



September 25, 2026

Dear Kenneth,

We would like to thank you, the Academic Senate Executive Council, and each of the committees for the review of, and the valuable and helpful feedback on, our proposed undergraduate accountancy major (BSAC). We appreciate the care all of the committees took in evaluating the proposal, and would like to thank the Committee on Educational Policy, the CNAS Executive Committee, and the School of Medicine Executive Committee for voting in support. We thank the CHASS Executive Committee for supporting this new major as well, and would also like to note that the School of Business and our Undergraduate Programs Office will continue to work closely with other campus units, especially the CHASS advising unit, to ensure students continue to receive proper advising for a successful college experience.

We also received very useful comments from the other committees; integrating these, and clarifying our arguments for the successful establishment and maintenance of the BS in Accountancy, has not only greatly improved the proposal, but will also tremendously benefit our students. Below, please find a one-sentence summary of a comment of each of the committees in the order in which they were attached to your communication on April 29, 2026, followed by our response it.

Executive Committee, School of Public Policy

- Heavy framing of the proposal around CPA eligibility
 - Thank you for raising this point. Although an estimated 75% - 90% of students who have completed the necessary number of credit hours in accountancy sit for the CPA exam, we have now included additional learning outcomes to broaden the proposal and to make it attractive to those students not seeking CPA eligibility but who will find the curriculum useful for careers within or outside of accounting. In particular, these include being competent in quantitative data analysis (i.e., being able to utilize statistical tools and data visualization software to interpret trends and provide predictive insights for growth); in taxation policy and strategy (i.e., being able to interpret tax laws to perform effective tax planning within the ethical and legal boundaries of tax policy); in ethical leadership and governance (i.e., being able to evaluate corporate governance structures and apply professional codes of ethics to resolve moral dilemmas in the workplace); in technological

integration (i.e., being able to leverage emerging technologies such as blockchain, AI, cloud accounting, to enhance financial reporting and business processes); and in ESG and sustainability reporting (i.e., being able to measure and report on Environmental, Social, and Governance metrics).

- The program remains largely within the School of Business, with limited integration across public policy, data science, and economics; opportunities for cross-listed courses or structured electives could strengthen this
 - Despite its narrow focus on accounting, the program is interdisciplinary in that students take a set of core courses in several business disciplines (e.g., finance, information systems, management, marketing, operations and supply chain management), in addition to courses in Economics, Statistics, and Math. Two of the core courses (BUS 104 and BUS 106) are cross-listed; however, given the accounting focus of the major courses, and the number of their prerequisites, we do not believe that cross-listing will be effective. Of course, as long as they meet the prerequisites, students from all other departments are able to enroll in these courses. Accountancy programs in other universities are also firmly anchored in their business schools, and like our proposed program, focus on disciplinary depth in accounting, with interdisciplinary breadth in economics, statistics, math and business topics (finance, information systems, management, marketing and operations and supply chain management).
- Lack of AI and analytics across the curriculum
 - This point was well taken. Accordingly, we are proposing, and including in the curriculum, an additional new required course titled, “AI in Accounting” that will prepare accounting students to apply LLMs and AI tools to complete accounting tasks; design workflows that intelligently combine human judgment with AI capabilities in audit, tax, and financial reporting contexts; manage AI risks including hallucinations and data quality issues; and collaborate effectively with AI engineers, IT teams, and technical stakeholders.
Given its importance, analytics is an principal part of the curriculum. Not only will students complete two required courses focused on analytics (BUS 124, Business Analytics; BUS 180G, Data Analytics for Accountants), but analytics is also included in BUS 180E (Accounting Research), which is also a required course.
- Lack of specification of program-level learning outcomes, an assessment plan, or an AACSB accreditation timeline
 - We apologize for not including this information in the original proposal. To meet AACSB Business accreditation standards, like for our ACTS, BSBA, and BSAD majors, program-level learning outcomes include problem solving skills, professional integrity/ethical reasoning skills, global context skills, written & oral communication skills, and information literacy skills. Additional learning goals for the BSAC program, and the AACSB Accounting accreditation standard they address, will be financial reporting and technical knowledge skills (standard: technical accounting expertise); auditing, risk and information systems skills

(standard: auditing & internal control); taxation interpretation and application skills (standard: tax policy & compliance); and accounting information systems analysis skills (standard: digital agility & IT foundations). The BSAC program will be incorporated into the Business School's existing systematic AoL process. The School of Business received initial AACSB Business accreditation in 2003 and has successfully gone through several Continuous Improvement Reviews; thus, we can begin the process for the initial accounting accreditation by submitting a self-evaluation report upon senate approval of the program. The AACSB Accounting accreditation coincides with the Business accreditation, which will take place in 2028.

Committee on Planning and Budget

- Does the academic need justify adding personnel costs? Can hiring of the additional FTE and TAs be guaranteed?
 - We appreciate your concerns regarding the cost/benefit of the proposed program. The Dean of the School of Business has committed resources to hire the additional FTE and TAs to make the program successful as we have done for other programs, and no FTE will need to be eliminated or moved from another area within the School. The proposed program addresses an important market need, making its creation well worthwhile, and the additional students it will attract will create additional revenue for UCR and for the School of Business.

Committee on Courses

- Updates needed on the proposed curriculum
 - Thank you for these curriculum recommendations. We now included the honors versions of ECON 002, ECON 003, and MATH 009A. We confirmed that BUS 104 is cross-listed with STAT 104 and that BUS 106 is cross-listed with ECON 134, and we have updated the proposal accordingly. We also capitalized the letter suffixes for the BUS 180(E-Z) segments.

School of Education Executive Committee

- There is no mention of AI in the proposal
 - Thank you for pointing out this oversight, which was also noted by the School of Public Policy Executive Committee. In response, we are now proposing, and including in the curriculum, an additional required new course titled, “AI in Accounting” that will prepare accounting students to apply LLMs and AI tools to complete accounting tasks; design workflows that intelligently combine human judgment with AI capabilities in audit, tax, and financial reporting contexts; manage AI risks including hallucinations and data quality issues; and collaborate effectively with AI engineers, IT teams, and technical stakeholders.
- No consultation with faculty of other departments included

- We included letters of support from the chairs of the departments that will teach courses in this program (ECON, MATH, and STAT), as required under Item 6, given chairs' knowledge of their departments' resources to accommodate our students. We agree that individual faculty enthusiasm and support is vital for our students; however, departmental (rather than faculty) approval ensures that instruction is backed by the unit's collective resources, staffing plans, and governance structure, guaranteeing that the course offerings remain consistent regardless of individual faculty transitions.
- No existing faculty that would teach in this program is listed
 - This information was included in the original proposal under Item 5 on page 4; we have retained and updated the list in the revised proposal.

Proposal for an Undergraduate Major in Accountancy

1. *Name of the academic program and the department or unit that will administer the program.*

Name: Accountancy Undergraduate Major

Administration: The Accountancy major will be administered by the School of Business, which is one department

2. *A thorough justification, including the motivation for the creation of the program in terms of student interest and professional or academic importance.*

The study of accountancy describes the systematic process of recording, classifying, summarizing, analyzing, and interpreting financial transactions and information for a business or individual. The growing complexity of global business, regulatory requirements, and financial reporting standards has increased the demand for highly skilled accounting professionals tasked with providing insights into a company's financial health, performance, and compliance with regulations. A dedicated four-year major in Accountancy will position UCR and the School of Business as a leader in producing graduates who are technically proficient, ethically grounded, and strategically minded. The proposed BS in Accountancy program will provide students with a comprehensive foundation in financial accounting, auditing, taxation, accounting ethics, and accounting information systems, while integrating emerging topics such as data analytics, accounting research, and governmental accounting. Furthermore, by embedding practical applications and industry partnerships via internships into the curriculum, graduates will be prepared to navigate both traditional roles and the evolving demands of the profession.

