 Highlander Statistics Society, 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 Data Science 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 portion will be administered jointly by the Department of Computer Science and Engineering (within the Bourns College of Engineering) and the Department of Statistics (within the College of Natural and Agricultural Sciences). The MS portion will be administered by the Department of Statistics.

**Timetable for development.** The new program will be open for application in August 2026 and start for the Fall 2026 entry term.

**Historical development of the field.** There is a strong and consistent demand for data scientists across private industry, government, institutional services, and research sectors. According to the Bureau of Labor Statistics,

Combined Data Science BS/Statistics MS degree

employment for data scientists is projected to grow by **36%** by 2033. Many of these roles require applicants to hold a master's degree in statistics, computer science, or a related field. As a result, the job outlook for M.S. graduates in statistics remains exceptionally favorable, driven by the increasing need for expertise in data analytics, machine learning, and statistical modeling across a wide range of industries.

**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 Data Science BS and Statistics 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 Data Science BS + Statistics MS program 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 senior meeting admission criteria. We propose to offer outstanding freshman the opportunity to apply for preliminary (conditional) admission into the combined Data Science BS + Statistics MS program based on their undergraduate admission qualifications. This can serve as a recruiting tool as well as increase participation in the program. Official admittance (application via the graduate division) would still require meeting the course and GPA criteria and satisfactory progress in the undergraduate major.

### *Preliminary Conditional Admission Criteria*

- High School GPA >3.6
- Satisfy Entry-Level Writing requirement prior to matriculation
- Eligible to enroll in or to receive credit for MATH 7A or MATH 9A upon arrival or in their first quarter

### *Official Admission Minimum Criteria* (apply via the Graduate Division for the MS portion)

- Enrolled in the UCR Data Science Program
- Overall GPA 3.0 or higher
- Data Science major GPA 3.3 or higher
- Completion of MATH 010B, STAT 160A or STAT 156A, STAT 160B, STAT 160C

**Combined Data Science BS + Statistics MS Degree Requirements.** The Data Science BS program course requirements remain as currently outlined in the general catalog.

The Statistics MS requires a total of 41 units, and the course and examination requirements are the same as currently outlined in the general catalog for the regular Statistics MS program. More specifically, to earn the Statistics 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. No more than 12 units earned prior to matriculation to graduate status can be applied towards the MS degree 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.

During the MS portion of the program, students must maintain a GPA (both overall and in the major) of at least 3.0 for all coursework. If the GPA falls below 3.0, they may be dropped from the program.

Additional requirements are successfully passing a written comprehensive examination.

**Sample Combined Data Science BS + Statistics MS Degree Program.** The following table outlines a sample program for students in the proposed combined Data Science BS + Statistics MS program. Graduate courses STAT 201ABC taken prior to matriculation to graduate status will double count towards the Data Science BS and the Statistics MS degree requirements.

**Sample Joint Data Science BS/Statistics MS Course Plan**

	<b>FALL</b>	<b>WINTER</b>	<b>SPRING</b>
<b>1<sup>ST</sup> YEAR</b>	CS 010A (4) MATH 009A (4) ENGL 001A (4) H/SS Breadth (4)  16 UNITS	CS 010B (4) MATH 009B (4) ENGL 001B (4) H/SS Breadth (4)  16 UNITS	CS 010C (4) MATH 009C (4) ENGL 001C or ENGR 180W (4) Physical Sci Breadth (5)  17 UNITS
<b>2<sup>ND</sup> YEAR</b>	CS 100 (5) STAT 010 (5) MATH 031 (5) Bio Sci Breadth (4)  19 UNITS	CS/MATH 011 (4) STAT 011 (5) MATH 010A (4) Additional Nat Sci Breadth (5)  18 UNITS	CS 105 (4) CS 111 (4) MATH 010B (4) Additional Nat Sci Breadth (5)  17 UNITS
<b>3<sup>RD</sup> YEAR</b>	CS 141 (4) STAT 107 (4) STAT 156A or STAT 160A (4) H/SS Breadth (4)  16 UNITS	CS 166 or CS 167 (4) CS 108/STAT 108 (4) STAT 160B (4) H/SS Breadth (4)  16 UNITS	STAT 167 or CS 171/EE 142 (4) STAT 160C (4) STAT 169 (4) H/SS Breadth (4)  16 UNITS
<b>4<sup>TH</sup> YEAR</b>	STAT 170 (4) Application Course Sequence (4) STAT 201A (4)  12 UNITS	Application Course Sequence (4) H/SS Breadth (4) STAT 201B (4)  12 UNITS	STAT 183 or CS 179 (E-Z) (4) STAT 201C (4)  8 UNITS
<b>5<sup>TH</sup> YEAR (MS)</b>	STAT 202A (4) STAT 207 (4) STAT 293 (4)  12 UNITS	STAT 202B (4) STAT 293 (4) Elective (4) STAT 288 (1)  13 UNITS	STAT 202C (4) STAT 208 (4) STAT 291 (4)  12 UNITS

