

REGULAR MEETING OF THE RIVERSIDE DIVISION

TUESDAY, FEBRUARY 25, 2025

Zoom Videoconference

1:00 p.m.

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President Michael V. Drake is unable to attend	
3 Announcements by the Chancellor at Riverside	
Chancellor Kim A. Wilcox is unable to attend.	
4 Announcements by Vice Chancellors	
Provost and Executive Vice Chancellor Watkins will address the Division.	
5 Announcements by the Deans or other Executive Officers	
A. Delegate Secretary Parliamentarian: Election Results.....	8
6 Announcements by the Chair	
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a) Professor Edgar Wilbur Butler	9
b) Professor Armando Navarro.....	12
c) Distinguished Professor Amnon Rapoport.....	15
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e) CHASS & CNAS – Neuroscience Major BA + BS.....	34
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g) CNAS – Biochemistry BA + BS.....	44
h) CNAS – Cell, Molecular and Developmental Biology BA + BS.....	50
i) CNAS – Entomology BS + MS.....	60

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** [Privilege and Floor Rights for Academic Senate Members \(BL3.5\)](#)

Action Requested: Approval of the Consent Calendar

	B. Degree reports, received and placed on file [†]	63
	C. Regular Reports of Standing Committees and Faculties, received and placed on file [†]	
	i) Committee on Courses – <i>Course approvals</i>	64
	ii) Committee on Courses – <i>Instructor approvals</i>	67
	iii) Committee on Courses – <i>Courses not offered for four or more years</i>	68
	iv) Committee on Preparatory Education – <i>Entry Level Writing Report</i>	70
	v) Committee on Preparatory Education – <i>Mathematics Preparation Report</i>	95
	vi) Committee on University Extension – <i>Course/Instructor approvals</i>	100
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	B. Riverside Division of the Academic Senate Proposed Changes to Bylaws 01 through 01.03: Gender Recognition and Lived Name	110
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	D. Riverside Division of the Academic Senate Proposed Changes to Bylaws 09 through 09.05: Gender Recognition and Lived Name	118
	E. School of Public Policy proposed changes to Bylaws 01 through 02.01.04: Gender Recognition and Lived Name Policy	122

Action Requested: Individual approval of each proposed change

11	Petitions of Students	
	None	

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12 Unfinished Business
None

13 University and Faculty Welfare
None

14 New Business
None

APPENDIX

Academic Senate Committee Attendance Report, 2023-2024127

February 11, 2025

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

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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, December 3, 2024, at 1:00 p.m. in Genomics Building, Room 1102A. Chair Kenneth Barish presided. The meeting was attended by 67 members of the Riverside Division of the Academic Senate.

MINUTES

The Minutes of the Regular Meeting of May 21, 2024, 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 Wilcox addressed the Senate with his announcement of this being his last Fall Division meeting before his retirement next year. Although not involved in the selection process, which is led by the Board of Regents and the President's Office, Chancellor Wilcox made the Senate aware that the search for his replacement has begun and provided important dates pertaining to the UCR community and its involvement in the selection process.

The two dates mentioned were January 9, 2025, and January 13, 2025. On January 9, 2025, the search advisory committee will be on campus conducting meetings with parties including Senate leadership, student body leadership, and other various groups on campus. On January 13, 2025, there will be a series of Townhalls to allow for input to the search committee regarding opinions on search criteria for UCR's next Chancellor.

Chancellor Wilcox also discussed health care in the Inland Empire (IE). The IE has about 40 primary care physicians per 100,000 inhabitants. Most standards recommend you should have 60-80. Therefore, there are between 1/2-2/3 physicians that we have for the population with an increasingly growing population. With that said, approximately 12 years ago UCR started the Medical School with the rational to improve the healthcare in the Inland Empire. The medical school was built without a hospital with the idea to embed students, faculty, and residents into hospitals and clinics around the region. Twelve years later, the medical school is thriving, well received by most measures and accreditations but continues to struggle in terms of healthcare access and quality in the region. We have learned that not having a hospital has limited us in terms of planning and stability for medical students from year to year. Therefore, a change in tactics is being implemented to create a serious base for clinical operations. Some of the goals include making health equity more of a reality, and creating a deeper appreciation for the challenges of healthcare access for students and faculty compared to other UC campuses. This process will take time as it is a long-term important need, and it is Chancellor Wilcox's meet these goals prior to his retirement in June of 2025.

There were no questions from the floor.

ANNOUNCEMENTS BY THE VICE CHANCELLORS

Provost and Executive Vice Chancellor (PEVC) Elizabeth Watkins discussed UCR's accreditation history, where we stand today, and preparations for the next reaccreditation in 2026. UC Riverside

has been accredited since 1956. UCR is currently accredited by the Western Association of School and Colleges Senior College and University Commission (WASC). Since 2019 Associate Provost Ken Baerenklau has been the campus accreditation liaison officer making him the main point of contact with WASC addressing any accreditation questions and/or issues that may arise. Ken works closely with Omar Safie Director of Evaluation and Assessments. Omar leads the core competency assessments and supports faculty in assessing program learning outcomes. Lastly, Chancellor Wilcox has been a WASC commissioner for the past 5 years and recently assisted in revising the Standards of Accreditation.

PEVC Watkins discussed accreditation and the multiple reasons of its importance, including as a condition of eligibility for federal financial aid, and as a signal of institutional quality to prospective students, our peers, and the public. Accreditation is a very public feature of any institution, and we have a website dedicated to this, where official documents are posted to learn about UCR's past accreditation visits and outcomes.

Back in 2010, UCR received an 8-year reaccreditation with a requirement to write an interim report at the midway point. Main issues identified were expanding and improving assessment of student learning outcomes; and completing a strategic planning process with the main focal point being the aspirational goals. In 2018, UCR had a similar result: 8 years with an interim report and special visit at the midway point. Main issues again included assessment of student learning outcomes and some residual items from strategic planning related to financial modeling because our budget model was still new at the time.

While earning an 8-year reaccreditation with an interim visit is certainly better than lots of the alternatives, it's worth noting that all our sibling campuses, and the vast majority of AAU campuses, regularly receive clean 10-year reaccreditations. We have had to mount the effort for a report or visit, or both, every four years instead of every ten years, so we are doing multiple times the work that we need to do. That applies not just to the office of the provost; it also affects faculty and staff across the campus whose plates are already full. We have made great progress on the issues raised by past visiting teams, and we have a great story to tell; we just need to do a better job telling it. The report written in 2018 was heavy on prose and light on substance and clearly undermined our case. We did a lot better in 2022 and we are set up to do well again in 2026.

Our goal is a clean 10-year reaccreditation. This isn't a stretch goal. For a campus like ours it's the standard result. We don't need to pretend to be perfect, but we do need to clearly present our strengths, demonstrate that we are working to meet the criteria and uphold the standards, and show a commitment to self-improvement.

PEVC Watkins took questions from the floor regarding the self-study reports, the required criteria, and who gets involved with unmet requirements.

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 2024-2025 recent elections for the Division, Colleges and Schools could be found on pages 9 & 10 of the meeting agenda.

There were several positions that have no more nominees than vacancies and there were no nominations received from the floor. The Division authorized the Secretary-Parliamentarian to cast a single ballot for all open positions.

ANNOUNCEMENTS BY THE CHAIR

Chair Barish addressed the Senate with a brief introduction of himself. Chair Barish began his career with UCR in 1998 in the department of Physics and Astronomy. Chair Barish discussed his many accolades and the many years of dedicated service to the University. Chair Barish provided a reminder of the call for nomination for the various Senate awards with a deadline of January 10, 2025. These awards include Distinguished Teaching, Distinguished Campus Service, Chancellor's Award for Excellence in Undergraduate Research and Creative Achievement, and the most prestigious award given by the Senate the Faculty Research Lecturer award. In addition, a reminder was also provided for the bonus Faculty Research Lecture reception on Monday December 9, 2025. Due to covid, it caused a delay in presentation, and therefore 2 receptions were scheduled this year to ensure all awardees were acknowledged placing us back on track.

Chair Barish wanted to provide a detailed description of the Chancellor's search advisory committee. The committee will consist of 3 UCR faculty members. A request was made to supply 9-12 names of which 3 are chosen by the president. There are 2 other faculty on the committee, the Senate Chair, and a faculty member from another campus. The committee also includes 5 regents, the President, undergraduate and graduate student representatives, and staff, alumni, and foundation representatives. In addition to the virtual townhall series on January 13, 2025, there will be an online feedback form where information, nominations, and email can be submitted. After the virtual town hall, no further information or updates will be provided until a Chancellor has been selected and announced.

Chair Barish provided additional information regarding the WASC accreditation. One issue mentioned in the previous reports, there were no identifiable outcomes for the general education program. In response to these concerns, preceding Chair Sang-Hee Lee formed a committee last June which consisted of a 3-part charge; 1. Identify learning outcomes for the general education program (what is being offered), 2. Recommend guidelines to evaluate learning outcomes, and 3. Recommend the format and charge for a permanent set of body to continue the work. The Executive Council is scheduled to receive the report in February and will proceed from there.

Lastly, Chair Barish discussed the final report received from the Teaching Evaluation Implementation Committee. The evaluations have been essentially unchanged since 2006. There was a previous committee in 2015-16 who made recommendations which were not adopted. This current effort started in February of 2018 when the Senate formed an Ad hoc committee on the evaluation of teaching. It was aided at that time by a recommendation from the 2019 UC Teaching and Learning Center's Report and it was also informed by widespread faculty survey feedback on what are still the current evaluations. The ad hoc committee focused on 2 areas: 1. Bias against women faculty and faculty of color, both in the instrument and the way it deployed in merit and promotions. 2. Re-design iEval to become "an instrument that is more closely tied to student learning, rather than just satisfaction. This report was submitted back in 2021 to the Executive Council in endorsed it and forwarded it to the administration. Phase 1 recommendations were a preamble about bias and elimination of statistical comparison. Phase 2 recommendations were to produce a more equitable useful tool for the evaluation of teaching effectiveness. As this point the Senate Administrative Teaching Evaluation Implementation Committee was form in 2021. The committee did research and conducted a small pilot in a small

number of classes which was reviewed by the Senate which provided significant feedback which included conducting a larger pilot. The committee responded to the feedback and conducted the larger pilot last spring which resulted in the final report submitted in October. The TEIC asked for the approval to proceed to implement the evaluations. The Senate's Executive Council reviewed the report, found it to be responsive to the charge and true to the initial ad hoc committee's recommendations. It further concluded that that all around the instrument and questions are an improvement over the current system and therefore gave the approval to proceed. So, this means there will be new teaching evaluations optional for the Spring but mandatory for the Fall.

Chair Barish took questions from the floor regarding how to increase response rates for teaching evaluations.

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 Representative, Preceding Chair Peter Chung, provided the Division with a written report from the Assembly meeting on June 1, 2024. This report can be found on page 149 of the full agenda. There were no questions from the Division.

REPORTS OF SPECIAL COMMITTEES

There were no reports of Special Committees.

REPORTS OF STANDING COMMITTEES AND FACULTIES

Professor Annie Ditta, Chair of the Committee on Educational Policy, introduced and moved for adoption of the proposed changes to the Riverside Senate Regulation 6 Campus Graduation Requirements to Add Campus Residency Requirement-UCR SR 6.14. found on page 151 of the full agenda. The motion was approved.

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 1:59 p.m.

ATTEST:

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

Aneesah Kelley-Henry
Recording Secretary

**SECRETARY-PARLIAMENTARIAN
REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 25, 2025**

2024-2025 RESULTS FROM THE CALL FOR NOMINATIONS

To be received and placed on file:

1. COLLEGE OF HUMANITIES, ARTS & SOCIAL SCIENCES

A call for Nominations was issued for the following position:

One Member, CHASS Executive Committee (2-year term)

Elected from degree-granting non-department programs (Asian Studies, Global Studies, Latin-American Studies, Liberal Studies, Middle East and Islamic Studies, and Southeast Asian Studies)

One valid nomination received:

- Xochitl Chavez, Latin American Studies.

** To complete Claudia Holguin Mendoza's unexpired term*

The results from the Call for Nominations and Elections will be posted on the Academic Senate website.

In Memoriam
Edgar Wilbur Butler
Professor of Sociology, Emeritus
UC Riverside
1926 – 2024



Edgar Wilbur Butler, longtime resident of Riverside, California, Professor Emeritus and former Chair of the Department of Sociology, UC Riverside, died on August 29, 2024. Known affectionately by his colleagues as “Ed,” Dr. Butler was born on November 4, 1929 in Rapid City, South Dakota. He spent his early years during the Great Depression moving with his family between the Fort Apache Indian Reservation in McNary, Arizona, and El Monte, California. His worldview was shaped by the hardships and inequalities he lived and witnessed, just as the photography and basketball he found in this period shaped his future. He played basketball through high school, junior college then signed up to serve in the U.S. Air Force, landing in Intelligence and on the basketball team.

After honorable discharge, he attended Long Beach State University supported by the GI Bill. There, he met his lifelong wife, Patricia McNichols, and married in

1958. Edgar returned to graduate school at the University of Southern California (USC) and, upon completing his PhD in Sociology in 1965, he took a position as Professor of Sociology at the University of North Carolina, Chapel Hill. In 1969, now with two children, the family moved back to California where he began a five decade stretch as faculty at the University of California, Riverside, contributing scholarship to the fields of urban sociology, criminology, demographics, and economics. Edgar's research focused on social issues as researcher, grant writer, Board member, for organizations such as the John F. Kennedy Memorial Foundation (Ophelia Project), Riverside County Department of Public Social Services, and The Coachella Valley Partnership, among others.

An eclectic researcher, Butler published 61 research papers during his lifetime on many different subjects, ranging from urban health, sociology, criminology, and demographics, with notable forays outside his main discipline exploring topics such as racial disenfranchisement in jury systems and environmental studies. His main *forte*, however, was book-writing. During his five decades at UC Riverside he published 14 books on different aspects of urban sociology, ranging across a wide array of topics such as urbanization in America, a critique of traditional marriage in rapidly changing modern cities, the challenges of geothermal energy development in the Imperial Valley of California, racial disenfranchisement and the jury system, the Los Angeles Riots, and child molestation in contemporary cities. In his last decade at Riverside, he published his first and only novel (*Savannah Tempest: A Novel*, Trafford Publishing 2006), and developed at the same an acute interest in the Megalopolis of Mexico City as a fascinating case study for urban sociologists. He published four books on Mexico (*Mexico Megacity*, Westview Press, 1997; *Mexico and Mexico City In the World Economy*, Routledge, 2019; *Sucesion Presidencial: The 1988 Mexican Presidential Election*, Routledge, 2019; and *The Mexico Handbook: Economic and Demographic Maps and Statistics*, Routledge, 2019).

His wide intellectual scope brought new ideas and innovation to the Department of Sociology and to those that collaborated with him at Riverside. Through a fruitful collaboration with Professor James Pick, at that time at the Gary Anderson Graduate School of Management, UCR, he was one of the early introducers of computerized methods, databasing, and geographic information systems to the discipline of sociology. Edgar Butler opened the methods and research practice of urban sociology to modern approaches based on database information, geographic information systems, and quantitative analysis. Even before the advent of modern computers, his first two books (*Urban Sociology: A Systematic Approach*, Harper & Row, 1976, and *The Urban Crisis: Problems and Prospects in America*, Goodyear Publishing Co., 1977) set the foundations for a methodologically rigorous approach to urban sociology. Concerned about the consequences of geothermal energy development in the Imperial Valley, in 1982 he published with James Pick a seminal book on the conflicts and prospects arising around this new industry (*Geothermal Energy Development: Problems*

and Prospects in the Imperial Valley of California, Plenum Publishing Corporation, 1982) that is, to this day, one of the most informed treatises on the subject. Finally, motivated by the Los Angeles Riots of April 1992, he published two books in the early 1990s on the sociological aspects of urban unrest, and on race and justice (*The Los Angeles Riots: Lessons for the Urban Future*, with Mark Baldassare and David O. Sears, Westview Press, 1994; *Race and the Jury: Racial Disenfranchisement and the Search for Justice*, with Hiroshi Fukurai and Richard Krooth, Springer, 1993). He was, indeed, an extraordinary observer of social dynamics and conflict in the latter half of the 20th Century.

He created a life full of love for his wife and family, with photography, tennis, travel to parts close and far, and his long-lasting affection for USC sports. He is survived by his wife of 64 years, Patricia McNichols Butler, his son, Brian, his daughter, Tracey, grandchildren, Garret and Joy, and his nephew, Todd. A celebration of his life was held on November 4, 2024, at the California Museum of Photography, UCR, Riverside, California.

Exequiel Ezcurra, Distinguished Professor of Ecology

Shaolei Ren (Chair)

Rogerio Budasz

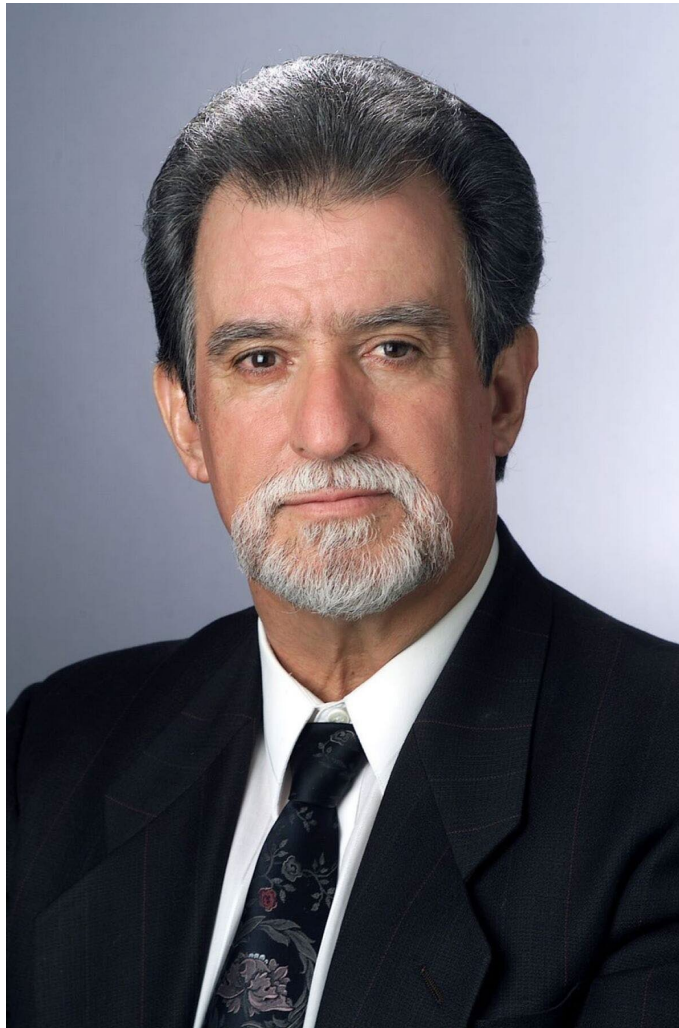
Marsha Ing

Kelly Jeong

Demetruis Lewis

Molly McGarry

In Memoriam
Armando Navarro
Professor of Ethnic Studies, Emeritus
UC Riverside
1941 – 2022



Armando Navarro, Professor Emeritus in the Department of Ethnic Studies at UCR, passed away from a cardiac arrest on March 25, 2022, at 80 years of age. The most important Chicano leader of his generation in the Inland Empire, Navarro was a trained political scientist. He obtained a Ph.D. in political science from UCR in 1974 and became the first full-time Chicano Studies faculty member in the Department of Ethnic Studies when he began teaching at UCR in 1992; he retired in 2015.