A dedicated Accountancy major will enhance the school's reputation by supporting students in achieving professional certifications such as the CPA, which requires in-depth academic preparation in financial accounting of at least 36 units, including 15 units in ethics. By aligning coursework with certification pathways, the program will provide graduates with a competitive edge in securing positions in public accounting firms, corporations, government agencies, and nonprofit organizations. The new major will include four new accounting courses approved on 5/21/26: Governmental and Not-for-Profit Accounting; Ethics and Professional Responsibilities; Accounting Research; Data Analytics for Accountants, and a fifth course – AI in Accounting – that is getting readied for submission for approval.

The proposed Accountancy major directly addresses a clear market need. Accounting remains one of the most in-demand business disciplines, with consistent job growth, competitive salaries, and strong placement rates for graduates. The Bureau of Labor Statistics projects employment of accountants and auditors to grow 6 percent from 2023 to 2033, faster than the average for all occupations. Such high demand and job growth translate into high salaries: accountants and auditors with a bachelor's degree earn an average annual wage of \$86,740 nationally; however, the California average pay is \$95,154 for a certified public accountant (CPA), according to the California Society of CPAs. On September 1, 2026, Indeed.com reported 1000+ entry-level jobs in accounting available within 35 miles of Riverside.

To continue meeting the demand for Accountants, most business schools offer an accountancy program, either as a major or a concentration. An examination of our aspirant business schools (i.e., those ranked 65 to 53 on the U.S. News and World Report's Best Undergraduate Business Programs of 2025) showed that of those who have Accounting programs, 96% offer an Accountancy major, while 4% offer a concentration in Accounting as part of a general Business Administration major. The only school in the UC system offering a 4-year degree in accounting is UC Merced.

In addition, UCR's School of Business is one of only 1,037 business schools globally (~5%) accredited by the Association to Advance Collegiate Schools of Business (AACSB), which evaluates critical areas of each school to ensure that it provides top-quality education. Schools can also apply for the supplemental accounting accreditation, focusing on the schools' accounting programs in addition to business accreditation, as an elevated quality assurance system for their accounting programs. However, globally only 190 universities hold the Accounting Accreditation, and out of these, only six are in California: CSU Fullerton; CSU Sacramento; San Diego State University; Santa Clara University; University of San Diego; University of Southern California. We will seek the Accounting Accreditation for the new major, which will not only represent a competitive advantage against accredited and other non-accredited accounting programs, but it will also situate UCR as the first and only school in the University of California system to hold this distinction. We will begin the process for the initial accounting accreditation by submitting a self-evaluation report upon senate approval of the program. The AACSB Accounting accreditation coincides with the Business re-accreditation, the next one of which will take place in 2028.

Finally, from a strategic perspective, adding an Accountancy major strengthens the business school's portfolio, supports recruitment of high-achieving students, and builds stronger relationships with accounting firms, corporations, and public agencies. The Accountancy major will also foster interdisciplinary collaboration within the School of Business by integrating accounting expertise into our business administration, actuarial science, and business analytics programs. The current initiative also aligns with our mission to develop business leaders through exceptional educational experiences and foster success in an innovative and collaborative environment, thereby contributing to the upward mobility of our diverse student population.

3. Relationship of the new program to existing programs.

The School of Business currently offers an Accounting and Auditing concentration as one of its seven concentrations in the BS in Business Administration (BSAD) major. The objective of the BSAD major with a concentration in Accounting and Auditing is to provide students with a strong knowledge base across all of the fundamental disciplines in business. As such, the curriculum for the Accounting and Auditing concentration is strongly focused on breadth rather than depth, and shares all courses with the other concentrations in the BSAD major (Business Analytics; Finance; Information Systems; Management; Marketing; Operations and Supply Chain Management) except for one lower-division course (BUS 021: Generation of Financial Accounting Information) and six courses uniquely required for the Accounting and Auditing concentration. Given the large overlap in courses among the different BSAD concentrations, the Accounting and Auditing concentration will remain attractive not only for students who seek breadth in their business education, but also for students seeking to have a double-concentration,

which would only require them to take four additional courses and their two Business electives in the second concentration area. The Accounting and Auditing concentration will also remain attractive for students who are planning on pursuing a graduate degree in Accounting or in Taxation upon graduation.

The Accountancy major will be more quantitatively oriented than the Accounting and Auditing concentration, require a far larger number of courses in accounting, and its breadth requirement courses will follow the School of Business curriculum. A crucial difference between the BSAD major with an Accounting and Auditing concentration and the proposed major in Accountancy is that students graduating from the latter program will already have met the educational requirements to qualify for the CPA Exam (36 units of core accounting subjects, plus 36 units of core business-related subjects, plus 30 units of accounting study requirements, plus 15 units in ethics education). Having passed the CPA Exam is essential for many applicants seeking employment in the accounting field. Students graduating with a BSAD major with an Accounting and Auditing concentration do not meet the educational requirements for the CPA Exam and need to take additional coursework at a Community College or in an Accounting graduate program to meet the requirements to sit for the CPA Exam.

The BS in Accountancy will also be attractive to those students not seeking CPA eligibility, who will find the curriculum useful for careers within or outside of accounting. In particular, students who complete the program will be competent in quantitative data analysis, in taxation policy and strategy, in ethical leadership and governance, in technological integration, and in ESG and sustainability reporting. These competencies will help qualify graduates for employment in a wide variety of industries.

If students discovered that they do not have the quantitative training to succeed in the BS in Accountancy major, they would be advised to switch to the BSAD major either with an Accounting and Auditing concentration or with a Finance concentration after their second year in the program.

4. *The proposed curriculum. Great care should be given in this area, correct rubrics should be listed for courses, all cross listings should be listed, unit total considerations should be taken into account and totals should be verified by program staff, faculty, and appropriate Executive Committee personnel. A copy of the proposed program change should be provided for inclusion in the Catalog.*

Breadth requirements (56 units plus English Composition):

The program involves completion of School of Business breadth requirements: Humanities (12 units), Social Sciences (8 units), Ethnicity (4 units), Natural Sciences and Mathematics (20 units), an additional 12 units from Humanities, Social Sciences, or Natural Sciences and Mathematics, plus English composition. We expect these requirements to provide students with a broad, liberal education of an R1 university.

Accountancy major preparation requirements (4 courses, 16-17 units):

The program involves completion of ECON 002 or ECON 002H, ECON 003 or ECON 003H, STAT 008 or STAT 010, MATH 022 or MATH 005B or MATH 007A or MATH 009A or MATH 9HA.

Lower-division Accountancy major requirements (6 courses, 18 units):

The program involves completion of BUS 010, BUS 020, BUS 021, BUS 094, BUS 095, BUS 098.

Core courses Accountancy major requirements (10 courses, 40 units):

The program involves completion of BUS 100W, BUS 101, BUS 102, BUS 103, BUS 104/STAT 104, BUS 105, BUS 106/ECON134, BUS 107, BUS 108, BUS 109. Completion of the breadth, major preparation, and lower-division major requirements satisfies all pre-requisites for the Accountancy core courses major requirements.

Upper-division Accountancy major requirements (16 courses, 64 units):

The program involves completion of BUS 124, BUS 154, BUS 165A, BUS 165B, BUS 165C, BUS 166, BUS 168A, BUS 168B, BUS 169A, BUS 180E (new course: Accounting Research), BUS 180F (new course: Accounting Ethics & Professional Responsibilities), BUS 180G (new course: Data Analytics for Accountants), BUS 180I (new course: Governmental and Not-for-Profit Accounting, BUS 180J (new course: AI in Accounting), BUS 198I, plus at least one of the following: BUS 161, BUS 167, BUS 169B, BUS 170. Completion of the breadth, major preparation, lower-division, and core courses major requirements satisfies all pre-requisites for the Accountancy upper-division major requirements.

The required courses are included in Appendix A. Course descriptions are included in Appendix B. Catalog copy is included in Appendix C.