**Normative time from matriculation to degree.** Five years.

## **Catalog entry**

### **Combined Data Science B.S.+ Statistics M.S. Program**

We offer a combined five-year B.S. + M.S. program, designed to allow successful UCR Data Science B.S. graduates to complete the Master of Science degree in Statistics in one year, by allowing up to 12 credits of coursework taken as a UCR undergraduate to be counted towards the requirements of the M.S. (The courses that can be double counted are those that are used as technical electives in the B.S. requirements.) More information regarding this combined program can be found in the catalog section of Joint B.S.+1 Statistics M.S. Program.

### **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 in Data Science or Statistics 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 Data Science or Statistics major, and have completed MATH 010B, STAT 160A or STAT 156A, STAT 160B, STAT 160C with GPA at least 3.3 in STAT 160A or STAT 156A, STAT 160B, STAT 160C. 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 Data Science or 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 Data Science or 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 207, 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 B.S.+1 Statistics 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 Data Science BS program, and to attract top UC Riverside Data Science BS students into the Statistics MS program.

In the Data Science BS program, the prospect of entering the program at year three and completing both the Data Science BS and Statistics 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 Data Science undergraduate major to entering students. 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.

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 Data Science BS and Statistics 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 Data Science BS portion of this program, students will be advised by either the CNAS Undergraduate Academic Advising Center or the BCOE Undergraduate Academic Advising Center as normal for pursuance of a BS in Data Science. 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 this 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 2026 and start for the Fall 2026 entry term.

Proposed Catalog Changes to the Undergraduate Major in Data Science

<b><u>PRESENT:</u></b>	<b><u>PROPOSED:</u></b>
<p><b>Subject abbreviation: DTSE</b>  <b>The Marlan and Rosemary Bourns</b>  <b>College of Engineering</b></p> <p><b>Subject abbreviation: DTSC</b>  <b>The College of Natural</b>  <b>and Agricultural Sciences</b></p> <p><b>Major</b>            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.</p> <p>The B.S. in Data Science major is an intercollege major offered by the Marlan and Rosemary 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 Marlan and Rosemary 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.</p> <p>All undergraduates in the Marlan and Rosemary Bourns College of Engineering must see an advisor at least annually. Visit <a href="http://student.engr.ucr.edu">student.engr.ucr.edu</a> for details.</p>	<p>[no change]</p> <p><b>Major</b>            [no change]</p>

<p><b>University Requirements</b> See Undergraduate Students section.</p> <p><b>College Requirements</b> College breadth requirements vary depending on which college is chosen to award the degree. For details on breath requirements, see the Colleges and Programs section of this catalog. Students are encouraged to consult their advisor regarding requirements.</p> <p><b>Transfer Admissions Requirements of Data Science Major</b></p> <p>Minimum 2.80 cumulative GPA Minimum 2.70 GPA in the calculus series Minimum 2.5 in one of the following series:</p> <ol style="list-style-type: none"> <li>1. Three courses either from the set CS 010A, 010B, 010C, CS/MATH 011, or from the set CS 009A, 009B, 010C, CS/MATH 011</li> <li>2. MATH 010A, MATH 031, STAT 008</li> </ol> <p>Minimum Preparation for Data Science:</p> <ol style="list-style-type: none"> <li>1. (CS 010A and CS 010B) or (CS 009A and CS 009B)</li> <li>2. MATH 009A or MATH 09HA, MATH 009B or MATH 09HB, MATH 009C or MATH 09HC</li> </ol> <p>Must complete three of the following:</p> <ol style="list-style-type: none"> <li>1. CS010C</li> <li>2. CS/MATH 011</li> <li>3. MATH 031</li> <li>4. MATH 010A</li> <li>5. STAT 008 or STAT 010</li> </ol> <p><b>Change of Major Criteria for the BCOE track</b> All students who request a change of major to Data Science in BCOE must meet the following requirements:</p> <ul style="list-style-type: none"> <li>• Be in good academic standing</li> </ul>	<p><b>University Requirements</b> [no change]</p> <p><b>College Requirements</b> [no change]</p> <p><b>Transfer Admissions Requirements of Data Science Major</b> [no change]</p> <p><b>Change of Major Criteria for the BCOE track</b> [no change]</p>
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- 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 and CS 010B) or (CS 009A and CS 009B)
- MATH 007A or MATH 009A or MATH 09HA (MATH 009A is strongly recommended)