Born in 1941 and raised in what is now Rancho Cucamonga — then a small Mexican barrio — Navarro witnessed mass deportations, repression for speaking Spanish, and blatant racism. He was a U.S. Army lieutenant and one of the founders of the Raza Unida Party in California. As early as the 1980s he rallied communities in the Inland Empire against Border Patrol raids, also organizing counter protests when the KKK marched in Fontana during that same decade. In the early 2000s he confronted the Minutemen, a vigilante Border Patrol group whose reach spanned beyond the border into the Inland Empire. The Minutemen, along with other ultra-right-wing groups, targeted and threatened Navarro, yet he never backed down.

Navarro was an organic intellectual: a person with natural ties to his social base, articulating the interests of Latinos in the Inland Empire, and giving them a voice and self-awareness. He used his gift for analysis and position as a professor for educating, leading, and organizing Latinos in the Inland Empire and beyond. As an intellectual and an author, Navarro played a critical role on campus and in the community. During his academic career, he published seven extraordinarily influential books; his early works looked at the origins, growth, and eventual collapse of Chicano Movement organizations such as the Mexican American Youth Organization and the Raza Unida Party. In the mid-2000s, he focused on Mexican American political strategy and immigration politics. His latest works developed a critique of global capitalism: its social and economic polarizing effects and its implications for Mexican and Latino politics in the 21st century. Navarro approached this work as a political scientist drawing from historical and autobiographical frameworks and analyses.

Navarro was a tireless defender of Latino and immigrant rights, organizing and mobilizing both students and community members. Perhaps most notably, Navarro organized a national summit in Riverside in 2006, when the Sensenbrenner bill, which among other extreme measures would have made it a felony to be undocumented, passed in the 109th House of Representatives. Various immigrant rights leaders from Arizona, Illinois, Texas, New York, and California convened to discuss and strategize a response to the bill. At this summit, movement leaders ultimately planned the immigrant rights protests for the spring of 2006, which became the largest peaceful marches of their kind across the United States.

Without the use of social media, government, or corporate funding — and without abandoning the critical ethos that he carried since his days as a Brown Beret, Navarro brought to bear critical leadership to articulate a national platform for unity and action among Latinos during that crucial moment.

Navarro was also a Chicano internationalist. He organized several delegations to Cuba and Venezuela. During the Zapatista uprising in Mexico in the 1990s,

Navarro organized a delegation of UCR students and Inland Empire leaders to meet with Sub-Comandante Marcos.

Navarro managed to develop this brand of politics in the 1990s when the Inland Empire was a different place. The population was nearly half of what it is today. It was nearly 70 percent white, Republican, and an epicenter for anti-immigrant violence. It was a time too when there were few Latino elected officials and when students walked out of area high schools to protest Proposition 187, another anti-immigrant effort to forbid undocumented residents from accessing social services.

Latinos today make up over 50 percent of the Inland region. Chicano movement organizing tactics have given way to the more traditional forms of political action of which Navarro was increasingly critical. Latino elected officials are now part of the landscape from the Coachella Valley to Jurupa Valley. Autonomous grassroots organizing has mostly given way to nonprofit organizations and foundation driven activism.

Though he was often misunderstood and sometimes shunned by the new generation of Latino professors, Navarro left an important legacy. He bridged his scholarly publications with community work as envisioned in the philosophical documents that guided Chicano Studies Programs. He was pivotal in politicizing the generations that preceded him and set the groundwork for the Inland Empire to become the emerging heartland of Latino Southern California. Inspired by him, many of his students and young activists have become journalists, lawyers, professors, and elected officials in the region.

Navarro's legacy is firmly sealed as the Inland Empire's most important Chicano leader of his generation.

Exequiel Ezcurra, Distinguished Professor of Ecology

Based on the obituary by Alfonso Gonzalez Toribio and Jennifer R. Najera, *Press-Enterprise*, Apr. 16, 2022.

Shaolei Ren (Chair)
Rogerio Budasz
Marsha Ing
Kelly Jeong
Demetruis Lewis
Molly McGarry

In Memoriam
Amnon Rapoport
Distinguished Professor School of Business, Emeritus
UC Riverside
1936–2022



Amnon Rapoport, Emeritus Distinguished Professor of Management at the School of Business, UCR, passed away on December 6, 2022 at the age of 86. Born in Israel and a graduate of the Hebrew University of Jerusalem, Amnon received his doctoral degree in quantitative psychology from the University of North Carolina, Chapel Hill, in 1965. A peripatetic academic, he was a postdoctoral fellow at the Mental Health Research Institute, University of Michigan, Ann Arbor (1964–1965), from where he continued to do research in

universities around the world, including the Hebrew University of Jerusalem, Israel (1971–1972), the Netherlands Institute for Advanced Study in the Humanities and Social Sciences (1977–1978), the University of Illinois at Urbana-Champaign (1983–1984), Haifa University, Israel (1975–1992), the University of North Carolina at Chapel Hill (1965–1989), the Hong Kong University of Science and Technology (2003–2007), and the University of Arizona (1989–2010), to serve finally at the University of California, Riverside (2009–2017) as Distinguished Professor of Management in the School of Business.

Professor Rapoport was one of the pioneers and leaders in the experimental study and quantitative modeling of human decisions in social and interactive contexts. During his distinguished career, he published four books (and edited others) and more than 300 research papers and chapters in leading psychological, management, operation, marketing, decision theory, economics, and political science journals, and is recognized as a leading authority in many of these areas. His most important and influential work was on experimental studies of interactive decision-making behavior. This includes theoretical and empirical research on coalition formation, bargaining, social dilemmas, behavioral operations management, behavioral game theory, dynamic pricing, and directed networks.

Professor Rapoport's work was theory-driven, and, in most cases, the theory was represented formally by mathematical (primarily, but not exclusively, game theoretical) models. At the same time, he was a meticulous and rigorous, yet imaginative and creative experimentalist. In fact, he was one of the pioneers of computerized experimentation in individual and group decision-making. As a founding father of experimental economics and human strategic interaction, and with a career spanning over 60 years and three continents, Amnon's academic legacy is outstanding and incomparable.

He was a man ahead of his time, who explored in highly innovative ways the role of psychology in economics and human decision-making. It seemed to him natural that psychologists should take a leading role in the experimental study of game theory, and he noted that instead that literature had been ceded to economists. As he himself noted in one of his books: "The history of experimentation in psychology is rich and old. It would have been quite natural and highly desirable for psychologists to extend their scope of research and assume a major role in the study of economic decision behavior. Psychology professes to be the general study of human behavior. Most psychologists are trained to regard their discipline as an observational science; they do not have to overcome the conditioning of many economists who think of economics as an *a priori* science. Psychologists' knowledge of experimental techniques is comprehensive, and their experience in conducting experiments, analyzing data, and discovering empirical regularities exceeds that of most economists. However, with the exception of research on individual choice behavior — where

psychologists like Tversky, Kahneman, and Slovic have played a major role - psychologists have not contributed in any significant way to the growing research in experimental economics. Social psychologists for whom interactive behavior is the core of their discipline, have virtually abandoned the study of economic decisions in small groups to their colleagues in economics and related disciplines." (Amnon Rapoport, 2012, *Experimental Studies of Interactive Decisions* Vol. 5, Springer Science & Business Media).

A highly cited scholar in the social sciences, Rapoport published more than 300 research papers and received more than 17,000 citations to his work. Noted for his experimental approach to psychology and economics, his most cited paper (Uri Benzion, Amnon Rapoport, Joseph Yagil, 1989, Discount Rates Inferred from Decisions: An Experimental Study. *Management Science* 35(3): 270-284) was done with the participation of 204 students of economics and finance in a revolutionary choice experiment that rejected the classical hypothesis asserting that the discount rate is uniform across societies and scenarios, supporting instead the alternative hypotheses according to which discount rates are a result of perceived implicit risk and compensation for that risk.

A prolific teacher, beloved by his pupils, in 1999 his former students published a *festschrift* in celebration of his work at a relatively young age (David V. Budescu, Ido Erev, and Rami Zwick, eds. 1999, *Games and human behavior: Essays in honor of Amnon Rapoport*. Erlbaum).

As a founding father of experimental economics and human strategic interaction, and with a career spanning over 60 years and three continents, Amnon's academic legacy is outstanding and incomparable. His memory will live on in the work of students, peers, and in the generations of scholars and researchers that he nurtured and supported throughout their careers.

He will be missed dearly by his wife, daughter, sister, grandchildren and his academic peers from around the world.

Exequiel Ezcurra, Distinguished Professor of Ecology

Shaolei Ren (Chair)

Rogério Budasz

Marsha Ing

Kelly Jeong

Demetruis Lewis

Molly McGarry

In Memoriam
Mahsa J. Zakeri
Postdoctoral Researcher in Mechanical Engineering
UC Riverside
1992 – 2023



On January 28, 2023, Dr. Mahsa Zakeri, a young and brilliant postdoctoral scholar in the Department of Mechanical Engineering at UCR, died of complications from a tragic accident she had suffered on July 28, 2022.

Born in Tehran, Iran, in 1992, she obtained a Bachelor of Science in Mechanical Engineering at Sharif University of Technology, Teheran, in 2015. In 2016 she

enrolled in the University of California, Los Angeles (UCLA) to pursue doctoral studies at the Samueli School of Engineering, where she completed her Ph.D. in Mechanical Engineering in 2021, under the supervision of Prof. Christopher Lynch, at the time Chair of the Department of Mechanical and Aerospace Engineering. After finishing her Ph.D. at UCLA, Dr. Zakeri joined UCR on June 2022 as a postdoctoral scholar to further her research in collaboration with her mentor, Dr. Lynch, who had been appointed Dean of the Bourns College of Engineering.

Dr. Zakeri was working on a new class of materials, MagnetoElectroElastics, for advanced applications in electronics. The theory she developed supports a new technology based on parametric amplification of elastic waves. The aim of her postdoctoral research at UCR was to fabricate and demonstrate the applications and possibilities of this technology.

In her tragically short academic career, Dr. Zakeri left a glowing footprint. As a Graduate Research Assistant at UCLA she performed cutting-edge research investigating frequency mixing in elastic materials, with a focus on developing parametric amplifiers using a Surface Elastic Wave platform.

Her work was not only committed to research, but also to the development of harmonious academic relations on campus including social services and philanthropic activities. At the Dashev Center for International Students and Scholars in UCLA, she coordinated a program to connect international and domestic students at UCLA for cultural and social exchanges where every year she directed and planned engagement activities for groups of graduate students.

Despite her young age, Dr. Zakeri was able to see her first research paper in printed form (M Zakeri, SM Keller, YE Wang, CS Lynch, 2020, Nonreciprocal wave propagation and parametric amplification of bulk elastic waves in nonlinear anisotropic materials, *New Journal of Physics* 22 (2): 023009). In this detailed study, she analyzed how the parametric amplification of an elastic wave could enable a new generation of high performance, low noise acoustic amplifiers, a set of exciting results with potentially very high technological repercussions. Two other papers based on her research, coauthored with her lab collaborators, were published posthumously in 2024.

Dr. Zakeri was an enthusiastic scientist, a passionate animal lover, and an avid dancer. Her lively demeanor and warm smile will be greatly missed. She is survived by her father Ali, mother Fatemeh, brother Mohammad, sister Mitra, and husband Scott Keller.

Based on information provided by Professor Elizabeth Watkins, Provost and Executive Vice Chancellor, UCR.

Exequiel Ezcurra, Distinguished Professor of Ecology

Shaolei Ren (Chair)

Rogério Budasz

Marsha Ing

Kelly Jeong

Demetruis Lewis

Molly McGarry

**EXECUTIVE COMMITTEE
SCHOOL OF BUSINESS
REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 25, 2025**

To be adopted:

Proposed Changes to the Undergraduate Business Administration major (BSAD)

PRESENT:

Majors

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

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

Admission

A limited number of students are accepted into the Business Administration major, chosen according to overall GPA. Students must apply for the major when they have completed not fewer than 75 and not more than 100 quarter units of college work. Final acceptance into the major is based on completion of all prerequisites and breadth requirements within a 100-quarter-unit limit, a GPA of 2.50 or above in major prerequisites, and cumulative GPA of at least 2.70. (Students who have not completed the foreign language breadth requirement, ENGL 001C, or one Social Science course of their breadth requirement, may be accepted into the program, but they must complete the requirement before graduation.) Exceptions to the 100-quarter-unit maximum must be requested by petition.

PROPOSED:

Majors

The B.S. in Business Administration is a two-year upper-division major offered by the School of Business. Students can enroll in a Pre-Business status and are advised in CHASS during their freshman and sophomore years. The Pre-Business curriculum includes the prerequisites to the major and the college breadth requirements. After admission to the major, students are advised by the School of Business through its Undergraduate Business Programs Office located at 0241 School of Business Building. The B.S. degree in Business Administration is conferred by the School of Business.

No change.

Admission

No change.

~~UCR Students (excluding Pre-Business students) interested in changing major to Business Administration will be admissible to the Business Preparatory (BSPR), (which is not a major in UCR, but a holding group of transfer students who appear to be qualified for admission into business administration, but have some deficiencies which need to be completed before admission into business administration) status only if they can complete their deficiencies in breadth and/or major prerequisites within one quarter (the first quarter after admission into Bus Preparatory).~~

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

Students are encouraged to participate in at least one internship during their junior or senior year. Students interested in international business are encouraged to participate in Education Abroad, which has programs affiliated with more than 150 institutions in 35 countries worldwide. For details, visit Education Abroad at ea.ucr.edu or call (951) 827-4113.

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

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

Each Spring, the top 10% of juniors and seniors in the Business Administration program are invited to join Beta Gamma Sigma, the only international honors society recognized by AACSB International. Membership in Beta Gamma

No change.

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No change.

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Sigma is the highest recognition a business student anywhere in the world can receive in a business program accredited by AACSB ~~Inter-~~national. New Members are recognized by an official induction ceremony led by the Dean of the School of Business in the Spring quarter.

University Requirements

See Undergraduate Studies section.

College Requirements

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

Major Requirements

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

Business Administration Major

1. Preparation for Business Administration major (6 courses [at least 23 units])

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

- (1) BUS 010
- (2) BUS 020
- (3) ECON 002
- (4) ECON 003
- (5) STAT 008 or STAT 010 or ECON 101
- (6) MATH 022

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

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

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

ECON 102/ECON103, BUS 100W, BUS 101, BUS 102, BUS 103, BUS 104/STAT 104, BUS 105, BUS 106/BUS133/ECON 134, BUS 107, BUS 108, BUS 109

Concentration (At least 24 units): Students in

Sigma is the highest recognition a business student anywhere in the world can receive in a business program accredited by AACSB Inter-national. New Members are recognized by an official induction ceremony led by the Dean of the School of Business in the Spring quarter.

No change.

No change.

No change.

Business Administration Major

No change.

No change.

No change.

Concentration (At least 24 units per

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

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

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

Business Analytics: ~~BUS 124A~~, BUS 125, BUS 130, and at least three of the following: BUS 119, BUS 123, ~~BUS 124B~~, BUS 129, BUS 136, BUS 173

Finance: BUS 132, BUS 134, BUS 136, and at least three of the following: BUAS 101, BUS 131, BUS 135, BUS 137, BUS 138, BUS 139, BUS 140E, BUS 141, BUS 142, BUS 147

Information Systems: BUS 110, BUS 125, BUS 128, BUS 163, BUS 166, BUS 171, BUS 172, BUS 173, BUS 174, BUS 175, BUS 179, BUS 198i

Management: BUS 120, BUS 121, BUS 143, BUS 144, BUS 145, BUS 146, BUS 147, BUS 148, BUS 149, BUS 150, BUS 154, BUS 155, BUS 156, BUS 157, ANTH 105/BUS 158, BUS 163, BUS 173, BUS 177

Marketing: BUS 111, BUS 112, BUS 113, BUS 114, BUS 115, BUS 116, BUS 117, BUS 118, BUS 119,

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

Choose six courses each from up to two of the concentrations listed below. Courses completed to meet core requirements may not be used to meet concentration requirements.

Accounting and Auditing: BUS 154, BUS 160/ECON 160, BUS 161, BUS 162/ECON 162, BUS 165A, BUS 165B, BUS 165C, BUS 166, BUS 167, BUS 168A, BUS 168B, BUS 169A, BUS 169B, BUS 170, BUS 198i

Business Analytics: BUS 124, BUS 125, BUS 130, and at least three of the following: BUS 119, BUS 123, BUS 129, BUS 136, BUS 173, BUS 182

Finance: If BUS 106 was taken as a core course, the requirements are: BUS 132, BUS 134, BUS 136 and at least three of the following: BUAS 101, BUS 131, BUS 135, BUS 137, BUS 138, BUS 139, BUS 140E, BUS 141, BUS 142, BUS 147

Or

If BUS 133 was taken as a core course, the requirements are: ~~BUS 132~~, BUS 134, BUS 136 and at least four of the following: BUAS 101, BUS 131, BUS 135, BUS 137, BUS 138, BUS 139, BUS 140E, BUS 141, BUS 142, BUS 147

No change.

Management: BUS 120, BUS 121, BUS 143, BUS 144, BUS 145, BUS 146, BUS 147, BUS 148, BUS 149, BUS 150, BUS 154, BUS 155, BUS 156, BUS 157, ANTH 105/BUS 158, BUS 163, BUS 173, BUS 177, BUS 198i

Marketing: BUS 111, BUS 112, BUS 113, BUS 114, BUS 115, BUS 116, BUS 117, BUS 118, BUS 119,

BUS 151, BUS 152, BUS 159, BUS 164

Operations and Supply Chain Management: BUS 123, ~~BUS 124A~~, ~~BUS 124B~~, BUS 125, BUS 126, BUS 127/STAT 127, BUS 128, BUS 129, BUS 130, BUS 173

An additional 2 courses (at least 8 units) of Business Administration elective courses from BUS 110-BUS 199H, excluding BUS 190. Courses completed to satisfy the six-course concentration requirement may not be used to meet this requirement. Related courses outside of Business Administration may be approved to satisfy their requirement with the approval of the Associate Dean or Director of Undergraduate Business Programs.

BUS 151, BUS 152, BUS 159, BUS 164, BUS 198i

Operations and Supply Chain Management: BUS 123, BUS 124, BUS 125, BUS 126, BUS 127/STAT 127, BUS 128, BUS 129, BUS 130, BUS 173, BUS 182

Students choosing one concentration will take an additional 2 courses (at least 8 units) of Business Administration elective courses from BUS 110-BUS 199H, excluding BUS 190. Courses completed to satisfy the six-course concentration requirement may not be used to meet this requirement. Related courses outside of Business Administration may be approved to satisfy their requirement with the approval of the Associate Dean or Director of Undergraduate Business Programs.

Students choosing two concentrations will not take elective courses but instead will take an additional 6 courses (at least 24 units) in their second concentration.