5. *A list of faculty who will be involved in the program, including those teaching, advising, and administering.*

Below is the current list of faculty members of the School of Business who would teach in the program:

Professors:

Rohit Aggarwal (information systems area)
Peter Chung (finance area)
Long Gao (supply chain and operations management area)
Elodie Goodman (supply chain and operations management area)
Jean Helwege (finance area)
Barry Mishra (accounting area)
Ivy Xiying Zhang (accounting area)

Associate Professors:

Richard Carrizosa (accounting area)
Shana Hyun Hong (accounting area)
Marlo Raveendran (management area)
Danko Turcic (supply chain and operations management area)

Assistant Professors:

Eric Allen (accounting area)
Kyle Ingram (management area)
Aruhn Venkat (accounting area)
Rich Yueh (information systems area)

Professors of Practice:

Sean Jasso (marketing area)
Raj Singh (management area)

Lecturers:

John Acker (management area)
Daniel Almendarez (accounting area)
Adam Levi (accounting area)
Ezster Palancz (accounting area)
Jonathan Pittard, CPA (accounting area)
Jerald Savin (accounting area)

6. *For interdisciplinary programs, the degree of participation and the role of each department must be explicitly described. The chairs of all participating departments must provide written approval for the creation of the program and indicate their commitment to provide necessary resources including faculty release.*

The program is not an interdepartmental one, although it is interdisciplinary. The degree is offered through the School of Business, which teaches the majority of the courses in the program. Written approvals from the dean and the department chair of the School of Business, as well as the chairs of the Statistics, Economics, and Mathematics departments in which the Accountancy students will take courses, are included in Appendix D.

7. *Projected enrollment in the program*

We expect enrollment to be relatively modest compared to our other majors. The projected enrollment at the start of the program is about 75 students per year, reaching about 100 starting in its second year, for a total eventual enrollment of about 400 students across all class levels.

8. *Name of degree, if applicable, and the anticipated number of degrees to be granted when the program reaches steady state.*

BS in Accountancy, 100 degrees awarded per year

9. *Potential impact of the new program on existing programs. If the proposed program includes required courses from a department other than the administering department, the proposal must include a statement from the department indicating that it has been consulted and that it will provide access to the required courses.*

The new major uses existing courses that are offered by the School of Business, Statistics, Mathematics, and Economics, in addition to five new accounting courses offered by the School of Business. The Accountancy major preparation coursework includes courses offered by the Economics, Mathematics, and Statistics departments; these have been consulted and have agreed to provide access to the required courses. Given the expected modest enrollment, we do not expect the new major in Accountancy to have a significant impact on existing programs.

10. *A full listing of resources required for start-up and for operations. In cases where no additional resources will be needed, this must be explicitly stated. This listing may include: personnel (faculty FTE or temporary positions, Teaching Assistants or Readers, administrative staff, technical support); support services including computer facilities and library resources; space requirements. A plan indicating how the resources will be obtained would also be helpful to the committee in reviewing the proposal. A letter of support from the College Dean and/or Executive Vice Chancellor-Provost indicating endorsement as well as a promise of support for the proposal also would be extremely helpful.*

- Faculty FTE: 1 additional
- Teaching Assistants: 4 TAs at 50% additional
- Administrative Staff: the program will be administered by existing staff in the School of Business. One academic advisor will be recruited to specialize in the Accountancy major and the Accounting concentration.
- Computer facilities and library resources: no new facilities required
- Space requirements: no new space requirements

11. *Both internal and external letters of support should be provided with the proposal. Internal letters of support are often from UCR department chairs and faculty of related programs. The external letters should be from other UC campuses or other peer institutions. Letters from off-campus help to establish the quality of the program and its fit within the context of related programs at other universities. Upon consultation with the CEP the demand for external letters may be waived.*

Letters of support are included in Appendix E.

12. *Approvals from program faculty, College faculty (if the new proposal affects a college regulation), and the appropriate Executive Committee should be obtained before forwarding the new program to the attention of the Senate Analyst for CEP.*

Approved by the Executive Committee of the School of Business: October 10, 2025

Approved by the faculty of the School of Business: October 24, 2025

All proposals for new programs should be submitted to the Senate Chair no later than March 1 of the academic year prior to the fall quarter in which the proposed program is anticipated to go into effect. This schedule should provide sufficient time for Senate review of the proposal to meet the deadline for final consideration of approval at the May Division Meeting.

Appendix A: Requirements for the new BS in Accountancy degree

General Business (14 units)

BUS 010 – Introduction to Business

BUS 020 – Financial Accounting and Reporting

BUS 094 – Freshmen Success in the Classroom

BUS 095 – Freshmen Success beyond the Classroom

BUS 098 – Personal Branding and Professional Development

Core Business (40 units)

BUS 100W – Management Writing and Communications

Requires ENGL 001B with a grade of C or better; BUS 020; ECON 003; STAT 008; ENGL 007 may be taken concurrently

BUS 101 – Information Technology Management

Requires BUS 020; ECON 003; STAT 008; or equivalent

BUS 102 – Ethics and Law in Business and Society

Requires BUS 020; ECON 003; STAT 008; or equivalent

BUS 103 – Marketing and Distribution Management

Requires BUS 020; ECON 003; STAT 008; or equivalent

BUS 104/STAT 104 – Decision Analysis and Management Science

Requires STAT 008 or STAT 010; or equivalent

BUS 105 – Production and Operations Management

Requires STAT 008 or STAT 010; or equivalent

BUS 106/ECON 134 – Introduction to Financial Management

Requires BUS 020; ECON 003 or ECON 003H; STAT 008 or ECON 101; or equivalent

BUS 107 – Organizational Behavior

Requires BUS 020; ECON 003; STAT 008; or equivalent

BUS 108 – Financial Evaluation and Managerial Analysis

Requires BUS 020; ECON 003; STAT 008; or equivalents

BUS 109 – Competitive and Strategic Analysis

Requires BUS 100W; BUS 103; BUS 108; BUS 106 or ECON 134 or BUS 133

Major Requirements Accountancy (60 units: 56 required units, 4 elective units)

BUS 021 – Generation of Financial Accounting Information
Requires BUS 020

BUS 124 – Business Analytics
Requires STAT 008 or STAT 010 or ECON 101

BUS 154 – Business Law
Requires upper-division standing

BUS 161 – Forensic and Fraud Auditing
Requires BUS 165B

BUS 165A – Intermediate Financial Accounting
Requires BUS 021 or equivalent

BUS 165B – Intermediate Financial Accounting
Requires BUS 165A

BUS 165C – Intermediate Financial Accounting
Requires BUS 165B

BUS 166 – Accounting Information Systems
Requires BUS 101, Bus 108, or equivalent

BUS 167 – Advanced Financial Accounting
Requires BUS 165C

BUS 168A – Individual Taxation
Requires BUS 108 or equivalent

BUS 168B – Federal Taxation for Corporations, Partnerships, Estates, and Trusts
Requires BUS 168A

BUS 169A – Auditing
Requires BUS 165B

BUS 169B – Quality Assurance in Auditing
Requires BUS 169A

BUS 170 – Financial Statement Valuation
Requires BUS 165B

BUS 180E – Accounting Research
Requires BUS 165B

BUS 180F – Accounting Ethics & Professional Responsibilities

Requires BUS 108

BUS 180G – Data Analytics for Accountants

Requires STAT 008 or STAT 010 and BUS 108

BUS 180I – Governmental and Not-for-Profit Accounting

Requires BUS 165B

BUS 180J – AI in Accounting

Requires BUS 166

BUS 198I – Individual Internship in Business Administration

Requires upper-division standing

Statistics (5 units)

STAT 008 or STAT 010

Math (4-5 units)

MATH 022 – Calculus for Business

Requires MATH 004 with a grade of C- or better or MATH 006B with a C- or better or MATH 005A or sufficiently high score on the placement examination

– or –

MATH 005B – The Principles of Calculus II

Requires MATH 005A with a grade of C- or better

– or –

MATH 007A – Calculus for Life Sciences

Requires MATH 005A or MATH 006B

– or –

MATH 009A – First-Year Calculus

Requires MATH 005A with a grade of C- or better or MATH 006

Economics (10 units)

ECON 002 – Introduction to Macroeconomics

ECON 003 – Introduction to Microeconomics

Appendix B. Course Descriptions

BUS 010 Introduction to Business 4 Lecture, 3 hours, discussion, 1 hour. Prerequisite(s): none. Provides an overview of the field of business administration. Explores business goals and strategies, functional areas of business and their integration in policy and decision making, social responsibility, computers in business, and business trends and challenges including the international dimension.