**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:

<ul style="list-style-type: none"> <li>• (CS 010A and CS 010B) or (CS 009A and CS 009B)</li> <li>• MATH 007A or MATH 009A or MATH 09HA (MATH 009A is strongly recommended)</li> <li>• MATH 007B or MATH 009B or MATH 09HB (MATH 009B is strongly recommended)</li> <li>• MATH 009C or MATH 09HC</li> </ul> <p>An introductory statistics course (STAT 010 or equivalent) is recommended.</p> <p><b>Completed 90 to less than 120 units</b>  Completion of ENGL 001A and ENGL 001B with C or better, and completion of the following with at least 2.70 GPA:</p> <ul style="list-style-type: none"> <li>• (CS 010A and CS 010B) or (CS 009A and CS 009B and CS 009C)</li> <li>• CS 010C</li> <li>• MATH 011/CS 011</li> <li>• MATH 007A or MATH 009A or MATH 09HA (MATH 009A is strongly recommended)</li> <li>• MATH 007B or MATH 009B or MATH09HB (MATH 009B is strongly recommended)</li> <li>• MATH 009C or MATH 09HC</li> <li>• One of MATH 031 or MATH 010A</li> </ul> <p>An introductory statistics course (STAT 010 or equivalent) is recommended.</p> <p><b>Change of Major Criteria for the CNAS track</b>  All students who request a change of major to Data Science in CNAS must meet the following requirements:</p> <ul style="list-style-type: none"> <li>• Be in good academic standing</li> </ul>	<p><b>Change of Major Criteria for the CNAS track</b>  [no change]</p>
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- 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 and CS 010B) or (CS 009A and CS 009B)
- MATH 007A or MATH 009A or MATH 09HA (MATH 009A is strongly recommended)

**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 and CS 010B) or (CS 009A and CS 009B)
- MATH 007A or MATH 009A or MATH 09HA (MATH 009A is strongly recommended)

- MATH 007B or MATH 009B or MATH 09HB (MATH 009B is strongly recommended)
- 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 and CS 010B) or (CS 009A and CS 009B and CS 009C)
- CS 010C
- MATH 011/CS 011
- MATH 007A or MATH 009A or MATH 09HA (MATH 009A is strongly recommended)
- MATH 007B or MATH 009B or MATH 09HB (MATH 009B is strongly recommended)
- 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 (47-52 units):
  - a) (CS 010A, CS 010B, CS 010C) or (CS 009A, CS 009B, CS 009C\*, CS 010C)
  - b) One math sequence from the following:

<p>i. MATH 007A or MATH 009A or MATH 009HA, MATH 007B or MATH 009B or MATH 09HB, MATH 009C or MATH 09HC</p> <p>ii. MATH 005A, MATH 005B, MATH 005C</p> <p>c) MATH 010A, MATH 031</p> <p>d) MATH 011/CS 011</p> <p>e) STAT 010, STAT 011</p> <p>2. <del>Upper division requirements (60 units):</del></p> <p>a) <del>CS 105, CS 141</del></p> <p>b) <del>STAT 107, STAT 156A, STAT 156B, STAT 169, STAT 170</del></p> <p>e) <del>CS/STAT 108</del></p> <p>d) <del>CS 166 or CS 167</del></p> <p>e) <del>STAT 167 or CS 171/EE 142</del></p> <p>f) <del>STAT 183 or CS 179 (E-Z)</del></p> <p>g) <del>Four courses (at least 16 units) from the following list, none of which can also be used to satisfy other major requirements: CS 131, CS 144, CS 166, CS 167, CS 170, CS 172, CS 173, CS 180, CS 181, MATH 120, MATH 135A, BUS/STAT 104, BUS/STAT 127, STAT 130, STAT 140, STAT 146, STAT 157, STAT 171.</del></p> <p>3. Major Breadth requirement (8 units): One two-course sequence, chosen from the course sequences listed below:</p> <p>i. BIOL 005B, BIOL 005C</p>	<p><b>Major Requirements</b></p> <p>1. [no change]</p> <p>2. Upper-division requirements (60 units):</p> <p>a) CS 105, CS 141</p> <p>b) STAT 107, <u>STAT 156A</u> or <u>STAT 160A</u>, <u>STAT 156B</u> or <u>STAT 160B</u>, STAT 169, STAT 170</p> <p>c) CS/STAT 108</p> <p>d) CS 166 or CS 167</p> <p>e) STAT 167 or CS 171/EE 142</p> <p>f) STAT 183 or CS 179 (E-Z)</p> <p>g) Four courses (at least 16 units) from the following list, none of which can also be used to satisfy other major requirements: CS 131, CS 144, CS 166, CS 167, CS 170, CS 172, CS 173, CS 180, CS 181, MATH 120, MATH 135A, BUS/STAT 104, BUS/STAT 127, STAT 130, STAT 140, STAT 146, STAT 157, <u>STAT 160C</u>, STAT 171.</p> <p>3. [no change]</p>
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- ii. BIOL 005B, BIOL 102
- iii. BUS 103 and BUS 115
- iv. BUS 103 and BUS 119
- v. BUS 105 and BUS 129
- vi. ECON 108 and ECON 136
- vii. EE/ME 144 and one of: EE106 or EE 146 or EE148
- viii. GEO 111 and GEO 161
- ix. GEO 115 and GEO 147