Justifications (in sequential order):

- 1) Proposed change reflects the location of the UG Programs Office in the new School of Business Building.
- 2) Given the potential difficulties in remedying deficiencies in requirements within their first quarter, we do not admit transfer students into the Business Preparatory holding group. All incoming transfer students meet all admissions requirements.
- 3) Scholarships have been updated to reflect current availabilities.
- 4) Changing “AACSB International” to “AACSB International” corrects a typo.
- 5) Changing the number of units in Business Administration preparation courses fixes incorrect count of units only. Unit count of each course has not changed.
- 6) Proposed change reflects School of Business decision to allow students to declare up to two concentrations instead of only one concentration.
- 7) BUS 198i has been added as a course fulfilling the concentration requirements for Accounting and Auditing, Management, and Marketing as recommended by these areas.
- 8) We are changing the description of the Finance concentration course requirements to better reflect current differences in the requirements depending on whether BUS 106 or BUS 133 was taken as a core course.

- 9) The OSCM area reviewed the topics covered in BUS 124A and BUS 124B, originally meant as a sequence, and realized that the content of 124B does not pedagogically require having taken 124A first. 124B focuses more on data exploration and visualization and 124A focuses more on statistics, econometrics and machine learning. Accordingly, we are proposing changing the numbering of BUS 124A to BUS 124 and changing the numbering of BUS 124B to BUS 182.

Approvals:

Approved by the School of Business Undergraduate Committee:	June 7, 2024
Approved by the School of Business Executive Committee:	October 10, 2024
Approved by the Committee on Educational Policy:	December 17, 2024

**EXECUTIVE COMMITTEE
SCHOOL OF BUSINESS
REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 25, 2025**

To be adopted:

Proposed Changes to the Undergraduate Business Administration minor

PRESENT:

Minor

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

Prerequisites for the minor in Business Administration are as follows:

Three lower-division courses (14 units) (must be completed with no grade lower than "C-"): BUS 020, ECON 003, STAT 008 or STAT 010 or ECON 101

Additionally, students need to complete four upper-division courses as follows, depending on the minor of their choice, the general business minor or any of the eight functional business minors (16 units):

General Business:

Four core courses from the following list:
BUS 103, BUS 104/STAT 104, BUS 106 or BUS 133 or ECON 134, BUS 107, BUS 108

Accounting:

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

Business Analytics:

- a) Required: BUS 104, ~~BUS 124A~~
- b) Two additional upper-division business analytics courses selected from the following: BUS 119, BUS 123, ~~BUS 124B~~, BUS 125, BUS 129, BUS 130, BUS 136, BUS 173

PROPOSED:

No change.

No change.

No change.

No change.

No change.

Business Analytics:

- a) Required: BUS 104, BUS 124
- b) Two additional upper-division business analytics courses selected from the following: BUS 119, BUS 123, BUS 125, BUS 129, BUS 130, BUS 136, BUS 173, BUS 182

Finance: No change.

- a) Required: Either BUS 133 or BUS 106, BUS 132
- b) Additional upper-division Business Administration finance courses to meet 4-course minor requirement selected from the following: BUAS 101, BUS 131, BUS 134 (highly recommended), BUS 135, BUS 136 (highly recommended), BUS 137, BUS 138, BUS 139, BUS 140E, BUS 141, BUS 142, BUS 147

Information Systems: No change.

- a) Required: BUS 101
- b) Three additional upper-division Business Administration information systems courses selected from the following: BUS 110, BUS 125, BUS 128, BUS 163, BUS 166, BUS 171, BUS 172, BUS 173, BUS 174, BUS 175, BUS 179

Management: Organizational Behavior/Human Resources: No change.

- a) Required: BUS 107, BUS 155
- b) Two additional upper-division Business Administration organizational behavior or human resources courses selected from the following: BUS 121, BUS 143, BUS 144, BUS 145, BUS 149, BUS 156, BUS 157, BUS 177

Management: Strategy and Entrepreneurship: No change.

- a) Required: BUS 109, BUS 146
- b) Two additional upper-division Business Administration courses selected from the following: BUS 120, BUS 121, BUS 143, BUS 144, BUS 145, BUS 147, BUS 148, BUS 149, BUS 150, BUS 154, BUS 155, BUS 156, BUS 157, BUS 159, BUS 163, BUS 173

Marketing: No change.

- a) Required: BUS 103
- b) Three additional upper-division Business Administration marketing courses selected from the following: BUS 111, BUS 112, BUS 113, BUS 114, BUS 115, BUS 116, BUS 117, BUS 118, BUS 119, BUS 151, BUS 152, BUS 159, BUS 164

Operations and Supply Chain Management:

Operations and Supply Chain Management:

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

- a) Required: BUS 104, BUS 105
- b) Two additional upper-division Business Administration operations and supply chain management courses selected from the following: BUS 123, BUS 124 (highly recommended), BUS 125, BUS 126, BUS 127/STAT 127, BUS 128, BUS 129 (highly recommended), BUS 130, BUS 173, BUS 182

Justifications:

- 1) The OSCM area reviewed the topics covered in BUS 124A and BUS 124B, originally meant as a sequence, and realized that the content of 124B does not pedagogically require having taken 124A first. 124B focuses more on data exploration and visualization and 124A focuses more on statistics, econometrics and machine learning. Accordingly, we are proposing changing the numbering of BUS 124A to BUS 124 and changing the numbering of BUS 124B to BUS 182. This proposed change is reflected in the Business Analytics minor and in the Operations and Supply Chain Management minor.

Approvals:

Approved by the School of Business Undergraduate Committee:
 Approved by the School of Business Executive Committee:
 Approved by the Committee on Educational Policy:

June 7, 2024
 October 10, 2024
 December 17, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 25, 2025**

To be adopted: 2025-2026

Proposed Changes to Black Study major

PRESENT:

Major Requirements

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

1) Lower-division requirements (16 units)

- a) BLKS 001
- b) BLKS 002
- c) BLKS 003
- d) BLKS 004

2) Upper-division requirements (40-units)

- a) BLKS 191A or BLKS 191B
- b) BLKS ~~192A~~ and ~~192B~~ (Senior Capstone)
- c) BLKS ~~193~~

~~e) Twenty-four (24) additional units.~~

Students must take at least six (6) courses from two of the streams below.

STREAM ONE: Critical Study in Black Lives.
BLKS 019 /RLST 019, BLKS 101, BLKS 111,
~~BLKS 114~~, BLKS 115 / RLST 115, BLKS 118,
BLKS 142, BLKS 145

STREAM TWO: Arts, Cultures, and Imagination.
BLKS 024, BLKS 114, ~~BLKS 120~~, BLKS 121,
BLKS 122, BLKS 123 / SFSC 123, BLKS 124

STREAM THREE: Behavioral Sciences, Social Sciences, and Past. BLKS 118, BLKS 131, BLKS 132, ~~BLKS 135~~, BLKS 142

STREAM FOUR: Building Black Liberation.
BLKS 024, BLKS 120, BLKS 124, BLKS 135,
BLKS 144, BLKS 151, ~~BLKS 155~~

PROPOSED:

Major Requirements

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

1) Lower-division requirements (16 units)

- a) BLKS 001
- b) BLKS 002
- c) BLKS 003
- d) BLKS 004

2) Upper-division requirements (16 units)

- a) BLKS 191A or BLKS 191B
- b) BLKS 193A and BLKS 193B (Senior Capstone)
- c) BLKS 195

3) Additional Courses (24 units) Students must take at least six (6) courses from two of the streams below

STREAM ONE: Critical Study in Black Lives.
BLKS 019 /RLST 019, BLKS 101, BLKS 111,
BLKS 115 / RLST 115, BLKS 118/POSC 131,
BLKS 142,
BLKS 145/EDUC 145

STREAM TWO: Arts, Cultures, and Imagination.
BLKS 024, BLKS 114, BLKS 121, BLKS 122,
BLKS 123 / SFSC 123, BLKS 124

STREAM THREE: Behavioral Sciences, Social Sciences, and Past. BLKS 118/POSC 131, BLKS 131,
BLKS 132, BLKS 142

STREAM FOUR: Building Black Liberation.
BLKS 024, BLKS 124, BLKS 144, BLKS 151

Justification:

The B.A. degree consists of 56 units with requirements focused on the major social factors and movements impacting Black peoples in the African continent and its diasporas, as well as courses along the following themes: i) Critical Study in Black Lives; ii) Arts, Cultures, and Imagination; iii) Behavioral Sciences, Social Sciences, and Pasts; iv) Building Black Liberation.

Approvals:

Approved by the faculty of the Department of Black Study:

July 8, 2024

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

November 13, 2024

Approved by the Committee on Educational Policy:

December 20, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 25, 2025**

To be adopted:

Proposed Changes to Black Study minor

PRESENT:

Minor Requirements

The major requirements for the minor in Black Study are as follows:

1) ~~Lower division requirements (16 units)~~

- a) BLKS 001
- b) BLKS 002
- c) BLKS 003
- d) BLKS 004

2) Upper-division requirements (20 units)

- a) BLKS 191A or BLKS 191B
- c) ~~BLKS 193~~

e) ~~Twelve (12) additional units.~~ Students must take at least six (3) courses from two of the streams below.

STREAM ONE: Critical Study in Black Lives. BLKS 019 /RLST 019, BLKS 101, BLKS 111, ~~BLKS 114~~, BLKS 115 / RLST 115, BLKS 118, BLKS 142, BLKS 145

STREAM TWO: Arts, Cultures, and Imagination. BLKS 024, BLKS 114, ~~BLKS 120~~, BLKS 121, BLKS 122, BLKS 123 / SFSC 123, BLKS 124

STREAM THREE: Behavioral Sciences, Social Sciences, and Past. BLKS 118, BLKS 131, BLKS 132, ~~BLKS 135~~, BLKS 142

STREAM FOUR: Building Black Liberation. BLKS 024, ~~BLKS 120~~, BLKS 124, ~~BLKS 135~~, BLKS 144, BLKS 151, ~~BLKS 155~~

PROPOSED:

Minor Requirements

The major requirements for the minor in Black Study are as follows:

1) Students must take at least two (2) of the following lower-division courses (8 units)

- a) BLKS 001
- b) BLKS 002
- c) BLKS 003
- d) BLKS 004

2) Upper-division requirements (8 units)

- a) BLKS 191A or BLKS 191B
- c) BLKS 195

3) Additional Courses (12 units) Students must take at least three (3) courses from two of the streams below

STREAM ONE: Critical Study in Black Life and Lives. BLKS 019 /RLST 019, BLKS 101, BLKS 111, BLKS 115 / RLST 115, BLKS 118, BLKS 142, BLKS 145/EDUC 145

STREAM TWO: Arts, Cultures, and Imagination. BLKS 024, BLKS 114, BLKS 121, BLKS 122, BLKS 123 / SFSC 123, BLKS 124

STREAM THREE: Behavioral Sciences, Social Sciences, and Past. BLKS 118, BLKS 131, BLKS 132, BLKS 142

STREAM FOUR: Building Black Liberation. BLKS 024, BLKS 124, BLKS 144, BLKS 151

Justification:

The proposed creation of the minor in Black Study follows the Academic Senate Riverside Division’s successful (supermajority) vote on May 24, 2022, to create a new department of Black Study. That proposal for a Department of Black Study reflected the urgent demand for an overdue institutional presence that effectively addresses historical and contemporary patterns of antiblackness.

As we wrote in that proposal, UCR’s distinction from other universities is signaled by “Black Study,” which emphasizes “study” as a verb, and stresses engaged and embodied practice. The project name invokes Black Studies, UCR’s short-lived department, but is a departure from it as well in its treatment of Black Study as a verb rather than a noun, stressing collective activities that are simultaneously corporeal and theoretical, practical and speculative. Black Study is a multi-, extra- and transdisciplinary body of knowledge emerging from historical and contemporary African, African American, and diasporic Black experiences. It encompasses but significantly exceeds conventional curricular frameworks of Black Studies, African American Studies, Africana Studies, as well as traditional disciplines in the Social and Behavioral Sciences, Humanities, and the Arts. Black Study emphasizes insurgent African and Black diasporic queer, transgender, and feminist transdisciplinary approaches to a global framing of Black experiences.

The Black Study minor proposed here largely aligns with the draft of the minor submitted as an attachment to the departmental proposal on which the Senate voted in 2022 (e.g., required courses, number of units, streams of specialization, etc.). This version also fleshes out the specific courses and related course proposals, some of which are new and were designed by newly hired faculty in Black Study, supported by a UCOP Advancing Faculty Diversity award.

Approvals:

Approved by the faculty of the Department of Black Study:	December 1, 2024
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences:	January 8, 2025
Approved by the Committee on Educational Policy:	January 23, 2025

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCE
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 25, 2025**

To be adopted:

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

PRESENT:

PROPOSED:

Major

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.

Students must successfully repeat any outstanding ~~Life Science~~ Core course prior to acceptance into the major.

Students must be in good academic standing at the time the Change of Major Petition is filed.

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

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

Junior (90 - 134 earned units)

[no change]

The following math and science courses must be completed with a grade of C– or better. ~~Grades of D– or higher are acceptable for courses marked with an asterisk (*):~~ 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 8HLA or CHEM 12A~~, CHEM 008B and CHEM 08LB or CHEM 08HB and ~~CHEM 8HLB or CHEM 12B~~, CHEM 008C and CHEM 08LC or CHEM 08HC and ~~CHEM 8HLC or CHEM 12C*~~ 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, 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

Senior (135 + units)

[no change]

The following math and science courses must be completed with grade of C– or better. ~~Grades of D– or higher are acceptable for courses marked with an asterisk (*):~~ CHEM 001A, CHEM 01LA,

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

CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 01LC, BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, ~~BIOL 005C*~~, MATH 007A MATH 009A, MATH 007B or MATH 009B, CHEM 008A and CHEM 08LA or CHEM 08HA and ~~CHEM 8HLA or CHEM 12A~~, CHEM 008B and CHEM 08LB or CHEM 08HB and ~~CHEM 8HLB or CHEM 12B~~, CHEM 008C and CHEM 08LC or CHEM 08HC and ~~CHEM 8HLC or CHEM 12C*~~, 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

05LA or BIOL 020, BIOL 005B, BIOL 005C, MATH 007A MATH 009A, MATH 007B or MATH 009B, 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, PSYC 011 or STAT 004 or STAT 010, BCH 100 or BCH 110A, CBNS 106

GPA in upper division courses applied to the Neuroscience Major (Tier 1, 2, and 3) must be 2.00 or higher.

[no change]

Transfer Students

[no change]

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. 1. Math 007A or Math 009A; MATH 007B or MATH 009B or equivalent. 2. Two semesters of a single lab-based science discipline (e.g. Chemistry or Biology or Physics). 3. The equivalent of Math 009C plus one semester of Vector Calculus or Linear Algebra. Individual Majors can (and do) set their particular curricular requirements to be more rigorous.

[no change]

University Requirements

[no change]

See Undergraduate Studies section.

[no change]

College Requirements

[no change]

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.

[no change]

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]

Foreign Language [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]

Natural Sciences and Mathematics

[no change]

The Neuroscience Core in the Neuroscience major satisfies the Natural Sciences and Mathematics breadth requirement.

[no change]

Major Requirements

[no change]

1. Neuroscience Core (~~66-72~~ units; ~~satisfies the Life Sciences Core required for some majors in the College of Natural and Agricultural Sciences~~). Up to 12 units of upper-division life sciences courses (for this major, courses from the departments of Biochemistry, Biology, Cell Biology and Neuroscience, and Entomology) not being used to satisfy the core may be taken prior to completion of the core; ~~permission from the program chair or the program chair's designate is required to take upper-division units in excess of these 12 units.~~

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.

2. Students must complete all required ~~Life Science~~ Core courses with a grade of "C-" or better and with a cumulative GPA in the courses of at least 2.0. Grades of "D" or "F" in two required courses, either separate courses or repetitions of the same course, are grounds for discontinuation from the major.

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.

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]

~~d) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC (or CHEM 01HA and CHEM 1HLA, CHEM~~

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, CHEM 008A and CHEM 08LA or CHEM 08HA and CHEM 8HLA or CHEM 12A, CHEM 008B and CHEM 08LB or CHEM 08HB and CHEM 8HLB or CHEM 12B, CHEM 008C and CHEM 08LC or CHEM 08HC and CHEM 8HLC or CHEM 12C~~

e) ~~PHYS 002A, PHYS 002B, PHYS 002C or PHYS 02HA, PHYS 02HB, PHYS 02HC; PHYS 02LA, PHYS 02LB, PHYS 02LC or PHYS 02HLA, PHYS 02HLB, PHYS 02HLC; or PHYS 040A, PHYS 040B, PHYS 040C or PHYS 040HA, PHYS 040HB, PHYS 040HC~~

f) ~~BCH 100 or BCH 110A, or BCH 100H or BCH 110HA~~

3. Upper-division requirements

Students must complete all required First Tier and Second Tier courses with a grade of “C-” or better and with a cumulative GPA in the courses of at least 2.0. Grades of “D” or “F” in two required courses, either separate courses or repetitions of the same course, are grounds for discontinuation from the major.

a) First Tier (~~14~~ units)

(1) CBNS 106

(2) CBNS 120/PSYC 120

(3) CBNS 120L/PSYC 120L or PSYC 122L or CBNS 130L/PSYC 123L

(4) CBNS 124/PSYC 124

b) Second Tier (at least 12 units for the B.A. or at least 20 units for the B.S.)

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

01HB and CHEM 1HLB, CHEM 01HC and 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

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

g) BCH 100 or BCH 110A, or BCH 100H or BCH 110HA

[no change]

[no change]

a) First Tier (16 units)

[no change]

[no change]

[no change]

[no change]

[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

c) Third Tier (additional units to reach a total of ~~36~~ units for the B.A. or ~~44~~ units for the B.S.) Select from upper-division courses listed under Neuroscience Core, Second Tier above not used to satisfy those requirements, and the additional courses listed below. The combined number of units taken under First Tier, Second Tier, and Third Tier must total either ~~36~~ if the B.A. is sought or ~~44~~ if the B.S. is sought.

~~BCH 102~~, BCH 110B, BCH 110C, BCH 120; BIOL 100/ENTM 100, BIOL 102, BIOL 105, BIOL 107A, BIOL 108, ~~BIOL 109~~, BIOL 110, BIOL 151, BIOL 160, BIOL 161A, BIOL 161B; BIOL 162/ENTM 162; ~~BIOL 171, BIOL 171L~~, BIOL 173/ENTM 173, BIOL 175; ~~BIOL 185P~~; CBNS 108, CBNS 150/ENTX 150, CBNS 165, CBNS 169; up to 9 units from CBNS 194, CBNS 197 and/or CBNS 199; CS 170; PHYS 139L; PSYC 115, PSYC 130, PSYC 132, PSYC 134, PSYC 135, ~~ANTH 146/PSYC 146~~

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 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

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]

Justification:

1. NR 3.05 – Life Sciences Core Curriculum was approved to be removed, so references to this regulation was removed and replaced with Neuroscience Core.

2. The change of major criteria allows D- grades for the listed courses marked with an asterisk (*), but students must pass with a C- or higher to satisfy the Core requirements. Removed the note allowing D- or higher grades along with the asterisk by each course under the Change of Major Criteria for Juniors and Seniors because the department determined it be best to require a C- before students can change majors. Otherwise, there is a risk that the student may be discontinued from the major in the future if they don't pass their second attempt, as third attempts are not permitted. Students will now be required to have a C- or higher in all courses required for change of major eligibility.

3. Neuroscience Core total number of units was inaccurate and was changed to reflect correct range of units.

4. Removed the statement "permission from the program chair or the program chair's designate is required to take upper-division units in excess of these 12 units" from the Neuroscience Core because there is no official way to prevent students from enrolling in more than 12 units and it can't be enforced.