BUS 020 Financial Accounting and Reporting 4 Lecture, 3 hours, discussion, 1 hour. Prerequisite(s): none. A study of the concepts and techniques for measurement and communication of financial information. Includes interpretation of financial statements.

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

BUS 094 Freshmen Success in the Classroom 2 Lecture, 2 hours. Prerequisite(s): restricted to major(s) Actuarial Science, Business Analytics. Provides first-year Business students with the tools needed to be successful in the classroom. Provides exposure to different resources, opportunities, and groups for networking to help with a smooth transition into a Business major. Graded Satisfactory (S) or No Credit (NC).

BUS 095 Freshmen Success beyond the Classroom 2 Lecture, 2 hours. Prerequisite(s): BUS 094; restricted to major(s) Actuarial Science, Business Analytics. Provides tools needed to successfully prepare for a career while at the School of Business. Explores resources, opportunities, and networks to develop a career plan. Includes engagement in experiential learning to ensure success beyond the classroom. Graded Satisfactory (S) or No Credit (NC).

BUS 098 Personal Branding and Professional Development 2 Lecture, 2 hours. Prerequisite(s): none. Readies students for successful internships and develops critical career management skills through greater understanding of students’ abilities and preferences, and of available job search resources. Topics include career-enhancing techniques such as self-assessment, career research, resume writing, networking, interviewing, and professionalism.

BUS 100W Management Writing and Communication 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): ENGL 001B with a grade of C or better; BUS 020; ECON 003; STAT 008; ENGL 007, may be taken concurrently; for concurrent enrollment in ENGL 007, review the course titles or topics in the current online Schedule of Classes to find the corresponding ENGL 007 writing workshop; or consent of instructor. Focuses on writing and communication methods in business environment. Topics include written and oral presentations, interpersonal skills, teamwork in multicultural setting, and effective use of communication technologies. Fulfills the third-quarter writing requirement for students who earn a grade of “C” or better for courses that the Academic Senate designates, and that the student’s college permits, as alternatives to English 001C.

BUS 101 Information Technology Management 4 Lecture, 3 hours; discussion, 1 hour.

Prerequisite(s): CS 008; BUS 020; ECON 003; STAT 008; or equivalent; or consent of instructor. Topics include computer hardware and software, business data processing, databases, telecommunications, systems analysis and design, cost-benefit analysis, and systems applications in business. Includes database and spreadsheet projects.

BUS 102 – Ethics and Law in Business and Society 4 Lecture, 3 hours; discussion, 1 hour.

Prerequisite(s): BUS 020; ECON 003; STAT 008; or equivalent; or consent of instructor. Analyzes the legal, ethical, political, and social aspects of the business environment. Topics include ethics and social responsibility, government regulation, corporate governance, and global management issues.

BUS 103 Marketing and Distribution Management 4 Lecture, 3 hours; discussion, 1 hour.

Prerequisite(s): BUS 020; ECON 003 or ECON 003H, STAT 008; or consent of instructor. An introduction to the role of marketing in society emphasizing concepts, marketing methods, and institutions.

BUS 104/STAT 104 Decision Analysis and Management Science 4 Lecture, 3 hours;

discussion, 1 hour. Prerequisite(s): CS 008; STAT 008 or STAT 010; or equivalents; or consent of instructor. A survey of deterministic and probabilistic models for decision making. Topics include linear programming and extensions, networks, dynamic programming, decision trees, queuing models, and simulation. Explores the application of these models in decision making. Cross-listed with STAT 104.

BUS 105 Production and Operations Management 4 Lecture, 3 hours; discussion, 1 hour.

Prerequisite(s): STAT 008 or STAT 010; or equivalent. Addresses the issues of design and control of production systems in manufacturing and service organizations. Covers product and process selection, capacity planning, location and layout design, project and job scheduling, inventory control, material planning, and quality control.

BUS 106/ECON 134 Introduction to Financial Management 4 Lecture, 3 hours; discussion,

1 hour. Prerequisite(s): BUS 020; ECON 003 or ECON 003H; STAT 008 or ECON 101; or equivalent; or consent of instructor. An introduction to financial management and financial institutions. Includes time value of money, stock and bond valuation, risk and return, portfolio theory, capital budgeting, capital structure, dividend policy, and financial databases. Cross-listed with ECON 134. Credit is awarded for one of the following BUS 106, ECON 134, or BUS 133.

BUS 107 Organizational Behavior 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): BUS

020; ECON 003; STAT 008; or equivalent; or consent of instructor. Studies organizations from the behavioral science perspective. Topics include motivation, leadership, communication, groups, organization structure and culture, and control in complex organizations.

BUS 109 Competitive and Strategic Analysis 4 Lecture, 3 hours; discussion, 1 hour.

Prerequisite(s): BUS 100W; BUS 103; BUS 108; BUS 106 or ECON 134 or BUS 133; restricted to major(s) Business Administration. Provides an understanding of strategic decision- making

processes in organizations, the interrelationships among functional areas, and how decision making is affected by internal and external environments.

BUS 124 Business Analytics 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): STAT 008 or STAT 010 or ECON 101. Provides fundamental concepts and tools needed to understand the emerging role of business analytics in organizations. Applies basic business analytics tools in a spreadsheet environment. Introduces market-leading techniques that help identify and manage key data from business processes. Provides the essential tools required for data mining and business process re-engineering.

BUS 154 Business Law 4 Lecture, 3 hours; extra reading, 1.5 hours; term paper, 1.5 hours. Prerequisite(s): upper-division standing. Studies law as an integral part of the business environment, a process derived from and changing with the larger society. Areas covered include contracts, torts, agency, partnerships, corporations, and bankruptcy.

BUS 161 Forensic and Fraud Auditing 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): BUS 165B. An introduction to forensic accounting and fraud examination and how they pertain to both civil and criminal matters. Covers the characteristics of fraud, fraud prevention and detection, investigative techniques, asset recovery, and the use of information technology.

BUS 165A Intermediate Financial Accounting 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): BUS 021 or equivalent. In-depth study of financial accounting theory and practice. Develops an understanding of accounting concepts and generally accepted accounting principles and the ability to apply this technical knowledge to solve accounting problems. Topics include principal financial statements and accounting and valuation of various assets.

BUS 165B Intermediate Financial Accounting 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): BUS 165A. A continuation of study of financial accounting theory and practice. Topics include current liabilities and contingencies, long-term liabilities, contributed capital, retained earnings, and temporary and long-term investments.

BUS 165C Intermediate Financial Accounting 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): BUS 165B. A continuation of study of financial accounting theory and practice. Covers the conceptual discussion and procedural presentation of financial accounting topics as well as recent developments in accounting valuation and reporting practices promulgated by practitioners in industry and public accountants.

BUS 166 Accounting Information Systems 4 Lecture, 3 hours; extra reading, 2 hours; projects, 1 hour. Prerequisite(s): BUS 101, BUS 108, or equivalents. Study of the concepts and techniques in the design and implementation of accounting information systems within companies' operating environments. Emphasis is on the effects of the computer on these systems.