**Note**

CS 100 and CS 111 are strongly recommended.

**Combined Data Science B.S.+ Statistics M.S. Program**

We offer a combined five-year B.S. + M.S. program, designed to allow successful UCR Data Science B.S. graduates to complete the Master of Science degree in Statistics in one year, by allowing up to 12 credits of coursework taken as a UCR undergraduate to be counted towards the requirements of the M.S. (The courses that can be double counted are those that are used as technical electives in the B.S. requirements.) More information regarding this combined program can be found in the catalog section of Joint B.S.+1 Statistics M.S. Program.

Proposed Catalog Changes to the Joint B.S. +1 Statistics M.S. Program

<b>PRESENT:</b>	<b>PROPOSED:</b>
<p><b>Joint B.S.+1 Statistics M.S. Program</b></p> <p>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.</p> <p>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 with GPA at least 3.3 in STAT 160ABC sequence.. 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.</p> <p>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</p>	<p><b>Joint B.S.+1 Statistics M.S. Program</b></p> <p>The College of Natural and Agricultural Science offers a combined B.S.+1 Statistics M.S. program, designed to allow successful B.S. graduates in <u>Data Science or Statistics</u> 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.</p> <p>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 Data Science or Statistics major, and have completed <u>MATH 010B, STAT 160A or STAT 156A, STAT 160B, STAT 160C</u> with GPA at least 3.3 in <u>STAT 160A or STAT 156A, STAT 160B, STAT 160C</u>. 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.</p> <p>Incoming freshman students who apply <u>to the Data Science or Statistics</u> 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</p>

~~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 207, 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

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 Data Science or 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 207, 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**

[no change]

**Advancement to Candidacy**

[no change]

**Professional Development**

[no change]

<p>data analysis; (c) the ability to communicate with researchers in statistical community and other disciplines by using graphical methods to display and interpret information.</p> <p><b>Normative time</b> The normative time to B.S. is four years, and the normative time of the MS portion is one year (five years total).</p>	<p><b>Normative time</b> [no change]</p>
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**Justification:**

The Data Science program proposes a new degree offering that allows students to earn a joint BS/MS through an integrated five-year plan of study. The B.S. in Data Science is an intercollegiate major jointly offered by the Department of Computer Science and Engineering (within the Bourns College of Engineering) and the Department of Statistics (within the College of Natural and Agricultural Sciences). Since Data Science integrates both Computer Science and Statistics, students may develop a stronger interest in Statistics and choose to pursue a Master’s degree in that field. Therefore, we propose a combined Data Science BS + Statistics MS program. For students who may develop a stronger interest in Computer Science and decide to pursue a Master’s degree in Computer Science, we will submit a separate proposal for a combined Data Science BS + Computational Data Science MS program.

In the proposed joint BS/MS program, students would take the MS-level core courses STAT 201ABC during their fourth year, allowing them to complete an MS in Statistics within one year after earning their BS in Data Science. To better prepare for STAT 201ABC, students in this program would take STAT 156A or STAT 160A, along with STAT 160B and STAT 160C. Therefore, we have added STAT 160A and STAT 160B as alternatives to STAT 156A and STAT 156B and included STAT 160C as an elective in the major requirements.