5. Typos in CHEM course numbers were corrected and removed CHEM 12A/12B/12C because the courses have been discontinued in 2017.
6. Split the General Chemistry series and Organic Chemistry series requirements on the list to spread out the major requirements and make it easier to read. Alphabetical bulleted course list was adjusted accordingly.
7. CBNS 120L/PSYC 120L, PSYC 122L, and CBNS 130L/PSYC 123L were approved to increase units from 2 to 4 units. Consequently, students that choose to take CBNS 120L/PSYC 120L, PSYC 122L, or CBNS 130L/PSYC 123L will complete 16 units in the first tier. Replaced 14 units with 16 units in the first tier to reflect the increase in units. Added combined total units of First Tier, Second Tier, and Third Tier to be 38 units for B.A. and 46 units for B.S. to reflect the increase in units.
8. Added PSYC 136 to the Second Tier requirements to give students more options.
9. BCH 102, BIOL 109, BIOL 185P, and ANTH 146/PSYC 146 were removed from the Third Tier because the courses have been discontinued.
10. Changes were made to BIOL 171. The course was split into two: BIOL 171A and BIOL 171B. Replaced BIOL 171 with BIOL 171A and BIOL 171B as options to fulfill Third Tier requirements.
11. Removed BIOL 171L because the EEOB department is removing the course from the course catalog, as it will be subsumed in the new full-year series of BIOL 171A, BIOL 171B, BIOL 171C (Human Anatomy & Physiology). BIOL 171L was previously a stand-alone lab course. The whole BIOL 171 series is being overhauled to better meet the requirements of allied health professionals degree programs. Within this, required lab sections are being integrated into BIOL 171B and BIOL 171C. These lab sections will replace the stand-alone BIOL 171L. Replaced BIOL 171L with BIOL 171C since the lab sections are being integrated into the series and would give students more options.

Approvals:

Approved by the faculty of the Neuroscience Program:	October 30, 2024
Approved by the Executive Committee of the College of Natural and Agricultural Sciences:	November 26, 2024
Approved by the Executive Committee of Humanities, Arts, and Social Sciences:	January 15, 2025
Approved by the Committee on Educational Policy:	January 31, 2025

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 25, 2025**

To be adopted:

Proposed Changes to the Minor in Neuroscience

PRESENT:

PROPOSED:

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.

[no change]

1. First ~~tier~~ (14-units)

1. First Tier (16 units)

a) CBNS 106 with a grade of C- or better

[no change]

b) CBNS 120/PSYC 120

[no change]

c) CBNS 120L/PSYC 120L or PSYC 122L
or CBNS 130L/PSYC 123L

[no change]

d) CBNS 124/PSYC 124

[no change]

2. Second Tier (6 units)

[no change]

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.

[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; PSYC 112, PSYC 117, PSYC 129

[no change]

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

[no change]

Justification

CBNS 120L/PSYC 120L, PSYC 122L, and CBNS 130L/PSYC 123L were approved to increase units from 2 to 4 units. Consequently, students that choose to take CBNS 120L/PSYC 120L, PSYC 122L, or CBNS 130L/PSYC 123L will complete 16 units in the first tier. Replaced 14 units with 16 units in the first tier to reflect the increase in units.

Approvals:

Approved by the faculty of the Neuroscience Program:	October 30, 2024
Approved by the faculty of the College of Natural and Agricultural Sciences:	November 27, 2024
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences:	January 15, 2025
Approved by the Committee on Educational Policy:	January 31, 2025

**EXECUTIVE COMMITTEE
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 25, 2025**

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. ~~All upper division courses presume completion of the life sciences core curriculum.~~

Continuation in the major requires that the student maintains cumulative and upper division/ science GPAs of 2.00 or higher, a GPA of 2.00 or higher in each academic quarter, and makes adequate progress in the major with no more than 16 units of repeated courses. Adequate progress in the major is defined as (a) earning no grade lower than a "C-" in any required lower division mathematics or science course, STAT 010, CHEM 008A, CHEM 08LA, CHEM 008B, CHEM 08LB, CHEM 008C, CHEM 08LC, or any upper division BCH course, and (b) completing MATH 009B and CHEM 001A by the end of the Fall Quarter of the second year of residence and BCH 110A or BCH 110HA, 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. Freshmen in the Medical Science Emphasis must also complete BCH 096 with a grade of "S" during their first year of residence. A student who does not meet these adequate progress standards will be discontinued from the major. In addition, a student who receives a grade of "D+" or lower in any two of the courses in (A) on the first attempt, or in any one of these courses in each of two attempts, will be discontinued from the major. Students who receive a grade lower than "B-" in BIOL 005A or CHEM 008A are strongly encouraged to complete BCH 100 during their second year of residence to better prepare

PROPOSED:

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

themselves for BCH 110A or BCH 110HA, BCH 110B or BCH 110HB, and BCH 110C or BCH 110HC.

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

Biology Emphasis

1. Lower-division requirements (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

[no change]

d) CHEM 008A and CHEM 08LA or CHEM 08HA and ~~CHEM 8HLA~~, CHEM 008B and CHEM 08LB or CHEM 08HB and ~~CHEM 8HLB~~, CHEM 008C and CHEM 08LC or CHEM 08HC and ~~CHEM 8HLC~~

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

[no change]

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

[no change]

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

b) At least 3 units from BCH 111, BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 180 (E-Z), BCH 183/BPSC 183, BCH 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) BCH 111, BCH 120, BCH 153/BIOL 153/ BPSC 153, BCH 180 (E-Z), BCH 183/ BPSC 183, BCH 186, BCH 187, BCH 210, BCH 211, BCH 212

(1) BCH 111, 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

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

(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 171L, 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

[no change]

(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]

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

[no change]

Chemistry Emphasis

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

a) BCH 095 or equivalent, BCH 015

1. Lower-division requirements (81 units)

[no change]

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

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

d) ~~CHEM 008A and CHEM 08LA or CHEM 08HA and CHEM 8HLA, CHEM 008B and CHEM 08LB or CHEM 08HB and CHEM 8HLB, CHEM 008C and CHEM 08LC or CHEM 08HC and CHEM 8HLC~~

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

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

g) ~~STAT 010~~

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

[no change]

d) CHEM 005

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

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

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

h) STAT 010

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 BCH 111, BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 180 (E-Z), BCH 183/BPSC 183, BCH 186, BCH 187, BCH 210, BCH 211, BCH 212, BIOL 119, BPSC 109/CBNS 109, BPSC 149

b) At least 3 units from BCH 111, BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 180 (E-Z), BCH 183/BPSC 183, BCH 185, BCH 186, BCH 187, BCH 188, BCH 210, BCH 211, BCH 212, BIOL 119, BPSC 109/CBNS 109, BPSC 149

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.)

[no change]

3. BCH 190 or BCH 197 are available as elective courses. Enrollment requires written permission of the supervising faculty member.

[no change]

No more than 9 units of courses numbered 190-199 may be counted towards the major.

Medical Sciences Emphasis

- | | |
|---|---|
| 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 | [no change] |
| e) CHEM 008A and CHEM 08LA or CHEM 08HA and CHEM 8HLA , CHEM 008B and CHEM 08LB or CHEM 08HB and CHEM 8HLB , CHEM 008C and CHEM 08LC or CHEM 08HC and CHEM 8HLC | e) CHEM 008A and CHEM 08LA or <u>CHEM 08HA and CHEM 08HLA</u> , CHEM 008B and CHEM 08LB or CHEM 08HB and <u>CHEM 08HLB</u> , CHEM 008C and CHEM 08LC or CHEM 08HC and <u>CHEM 08HLC</u> |
| f) MATH 007A or MATH 009A, MATH 007B or MATH 009B | [no change] |
| g) PHYS 002A, PHYS 02LA, PHYS 002B, PHYS 02LB, PHYS 002C, PHYS 02LC | [no change] |
| 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, BIOL 119, BIOL 121, BIOL 128/CBNS 128, BIOL 161A, BIOL 161B, BIOL 171 , 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 183/BPSC 183, <u>BCH 185, BCH 188</u> , BIOL 119, BIOL 121, BIOL 128/CBNS 128, BIOL 161A, BIOL 161B, <u>BIOL 171A, BIOL 171B, BIOL 171C, BIOL 171L</u> , BPSC 109/CBNS 109, BPSC 149, CBNS 106, CBNS 120/PSYC 120, CBNS 150/ENTX 150, CBNS 165, CBNS 169 |

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:

NR 3.05 – Life Sciences Core Curriculum was approved to be removed, so the reference to this regulation was removed from the major requirements.

Added “MATH 007B or MATH 009B” in the major description area to correct a typo and align with the lower-division requirements of the major. Typos in course numbers were also corrected throughout.

Under Major Requirements, added that BCH 095 and BCH 096 may be waived for transfer students and students who change their majors after their first year so that interested students are informed of these options.

BCH 185 and BCH 188 are recently approved new elective courses. Adding them to the list of Biology emphasis upper-division requirements, Chemistry emphasis upper-division requirements, and Medical Sciences emphasis upper-division requirements would give students more options to fulfill their major requirements.

Removed BIOL 171 from the Biology emphasis upper-division requirements and Medical Sciences emphasis upper-division requirements because it was split into two offerings (BIOL 171A and BIOL 171B) effective Winter 2021 and Spring 2021. The EEOB Department recently made changes to the BIOL 171 series effective Fall 2024. BIOL 171A is a new course using an old number; content is new/different from any previous course. BIOL 171A was renumbered to BIOL 171B; no changes to content. BIOL 171B was renumbered to BIOL 171C; no changes to content. Adding them to the list of Biology emphasis upper-division requirements and Medical Sciences emphasis upper-division requirements would give students more options to fulfill their major requirements.

In 2020, CHEM 005 was accidentally removed from the Chemistry emphasis lower-division requirements. In 2022, when STAT 010 was added, we overlooked that CHEM 005 was missing and did not add it then. Corrected missing course and revised units to lower-division Chemistry emphasis to reflect both CHEM 005 and STAT 010. Alphabetical bulleted course list was adjusted accordingly.

Approvals:

Approved by the faculty of the Department of Biochemistry:

September 26, 2024

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

October 25, 2024

Approved by the Committee on Educational Policy:

November 18, 2024

**EXECUTIVE COMMITTEE
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 25, 2025**

To be adopted:

Proposed Changes to the B.A. and B.S. of Cell, Molecular and Developmental Biology

PRESENT:

PROPOSED:

Major

[no change]

The Cell, Molecular and Developmental Biology major is designed to prepare students for diverse and exciting careers that include research, professional programs in the health sciences, and biotechnology. Course work is structured so that students first receive a solid grounding in the basic genetic and biological principles. Subsequent course requirements expand upon these themes and include courses in cell biology, molecular biology, developmental biology and genetics. Problem-based learning is employed throughout the curriculum to produce graduates with the analytical and critical thinking skills necessary to become successful researchers and professionals. After completing required core courses, students take intermediate level courses that lay the foundation for more advanced undergraduate courses. Several mechanisms exist to tailor the curriculum to the needs of the individual student, including by choosing either Disciplinary or Health Science track options. Both the Disciplinary and Health Science tracks can lead to B.A. or B.S. degrees. They have similar major requirements, but the B.A. degree requires 12 additional units of Humanities and Social Sciences courses and 16 units in a foreign language (see College Breadth Requirements).

[no change]

University Requirements

[no change]

See the Undergraduate Studies section for requirements that all students must satisfy.

[no change]

College Requirements

[no change]

See Degree Requirements, College of Natural and Agricultural Sciences, in the Undergraduate

[no change]

Studies Section, for requirements that students must satisfy.

Major Requirements

[no change]

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

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

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

1. CMDDB core curriculum (72-76 units)

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

[no change]

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

[no change]

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

[no change]

d) PHYS 002A, PHYS 002B, PHYS 02LA, PHYS 02LB, PHYS 002C, PHYS 02LC, or PHYS 02HA, PHYS 02HB, PHYS 02HLA, PHYS 02HLB, PHYS 02HC, PHYS 02HLC, or PHYS 040A, PHYS 040B, PHYS 040C, or PHYS 040HA, PHYS 040HB, PHYS 040HC

[no change]

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

[no changes]

f) STAT 010

[no changes]

g) BCH 100, or BCH 110A and BCH 110B, or BCH 110HA and BCH 110HB

[no changes]

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.

Students must complete all required core curriculum courses with a grade of C- or better and with a cumulative GPA in the courses of at least 2.0. Grades of D or F in two required courses, either separate courses or repetitions of the same course, are grounds for discontinuation from the major.

2. Upper-division requirements (40 units)

[no changes]

a) Major core (16 units) BIOL 102, BIOL 107A or BCH 110C or BCH 110HC, CBNS 101, CBNS 108.

[no changes]

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

[no changes]

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

[no changes]

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

[no changes]

Developmental emphasis. At least one of the following is required: BCH 183/ BPSC 183; BIOL 123/MCBL 123; BIOL 132/ BPSC 132; BIOL 115; CBNS 121/PSYC 121; CBNS 169.

[no changes]

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

Laboratory course: Two courses in a biological science are required. Courses including at least 3 hours of lab per week are eligible, including combined lecture and lab classes. Eligible classes include BIEN 155; BIOL 104/BPSC 104; BIOL 118; BIOL 121L/MCBL 121L; BIOL 132/ BPSC 132; BIOL 143/BPSC 143; BIOL 161A; BIOL 171A; CBNS 120L/PSYC 120L; CBNS 130L/PSYC123L; GNBT 114; GNBT 120; and others.

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

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

substitute for one, but not both of the required laboratory courses.

3. **Depth requirement (16 units).** For B.A. students, this requirement can be fulfilled with additional courses in Humanities and Social Sciences, and Foreign Languages. For the B.S. degree, students are required to take an additional 16 units of course work in natural sciences (including a biological or chemical science) or mathematics. Additional major elective units beyond the 24 required in 2b may be applied to this requirement.

[no changes]

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

[no changes]

i. Foreign language: three courses are recommended.

[no changes]

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

[no changes]

iii. Ethics: A course is strongly recommended, such as PHIL 009 or PHIL 167.

[no changes]

iv. Two upper-division classes in Psychology are recommended, such as CBNS 126/ PSYC 126; CBNS 127/PSYC 127; PSYC 129; PSYC 178; or PSYC 179.

[no changes]

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

v. When selecting electives in the natural sciences, students are recommended to include classes in an area of microbiology (e.g., BIOL 157, BIOL 171, ENSC 133/ MCBL 133, BIOL 121/MCBL 121, BIOL 123/ MCBL 123/PLPA 123, BIOL 124/MCBL 124, BIOL 134/PLPA 134), and in anatomy, zoology, or physiology (BIOL 151, BIOL 161A, BIOL 175, BIOL 176, CBNS 150/ENTX 150).

Sample Program Outlines

1. Bachelor of Science Degree (Disciplinary track)

The sample program for B.S. students provides a solid science background for students interested in research or teaching careers in biomedical science. Undergraduate laboratory research is strongly recommended as an important element in the program.

Freshman Year	Fall	Winter	Spring
NASC 093	2		
ENGL 001A, 001B	4		4
CHEM 001A, 001B, 001C, 01LA, 01B, 01C	5	5	5
BIOL 005A, BIOL 05LA or 020, BIOL 005B		5	4
MATH 007A or MATH 009A, MATH 007B or MATH 009B	4	4	
Total Units	15	14	13
Sophomore Year	Fall	Winter	Spring
PHYS 002A, 002B, 002C, 02LA, 02LB, 02LC	5	5	5
BIOL 005C, BIOL 102	4		4
CHEM 008A, 008B, 008C, 008LA, 008LB, 008LC	4	4	4
Human/Soc. Sci Elect.	2	8	4
Total Units	15	17	17
Junior Year	Fall	Winter	Spring
BIOL 107A		4	
CBNS 101			4
STAT 010	5		
BCH 100	4		
Major Elect. & Depth reqs (e.g. BIOL 121/MCBL	4	8	8

121, 121L or 121LS, BIOL 107B, BIOL 128/CBNS 128)			
Human/Soc. Sci Elect.		4	4
Total Units	13	16	16
Senior Year	Fall	Winter	Spring
ENGL 001C			4
CBNS 108			4
Major Elect. & Depth reqs (e.g. BIOL 113, 168; BIOL 132/BPSC 132; BPSC 135; CBNS 120/ PSYC 120; CBNS 169)	8	8	4
Human/Soc. Sci Elect.	4	4	
XXX 190, 197, 198, 199	2	3	3
Total Units	14	15	15

2. ~~Bachelor of Science Degree (Health Science track)~~

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

Freshman Year	Fall	Winter	Spring
NASC 093	2		
ENGL 001A, 001B	4		4
CHEM 001A, 001B, 001C, 01LA, 01B, 01C	5	5	5
BIOL 005A, BIOL 05LA or 020, BIOL 005B		5	4
MATH 007A or MATH 009A, MATH 007B or MATH 009B	4	4	

Total Units	15	14	13
Sophomore Year	Fall	Winter	Spring
PHYS 002A, 002B, 002C, 02LA, 02LB, 02LC	5	5	5
BIOL 005C, BIOL 102	4		4
CHEM 008A, 008B, 008C, 008LA, 008LB, 008LC	4	4	4
Human/Soc. Sci Elect.	2	4	4
Total Units	15	13	17
Junior Year	Fall	Winter	Spring
BIOL 107A		4	
CBNS 101			4
BCH 100	4		
Major Elect. & Depth reqs (e.g. BIOL 121/MCBL 121, 121L or 121LS, BIOL 107B, BIOL 128/CBNS 128)	8	4	8
Human/Soc. Sci Elect.		4	
Foreign Language	4	4	4
Total Units	16	16	16
Senior Year	Fall	Winter	Spring
ENGL 001C			4
CBNS 108			4
Major Elect. & Depth reqs (e.g. BIOL 113, 168; BIOL 132/BPSC 132; BPSC 135; CBNS 120/ PSYC 120; CBNS 169)	8	8	4
Human/Soc. Sci Elect.			4
XXX 190, 197, 198, 199	2	3	3
Total Units	15	15	15

3. Bachelor of Arts Degree (Disciplinary or Health Science tracks)

The sample program for B.A. students provides a broad-based education that builds on the strong foundation in science, with emphasis in humanities, social sciences, and foreign language.