BUS 167 Advanced Financial Accounting 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): BUS 165C (may be taken concurrently). Covers advanced accounting topics such as consolidated financial statements, accounting for multinational corporations, partnership accounting, and accounting for nonprofit organizations.

BUS 168A Individual Taxation 4 Lecture, 3 hours; extra reading, 2 hours; projects, 1 hour. Prerequisite(s): BUS 108 or equivalent. Concentrates primarily on the basic provisions of the federal income taxes imposed on individuals and the accounting for those taxes. While the major emphasis is on current tax provisions and tax planning, consideration is also given to the legislative and judicial development of these provisions.

BUS 168B Federal Taxation For Corporations, Partnerships, Estates, and Trusts 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): BUS 168A. Covers tax research, corporate taxation, partnership taxation, the wealth transfer taxes, income taxation of estates and trusts, international taxation, and tax administration.

BUS 169A Auditing 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): BUS 165B, may be taken concurrently; or consent of instructor. Covers the auditing environment, the auditor's legal liability, audit responsibilities and objectives, audit evidence, audit planning and documentation, the auditor's report, and management letters.

BUS 169B Quality Assurance in Auditing 4 Lecture, 3 hours; case analyses, 3 hours. Prerequisite(s): BUS 169A. Covers the audit process (internal control, compliance tests, sampling, substantive evidence gathering, electronic data processing auditing) and the audit procedures for various types of accounts such as sales, cash, accounts receivable, payroll, inventory, and capital acquisitions.

BUS 170 Financial Statement Valuation 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): BUS 165B, may be taken concurrently; or consent of instructor. Explains weighted average cost of capital as used in operating income based, revenue based, and market based valuation methods. Requires research to determine valuation of an existing publicly held company under all three methods. Also considers off balance sheet financing, credit risk analysis, and minority interests.

BUS 180E Accounting Research 4 Lecture, 3 hours. Prerequisite(s): BUS 165B. Introduces methods, tools, and critical thinking skills needed to conduct professional research in accounting and auditing. Topics include identification and framing of complex accounting issues, navigation of the authoritative literature promulgated by standard-setting bodies, and communication of research findings in a clear and professional manner.

BUS 180F Business Ethics for Accountants 4 Lecture, 3 hours. Prerequisite(s): BUS 108. Provides the ethical grounding that professional accountants need to identify ethical issues that they might face and to respond effectively to them. Includes exposure to ethics-related issues in financial accounting and reporting, management accounting, audit, taxation, accounting information systems, forensic accounting and accounting-related consulting.

BUS 180G Data Analytics for Accountants 4 Lecture, 3 hours. Prerequisite(s): STAT 008 or STAT 010 and BUS 108. Introduces students to the mindset, tools, and techniques of data analytics as applied to the accounting profession. Explores practical application of how to use modern software to solve real-world accounting problems. Topics include acquisition and

transformation of messy data, performing descriptive and diagnostic analyses, and visualizing findings in interactive dashboards.

BUS 180I Governmental and Not-for-Profit Accounting 4 Lecture, 3 hours. Prerequisite(s): BUS 165B. Examines the basic principles of governmental accounting under Generally Accepted Accounting Principles (GAAP). It emphasizes the state and local government financial reporting model promulgated by the Governmental Accounting Standards Board (GASB). Introduction Accounting for Nonprofit Entities including their financial reporting objectives and examines Government Auditing Standards.

BUS 180J AI in Accounting 4 Lecture, 3 hours. Prerequisite(s): BUS 166. Explores how artificial intelligence is transforming modern financial management, auditing, and accounting operations. Examines real-world applications of machine learning, automated data extraction, generative AI, and predictive analytics in financial workflows.

BUS 198I Individual Internship in Business Administration 1 to 12 Seminar, 1 hour; internship, 3 to 36 hours; term paper, 1 to 11 hours. Prerequisite(s): upper-division standing in Business Administration; consent of instructor. Active participation in the work of a business concern or a public or quasi-public agency combining academic instruction and supervised field experience. A maximum of 4 quarter units may be counted toward the degree requirements for Business Administration. Course is repeatable to a maximum of 16 units.

ECON 002 Introduction to Macroeconomics 5 Lecture, 3 hours; discussion, 1 hour; written work, 3 hours. Prerequisite(s): none. An introduction to the study of the economic system from a macro, or aggregate, perspective. Includes analysis of business cycles, economic growth, unemployment, inflation, and the impact of government policies on the level of economic activity. Credit is awarded for one of the following ECON 002 or ECON 002H.

ECON 003 Introduction to Microeconomics 5 Lecture, 3 hours; discussion, 1 hour; written work, 3 hours. Prerequisite(s): none. An introduction to the study of the economic system from the micro, or individual decision-maker's, perspective. Includes the study of opportunity cost, markets, consumption, production and competition. Credit is only awarded for one of ECON 003 or ECON 003H.

ECON 101 Statistics For Economics 5 Lecture, 3 hours; discussion, 1 hour; laboratory, 1 hour; individual study, 2 hours. Prerequisite(s): MATH 007A or MATH 009A or MATH 09HA or MATH 022; or equivalent. An introduction to the basic statistical methods for economics. Topics include economic data analysis, index numbers, univariate and bivariate probability distributions, correlation and regression, sampling distributions, properties of estimators, and hypothesis testing.

MATH 005B The Principles of Calculus 2 5 Lecture, 3 hours; discussion, 2 hours. Prerequisite(s): MATH 005A with a grade of C- or better. An introduction to application of finite approximation to study functions of one variable. Topics include sequences, series, differential calculus, and antiderivatives. Credit is awarded for one of the following MATH 005B, MATH 007A, MATH 009A, or MATH 09HA.

MATH 007A Calculus For Life Sciences 4 Lecture, 3 hours; discussion, 1 hour.

Prerequisite(s): MATH 005A or MATH 006B. Introduction to the differential calculus of functions of one variable for students majoring in Life Sciences. Credit is awarded for one of the following MATH 007A, MATH 005B, MATH 009A, or MATH 09HA.

MATH 009A First-Year Calculus 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s):

MATH 005 with a grade of “C-” or better or MATH 006B with a grade of “C-” or better or equivalent. Introduction to the differential calculus of functions of one variable. Credit is awarded for only one of MATH 008B, MATH 009A, or MATH 09HA.

MATH 022 Calculus For Business 5 Lecture, 3 hours; discussion, 2 hours. Prerequisite(s):

MATH 004 with a grade of C- or better or MATH 006B with a grade of C- or better or MATH 005A; or a sufficiently high score on the placement examination, as determined by the Mathematics Department. Explores relations and functions (e.g., linear, polynomial, logarithmic, and exponential). Addresses differential calculus of functions of one and two variables as well as integration (indefinite and definite) with applications to business and economic problems. Credit is not awarded for MATH 022 if a grade of “C-” or better has already been awarded for MATH 007A, MATH 009A, MATH 09HA, or MATH 005B.

STAT 008 Statistics For Business 5 Lecture, 3 hours; discussion, 1 hour; laboratory, 3 hours.

Prerequisite(s): CS 008 or CS 009A or CS 010A; MATH 004 or MATH 005A or MATH 006B or MATH 007A or MATH 009A or MATH 09HA or MATH 022; or equivalent. An introduction to statistics using business applications. Topics include descriptive statistics; probability; discrete and continuous distributions; Bayes’ theorem; random variables; estimation and confidence intervals; hypothesis testing; and simple linear regression. Credit is awarded for one of the following STAT 008 or STAT 010.

STAT 010 Introduction to Statistics 5 Lecture, 3 hours; discussion, 1 hour; laboratory, 3

hours. Prerequisite(s): MATH 005A or MATH 006B or MATH 007A or MATH 009A or MATH 09HA. A general introduction to descriptive and inferential statistics. Topics include histograms; descriptive statistics; probability; normal and binomial distributions; sampling distributions; hypothesis testing; and confidence intervals. Credit is awarded for one of the following STAT 010 or STAT 008.