Received 10/28/2026  
Academic Senate

To the Division  
4/13/2026



Office of the Dean  
900 University Avenue  
3413 HMNSS Building  
Riverside, CA 92521

March 20, 2025

Elizabeth Watkins, PhD  
Provost and Executive Vice Chancellor  
[provost@ucr.edu](mailto:provost@ucr.edu)


Dear Provost and Executive Vice Chancellor Watkins:

Please accept this letter in support of and recommendation to approve the Department of Psychology's request to be renamed the **Department of Psychological and Brain Sciences**. The attached proposal presents a clear and compelling rationale for the name change, arguing that the new name shall better reflect the continued prominence of brain sciences in the discipline. The proposal follows re-naming efforts across the country including four UC campuses (i.e., Merced, Santa Barbara, San Diego, and Irvine).

A **Department of Psychological and Brain Sciences** communicates a broader range of research and training and a more inclusive intellectual environment for all faculty, students, and staff. It's my expectation that the renaming will attract additional undergraduate majors and graduate students to the program.

While all important change requires time and resources, I do not know of any significant negative consequences of the proposed change. I support the proposal without reservation.

Respectfully,

DocuSigned by:  
  
DF5B1DF553974F3...  
Daryle Williams, Professor and Dean  
College of Humanities, Arts, and Social Sciences

Enc. (2)  
Letter from the Department of Psychology  
Letter from the CHASS Executive Committee

TO: Dean Daryle Williams, CHASS

FROM: Tuppert M. Yates, Psychology Department Chair

DATE: January 21, 2025

RE: Request to Change Department Name to Psychological and Brain Sciences

Dear Dean Williams:

In fall 2025, the faculty of the Department of Psychology met to discuss a proposed name change to the Department of Psychological and Brain Sciences. We have been considering this name change for some time in recognition of the continued prominence of brain sciences in our discipline and in light of the shifting tide toward more expansive and accurate naming across top psychology departments across the country. Psychology is a science that examines both brain and behavior. Thus, these terms should and are gaining prominence in Department re-naming efforts across the country. As a few examples, former Departments of Psychology at Dartmouth, Duke University, Indiana University, Johns Hopkins University, Texas A&M University, University of Colorado at Boulder, University of Iowa, and Washington University in St. Louis have been re-named Departments of Psychological and Brain Sciences or Departments of Psychology and Neuroscience.

Within the UC system, UC Merced was established as a department of Psychological Sciences in 2005, and UC Santa Barbara changed their department name to Psychological and Brain Sciences in 2010. Rather than changing their name to capture the breadth and interdisciplinarity of psychological science, UC San Diego established a separate department of Cognitive Science in 1986, which includes members from their original Psychology department, as well as other departments on campus (e.g., linguistics, computer science, neuroscience). UC Irvine similarly has separate Cognitive Science and Psychological Science departments, the latter of which reflects a name change from Psychology and Social Behavior in 2018 to “better reflect the broad range of research and training specializations within the department” and “create a more inclusive intellectual home for current and future faculty, students and alumni” ([UCI Website](#))

The faculty discussed the potential implications of this name change at length. Anticipated advantages center on offering a more accurate description of the research and training in our department, which encompasses multiple areas of specialization across behavioral neuroscience, cognitive neuroscience, developmental psychology, and social-personality psychology. Importantly, we expect the broader umbrella afforded by this new name will attract more undergraduate majors, including those who seek training in the sciences and therefore pursue neuroscience, biology, or computer science degrees, rather than psychology. Faculty also noted the new name will enhance marketability for STEM pathways to funding and career advancement for faculty and students alike.

The faculty also considered potential areas of concern, including the possibility that the new name may deter students interested in clinical psychology. However, this concern was offset by evidence that a degree in psychological and brain sciences is likely to be perceived as more rigorous and competitive for clinical fields, as well as the fact that we do not currently offer a major in clinical psychology, yet a preponderance of our students nevertheless apply and articulate clinical aspirations. A minority of faculty expressed concern that the new name may overemphasize the plurality of our science, yet most faculty felt a more expansive

name accurately represents both the department's aforementioned areas of specialization, as well as the reality that there are many subfields of study within psychology. Finally, we considered practical concerns about the longer length of the new name, but noted that course catalog offerings can easily remain PSYC and that PBS is an easy acronym that is already used at other schools.

In sum, after extensive consideration and discussion, the faculty voted with overwhelming enthusiasm to approve the requested name change from the Department of Psychology to the Department of Psychological and Brain Sciences by a vote of 25 yes, 2 no, 0 abstain, 6 not available (33 eligible). The two negative votes were motivated by aforementioned concerns about conveying a plurality of our science and the length of the name. However, on balance, the faculty expressed confidence that this re-branding will increase the appeal and impact of both our undergraduate and graduate training opportunities. For your convenience, I am attaching the campus procedure for name change for an academic department, which Cherysa Cortez kindly provided to me.