Freshman Year	Fall	Winter	Spring
NASC 093	2		
ENGL 001A, 001B	4		4
CHEM 001A, 001B, 001C, 01LA, 01B, 01C	5	5	5
BIOL 005A, BIOL 05LA or 020, BIOL 005B		5	4
MATH 007A or MATH 009A, MATH 007B or MATH 009B	4	4	
Total Units	15	14	13
Sophomore Year	Fall	Winter	Spring
ENGL 001C		4	
PHYS 002A, 002B, 002C, 02LA, 02LB, 02LC	5	5	5
BIOL 005C, BIOL 102	4		4
CHEM 008A, 008B, 008C, 008LA, 008LB, 008LC	4	4	4
Foreign Language			4
Human/Soc. Sci Elect.	4		
Total Units	17	13	17
Junior Year	Fall	Winter	Spring
BIOL 107A		4	
CBNS 101			4
BCH 100	4		
Major Elect. & Depth reqs (e.g. BIOL 121/MCBL 121, 121L or 121LS, BIOL 107B, BIOL 128/CBNS 128)	4	4	4
Human/Soc. Sci Elect. (e.g. PSYC	4	4	8

002, 178, 179, PHIL 167)			
Foreign Language	4	4	
Total Units	16	16	16
Senior Year	Fall	Winter	Spring
CBNS 108			4
Major Elect. & Depth reqs (e.g. BIOL 113, 168; BIOL 132/BPSC 132; BPSC 135; CBNS 120/ PSYC 120; CBNS 169)	8	4	4
STAT 010		5	
Human/Soc. Sci Elect.		4	8
XXX 190, 197, 198, 199	4	2	
Total Units	12	15	16

Justification:

1. NR 3.05 – Life Sciences Core Curriculum was approved to be removed, so references to this regulation was removed and replaced with “CMDB core curriculum” and “core curriculum”. Referenced the “CMDB” acronym in the beginning of “Major Requirements” so that those who are unfamiliar with it will understand what it stands for.
2. Removed MCBL 121LS from lab requirements because the course was renumbered to MCBL 131L and restricted to MCBL majors only in 2022.
3. Removed MCBL 125 because it was restricted to MCBL majors only in 2022.
4. Added BIOL 171A (Human Anatomy), GNBT 114 (Molecular Genetics Laboratory), GNBT120 (Analysis of Genomes Laboratory), and CBNS 130L/PSYC 123L (Computational Neurophysiology Laboratory: Simulating Neuronal Membrane Properties) to the list of courses satisfying the lab requirements to give students more options. Adjusted the list of lab courses alphabetically and numerically.
5. Removed “Students in the Health Science Track may substitute one laboratory course with a course in ethics” from lab requirements because it is not enforceable specifically for health science track students and has, in practice, been an option for all CMDB students. Removed entirely since ethnics is not a lab course and is already recommended under the “Health Science track”.
6. On the “Note” after the “Laboratory course” requirements, rephrased sentence to clearly state that “a minimum” of three units of the listed 197 and 199 research courses since it is a variable unit course that can be taken up to 4 units per term, and that this may substitute for one, “but not both” of the required laboratory courses.
7. Corrected typos throughout: added space between ‘MCBL’ and ‘199’; added comma after ‘e.g.’.

8. Add CBNS/ENTX150 (Cancer Biology) to the Recommended Options for the Health Science Track.

9. Removed the “Sample Program Outlines” since it is outdated and there are different pathways available for students. The department determined it would be better to remove the sample program outlines in the catalog since students can find updated sample program outlines on the CNAS UAAC website for the CMDB undergraduate major.

Approvals:

Approved by the faculty of Cell, Molecular, and Development Biology:

November 4, 2024

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

November 26, 2024

Approved by the Committee on Educational Policy:

January 9, 2025

**EXECUTIVE COMMITTEE
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 25, 2025**

To be adopted:

Proposed Changes to Entomology BS + MS

PRESENT:

Combined Entomology B.S. + Entomology M.S.
Program

The College of Natural and Agricultural Science offers a combined five-year B.S.+M.S. program in Entomology, designed to allow successful UCR Entomology B.S. graduates to complete the Master of Science degree in Entomology in one year (Plan I, Thesis).

Applicants to the Combined Entomology B.S.+M.S. program (including transfer students) should apply by the end of their junior year, providing that the student is a UCR Entomology B.S. student with cumulative GPA at least 3.0 overall and 3.3 GPA in the Entomology major. The application to the Combined B.S.+M.S. program must include a Statement of Interest and Eligibility, at least two recommendation letters from UCR Academic Senate faculty members, one of which should include the prospective thesis advisor and at least one of which must be Entomology faculty. Matriculation into the graduate portion of the combined degree program occurs in the Fall term following senior year, provided: (a) the M.S. application is accepted, (b) throughout senior year, the student is an Entomology B.S. major with cumulative GPA 3.0 or higher, (c) by the end of senior year, the student completes the Entomology B.S. degree requirements.

Incoming freshman students who apply to the Entomology B.S. program may simultaneously apply for preliminary admission into the combined degree program provided their high-school GPA is at least 3.6, they satisfy the Entry-Level Writing requirement prior to matriculation, and they have sufficient math preparation to enroll in MATH 7A (Calculus for the Life Sciences) or 9A (First-Year Calculus Part 1) upon arrival. Preliminary conditional admission status is maintained as long as the student is an Entomology B.S. student in

PROPOSED :

Combined Entomology B.S. + Entomology M.S.
Program

No Change

good standing with a cumulative GPA of at least 3.0. Conditionally admitted students still need to apply for full admission by the end of their junior year as described above.

Overall Requirements

A total of 36 units are required to complete the MS portion. 24 units must be 200-level. No more than 12 units may come from 297 or 299 research units. No more than 12 units of ENTM 100-level courses earned prior to matriculation to graduate status can be applied toward the MS degree requirements.

Course Requirements

1. While in the Combined Entomology B.S.+M.S. Program, students must complete a minimum of 24 units of research (a combination of ENTM 190/197/199 and ENTM 297/299) over 6 consecutive quarters. Students receive credit towards this requirement by completing up to 12 units of ENTM 190/197/199/199H as an undergraduate student and a minimum of 12 units of ENTM 297/299 as a graduate student. Only 12 units of ENTM 297/299 will count toward the 36 unit requirement.

2. A minimum of 9 units of graduate courses and graded 2-unit graduate seminars from this list of courses: ENTM 201, ENTM 201L, ENTM 202, ENTM 202L, ENTM 203, ENTM 203L, ~~ENTM 207, ENTM 209~~, ENTM 210, ENTM 212, ENTM 219, ~~ENTM 227, ENTM 229~~, ENTM 230, ENTM 240, ENTM 241, ENTM 242, ENTM 249, ENTM 251, ENTM 252, ENTM 254, ENTM 255, ENTM 256, ENTM 257, ENTM 258, ENTM 262, ~~ENTM 267~~, ENTM 289, ENTM 290, BPSC 230, BPSC 234, BPSC 246, BPSC 247, EEOB 215, EEOB 217, EEOB 230, EEOB 282, EEOB 283, STAT 231A, STAT 231B.

3. Up to 6 units of upper division 100 level ENTM courses may be taken during the M.S. portion of the program.

Overall Requirements

No Change

Course Requirements

1. No change

2. A minimum of 9 units of graduate courses and/or graded 2-unit graduate seminars from this list of courses: ENTM 201, ENTM 201L, ENTM 202, ENTM 202L, ENTM 203, ENTM 203L, ENTM 210, ENTM 211, ENTM 212, ENTM 219, ENTM 230, ENTM 240, ENTM 241, ENTM 242, ENTM 249, ENTM 251, ENTM 252, ENTM 253, ENTM 254, ENTM 255, ENTM 256, ENTM 257, ENTM 258, ENTM 259, ENTM 260, ENTM 262, ENTM 271, ENTM 272, ENTM 276, ENTM 277, ENTM 289, ENTM 290, ENTM 423, BPSC 230, BPSC 234, BPSC 246, BPSC 247, EEOB 215, EEOB 217, EEOB 230, EEOB 282, EEOB 283, STAT 231A, STAT 231B.

3. No change.

4. Enrollment in ENTM 250, is required during all quarters of M.S. study (3 units total).

4. No change.

5. Thesis and Final Oral Examination:
Following completion of their research, students submit a written thesis and conclude their studies with an oral public defense of the thesis.

5. No change.

Interested students should check with the Department of Entomology's Undergraduate Advisors and their Academic Advisor for additional details.

Interested students should check with the Department of Entomology's Undergraduate Advisors and their Academic Advisor for additional details.

Professional Development

Students in the Entomology B.S.+M.S. Program must participate in the departmental seminar (ENTM 250) for the three quarters of their master's year and present at the Annual Graduate Student Seminar Day.

Professional Development

No change.

Justification:

Update to include courses currently offered by the department and to remove courses that have been discontinued.

Approvals:

Approved by the faculty of the Department of Entomology:

October 25, 2024

Approved by the Executive Committee of the College CNAS:

November 26, 2024

Approved by the Graduate Council:

January 16, 2025

Approved by the Committee on Educational Policy:

December 16, 2024

**THE GRADUATE DIVISION AND EXECUTIVE
COMMITTEES OF THE COLLEGES
REPORT TO THE DIVISION
FEBRUARY 25, 2025**

To be received and placed on file:

Reports of Degrees Awarded – Summer 2024

Bourns College of Engineering	
Bachelor of Science:	67
College of Humanities, Arts and Social Sciences	
Bachelor of Arts:	458
Bachelor of Science:	25
College of Natural and Agricultural Sciences	
Bachelor of Arts:	9
Bachelor of Science:	742
School of Business	
Bachelor of Science:	162
School of Education	
Bachelor of Arts	44
School of Medicine	
PhD:.....	4
MD.....	2
Master of Science:	2
School of Public Policy	
Bachelor of Arts:	18

Report of Degrees Awarded – Fall 2024

Graduate Division	
Doctor of Philosophy:.....	68
Master of Arts:	10
Master of Business Administration:	15
Master of Education:	7
Master of Finance:	22
Master of Fine Arts:.....	12
Master of Professional Accountancy:	25
Master of Public Health.....	0
Master of Public Policy:.....	1
Master of Science:	156

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
February 25, 2025

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>
<i>Undergraduate Courses:</i>					
Change	ANTH 104		BIOARCHAEOLOGY	4 Units	
Change	ANTH 164		FORENSIC ANTHROPOLOGY	4 Units	
Change	BLKS 004		INTRODUCTION TO BLACK STUDY 4: PRAXIS, IMAGINATION, AND INNOVATION	4 Units	
Change	BUS 124		BUSINESS ANALYTICS	4 Units	BUS 124A
Change	BUS 182		ADVANCED BUSINESS ANALYTICS	4 Units	BUS 124B
Change	CHE 100		ENGINEERING THERMODYNAMICS	4 Units	
Change	CHE 131		ELECTROCHEMICAL ENGINEERING	4 Units	
Change	CHFY 004		EDUCATIONAL LEADERSHIP	2 Units	
Change	CHFY 010		STEP-BY-STEP TO COLLEGE SUCCESS FOR FIRST YEAR TRANSFER STUDENTS	2 Units	
Change	CRWT 132		INTERMEDIATE CREATIVE NONFICTION	4 Units	
Change	CRWT 134		ADVANCED CREATIVE NONFICTION	4 Units	
Change	CRWT 160		INTERMEDIATE POETRY WORKSHOP	4 Units	
Change	CRWT 162		INTERMEDIATE FICTION WORKSHOP	4 Units	
Change	CRWT 170		ADVANCED POETRY WORKSHOP	4 Units	
Change	CRWT 172		ADVANCED FICTION WORKSHOP	4 Units	
Change	CRWT 182		PROFESSIONAL FICTION WORKSHOP	5 Units	
Change	CS 009A		DATA ORIENTED INTRODUCTION TO COMPUTING I	4 Units	
Change	CS 009B		DATA ORIENTED INTRODUCTION TO COMPUTING II	4 Units	
Change	CS 010A		INTRODUCTION TO COMPUTER SCIENCE FOR SCIENCE, MATHEMATICS, AND ENGINEERING I	4 Units	
Change	CS 061		MACHINE ORGANIZATION AND ASSEMBLY LANGUAGE PROGRAMMING	4 Units	
Change	CS 172		INTRODUCTION TO INFORMATION RETRIEVAL	4 Units	
Change	CS 173		INTRODUCTION TO NATURAL LANGUAGE PROCESSING	4 Units	
Change	EDUC 109 (E-Z)		SPECIAL TOPICS IN EDUCATION	4 Units	EDUC 111
Change	EE 148	CS 148	ARTIFICIAL INTELLIGENCE FOR ROBOTICS	4 Units	
Change	ENGL 121		SPECIAL TOPICS IN POSTCOLONIAL LITERATURES	4 Units	
Change	ENGR 198I		INDIVIDUAL INTERNSHIP	1 to 12 Units	
Change	ENSC 001		INTRODUCTION TO ENVIRONMENTAL SCIENCE: NATURAL	4 Units	
Change	ENTM 020		BEEES AND BEEKEEPING	4 Units	
Change	ENTM 127	BIOL 127	INSECT ECOLOGY	4 Units	
Change	ETST 005		INTRODUCTION TO ASIAN AMERICAN STUDIES IN COMPARATIVE PERSPECTIVE	4 Units	
Change	ETST 005H		HONORS INTRODUCTION TO ASIAN AMERICAN STUDIES IN COMPARATIVE PERSPECTIVE	4 Units	
Change	ETST 108 (E-Z)		SPECIAL TOPICS IN CHICANO STUDIES	4 Units	
Change	ETST 191 (E-Z)		SEMINAR IN ETHNIC STUDIES	4 Units	
Change	GBST 102		GLOBAL MEDITATION PRACTICES AND THE CONTEMPLATIVE TRADITIONS OF SOUTH ASIA	4 Units	
Change	GBST 103		FOOD AND GLOBALIZATION	4 Units	
Change	GEO 003	BIOL 010	HEADLINES IN THE HISTORY OF LIFE	4 Units	
Change	GSST 002		INTRODUCTION TO LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDIES	4 Units	LGBS 001
Change	GSST 114	ENGL 122	QUEER TEXTS AND BODIES	4 Units	ENGL 122
Change	GSST 115		TOPICS IN QUEER ART, CULTURE, OR LITERATURE	4 Units	LGBS 105
Change	GSST 115W		TOPICS IN QUEER ART, CULTURE, AND LITERATURE	4 Units	LGBS 105W
Change	HISE 171		EARLY RUSSIA	4 Units	
Change	HIST 030		THEMES AND PERSONALITIES IN HISTORY	4 Units	
Change	HIST 195A		SENIOR THESIS	4 Units	
Change	KOR 001		FIRST-YEAR KOREAN	4 Units	
Change	KOR 002		FIRST-YEAR KOREAN	4 Units	
Change	MATH 150		INTERMEDIATE ANALYSIS	4 Units	MATH 150A
Change	MATH 151A		FOUNDATIONS OF REAL ANALYSIS 1	4 Units	
Change	MATH 151B		FOUNDATIONS OF REAL ANALYSIS 2	4 Units	
Change	MCS 160		RACE, STATE VIOLENCE, AND INCARCERATION IN THE U.S.	4 Units	
Change	MUS 001		BASIC MUSICAL CONCEPTS	4 Units	
Change	PBPL 191		PROFESSIONAL ENGAGEMENT IN PUBLIC POLICY	2 Units	
Change	PHYS 002A		GENERAL PHYSICS	4 Units	
Change	PHYS 002B		GENERAL PHYSICS	4 Units	
Change	PHYS 02HA		HONORS GENERAL PHYSICS	4 Units	
Change	PHYS 02HB		HONORS GENERAL PHYSICS	4 Units	
Change	PHYS 02HLA		HONORS GENERAL PHYSICS LABORATORY	1 Unit	
Change	PHYS 02HLB		HONORS GENERAL PHYSICS LABORATORY	1 Unit	
Change	PHYS 02LA		GENERAL PHYSICS LABORATORY	1 Unit	
Change	PHYS 02LB		GENERAL PHYSICS LABORATORY	1 Unit	
Change	PHYS 040A		GENERAL PHYSICS	5 Units	
Change	PHYS 040B		GENERAL PHYSICS	5 Units	
Change	PHYS 040C		GENERAL PHYSICS	5 Units	
Change	PHYS 040HA		HONORS GENERAL PHYSICS	5 Units	
Change	PHYS 040HB		HONORS GENERAL PHYSICS	5 Units	
Change	PHYS 040HC		HONORS GENERAL PHYSICS	5 Units	
Change	PHYS 041A		INTRODUCTORY PHYSICS FOR PHYSICS MAJORS	8 Units	
Change	PHYS 041B		INTRODUCTORY PHYSICS FOR PHYSICS MAJORS	8 Units	

Committee on Courses
Report to the Riverside Division
February 25, 2025

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>
Change	PHYS 041C		INTRODUCTORY PHYSICS FOR PHYSICS MAJORS	8 Units	
Change	POSC 010		AMERICAN POLITICS	5 Units	
Change	POSC 105		RACE AND LAW ENFORCEMENT	4 Units	
Change	POSC 138	LABR 138	LABOR AND GLOBALIZATION	4 Units	
Change	POSC 138S	LABR 138S	LABOR AND GLOBALIZATION	5 Units	
Change	POSC 180S		THE POLITICS OF PUBLIC HEALTH	5 Units	
Change	PSYC 013		SKEPTICISM AND PSEUDOSCIENCE IN PSYCHOLOGY	4 Units	
Change	PSYC 096		RESEARCH FOR LOWER-DIVISION STUDENTS	1 to 2 Units	
Change	PSYC 122L		HUMAN NEUROIMAGING LABORATORY	4 Units	
Change	PSYC 165A		THE CULTURAL BASES OF HUMAN DEVELOPMENT	4 Units	
Change	STAT 155		PROBABILITY AND STATISTICS FOR SCIENCE AND ENGINEERING	4 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	
Discontinue	BSWT 003D		BASIC WRITING FOR SECOND-LANGUAGE STUDENTS	2 Units	
Discontinue	BUS 158		ORGANIZATIONS AS CULTURAL SYSTEMS	4 Units	
Discontinue	CRWT 043		CREATIVE WRITING AND ANCESTRY	4 Units	
Discontinue	CRWT 130		BEGINNING CREATIVE NONFICTION	4 Units	
Discontinue	CRWT 136		PROFESSIONAL CREATIVE NONFICTION WORKSHOP	5 Units	
Discontinue	CRWT 150		BEGINNING POETRY WORKSHOP	4 Units	
Discontinue	CRWT 152		BEGINNING FICTION WORKSHOP	4 Units	
Discontinue	CRWT 174		ISSUES IN JOURNALISM	4 Units	
Discontinue	ENTM 129L		INTRODUCTION TO BIOLOGICAL CONTROL LABORATORY	2 Units	
Discontinue	ETST 109E		AFRICAN AMERICANS IN THE UNITED STATES ECONOMY	4 Units	
Discontinue	ETST 111		ETHNIC POLITICS: PRACTICUM IN POLITICAL CHANGE	4 Units	
Discontinue	ETST 120		CONTEMPORARY NATIVE AMERICAN LITERATURE	4 Units	
Discontinue	ETST 129		THEORIES IN CHICANO STUDIES	4 Units	
Discontinue	ETST 141A		BLACK LITERATURE 1	4 Units	
Discontinue	ETST 141B		BLACK LITERATURE 2	4 Units	
Discontinue	ETST 151		CONTEMPORARY ASIAN AMERICAN LITERATURE	4 Units	
Discontinue	ETST 152		ASIAN AMERICAN FILM AND VIDEO	4 Units	
Discontinue	ETST 156		POLITICS OF THE CHICANO MOVEMENT	4 Units	
Discontinue	ETST 166		ISSUES IN BILINGUAL/BICULTURAL EDUCATION	4 Units	
Discontinue	ETST 169		THE POLITICS OF RACE AND PERFORMANCE	4 Units	
Discontinue	ETST 171		BLACK MUSIC	4 Units	
Discontinue	ETST 173		BLACK ART IN AMERICA	4 Units	
Discontinue	ETST 183	HISA 143	NATIVE AMERICAN ORAL LITERATURE	4 Units	
Discontinue	MATH 150B		INTERMEDIATE ANALYSIS	4 Units	
Discontinue	PSYC 179		HEALTH AND BEHAVIOR CHANGE	4 Units	
Discontinue	SOC 002F		THE CITY	4 Units	
Merge	ENTM 129		INTRODUCTION TO BIOLOGICAL CONTROL	4 Units	
New	BCH 181		BIOANALYTICAL CONCEPTS FOR EXPERIMENTAL SYSTEMS BIOLOGY	3 Units	
New	BIEN 002		REGULATIONS OF IN VITRO SYSTEMS IN BIOENGINEERING	4 Units	
New	BIEN 003		REGULATION OF IN VIVO SYSTEMS IN BIOENGINEERING	4 Units	
New	BIEN 112		BIOMECHANICS OF MOVEMENT	4 Units	
New	BLKS 156		SPECIAL TOPICS IN ART & ACTIVISM	4 Units	
New	CBNS 180		MOLECULAR AND NEURAL MECHANISMS UNDERLYING NATURAL	4 Units	
New	CBNS 188		NEUROMODULATORY MECHANISMS OF BEHAVIOR AND DECISION	3 Units	
New	CS 042		A HITCHHIKER'S GUIDE TO ARTIFICIAL INTELLIGENCE (AI)	4 Units	
New	CS 106		INTRODUCTION TO COMPUTER SECURITY	4 Units	
New	CS 163		INTRODUCTION TO PRIVACY TECHNOLOGIES	4 Units	
New	EDUC 157		STUDENT ACTIVISM, CAMPUS RACIAL CLIMATE, & PLACEMAKING	4 Units	
New	EDUC 197		RESEARCH FOR UNDERGRADUATES	1 to 4 Units	
New	ENGL 034W		WRITING FOR MULTIMODAL CONTEXTS	4 Units	
New	ENGR 110		INNOVAR (INNOVATION PROGRAM); CUSTOMER DISCOVERY &	4 Units	
New	LING 165		A LINGUIST'S GUIDE TO SPEECH LANGUAGE PATHOLOGY	4 Units	
New	MCS 167		VIRTUAL REALITY BEYOND IMAGES	4 Units	
New	MUS 116		HISTORY OF JAZZ	4 Units	
New	PBPL 110		BASICS OF PUBLIC BUDGETING AND FINANCE	4 Units	
New	PBPL 121		CRIME AND PUBLIC POLICIES	4 Units	
New	PBPL 177		HOUSING POLICY	4 Units	
New	PBPL 179		PUBLIC POLICY AND DIGITAL PLATFORMS	4 Units	
New	PBPL 184		LAW AND JUSTICE	4 Units	
New	PSYC 096L		RESEARCH LABORATORY FOR LOWER-DIVISION STUDENTS	1 to 2 Units	
New	SEHE 135		ENVIRONMENTAL WAR CRIMES	4 Units	
New	SEHE 135S		ENVIRONMENTAL WAR CRIMES	5 Units	
Priority Enrollment	CS 010B		INTRODUCTION TO COMPUTER SCIENCE FOR SCIENCE,	4 Units	
Priority Enrollment	PSYC 011		PSYCHOLOGICAL METHODS: STATISTICAL PROCEDURES	5 Units	
Priority Enrollment	PSYC 012		PSYCHOLOGICAL METHODS: RESEARCH PROCEDURES	6 Units	
Graduate Courses:					
Change	PSYC 283		PROSEMINAR ON CURRENT RESEARCH IN COGNITIVE PSYCHOLOGY	1 Unit	
Discontinue	CS 267		SEMINAR IN DATABASES	4 Units	
Discontinue	CS 269		SOFTWARE AND HARDWARE ENGINEERING OF EMBEDDED SYSTEMS	4 Units	
Discontinue	CWPA 265A		FOUR FORMS	4 Units	