Appendix C. Catalog Copy for the BS in Accountancy major

Accountancy

Subject Abbreviation: BSAC

School of Business

Major

Accountancy describes the systematic process of recording, classifying, summarizing, analyzing, and interpreting financial transactions and information for a business or individual. Students receive their degree from the School of Business after completing coursework focused accounting and ethics education. Completion of the program meets the educational requirements to qualify for the CPA Exam.

University Requirements

See Undergraduate Students section.

College Requirements

Students must fulfill all breadth requirements of the School of Business or the Intersegmental General Education Transfer Curriculum or the California General Education Transfer Curriculum prior to transferring to the UC.

Major Requirements

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

Accountancy Major

Lower division requirements (10 courses, [at least 36 units])

Major prerequisites (non-BUS courses may be used to satisfy breadth requirements for the School of Business):

BUS 010

BUS 020

BUS 021

BUS 094

BUS 095

BUS 098

ECON 002

ECON 003

STAT 008 or STAT 010 OR ECON 101

MATH 005B or MATH 007A or MATH 9A or MATH 022

The major requirements for the B.S. Accountancy are as follows:

Upper-division major requirements (22 courses [at least 88 units])

BUS 100W, BUS 101, BUS 102, BUS 103, BUS 104/STAT 104, BUS 105, BUS 106/ECON134, BUS 107, BUS 109, BUS 124, BUS 154, BUS 165A, BUS 165B, BUS 165C, BUS 166, BUS 168A, BUS 168B, BUS 169A, BUS 198I, BUS 180E, BUS 180F, BUS 180G, BUS 180I, BUS 180J, plus at least one of the following: BUS 161, BUS 167, BUS 169B, BUS 170.

Appendix D. Written Approvals

This section contains approval letters from the following department chairs:

1. Yunzeng Wang, Dean, School of Business
2. Margaret (Meg) Campbell, Department Chair, School of Business
3. Jeffrey Allen, Co-Chair, Undergraduate Affairs Committee, Economics
4. James Kelliher, Department Chair, Mathematics
5. Yehua Li, Department Chair, Statistics

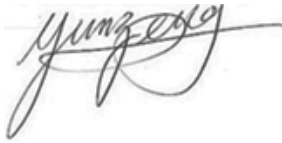
November 13, 2025

To Whom It May Concern:

I am writing to endorse the proposed undergraduate Accountancy Major. This is a well thought-through program to serve the industry needs of California and to offer the necessary educational training to many students who want to pursue accounting as a profession. Most R1 schools, at public and private universities, offer such a program, but ironically the UC system has not. The proposed major will fill this void.

Like the faculty, I enthusiastically support the proposal, and the school is committed to supporting the program by offering the courses required by the proposal.

Sincerely,



Yunzeng Wang,
Dean, University of California, Riverside
School of Business | A. Gary Anderson Graduate School of Management
Phone: 951-827-4237

November 17, 2025

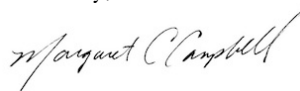
To Whom it May Concern,

As the Chair of the School of Business, I write to support the proposed undergraduate major in accountancy. As an R1, AAU, top public university, it is incumbent upon UCR to assess and adapt to the changing educational needs of our students and society. This proposed major is an attempt to adjust our curriculum to best serve incoming students and provide educational experiences that will be beneficial for their likely futures. Providing opportunities to learn and think critically about accountancy and its role in both entrepreneurial and established for profit and not-for profit businesses will be valuable learning that will be useful to many students.

The School of Business consists of one department with five areas of specialization: finance, marketing, operations, accounting and management. The proposed major will primarily draw upon faculty from accounting, although breadth courses that draw from the other areas in the School of Business and other schools in the University are an important part of the major. Four new courses are proposed for inclusion in the new degree. Overall, the majority of resources and courses are currently in place within the School of Business, but if additional teaching resources are necessary to ensure that accountancy students are able to complete their courses in a timely manner, the department is prepared to support the program with such additions.

The BS in Accountancy can provide timely and important knowledge to enrolled students while also highlighting the need for quantitative studies and skills within business more generally. Importantly, this program aims to support students in attaining professional certifications, most notably the CPA. This will be beneficial for students who otherwise would need to gain additional education outside of their UCR degree program. This can also enhance UCR's reputation as an R1, AAU university and our commitment to economic growth and competitiveness for the Inland Empire and California. This major will help our students to develop the knowledge foundation to understand accounting in sufficient depth to apply their knowledge to a career in accountancy. Given the benefits for students and the fit with the strengths of the School of Business I strongly support this addition.

Sincerely,



Margaret C. Campbell
Department Chair & Associate Dean of Faculty
School of Business

To Whom It May Concern,

The Undergraduate Affairs Committee in the Department of Economics has voted to support the proposed Accounting major to be offered by the School of Business. We believe that this major will provide significant value for the students who enroll in it.

We also approve the inclusion of ECON 2, ECON 3, and ECON 101 in the proposed Accounting major. The Economics Department offers six sections each of ECON 2 and ECON 3 per year, accounting for over 5,000 seats across the two courses. The School of Business has informed us that the students most likely to enroll in the Accounting major are those who would have taken ECON 2 and ECON 3 regardless, so accommodating students from the proposed major in our classes will not pose any problems. Additionally, ECON 101 is taught two to three times per year, providing approximately 700 seats. Space in these courses will not be an issue.

Please let me know if you need any additional information.

Best,

A handwritten signature in black ink, appearing to read 'Jeff Allen', with a stylized flourish at the end.

Jeffrey Allen

Associate Professor of Teaching

Co-Chair, Undergraduate Affairs Committee

Department of Economics

University of California, Riverside

3 November 2025

To Whom it May Concern:

I approve of up to 100 students from the School of Business's potential new BS in Accountancy degree taking MATH 005B or MATH 007A or MATH 009A or MATH 022 per year.

Sincerely yours,



James Kelliher, Department Chair
& Professor of Mathematics

November 14, 2025

To Whom It May Concern,

As Chair of the Department of Statistics, I am writing to express my endorsement for the proposed BS in Accountancy program within the School of Business. Envisioned as a moderate program, it aims to offer UCR students high-quality training in financial accounting, auditing, taxation, accounting ethics, and accounting information systems, while integrating emerging topics such as data analytics, accounting research, and governmental accounting.

I approve including lower division STAT Intro courses, STAT 08/10, as major requirements in the proposed program. Both courses mentioned above are offered regularly, and we pledge to provide additional seats for this new major in these courses.

Please let me know if you need any additional information.

Sincerely yours.

A handwritten signature in cursive script that reads "Yehua Li".

Yehua Li
Professor & Chair of Statistics,
University of California, Riverside
yehuali@ucr.edu
<https://profiles.ucr.edu/app/home/profile/yehuali>

Appendix E. Letters of Support

This section contains letters of support from the following:

1. UCR School of Business Student Leadership Council
2. Beta Alpha Psi
3. Haiwen Zhang, Carl L. Nelson Professor of Accounting, Accounting Department Chair, Carlson School of Management, University of Minnesota
4. Elizabeth Chuk, Associate Professor of Accounting; Merage School of Business; University of California, Irvine
5. Henry Friedman, Professor, Accounting Area; Vice Chair, Curriculum and Teaching; Anderson School of Management; University of California, Los Angeles

November 17, 2025

To Whom It May Concern:

We, School of Business Student Business Leadership Council (SBLC), are writing this letter in support of a new undergraduate major in Accountancy that is being proposed by the UCR School of Business. The Student Business Leadership Council is the umbrella organization for over a dozen graduate and undergraduate student organizations associated with the School of Business, established to facilitate coordination among the different business clubs and to support activities and events.