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

Thank you for considering this request.

A handwritten signature in black ink, appearing to read "Tuppett M. Yates". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Tuppett M. Yates, PhD



College of Humanities, Arts, and  
Social Sciences  
EXECUTIVE COMMITTEE

February 14, 2025

TO: Daryle Williams, Dean  
College of Humanities, Arts, and Social Sciences

FROM: Wesley Leonard, Chair   
CHASS Executive Committee

RE: Request to Change Department Name to Psychological and Brain Sciences

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The CHASS Executive Committee reviewed the Request to Change Department Name to Psychological and Brain Sciences. The committee agreed that the name change reflects the zeitgeist of the field and better characterizes department research and teaching. It positions the department more appropriately within the field, which would aid in undergraduate student, graduate student, and faculty recruitment. The committee supports the proposal.

## Certificate Of Completion

Envelope Id: 04587770-10F8-4A6A-9A88-6E46F41E3EF7	Status: Completed
Subject: Complete with Docusign: Request to Change Department Name to Psychological and Brain Sciences-r...	
Source Envelope:	
Document Pages: 4	Signatures: 1
Certificate Pages: 1	Initials: 0
AutoNav: Enabled	Envelope Originator:
Envelopeld Stamping: Enabled	Summer Espinoza
Time Zone: (UTC-08:00) Pacific Time (US & Canada)	100 Phoenix Dr.Suite 111
	Lansing, MI 48108
	summer.espinoza@ucr.edu
	IP Address: 138.23.220.182

## Record Tracking

Status: Original	Holder: Summer Espinoza	Location: DocuSign
3/20/2025 8:59:57 AM	summer.espinoza@ucr.edu	

## Signer Events

Daryle Williams  
 daryle.williams@ucr.edu  
 Dean, CHASS  
 University of California, Riverside  
 Security Level: Email, Account Authentication (None)

## Signature



Signature Adoption: Pre-selected Style  
 Using IP Address: 108.244.25.144

## Timestamp

Sent: 3/20/2025 9:04:38 AM  
 Viewed: 3/20/2025 9:17:40 AM  
 Signed: 3/20/2025 9:17:45 AM

**Electronic Record and Signature Disclosure:**  
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In Person Signer Events	Signature	Timestamp
Editor Delivery Events	Status	Timestamp
Agent Delivery Events	Status	Timestamp
Intermediary Delivery Events	Status	Timestamp
Certified Delivery Events	Status	Timestamp
Carbon Copy Events	Status	Timestamp
Witness Events	Signature	Timestamp
Notary Events	Signature	Timestamp
Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	3/20/2025 9:04:38 AM
Certified Delivered	Security Checked	3/20/2025 9:17:40 AM
Signing Complete	Security Checked	3/20/2025 9:17:45 AM
Completed	Security Checked	3/20/2025 9:17:45 AM
Payment Events	Status	Timestamps



*Academic Senate*

**EXECUTIVE COUNCIL**

*Kenneth Barish, Chair*

April 13, 2026

To: Riverside Division

From: Ken Barish, Chair, Executive Council

A handwritten signature in blue ink that reads "Kenneth Barish".

**Re: Department Name Change: Department of Psychology Renaming to the Department of Psychological and Brain Sciences**

Executive Council, with no additional comments, endorsed the Proposed Department of Psychology Renaming to the Department of Psychological and Brain Sciences for inclusion on the Spring 2026 Division meeting agenda.

April 7, 2026

TO: Kenneth N. Barish, Chair, Academic Senate, UCR Division

CC: Cherysa Cortez

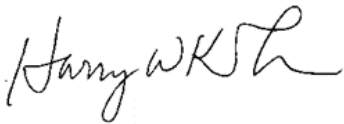
FROM: Harry Tom, Chair, Faculty Executive Committee, College of Natural and Agricultural Sciences

SUBJECT: [Campus Review] Department Name Change: Department of Psychology to the Department of Psychological and Brain Sciences

Prof. Barish,

The CNAS Faculty Executive Committee met April 7, to discuss this issue and the support letter from the Neuroscience stakeholders in CNAS and voted to support the proposed Department name charge: for the Department of Psychology to the Department of Psychological and Brain Sciences. A very fruitful informal and then formal meeting including all the stakeholders was held by Prof. Tuppert Yates (Chair of Psychology) and misunderstandings were cleared up in all areas.

Sincerely,

A handwritten signature in black ink that reads "Harry Tom". The signature is written in a cursive, flowing style.