**Committee on Courses
Report to the Riverside Division
February 25, 2025**

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>
Discontinue	CWPA 265B		FOUR FORMS	4 Units	
Discontinue	CWPA 275		MODERN AMERICAN POETRY	4 Units	
Discontinue	CWPA 281		OSCAR WILDE AND LATE VICTORIAN THEATRE	4 Units	
Discontinue	CWPA 284		INTENSIVE WORKSHOP	1 to 2 Units	
New	BLKS 200		DARK MATTER AND BLACK TIME	4 Units	
New	BLKS 201		FOUR PAGE LETTERS AND FOUR LETTER WORDS	4 Units	
New	BPSC 212		METABOLOMICS: EXPLORING PLANT METABOLISM AND HUMAN	4 Units	
New	EDUC 245L		REVIEW OF RESEARCH LITERATURE IN EDUCATION	4 Units	
New	EE 267		INTRODUCTION TO AUTONOMOUS DRIVING SYSTEMS	4 Units	
New	EE 268		TRUSTWORTHY AI FOR AUTONOMY	4 Units	
<i>Extension Courses:</i>					
Instructor	EDUC X85.A		An Introduction to Early Childhood Studies: Child Growth and Development, Carmela Garnica, M.Ed.		
Instructor	ETST XR001		Introduction to the Study of Race and Ethnicity, Alan Lechusza Aquallo, Ph.D.		
Instructor	ETST XR001		Introduction to the Study of Race and Ethnicity, Jose Magcalas, Ph.D.		
Instructor	ETST XR001		Introduction to the Study of Race and Ethnicity, Andy Wu, Ed.D.		
Instructor	ETST XR001		Introduction to the Study of Race and Ethnicity, Wayne Freeman, M.A.		
Instructor	EDUC X85.A		An Introduction to Early Childhood Studies: Child Growth and Development, Abigail Loya, M.A.		
Instructor	EDUC X85.B		The Role of Home, School and Community in Early Childhood Education, Abigail Loya, M.A.		
Instructor	EDUC X85.C		Developmentally Appropriate Curriculum in Early Childhood Education, Abigail Loya, M.A.		
Instructor	EDUC X87.45		Infant and Toddler Development, Christina Cuevas, M.S.		
Instructor	EDUC X87.45		Infant and Toddler Development, Maria Velarde, M.A.		
Instructor	EDUC X87.46		Infant and Toddler Developmentally Appropriate Classroom Practices, Christina Cuevas, M.S.		
Instructor	EDUC X88.63		Education and Care of Infants and Toddlers, Christina Cuevas, M.S.		
Instructor	MGT X105.01		Disney Advanced Studies in Hospitality Management, Patricia Coleman, M.B.A.		
Instructor	MGT X105.03		Corporate Communication, Patricia Coleman, M.B.A.		
Instructor	MGT X105.03		Disney Corporate Communication, Jere Ferguson, M.B.A.		
Instructor	MGT X105.12		Supervised Training, Part I, Jere Ferguson, M.B.A.		
Instructor	MGT X105.13		Supervised Training, Part II, Jere Ferguson, M.B.A.		
Instructor	PLS X115		Principles of Plant Growth, Zsolt Felenyi, B.S.		
Instructor	PLS X115		Principles of Plant Growth, Sean McLaughlin, M.S.		
Instructor	PLS X116		Turfgrass Species and Applications, Zsolt Felenyi, B.S.		
Instructor	PLS X116		Turfgrass Species and Applications, Sean McLaughlin, M.S.		

**COMMITTEE ON COURSES
REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 25, 2025**

To be received and placed on file:

The Committee on Courses has approved requests to allow the following instructors to teach upper division courses as indicated:

<u>INSTRUCTOR</u>	<u>DEPARTMENT/SCHOOL</u>	<u>LIMITS OF AUTHORIZATION</u>	
Bryant-Horn, A.	Education	EDUC 162	W'25
Colchete, N.	Education	EDUC 118	W'25
Davidson, E.	Education	EDUC 152	W'25
Farrington, R.	Education	EDUC 275B	W'25
Rivas, S.	Education	EDUC 269I	W'25
Uribe, A.	English	ENGL 143	W'25
Cucurella, P.	Hispanic Studies	SPN 101B	W'25
Hanson, K.	Hispanic Studies	SPN 123G	W'25
Jarquin, J.	Hispanic Studies	SPN 193	W'25
Valdivia, N.	Hispanic Studies	SPN 120A	W'25
Spano, C.	Philosophy	PHIL 154	W'25
Allen, M.	Political Science	POSC 100	W'25
Barton, N.	Political Science	POSC 182E	W'25
Ashlock, L.	Psychology	PSYC 140	W'25
Miller, A.	Psychology	PSYC 150	W'25
Zadoorian, S.	Psychology	PSYC 132	W'25
Cohen, T.	Sociology	SOC 124	W'25
Higinio, L.	Sociology	SOC 128S	W'25

**COMMITTEE ON COURSES
REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 25, 2025**

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 2024-2025 Academic Year as part of the courses not offered for four or more year's process.

BUS 158	CS 267	CRWT 136	ETST 108E	ETST 151
	CS 269	CRWT 174	ETST 108F	ETST 152
			ETST 109E	ETST 156
			ETST 111	ETST 166
			ETST 120	ETST 169
			ETST 129	ETST 171
			ETST 141A	ETST 173
			ETST 141B	ETST 183
				ETST 191K
				ETST 191S

Courses scheduled to be approved for deletion:

CRWT	ETST 225	MCBL 130	BIEN 251	CEE 247	CS 122B
186B	ETST 227		BIEN 267	CEE 251	CS 233
	ETST 243F		BIEN 268	CEE 254	
	ETST 246			CEE 257	
				CEE 261	
				CHE 171	

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.

SOC 002F

Courses scheduled to be approved for deletion:

AHS 117	MCS 021	SOC 003H	GEO 132
AHS 145	MCS 043	SOC 123	GEO 167
	MCS 114	SOC 125	GEO 205
	MCS 142	SOC 131H	GEO 221
	MCS 169	SOC 132	GEO 224
		SOC 156	GEO 225A
		SOC 186G	
		SOC 186E	
		SOC 186F	

Courses previously approved for deletion:

AHS 159	MCS 103
AHS 168	MCS 113
AHS 169	MCS 128
AHS 185	MCS 138
	MCS 165

The following lists courses that were deleted and 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 that were deleted and 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:

EDUC 335B	URST 178
EDUC 335C	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		

**COMMITTEE ON PREPARATORY EDUCATION
REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 25, 2025**

To be received and placed on file:

Report on the Entry-Level Writing Requirement: 2023-2024

At the request of the Committee on Preparatory Education, the University Writing Program has regularly submitted a report on student progress in satisfying the Entry Level Writing Requirement. This year, the committee has taken a different approach than has been customary since the inception of the University Writing Program in 2007, so we have compiled a report directly addressing the new set of questions and providing responses to these. Forgoing our usual report format at the perceived request of the committee, we have addressed each question in turn. This has occasionally resulted in some repetition and direction to look elsewhere in the report for further explication. In some cases we have provided additional information to include context and explain elements of the program and its outcomes that we consider particularly important. Much of this information is part of the public record, contained in senate regulations and the General Catalog, and is established university policy, but we have provided that information and links to further documentation in case that is helpful.

On behalf of the University Writing Program,



Wallace Cleaves

Associate Dean and Director of the University Writing Program

To fulfill the above duties, CPE requests an annual report from University Writing Program that addresses the following questions:

Question 1: ELWR Fulfillment

How does UCR assess whether entering freshmen meet the Entry-Level Writing Requirement (ELWR)? Does UCR allow students to opt out of the assessment test (e.g., those with AP credits) or use other measures of placement?

The following vehicles can be used to satisfy ELWR. This language is taken directly from the UCR catalog, the whole text of which can be found on page 68 (https://documents.ucr.edu/registrar/UCR_Catalog_2024-25_Updated.pdf):

Completion of the UC Entry-Level Writing Requirement is a prerequisite to ENGL 001A. The UC Entry-Level Writing Requirement may be completed after enrollment in the university by passing an Entry-Level Writing Requirement course as directed

by the University Writing Program (see below). It may be completed before enrollment in any one of the following ways:

1. Receiving a score of 680 or better on the College Board SAT Reasoning Test, Writing test (last administered January 2016).
2. 680 or better on the SAT, Evidence-Based Reading and Writing.
3. Achieving a score of 30 or better on the ACT, English Language Arts test.
4. Achieving a score of 30 or better on the ACT, Combined English/Writing test (last administered June 2015).
5. Achieving a score of 63 or better on the ACT, English plus Reading.
6. Receiving a score of 3, 4, or 5 on the College Board Advanced Placement Test in English (Language and Composition or English Literature and Composition). In addition to fulfilling the UC Entry-Level Writing Requirement, a score of 3 satisfies the ENGL 001A requirement; a score of 4 or 5 satisfies the ENGL 001A and ENGL 001B requirements. [Clarification: An AP score of 3 offers transfer credit for ENGL 001A; AP scores of 4 or 5 offer transfer credit for ENGL 001A and ENGL 001B].
7. Receiving a score of 3, 4, or 5 on the College Board Advanced Placement test in Seminar.
8. Receiving a score of 3, 4, or 5 on the College Board Advanced Placement assessment in Research.
9. Receiving a score of 5, 6, or 7 on an International Baccalaureate Higher Level English A: Literature exam (formerly known as Higher Level English A1 exam). [Clarification: An IB score of 5 offers transfer credit for ENGL 001A; IB scores of 6 or 7 offer transfer credit for ENGL 001A and ENGL 001B].
10. Receiving a 6 or 7 on an International Baccalaureate Standard Level English A: Literature exam (formerly known as Standard Level English A1 exam).
11. Receiving a 5, 6, or 7 on an International Baccalaureate Higher Level English A: Language and Literature exam.
12. Receiving a 6 or 7 on an International Baccalaureate Standard Level English A: Language and Literature exam.
13. Completion with a grade of "C" or better of a 4 quarter unit or 3 semester unit college-level course in English composition, taken at another institution before the student enters the university and judged acceptable by the Office of Undergraduate Admissions.
14. Receiving a passing grade on the Analytical Writing Placement Exam administered by UC Riverside.

It is important to note that this is essentially not a University Writing Program policy, or even a UC Riverside policy, but rather at the direction of the entire UC system. The publicly available system-wide website that outlines this same information can be found here: <https://admission.universityofcalifornia.edu/elwr/>

Question 2: Placement Process

What are the credentials of the scorers? How are they recruited, and compensated for their workload? What types of training do they receive? If the test is administered by a third party, how much does it cost for each student? Will the student be allowed to take sample exams? Are there any UCR faculty members involved in supervising the placement process?

Defining the Analytical Writing Placement Exam (AWPE) (will be renamed the Writing Placement Process)

The AWPE is a prose passage of approximately 800 words, followed by a question or topic related to the prose passage. The reading is intended to provide students an opportunity to respond to a topic and present an organized argument in response to the ideas and opinions presented in the reading. It also asks students to develop their ideas with sufficient reasoning, evidence, and examples.

Students have two hours to read the passage and complete their essays. The question requires no specialized knowledge, and exams undergo rigorous review for appropriate lexical and reading levels. This review is followed by piloting and evaluation of suitability of proposed exams for deployment as an official placement exam. Readers evaluate student's thoughts on the issues they write about and their presentation and expression of them. These essays are evaluated on the basis of their ability to develop a central idea, to express those ideas clearly, and to use the conventions of written English.

A sample exam can be found on the UWP website: [Sample AWPE 2023.pdf](#)

Sample exam directions delivered to students are reproduced below:

The Analytical Writing Placement Exam tests your reading comprehension and your ability to respond to a text in a well-thought out and organized essay.

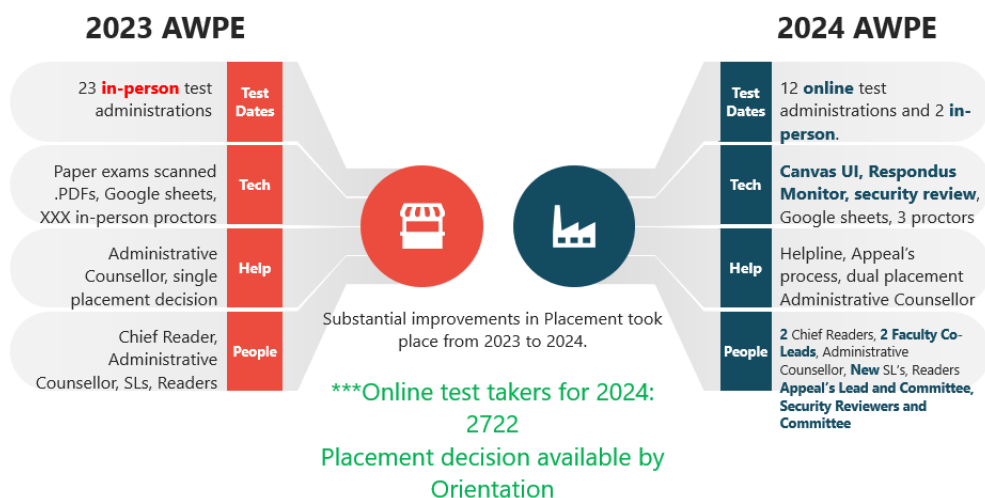
- A. Read the short essay included below.
- B. Be sure to read the prompting questions at the bottom of the essay text. These are specific questions that should, at some point, be addressed in your own essay response. Remember, you are writing an essay response.
- C. If you like to plan your response before writing, you can utilize the text box to create an outline. Your essay, however, should be the first thing that evaluators see and should be clearly separated from any outline or notes you have taken.
- D. Allow time to proofread your text.
- E. Your essay will be evaluated on your ability to understand the main ideas of the reading, the development of your ideas, and clear expression that utilizes the conventions of written English.

Student Cost and Exam Availability

UCR has remained committed to maintaining low student costs for the administration of the exams as much as possible. Thus, exam costs have been kept down to \$100.00 per exam per student. The maximum cost of \$110 was set through negotiation with UCOP and approved by President Drake on July 1, 2022. Just under half of UCR students receive fee waivers and do not have to pay to take the exam. In 2023, all exams were administered at the UCR campus (23 separate test administrations); however, the majority of the 2024 exam was administered online, with 2,722 students taking the exam using their own devices over 12 online administrations throughout May, June, and August, and two additional in person administrations in September and November, capturing an additional 396 students. This change of modality allowed for greater, easier, and more cost-effective access for students as well as facilitated a timely scoring response time to enable students to register during their summer orientation.

In addition, a practice exam is available both on the UWP and systemwide ELWR websites as well as on the Canvas site into which students are enrolled once they register for the Analytical Writing Placement Exam (AWPE). Besides the change of exam modality from in-person to online, other improvements to the AWPE Placement System were developed from 2023-2024 following the retirement of the systemwide AWPE (in 2022) administered by UCOP. See the chart below.

Changes to the AWPE Placement System 2024



Fewer proctors were required due to the Respondus Monitor software UCR adopted, as all students were required to present their IDs and were recorded for the duration of the examination. Exams were accessed by students and instructors on Canvas, which reduced the need to scan and catalog all in-person exams. The UWP also implemented an email helpline during the exam, which greatly facilitated response to students who had an issue and needed to reschedule for a later date. Lastly, greater attention to detail was paid in terms of developing leadership capacity, with the addition of two Faculty Co-Leads and two new scoring leaders.