Accountancy is often called the "language of business" because it is the essential system for measuring, processing, and communicating financial information about an economic entity. Having a 4-year Bachelor of Science in Accountancy major, which will prepare students to sit for the CPA Exam upon graduation, will be very attractive to potential applicants and employers. It will also help raise the stature of UCR and of UCR's School of Business.

Therefore, we request that the proposal for the BS in Accountancy be approved. Thank you, and please let us know if you have any questions!

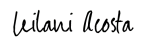
For the School of Business Student Business Leadership Council:

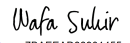
Signed by:

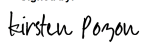
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Matthew Dimaandal, Chairman

Signed by:

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Ananya Gowrishankar, Vice-Chair

Signed by:

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Leilani Acosta, Director of Operations

Signed by:

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Wafa Suhir, Director of Communications

Signed by:

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Kirsten Pozon, Director of Marketing

November 16, 2025

To Whom It May Concern:

Beta Alpha Psi is an honors organization at UCR, focused on developing national opportunities and nurturing academic and professional excellence in accounting and finance. We are writing this letter to express our strong support for the new 4-year major in Accountancy proposed by the School of Business, which will provide students with the depth, rigor, and practical skills needed to enter a profession that is essential to every industry and sector.

A full four-year program will allow students to build a strong foundation in financial reporting, auditing, taxation, and managerial accounting while also developing analytical thinking, ethical judgment, and technological competence. This breadth and depth are critical for preparing graduates to meet evolving regulatory standards, pursue professional certifications like the CPA, and contribute meaningfully to businesses and organizations that rely on accurate financial information to make strategic decisions.

For Beta Alpha Psi:

Anna Wu
Jayden Lee
Merari Zamora
Lucas Moo
Ian Slobodien
Phuong Ho
Isabella Wu
Jack Webber

December 7, 2025

To Whom It May Concern,

I am Helen Zhang, Chair of the Department of Accounting at the University of Minnesota. I am writing to express my strong support for UC Riverside's proposal to establish a Bachelor of Science in Accountancy. As the leader of an accounting program that has long offered a four-year accounting degree, I have seen firsthand the importance of a dedicated, discipline-specific curriculum in preparing students for the demands of the modern accounting profession.

The accounting landscape has evolved dramatically in recent years. Firms now require graduates who possess not only technical competence in financial reporting and auditing, but also proficiency in data analytics, information systems, and rapidly evolving regulatory standards. A standalone accounting major provides the depth, structure, and professional orientation necessary to meet these expectations. UC Riverside's proposal embraces this reality and lays out a curriculum that is fully aligned with contemporary professional requirements.

I find the proposed program particularly relevant given the national and regional shortage of accounting talent. With projected job growth outpacing the national average and substantial unmet demand in the Inland Southern California region, the proposed major will serve an important public purpose by expanding the pipeline of well-prepared graduates. The local demand figures cited, over 2,000 recent entry-level openings within 50 miles of Riverside, underscore the urgency of establishing this program.

The program's design is both rigorous and forward-looking. The 60-unit major offers an appropriate level of specialization and includes the essential building blocks of the discipline while integrating high-demand courses on data analytics and information systems. This combination mirrors the educational approach followed by successful programs across the country and reflects best practices in the field.

The proposal's alignment with CPA licensure requirements is another notable strength. By integrating essential coursework into a coherent four-year pathway, UC Riverside will significantly reduce the financial barriers that students often face in completing the 150-hour requirement. As a department chair, I can attest that programs offering clear, structured CPA preparation see higher student engagement, better exam performance, and stronger placement outcomes.

In my view, the proposed B.S. in Accountancy is academically sound, professionally relevant, and aligned with the needs of students and employers as well as the broader community. It reflects a thoughtful and forward-looking vision for the future of accounting education at UC Riverside. I fully support its approval and look forward to seeing the program strengthening the national accounting pipeline.

Please feel free to contact me if I can provide additional perspective or clarification.

Sincerely,



Haiwen (Helen) Zhang
Carl L. Nelson Professor of Accounting
Accounting Department Chair
Carlson School of Management
University of Minnesota



To: Professor Tom Kramer
University of California, Riverside

From: Elizabeth Chuk
Associate Professor
University of California, Irvine

Date: November 20, 2025

Re: Letter of support for proposed B.S. in Accountancy major

As an Associate Professor of Accounting at the Paul Merage School of Business at the University of California, Irvine, I am writing to express my strong support for the proposed B.S. in Accountancy major at the UC Riverside School of Business.

The accounting profession has evolved significantly. It now demands a far greater depth of knowledge in areas like data analytics, information systems, and complex regulatory frameworks than ever before. The existing concentration model, while valuable for a general business education, is no longer sufficient to prepare students for the full demands of a high-level accounting career.

A review of the proposal demonstrates that the B.S. in Accountancy is a rigorous, modern, and thoughtfully designed program. I am impressed by the 60-unit major requirement, which provides the necessary depth. The curriculum skillfully balances foundational theory (e.g., the Intermediate and Advanced Financial Accounting series) with critical emerging topics. The inclusion of required courses in Forensic and Fraud Auditing, Accounting Information Systems, and, most notably, a dedicated course on Data Analytics for Accountants, will ensure UCR graduates are technically proficient and strategically minded.

The most compelling aspect of this proposal is its direct alignment with the educational requirements for the Certified Public Accountant (CPA) certification. By creating an integrated four-year pathway, UCR is removing a significant barrier to entry for the profession. Currently, many students must seek additional, costly coursework *after* graduation to become CPA-eligible. This new major makes the profession's highest designation accessible within a standard undergraduate timeline. This program is a powerful tool for fulfilling the university's mission. It will directly contribute to the upward mobility of UCR's diverse student population by providing a clear, four-year pathway to a lucrative and stable professional career.



I believe this major will attract a strong cohort of high-achieving students and will quickly become a flagship program for the UCR School of Business. I urge its full and swift approval.

Sincerely,

A handwritten signature in blue ink, reading "Elizabeth Chuk".

Elizabeth Chuk
Associate Professor of Accounting
University of California, Irvine

November 6, 2025

Dear Prof Kramer,

I am writing to offer my enthusiastic support for the University of California, Riverside School of Business's proposal to establish a Bachelor of Science in Accountancy.

The accounting profession is currently facing a well-documented national pipeline challenge. It is essential that the University of California system take a leadership role in cultivating the next generation of ethical, highly-skilled, and analytically-oriented accounting professionals. UCR's proposal is a timely and strategic response to this pressing need.

The proposal accurately identifies the strong and sustained demand for accounting expertise. Employment of accountants and auditors is projected to grow 5% from 2024 to 2034, faster than the average for all occupations ([U.S. Bureau of Labor Statistics, 2025](#)). Additionally, there are currently over 500 accounting-related entry-level jobs listed in the Riverside area ([LinkedIn, 2025](#)). This program will provide UCR students with a clear pathway into high-wage careers in California, where Certified Public Accountants (CPAs) earn an average **salary of \$90,363 annually** ([Salary.com, 2025](#)).

I am particularly encouraged by UCR's commitment to pursuing supplemental AACSB Accounting Accreditation. This distinction is a hallmark of excellence in accounting education. Graduates from AACSB-accredited accounting programs have been shown to achieve CPA exam pass rates significantly higher than the national average, with top institutions reporting pass rates exceeding 85% ([Bunker et al., 2014](#)).

By advancing this initiative, UC Riverside is demonstrating system-wide leadership. If approved, UCR would become the first and only campus in the UC system to offer a program with this specialized accreditation—an achievement that would elevate both the School of Business and the broader UC system's reputation in professional business education.

This is a forward-thinking and impactful proposal that will benefit students, the university, and the state of California. I fully support its approval.