Harry Tom, Ph.D  
Chair, Faculty Executive Committee, College of Natural and Agricultural Sciences

## UNIVERSITY OF CALIFORNIA, RIVERSIDE

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SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF MOLECULAR, CELL, AND SYSTEMS BIOLOGY  
RIVERSIDE, CALIFORNIA 92521-0146  
OFFICE (951) 827-5427

March 23<sup>rd</sup>, 2026

To: Tuppett Yates, Chair  
Department of Psychology

From: Michael E. Adams, Chair  
Department of Molecular, Cell and Systems Biology (MCSB)

Re: Proposed name-change for the Department of Psychology

Following concerns raised by the CNAS Faculty Executive Committee in their January 26, 2026 memo to Senate Chair Barish, faculty of MCSB met on March 2, 2026, to discuss the proposal to rename the Department of Psychology as the **Department of Psychological and Brain Sciences**. Our discussion was supportive of the change; no opposition was expressed. It was noted that inclusion of "Brain Sciences" in the proposed name accurately reflects the nature of ongoing research within the Psychology Department and aligns with the nomenclature of similar programs at peer institutions. Furthermore, our discussion highlighted strong disciplinary and academic synergies between Psychology and MCSB. The proposed name change was viewed as consistent with this collaborative relationship.

On March 11, 2026, the MCSB department formally voted on the proposal. The results are as follows:

- **In Favor:** 20
- **Opposed:** 0
- **Abstentions:** 1
- **Not Voting:** 6

In conclusion, MCSB faculty are unreservedly supportive of the proposed name change.

Sincerely,

Signed by:

2F5EA5D1480A4E9...

Michael E. Adams  
Distinguished Professor and Chair

Signed by:

2806C7C86465429...

Viji Santhakumar,  
Professor and Vice Chair  
Director, Neuroscience Graduate Program

Signed by:  
*Scott Currie*  
31C527F375B3424...

Scott Currie,  
Associate Professor  
Co-Director, Neuroscience  
Undergraduate Program

Signed by:  
*Morris Maduro*  
BFB9A336334A471...

Morris Maduro,  
Professor  
Life Science Divisional Dean  
College of Natural Sciences

January 26th, 2026

TO: Kenneth N. Barish, Chair, Academic Senate, UCR Division

FROM: Harry Tom, Chair, Faculty Executive Committee, College of Natural and Agricultural Sciences

SUBJECT: [Campus Review] Department Name Change: Department of Psychology to the Department of Psychological and Brain Sciences

Prof. Barish,

The CNAS Faculty Executive Committee has reviewed the proposed change to the Department of Psychology's name at the January 20th meeting and has comments to provide to the Senate.

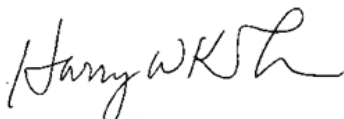
The consensus of the committee is that the proposed alteration to the Department of Psychology's name is not supported.

The committee feels that changing the name to include "Brain Sciences" is misleading to the incoming population of students and by claiming this title, the Department of Psychology is implying that all study of the brain falls within their purview, which is simply not true given that many of the faculty teaching Neuroscience courses, and who are actively researching topics in this field, are housed within CNAS, specifically within the department of Molecular, Cell, and Systems Biology, formerly Cell Biology and Neuroscience.

Concerns were also raised that there are two Neuroscience majors on campus, one within CHASS and one within CNAS, and that by making this change, students who enroll in the CHASS program, expecting to do research with faculty, housed within CNAS, may be limited in their ability to do so, given that students in CNAS are given priority with these opportunities in order to align with the strategic goals of the college, in improving the undergraduate student success and experience.

The committee feels that the proposed change is an attempt to undermine the growth that CNAS is making in these particular fields of study and would harm the experience of the incoming students who may not understand the differences between our programs and would harm their overall time to complete their degrees in a field of their choosing.

Sincerely,



Harry Tom, Ph.D  
Chair, Faculty Executive Committee, College of Natural and Agricultural Sciences



*Academic Senate*

**COMMITTEE ON ACADEMIC PERSONNEL**

December 8, 2025

To: Kenneth Barish, Chair  
Riverside Division Academic Senate

From: Shaun Bowler, Chair  
Committee on Academic Personnel

A handwritten signature in black ink that reads "Shaun Bowler".

Re: [Campus Review] Department Name Change: *Department of Psychology to the Department of Psychological and Brain Sciences*

At our meeting on December 8, 2025, the Committee on Academic Personnel (CAP) reviewed and discussed the proposal to change the name of the Department of Psychology to the Department of Psychological and Brain Sciences. CAP approves the proposal and has no comments.