Reader Recruitment, Training, and Compensation

Scoring Leaders (experienced Readers with the AWPE who are assigned a cadre of Readers to train, qualify, and monitor before and during exam scoring) and Readers are recruited from UCR Writing Program lecturers. As part of recruitment, they fill out a survey about their qualifications, ELWR writing courses taught and experience, years of teaching, and any relevant experience scoring the AWPE or similar exams. All Readers receive \$50.00 for qualifying to score a specific exam, which involves reading through 12 rangefinder papers, watching videos about these scores, and reading commentary about the scores for each paper (based on a 1-6 point rubric). Next, they receive a qualifying set of 12 papers that they score and provide a rationale for according to the rubric, the results of which are sent to the Scoring Leader for review. Typically, Scoring Leaders and Readers engage in a conversation (be that in person, on Zoom, or via email) about the scores until the Reader qualifies for "live reads". Readers who are not sufficiently accurate with Qualifying Set 1 are asked to read Qualifying Set 2 (another group of 12 papers). There is a Qualifying Set 3 available should a Reader be required to score these. If a Reader cannot be "normed" with sufficient accuracy by using the AWPE rubric, they do not qualify and are not allowed to score the exam. In general, "sufficient accuracy" would be considered scoring 10/12 essays correctly according to the rubric and a determined set of scores (based on Scoring Leader and Placement Coordinator input).

Readers receive \$5.00 per exam they score; Scoring Leaders receive \$500.00 for engaging in the qualifying process, ensuring the training of Readers, and engaging in frequent "backreading," a process in which Scoring Leaders look at scored exams for accuracy and placement; this process ensures the accuracy of the reading process throughout scoring. One lecturer receives 2 course releases to be the AWPE Placement Coordinator. Duties include piloting assessment instruments; organizing assessment dates, the student Canvas site, and the Instructor Training Canvas site; training and supervising Readers, Scoring Leaders, and Security Reviewers; overseeing the double-blind scoring system and 3rd Reads; and participating in the review process as needed. AWPE Co-leads offer additional help with reviews, spreadsheet organizing, security review adjudication, and other issues and are paid on an hourly basis (around \$1500.00 for the year). All of this compensation is covered by the placement fees and the administration and scoring of the exams is completely self-sustaining.

A person only becomes a Scoring Leader after years of experience and vetting, and all UCR UWP Scoring Leaders have scored for Education Testing Service (ETS), Pearson Testing Services, Maximus, and/or Vangent, the companies administering the systemwide Analytical Writing Placement Exam on behalf of UCOP. Of course, Scoring Leaders undergo specific training with the UCR Placement Coordinator in addition to regular qualifying in order to ensure they not only know the responsibilities of their position but also how to facilitate the best and most accurate scoring from their Readers (qualifying is the process by which readers review sample essays and score them according to a predefined rubric).

Credentials for Scoring Leaders and Readers

The Placement Coordinator/Chief Reader and all the scoring leaders have decades of AWPE experience and have ALL scored the UCOP AWPE Systemwide exam. Four of these leaders served as Scoring Leaders at Berkeley for the Systemwide exam as well (**see appendix for full biographies**). Some 39 Readers, Scoring Leaders, and 3rd Readers (those Readers who have proven themselves diligent and accurate in their scoring) participated in the 2024 administration and scoring of the AWPE at UCR. All participants have a minimum qualification of Master's degree, and 15 Readers also possess a Ph.D. Most of these volunteers have years of teaching experience in ELWR or related courses (BW3, Eng 4, Eng 1PA, Eng 1A, Eng 1B, Eng 1C), and 29 Readers have scored the AWPE with UC Systemwide; 9 have specialized TESOL teaching certificates. Almost all of the remaining 14 Readers have had experience through UCR's Summer Testing Program. It would not be hyperbolic to say that the scoring contingent at UCR is the most experienced in all of the UC system. Of special note is that one of UWP's lecturers, Joshua Fenton, was the Assistant Chief Reader for the Systemwide AWPE and helped to revise the AWPE rubric. He also worked as UCR's Placement Coordinator until Fall of 2023.

Question 3: ELWR Course Availability

What does UCR offer as preparatory and remedial education for students who fail to satisfy ELWR?

UCR does not offer remedial courses for students who do not satisfy the ELWR. Those students who need to satisfy the ELWR are placed in one of the following courses:

- Basic Writing 1 and 2
- Basic Writing 3
- English 4
 - English 1PA (Select students placed in English 4 are invited to take 1PA)

All these courses are credit bearing classes. Basic Writing 1 and 2 are taken concurrently, offered in the fall only, and address English Language Learner (ELL) concerns by considering writing and conversation. Basic Writing 3 also addresses ELL concerns but does not consider conversational aspects of the language and, instead, is grounded in full length essay responses to prompts. Basic Writing 3 is designed to prepare students for English 4. English 4 is the primary class that satisfies ELWR and addresses lengthier responses to essay prompts. English 1PA also satisfies ELWR and is nearly identical to English 1A. It is offered to selected students who have taken the placement exam and who have not satisfied ELWR (see additional information on placement processes in Question 4). More experienced faculty teach English 1PA, the class has fewer students than a regular English 1A course, and a tutor is assigned to each of the English 1PA sections. Students who pass English 1PA with a "C" or better satisfy the ELWR and earn credits for the first quarter of the English Composition breadth requirement (English 1A).

Question 4: Placement Rationale

What are the rationales and criteria used for placing students into UCR English classes? For example, students majoring in chemical engineering are required to take three courses in English, i.e., English 001A, 001B, 001C. What are the criteria used to determine the appropriate placement? What are the numbers and percentages of students placed into each of these college-level courses? How many students are placed into each of the pre-college courses (e.g., English 1PA, English 4, ELL 1&3)? Are these courses considered remedial, as opposed to preparatory? Are there any students asked to take remedial courses (i.e., work without baccalaureate credit)?

Entry Level Writing Requirement Placement Process

UCR's Analytical Writing Placement Exam (AWPE) provides students the opportunity to satisfy the Entry-Level Writing Requirement (ELWR) or to be placed into the appropriate Entry-Level writing course for incoming first-year UCR students who have not satisfied ELWR in one of the other approved methods. Currently, three placement options exist: Basic Writing 001/002, Basic Writing 003, or English 004, English 1PA (English 004 placement and by invitation). Students who pass the AWPE have satisfied the ELWR and are eligible to enroll in English 1A (Beginning Composition).

After evaluators undergo training and qualification (and are approved for "live reads" by their Scoring Leader), scoring commences. Scoring of the AWPE involves two main steps: 1) providing an exam a score based on a revised 6-point rubric (1-3 means the student did not satisfy ELWR and 4-6 means that they did); 2) deciding on the appropriate placement in Basic Writing 001/002, Basic Writing 003, English 004, or if the exam satisfies ELWR (students register for English 1A then). The UCR placement process utilizes a double-blind scoring system, so all exams are read, scored, and placed at least twice.

Once evaluators provide the initial exam score, if it is given a score between 4-6 by both readers, the exam satisfies ELWR and the student may enroll in English 1A. If the exam is scored 1-3 (not satisfying ELWR) by either reader, then the readers must look at other details to determine placement. Holistic scoring requires readers to look for dominant characteristics of the response, and each score point presents a range of performances from higher to lower, and students may very well provide a wide array of approaches in presenting their understanding of the reading passage as well as with the degree of complexity of their responses. Final scores for the AWPE is the composite score from two readers. Thus, all exams satisfying ELWR have a combined score of 8-12 while non-passing exams have combined scores of 2-6. Scores of 7 only result from splits (one non-passing score and one passing score) between two readers and are always reviewed by a 3rd Reader for final adjudication.

In the case of disagreement (split score, discrepancy, or mismatched placement), the exam is **always** read by an experienced 3rd Reader for final adjudication. In addition to the holistic 1-6 rubric, readers are provided with additional sample placement essays, a rationale for placement in each of the levels, and numerical placement designations for all the essays in the "Rangefinder" packets as well as for the qualifying set packets. They are instructed to look for the complexity and thoroughness of the student's understanding of the prompt essay; the organization, complexity, and thoroughness of the response to the topic; the level of sophistication of sentences and language fundamentals. Each level of placement will typically have the following characteristics:

- Basic Writing 001/002

A placement in BW1 means that the student typically does not engage the topic's demands, struggles with reading comprehension, has difficulty in creating appropriate and relevant content, and often the writing "displays a pervasive struggle with word choice and coherence at the sentence level." Such students can benefit from "intensive and extensive instruction in all aspects of reading and writing."

- Basic Writing 003

A placement in BW3 means that the student typically does engage with the topic's demands in a cursory way but has difficulty understanding crucial aspects of the text. Significant misunderstandings of the provided passage are common as is the struggle to create appropriate and relevant content. This type of essay often has an internal logic to it, but the reader finds it difficult to follow a logical thought process with the limited and disconnected example development or (sometimes) significant misunderstanding of the main parts of the provided passage. The writing often displays frequent major errors of word choice, grammar, and coherence at the sentence level. Such students can be helped with substantive lessons in language fundamentals, reading comprehension texts, and lessons in developing content before matriculation to Eng 4.

- English 004

A placement in Eng 4 means that the student typically engages in the topic's demands by formulating a response essay, but some aspects of the response may be unsatisfactory. Students may spend a majority of the time summarizing the reading and provide a very limited response in their thesis or examples. They may have some misunderstanding of elements of the prompt, which may lead to difficulties in the student providing relevant content for their response. The writing often displays (but not always) frequent minor errors in grammar that do not impede understanding but are prevalent enough to disrupt reading of the text. In some cases, language may include simplistic sentence patterns and limited vocabulary, suggesting a difficulty in producing extended, coherent texts at an academic level.

Any of these characteristics would indicate that the student could use some additional lessons in one or more of the following: language fundamentals, reading comprehension, and content development in order to reach the level to satisfy ELWR.

- English 1PA

Students are not directly placed in English 1PA by scorers. Instead, students placed into English 004 whose overall scores or placements indicate a higher level of ability but not up to ELWR satisfaction are considered for placement in this course. English 1PA utilizes an additional tutorial support system to assist students in the rigors of the course; passing this course with a grade of "C" or better satisfies ELWR.

All subsequent first-year writing courses in the sequence are bachelor's degree breadth requirements mandated by UCR's Academic Senate and part of a policy shared by all of the UCs.

First-Year Writing Courses Satisfying the English Composition Requirement

Students who have satisfied the ELWR are eligible to enroll in the required first-year writing courses. First-year writing is a term widely used to describe a variety of breadth requirement courses offered at universities across the country, though UCR officially lists this requirement as "English Composition." Students are not placed in these courses; they are eligible to take these required courses once they have satisfied the ELWR.

This requirement is established in UCR's Academic Senate Regulations 575-06.01, which can be found directly at this link (<https://senate.ucr.edu/regulations/section/575/06.01>) and the text of which is included below:

06.01: English Composition

English composition. Students must demonstrate adequate proficiency in English composition by completing a one-year sequence of college-level instruction in English composition, with no grade lower than C. Courses in the Writing across the Curriculum (WAC) program and other alternatives approved by the Academic Senate as alternatives to the sequence's third-quarter course, English 1C, may be applied toward satisfaction of the third-quarter requirement if a student's college permits its majors to substitute such a course for 1C, and if students have first passed English 1B with a "C" or higher. The grade in the alternative course must be no lower than a "C." Individual colleges may set a higher GPA requirement in English 1A and/or 1B as a prerequisite to take Senate-approved alternatives to English 1C.(Am 16 Nov 2004)(AM 30 Nov. 2010)(Am 23 Feb 16)

We can not directly address the senate's rationale for establishing this requirement, but it is common in higher education to foster excellent student writing and all UC campuses have similar requirements. WASC accreditation, which the University is about to engage with again, strongly emphasizes the importance of robust writing skills as a core competency that should be integrated throughout a student's education, meaning institutions seeking accreditation would likely demonstrate a strong focus on developing writing skills, often including dedicated first-year writing courses.

Again, it is important to note that students are not placed in first-year writing courses (those satisfying the "English Composition" requirement), but rather have to take them as part of the general education curriculum under the "College breadth requirements" as noted on page 67 of the General Catalog:
(https://documents.ucr.edu/registrar/UCR_Catalog_2024-25_Updated.pdf).

However, students may satisfy portions of these requirements through taking courses at other colleges before enrolling at UCR or by using scores on the College Board Advanced Placement Test in English to satisfy the first and potentially the second quarters of this requirement. All students must complete the third quarter requirement, but may do so either through the ENGL 001C course or by taking one of the many Writing Across the Curriculum courses. This information is articulated on page 86 of the UCR General Catalog:

Transfer students who have credit for one semester of English Composition from another institution are required to take two additional quarters, i.e., ENGL 001B and ENGL 001C.

Students have the option of using a score of 3 on the College Board Advanced Placement Test in English to satisfy ENGL 001A; they must complete ENGL 001B and ENGL 001C.

Students with a score of 4 or 5 on the College Board Advanced Placement Test in English have satisfied ENGL 001A and ENGL 001B; they must complete ENGL 001C or equivalent.

Eligibility for First-Year Writing Courses and Placement and Satisfaction of ELWR

In the fall of 2023, 60% of UCR's entering freshmen had satisfied the Entry-Level Writing Requirement before registering as full-time students. Many students passed the Analytical Writing Placement Exam or one of the approved Advanced Placement exams. A large number of freshmen (33% in Fall 2023) came to UCR with AP credits (AP English Language & Composition or AP English Literature & Composition) making them eligible for English 1B (Intermediate Composition) or English 1C (Applied Intermediate Composition). Another 14% of the entering freshmen satisfied the ELWR by passing the Analytical Writing Placement Exam. The remaining 13% of entering

freshmen satisfied the ELWR by way of the Scholastic Aptitude Test (SAT) (2%), the American College Testing (ACT) (<1%), an International Baccalaureate English exam (1%), earning transferable credit for English 1A from another institution (9%), or passing English 4 during the Highlander Early Start Academy (<1%).

2023 ELWR Satisfied: Initial Eligibility for English Composition

Colleges	1A eligible	1B eligible	1C eligible	1ABC completed
BCOE	136	201	197	31
CNAS	308	366	279	76
CHASS	514	588	362	132
SOE	10	22	10	10
SPP	8	5	11	1
SoB	2	5	7	2
Total: 3283	978	1187	866	252
Percentage of F23 cohort: 60%	18%	22%	16%	5%

The remaining 40% placed in Entry-Level Writing courses. The great majority made good progress once they arrived at UCR as provided in the chart below:

2023 ELWR Students: Initial Entry-Level Placement

Colleges	English 1PA	English 4	Basic Writing 1 & 3 (ELL)	No Placement	Total ELWR Students
BCOE	32	133	74	8	247
CNAS	57	358	96	17	528
CHASS	129	933	310	9	1391
SOE	6	33	10	0	49
SPP	1	5	2	1	9
SoB	1	2	2	1	6
TOTAL	226	1464	494	46	2230

There is further information provided on the progress students made in satisfying the ELWR in response to question 6 below.

Question 5: Retention and Time-to-Degree

How do the extra English courses taken by under-prepared students affect their retention and time to degree?

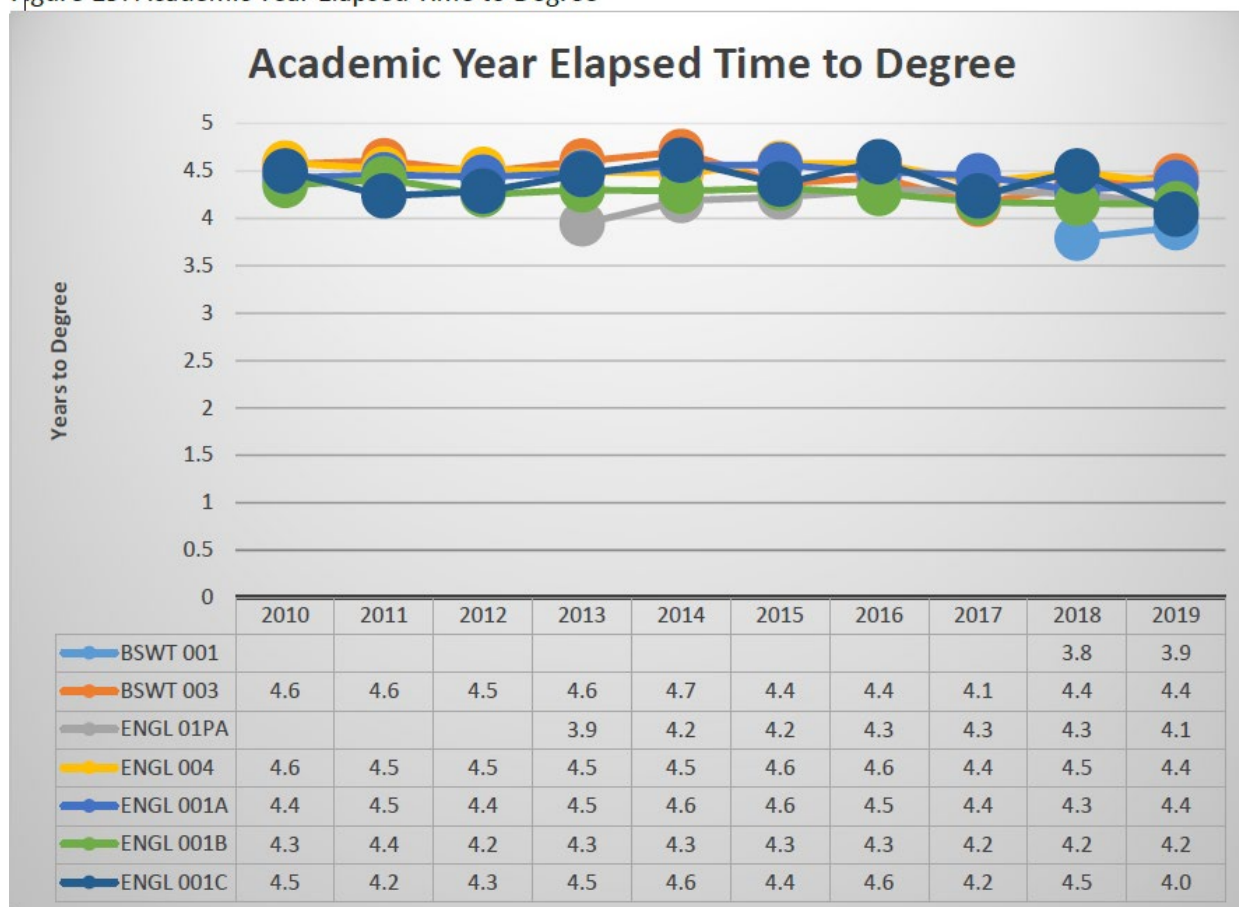
The UWP does not offer remedial classes; developmental courses focus on bolstering student skills in critical reading, writing, and language fundamentals. Retention data for student progress in satisfying ELWR can be found fully discussed in **Question 6**.

Determining how these courses affect time to degree is significantly more complex, and much of the data required to answer such a question is not available directly to the UWP. This was indicated in last year's report to this committee and a followup message from the Director asked if there could be communication about what specific data was being requested and if a request could be made to Institutional Research for a new study, but there was no response. A report entitled "UWP Analysis of Graduation, Retention, and Time to Degree" was developed by UCR's Office of Institutional Research covering data from 2009 to 2019, and its findings are likely still relevant and reflect the general practices of the UWP. As previously communicated, the UWP is happy to ask that another such report be prepared by the Office of Institutional Research, and it would be helpful to have this request supported by the Committee on Preparatory Education. The 2019 report has been provided in its entirety, and shows very little correlation between time to degree and placement in ELWR courses or the specific first-year writing course where students started. Students placed in BWST 001, the course for students most in need of developmental writing, had only a .1 academic year elapsed time to degree difference from students who came to the university having satisfied all of the English Composition requirement but the final ENGL 001C course. The section of the report relevant to this question is reproduced below:

UWP Time to Degree

Time to degree was analyzed using academic year elapsed time to degree. Academic year refers to each quarter being defined as 1/3 of an entire academic year and summer being counted as part of spring. Elapsed time to degree is calculated by counting all quarters from entry into UCR to graduation. Recent graduation rates vary from a low of 3.9 academic years (BSWT001) to a high of 4.4 academic years (BSWT003, ENGL004, and ENGL001A). **It is important to note that there are only slight variations between all courses and are between 4 and 4.4 years to time to degree (see Figure 19).**

Figure 19: Academic Year Elapsed Time to Degree



Question 6: ELWR Satisfaction Breakdown

Please submit a breakdown, by college, of the total number of students who entered UCR in the previous Fall Quarter and who did not meet ELWR by the end of previous Spring Quarter.