Best regards,

Henry L. Friedman



Academic Senate
Professor Kenneth Barish
Division Chair

April 29, 2026

To: Thomas Kramer
Associate Dean of Undergraduate Business Programs, School of Business

Jerayr Haleblan
Chair, School of Business Faculty Executive Committee

From: Ken Barish
Chair, Academic Senate

Re: Proposed Accountancy Undergraduate Major (BSAC)

Dear Thomas and Jerayr,

Thank you for submitting your proposal. The Academic Senate Executive Council discussed the subject proposed undergraduate degree program and the review comments from committees during our April 27, 2026 meeting. I write to provide feedback on the proposal for your consideration.

Council had no comments to add to those submitted by committees and attached for your reference are letters containing support, critiques, and questions for your consideration should you opt to submit a revised proposal. You may find it helpful to know that proponents often provide responses and clarification in a cover memo that accompanies their revised submission.

A revised proposal would be sent to my attention via barish@ucr.edu (cc Senate Director Cortez at cherysac@ucr.edu) and include New Business in the subject line.

Sincerely,

A handwritten signature in blue ink that reads "Kenneth Barish".

Kenneth Barish
Chair, Academic Senate

Cc: School of Business Dean Wang
Associate Dean Campbell
Senate Analyst Beatty

Enclosures

TO: Ken Barish, Chair
Riverside Division

FR: Kurt Schwabe, Chair 
Executive Committee, School of Public Policy

RE: Comment: [Proposal: Accountancy Undergraduate Major \(BSAC\)](#)

Date: April 1, 2026

The Executive Committee of the School of Public Policy has reviewed the [Proposal: Accountancy Undergraduate Major \(BSAC\)](#). We are supportive of the creation of this new program. And while there may be some slight overlap with a few of our courses,¹ we feel they are different enough so there will be no appreciable impact.

That said, a few observations to consider as an fyi. First, the proposal is heavily framed around CPA eligibility; while valuable, this emphasis may narrow the academic scope and underrepresent broader career pathways. As such, it might be helpful to more clearly articulate learning outcomes that include analytical, policy, and interdisciplinary competencies. Second, although described as interdisciplinary, the program remains largely within the School of Business, with limited integration across public policy, data science, and economics; opportunities for cross-listed courses or structured electives could strengthen this. Third, and perhaps we're missing something here, but the data analytics component also appears limited to a single course, which may be insufficient given AI is rapidly reshaping and in some cases replacing entry-level accounting tasks. This suggests a need to more explicitly incorporate AI and embed analytics more systematically across the curriculum. Finally, the proposal does not specify program-level learning outcomes, an assessment plan, or an AACSB accreditation timeline, all of which are important for ensuring academic quality and continuous improvement.

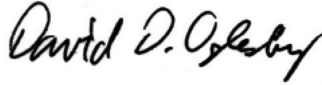
¹ For example, the new degree proposes an Ethics and Professional Responsibilities course (BUS 180f), which likely has at least some curricular overlap with SPP's PBPL 004 (Ethics, Professionalism, and Public Policy), the ethics of accounting is different enough from the ethics of public policy to warrant a new course. Also, we see the addition of Governmental and Not-for-Profit Accounting (BUS 180i) as a potentially valuable elective course for SPP students who may have more advanced interest in public budgeting and finance.

PLANNING AND BUDGET

April 8, 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] *Accountancy Undergraduate Major (BSAC)*

At our meeting on March 10, 2026, the Committee on Planning and Budget (CPB) reviewed the proposal for an Accountancy Undergraduate Major (BSAC). CPB has the following questions:

- If this major is approved but the additional FTE and/or TA positions are not approved, will the major be able to continue?
- Is this academic need such that it is worthwhile to add personnel costs in order to meet it? If not, how does this proposal interact with the general directive not to grow personnel costs in this fiscal moment? Would the proposed cost necessitate eliminating an FTE or TA support from another program? If needed financially, would Business consider transferring a different Business FTE to this program instead?



College of Humanities, Arts, and
Social Sciences
EXECUTIVE COMMITTEE

March 25, 2026

TO: Ken Barish, Chair
Riverside Division of the Academic Senate

FROM: Iván Aguirre, Interim Chair 
CHASS Executive Committee

RE: Proposal: Accountancy Undergraduate Major (BSAC)

The CHASS Faculty Executive Committee reviewed the proposal for an Accountancy Undergraduate Major (BSAC) and is in support of this new major. The committee discussed the potential shifts in undergraduates majoring in the School of Business, and strongly encourages advising be carried out in collaboration and communication across campus, especially CHASS, to ensure that the undergraduates are receiving proper advising and obtaining a quality UC education.



COMMITTEE ON COURSES

March 16, 2026

To: Ken Barish, Chair
Riverside Division

From: Emma Stapely, Chair
Committee on Courses

Re: Proposal for an Undergraduate Major in Accountancy

The Committee on Courses reviewed the proposal for an undergraduate major in Accountancy at their March 12, 2026 meeting and are generally supportive of the proposal.

The Committee looks forward to reviewing the course proposals that are being developed for the proposed major and reminds the School of Business that course proposals should be submitted in the Course Request System (CRS) as soon as possible.

The Committee recommends that the School of Business update the proposed curriculum for the major to include the following:

- Include the honors versions of the following courses: ECON 002; ECON 003; MATH 009A;
- Update the mention of BUS 104 to include the cross-listed course STAT 104;
- Update the mention of BUS 106 to include the cross-listed course ECON 136;
- Capitalize the letter suffixes for the BUS 180(E-Z) segments.

04/08/2026

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 on the Proposal for the Accountancy Undergraduate Major

The SOE Executive Committee reviewed the Proposal for the Accountancy Undergraduate Major. Comments/feedback were solicited at our executive committee meeting and via email.

- There is no mention of AI in the proposal. We do think as AI is changing the nature of accountancy as a profession, the explicit integration of coursework that focus on AI in accountancy is necessary as part of the major. We are sure that existing business courses may be integrating AI into their curriculum, however, making it explicit would only make students more competitive and the major more attractive.
- Item 9 (p. 5): We do not see documentation showing that the departments listed have been consulted. The letters of support are not sufficient for documenting consultation with departments. Can letters from faculty teaching the relevant courses in those departments also be included in the proposal?
- Item 10 (p. 6) lists "1 additional faculty." Can you also please list existing faculty that would teach in this program?

Thank you for the opportunity to provide feedback.

Sincerely,



Kinnari Atit
Chair, Faculty Executive Committee
Associate Professor
School of Education
University of California, Riverside
Email: kinnari.atit@ucr.edu



Academic Senate

COMMITTEE ON EDUCATIONAL POLICY

April 10, 2026

To: Ken Barish, Chair
Riverside Division

From: Annie Ditta, Chair
Committee on Educational Policy

Re: Proposal for B.S. in Accountancy

The Committee on Educational Policy (CEP) reviewed and voted to support the proposal for a B.S. in Accountancy at their April 3, 2026 meeting.



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] Proposal: Accountancy Undergraduate Major (BSAC)

Prof. Barish,

The CNAS Faculty Executive Committee has reviewed the proposal for the addition of the Accountancy Undergraduate Major (BSAC) within the School of Business at the April 7th meeting and has no comments to provide and are in support of the changes.

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



March 24, 2026

TO: Ken Barish, PhD, Chair, Academic Senate, UCR Division

FROM: Adam Godzik, Ph.D., Chair, Faculty Executive Committee, UCR School of Medicine

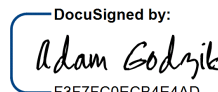
SUBJECT: **[Campus Review] Proposal: *Accountancy Undergraduate Major (BSAC)***

Dear Ken,

The SOM Faculty Executive Committee has reviewed the Proposal: *Accountancy Undergraduate Major (BSAC)*.

The committee has reviewed the proposal and votes to accept it.

Yours sincerely,

DocuSigned by:
 3/24/2026 | 12:10 PM PDT
F3F7FC0ECB4E4AD...
Adam Godzik, Ph.D.
Chair, Faculty Executive Committee School of Medicine