*Academic Senate*

**COMMITTEE ON EDUCATIONAL POLICY**

December 9, 2025

To: Ken Barish, Chair  
Riverside Division

From: Annie Ditta, Chair  
Committee on Educational Policy

**Re: Proposal to Rename Department of Psychology to Department of Psychological and Brain Sciences**

The Committee on Educational Policy (CEP) reviewed and voted to support the proposal to rename the Department of Psychology to the Department of Psychological and Brain Sciences at their December 5, 2025 meeting.



## *Academic Senate*

### **GRADUATE COUNCIL**

December 11, 2025

To: Kenneth Barish, Chair  
Riverside Division

From: Viji Santhakumar, Chair  
Graduate Council

**RE: [Campus Review] (Department Name Change) Department of Psychology to the Department of Psychological and Brain Sciences**

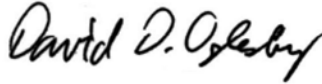
Graduate Council reviewed and discussed the proposed department name change from the Department of Psychology to the Department of Psychological and Brain Sciences at their December 11, 2025 meeting. The Council approved of the department's proposed name change.

**PLANNING AND BUDGET**

December 9, 2025

To: Kenneth Barish, Chair  
Riverside Division

From: David Oglesby, Chair  
Committee on Planning and Budget

A handwritten signature in black ink that reads "David D. Oglesby".

**Re: [Campus Review] Department Name Change: *Department of Psychology to the Department of Psychological and Brain Sciences***

At our meeting on December 9, 2025, the Committee on Planning and Budget (CPB) reviewed the proposal to change the name of the Department of Psychology to the Department of Psychological and Brain Sciences. CPB did not see any budget-related red flags and has no objections to the proposed department name change.

**CHANGES TO BYLAWS / REGULATIONS, ETC.**

**School of Medicine Faculty Executive Committee**

**REPORT TO THE RIVERSIDE DIVISION  
MAY 19, 2026**

**To Be Adopted**

**Proposed Changes to School of Medicine Bylaw 05.02**

**PRESENT:**

05.02

There shall be a Faculty Executive Committee consisting of at least eight (8) Academic Senate Faculty members and the Chair of the Faculty of the School of Medicine, who serves as Committee Chair with voting privileges. The Dean and the Senior ~~Executive Dean~~ of the School of Medicine will serve as non-voting, ex officio members of this committee. In addition to the members of the committee listed above, two representatives shall be elected by the non-Senate Faculty, and these representatives shall be entitled to participate in the deliberations of the Committee and to vote on issues that are outside the responsibilities of the Academic Senate. For issues within the responsibilities of the Academic Senate, non-Senate Faculty members are without the right to vote (as in Bylaw 1.2). These non-Senate elected representatives must hold at least half-time appointments in the Clinical Professor series of the School of Medicine. (Am 21 Feb 2012) (Am 25 Feb 2014)

**PROPOSED:**

05.02

There shall be a Faculty Executive Committee consisting of at least eight (8) Academic Senate Faculty members and the Chair of the Faculty of the School of Medicine, who serves as Committee Chair with voting privileges. The Dean and the Senior **Associate Dean for Medical Education** of the School of Medicine will serve as non-voting, ex officio members of this committee. In addition to the members of the committee listed above, two representatives shall be elected by the non-Senate Faculty, and these representatives shall be entitled to participate in the deliberations of the Committee and to vote on issues that are outside the responsibilities of the Academic Senate. For issues within the responsibilities of the Academic Senate, non-Senate Faculty members are without the right to vote (as in Bylaw 1.2). These non-Senate elected representatives must hold at least half-time appointments in the Clinical Professor series of the School of Medicine. (Am 21 Feb 2012) (Am 25 Feb 2014)

**Statement of Purpose and Effect:**

To ensure compliance with LCME accreditation elements, a minor discrepancy was identified in the by-laws regarding the membership of the FEC. Specifically, the position of the member in

the ex-officio role no longer aligns with the current structure of the School of Medicine. The by-laws reference a position that has since been eliminated, and the SOM Dean requests that the language be updated to accurately reflect current ex-officio's position, to be stated as "Senior Associate Dean for Medical Education"

Approved by the SOM Faculty Executive Committee on 01/27/2026

Or

Submitted by Adam Godzik, PhD, Chair of SOM Faculty Executive Committee on 01/28/2026

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Section below is for Senate use only

(if applicable) Approved by the Committee on:

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: February 23, 2026

Endorsed by Executive Council: March 23, 2026