2023 Admits Not Satisfying ELWR by end of Spring 2024

(listed according to initial placement):

Colleges	Total 2023 ELWR Students	ELWR Students Not Satisfying ELWR by end of Spring 2024	English 1PA; ELWR not satisfied	English 4; ELWR not satisfied	BSWT 1 & 3 (ELL); ELWR not satisfied
BCOE	247	55	0	12	43
CNAS	528	93	1	42	50
CHASS	1391	347	6	163	178
SOE	49	8	0	3	5
SPP	9	1	0	1	0
SoB	6	1	0	1	0
TOTAL	2230	505	7	222	276

*Basic Writing students are allowed up to six academic quarters to satisfy ELWR.

Of the 1464 students who placed into English Writing 4 in the fall, 1242 satisfied the ELWR by the end of the spring quarter. Of the remaining 222 students initially placed in English 4 who did not satisfy the ELWR by the spring 2024 quarter, 109 students withdrew voluntarily from the university, were academically dismissed, or left the university due to impending dismissal because of their overall academic records. Sixteen students satisfied the ELWR during the summer 2024 quarter. The associate deans in several colleges granted petitions for additional time to satisfy the ELWR. Ninety-one students have time remaining in the ELWR time-limit because of the time limit extension. **Six students were required to leave UCR at the end of the year for failure to satisfy the requirement.** Only two of those students were in good standing upon their lapse from the university.

In addition to these students, there were 226 students initially placed into English Writing 4 who were invited (on the basis of their Analytical Writing Placement Exam) to participate in English 1PA (Beginning Composition: Intensive) instead. Of this group, 155 students chose to enroll in 01PA and passed, satisfying both the ELWR and the ENGL 001A requirement in the fall quarter. The remaining students declined the invitation and enrolled in English 4. Sixty-four in that group satisfied the ELWR by passing English 4. Four students have time remaining in the time limit to satisfy the ELWR by passing English 4. The remaining 3 students left the university before completing the ELWR.

A total of 494 entering freshmen initially placed in ELL classes. Since, by Senate rule, they were “off the clock” for up to their first three quarters of residence, no students among those placed in ELL classes in the fall of 2023 were required to leave UCR solely for failure to satisfy the ELWR. 217 ELL students satisfied the ELWR during their first year of residence. Of the remaining 277 ELL students, 13 satisfied the requirement during the summer of 2024. Fifty-three students were academically dismissed or left the university. The remaining 211 students continue to make progress in satisfying the ELWR. (These students will have up to two years to satisfy the ELWR.)

Question 7: Effectiveness of Preparatory Education

Based on the data, comment on the effectiveness of the current practice for the preparatory and remedial education, including issues and possible improvements.

Current Effectiveness

UCR has been featured on U.S. News & World Report as the No. 1 university in the nation for social mobility in 2019, 2020, 2021, and 2024 (we were No. 2 in 2022 and 2023). This remarkable achievement is underscored by a number of salient statistics. Only 43% of UCR students matriculate with AP, SAT, or some other form of satisfying ELWR.

This means that the remaining students take our placement exam, some of whom require extra assistance through an extensive set of scaffolds in order to assist them in their writing, reading, and language development.

The UWP engages in these tasks with vigor. The data included in the report supports how students who are held for ELWR, typically graduate in normative time with little delay. In the meantime, they foster necessary reading, writing, and analytical skills.

Update on Fall 2022 Basic Writing 1 and 3 Students

We have a more complete picture of BW 1 and BW3 students' progress when we look at the two-year records of students who placed in an ELL course when they entered UCR in the fall of **2022**. Of the 418 entering freshmen who were placed in ELL classes that year, 143 students satisfied the ELWR during their first year of residence. 125 students satisfied the ELWR during their second year of residence. Thirteen students satisfied during the summer 2024 quarter. Of the remaining 137 ELL students, 19 students were academically dismissed or left the university due to impending dismissal on the basis of their overall records. 83 students withdrew from the university. **Two students in the ELL group that started in Fall 2022 were eventually required to leave UCR solely for failure to satisfy the ELWR, one of whom was in good academic standing.** Thirty-three students have time remaining in the ELWR time-limit because of the time limit extension.

In previous years, almost half of the ELWR-lapsed students were able to complete the requirement through UCRX and be re-admitted to UCR. We expect a similar result for any students who eventually are lapsed for failure to satisfy the ELWR within the allotted time limit.

The following charts help provide additional context demonstrating the high level of success of the UWP's scaffolded course offerings and the progress of UCR students enrolled in these courses:

2022 Basic Writing 1 & 3 (ELL) Admits Not Satisfying ELWR (listed according to initial placement)

Colleges	Total Basic Writing 1 & 3 (ELL) Students	Total BSWT 1 & 3 (ELL) Students; ELWR not satisfied	Academically Dismissed or Withdrew in poor standing	Withdrew (in good standing)	ELWR Lapse	ELWR Lapse - Readmitted	Time Remains
BCOE	53	20	13	2	0	0	5
CNAS	94	31	17	8	1	0	5
CHASS	253	82	27	32	1	0	22
SOE	15	3	0	2	0	0	1
SPP	2	1	⁸⁴ 1	0	0		0

BU	1	0	0	0	0	0	0
TOTAL	418	137	58	44	2	0	33

English 4/English 1PA:

Colleges	Total 2023 English 4/1PA Students	2023 ENGL 4/1PA Students; ELWR not satisfied by 24S	Satisfied ELWR during 24U	Academically Dismissed or Withdrew	Withdrew (in good standing)	ELWR Lapse	Time Remains
BCOE	165	12	0	6	1	0	5
CNAS	415	49	7	19	1	6	11
CHASS	1062	164	9	66	17	0	77
SOE	39	3	0	2	0	0	1
SPP	6	1	0	0	1	0	1
SS	0	0	0	0	0		0
SoB	3	0	0	0	0	0	0
TOTAL	1690	229	16	93	19	6	95

Basic Writing 1/Basic Writing 3:

Basic Writing 1/Basic Writing 3:

Colleges	Total 2023 Basic Writing 1 & 3 (ELL) Students	2023 BSWT 1 & 3 (ELL) Students; ELWR not satisfied by 24S	Satisfied ELWR during 24U	Academically Dismissed or Withdrew	ELWR Lapse	Time Remains
BCOE	74	43	3	7	0	33
CNAS	96	50	3	6	0	41
CHASS	310	178	7	39	0	132
SOE	10	5	0	1	0	4
SPP	2	0	0	0		0
SoB	2	0	0	0	0	1
TOTAL	494	149	13	53	0	211

Possible Improvements

New Courses and Nomenclature

As a program within the Division of Undergraduate Education, the University Writing Program (UWP) is changing its courses from the designations BSWT (Basic Writing) and ENGL (English) to a single designation: WRIT (Writing). With our nomenclature change, we are also altering our numbering system to offer a more logical picture of how our courses progress for students, faculty members, advisors, etc. Finally, we are using this opportunity to add an additional developmental writing course and a new version of the first-year writing series of courses with sections which will benefit our students and the ASEs that work in the UWP. These charts offer a snapshot of our courses—new and revised—as well as a flowchart depicting a student's pathway through the courses.

Proposed UWP Courses

Entry Level Writing Courses

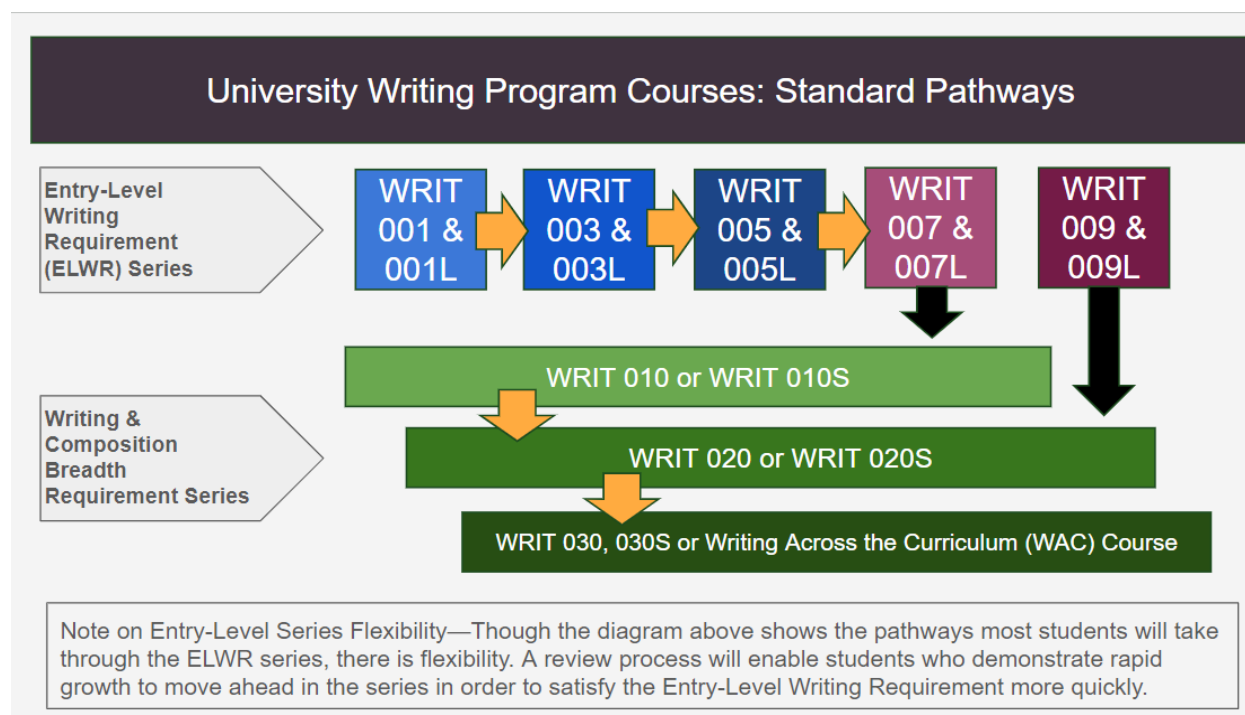
Current Course	Proposed Course	Description
BSWT 001 BSWT 002	WRIT 001 WRIT 001L (new)	4 unit lecture / 1 unit online lab 15 Students
	WRIT 003 (new) WRIT 003L (new)	4 unit lecture / 1 unit online lab 15 Students
BSWT 003 BSWT 003L	WRIT 005 WRIT 005L	4 unit lecture / 1 unit online lab 15 Students
ENGL 004 ENG 004L	WRIT 007 WRIT 007L	4 unit lecture / 1 unit online lab 21 Students
ENGL 001PA ENGL 005L	WRIT 009 WRIT 009L	4 unit lecture / 1 unit online lab 18 Students

First-Year Writing Courses

Current Course	Proposed Course	Description
ENGL 001A	WRIT 010	23 Student course
	WRIT 010S	102 student version of course with 6 sections of 17 students, taught by Professor of Teaching with 2 ASEs
ENGL 001B	WRIT 020	23 Student course
	WRIT 020S	102 student version of course with 6 sections of 17 students, taught by Professor of Teaching with 2 ASEs
ENGL 001C	WRIT 030	23 Student course
	WRIT 030S	102 student version of course with 6 sections of 17 students, taught by Professor of Teaching with 2 ASEs
ENGL 007	WRIT 040-7, E-Z	Specific co-requisites for WAC courses 040 - Honors/UE, 041 - CHASS, 042 - BCOE, 043 - CNAS, 044 - SOE, 045 Business, 046 - SPP; e-z for specific courses

Other Courses

ENGL 008	WRIT 055	
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It is our hope that these developments, if approved by the Committee on Courses, will improve student learning outcomes in both developmental and first-year writing courses.

Changing AWPE Nomenclature

With the sunseting of the UCOP AWPE in 2022, placement processes devolved to individual UC campuses. While we kept the nomenclature of the AWPE for 2023-2024 at UCR, it was felt by UWP leadership that the Writing Placement Process (WPP) was a more appropriate term for the diagnostic testing procedure. This follows the practice of other UC campuses. All AWPE terminology in the UCR Course Catalog and other campus documents will be changed for Fall, 2025.

Increasing Support Networks and Course Offerings

Because, on average, forty percent of incoming students need to satisfy the ELWR upon matriculation, UCR may wish to consider expanding the Inland Area Writing Project's High School Outreach programs. These programs should be more fully present in the local high schools that are feeder schools for UCR. High School Outreach has a long history and provides opportunities for teachers and students alike to understand more fully the expectations of the ELWR and how to meet those expectations.

The UWP does not offer remedial courses, though a small segment of the student population could benefit from such courses. If UCR offered non-credit courses for remedial writing, some students would have access to courses dedicated to sentence-level concerns and more accessible reading assignments, without the worry of satisfying academic credit requirements. These courses could have discussion sections attached to them that meet in person and focus exclusively on the skills that will prepare the students to enter credit-bearing ELWR courses. Such an approach could potentially help meet student needs and could positively affect student progress through the ELWR sequence.

AP and Transfer Recognition

UCR may want to study incoming students who satisfy the ELWR with an AP score of “3.” This question is one that is actively being discussed in the ELWR Coordinating Council in the 2023-2024 academic year because there is concern that the AP Language and Literature and AP Composition and Rhetoric exams do not sufficiently assess the skills students are expected to demonstrate when satisfying the ELWR.

Another cohort that could be studied is that of transfer students. Most students who transfer do so with ELWR being satisfied. Other UCs have recognized a need for transfer students to be studied for competency in first-year writing courses and ELWR satisfaction, and, for those students who demonstrate need, classes dedicated to transfer students who require ELWR support are assigned. This approach could strengthen the writing and reading competencies of transfer students, positively affecting the broader academic culture of UCR by reinforcing high level reading and writing skills.

Conclusions and Initiatives

As part of our efforts to continue to improve and develop the UWP placement process, ELWR courses, and first-year writing courses, the UWP underwent an external review that was completed in 2022. The full report is also included as an attachment for the committee to review as it covers a number of the questions addressed in this report. The summary evaluation provides an overview of their findings and can be found on page 2 of the report:

Our overall evaluation is that the UWP does excellent work in preparing students to write in an academic setting. Reviewers were impressed by the way the sequence of courses catered to the needs of individual students and by the

program's placement of these students in the appropriate courses. The overall emphasis on acquiring key skills is laudable and helps explain UCR's success at elevating its students. The statistics about student retention and graduation are admirable—indeed, they are enviable. Anecdotal evidence, in the form of student comments, supports the conclusion that the UWP is remarkably effective. We were struck by how many students report that the UWP's courses made them better writers and better thinkers. Students are also aware of the transferability of those skills; for example, one student commented in the survey that they had learned “writing skills that I still use today.”

Despite the general laudatory nature of the report, it did include a number of suggestions and recommendations, many of which have already been addressed. It was suggested that the UWP consider increasing an emphasis on DEI initiatives, which we have done by implementing a committee (the ABIDE initiative) that is surveying faculty and developing supporting course and instructional materials in coordination with our campus DEI office. Another recommendation was to consider reducing the number of required assignments each quarter, which has become UWP policy, with all our first-year writing courses now requiring only three major writing assignments instead of the previous four. This has helped both students and faculty to concentrate on the process of writing and to more fully develop these assignments. The UWP, following another recommendation, has developed the “Seeds” anthology to celebrate student writing, awarding prizes and publishing a collection of excellent student writing. It was also suggested that the thematic focus of the specific courses be clarified on the Schedule of Classes, and this is underway pending senate approval of the UWP's revised course nomenclature and descriptions discussed previously in this report. It was also noted that the ratio of senate faculty to lecturers was significantly out of alignment with national trends, with only 5% of writing faculty lines being permanent (tenure track) positions as opposed to a national average of 15%. In coordination with the Dean of the Division of Undergraduate Education and with the support of the Provost, the UWP will be hiring three academic senate positions to start in Fall of 2025, correcting this imbalance and providing additional leadership and instructional support for the program.

Appendix

Scoring Leader Bios

Lash Keith Vance, Placement Coordinator, Chief Reader, Scoring Leader

Lash Keith Vance, Ph.D., M.A., M.Ed., M.S.IDT, has worked in placement practices at UCR for 28 years. He began scoring Systemwide AWPEs in 1996. First employed as a Reader in 1996 and then a 3rd Reader and ESL Specialist for Systemwide in 2003, Dr. Vance advanced to the role of Systemwide Scoring leader in 2018, which he held until 2022, when the AWPE was defunded and the placement process devolved to individual campuses in 2023. Additionally, Dr. Vance worked as a High School Outreach consultant since 1996. This program disseminated sample AWPE tests to local high school juniors, who then took these exams. The program included a follow-up analytical scoring (with commentary) of these exams along with an in-class presentation by a UCR faculty member at the school site. Dr. Vance has scored hundreds of class sets of exams and visited these local classrooms for presentations. From 2015-2018, Dr. Vance held the post of High School Outreach Coordinator, which involved “norming” 15-20 consultants and scheduling all the visits to local high schools. During his tenure as HSO Coordinator, over 5,000 students were served in one year alone, with a record 106 classroom presentations. Additionally, Dr. Vance has worked on placement committees at the UCR campus since 1996 to better situate students in the right class as well as served as a scoring leader for localized administrations of the AWPE during the year. He became the overall Placement Coordinator for the University Writing Program, UCR in 2023, which involves managing a team of 40+ Readers, Scoring Leaders, as well as administration of AWPE tests to some 3,300 students.

Paul Beehler, ELWR Director, Scoring Leader

Paul Beehler, Ph.D. began scoring the Systemwide AWPE in 1996 and served as a Scoring Leader from 2016 to 2022. Involved in High School outreach, Paul Beehler has delivered hundreds of presentations over the past twenty-five years to high school students and teachers from locales spanning Big Bear to La Quinta to Hesperia. These presentations provide individual commentary on student writing and consultation with high school teachers. Paul Beehler is the Director of ELWR at UCR and is an Associate Director in the University Writing Program. As an Associate Professor of Teaching, he regularly teaches ELWR courses.

Devon Hackelton, Scoring Leader, Placement Assessment Co-Lead

Devon Hackelton has been engaged with AWPE scoring and placement over the last twenty-two years. Hackelton has extensive scoring of BW3 and ENGL 4 final exams at UCR since 2002, scored the Systemwide AWPE exams in Berkeley, CA (2003-2009), was a 3rd Reader starting in 2009, and continued Systemwide scoring intermittently between 2010 - 2021. In addition to these roles, Hackelton assisted in the administration of local AWPE summer scoring and course placement work at UCR between 2010-present. His work evolved in 2023, when he assisted Joshua Fenton (Placement Coordinator) in designing Excel scoring sheets for UCR AWPE in 2023. Hackelton became a Systemwide Scoring Leader in 2022 (its last year), a Scoring Leader for UCR local exams (2023, 2024), and an Interim Chief Reader (2023). Lastly, Hackelton has assumed duties as the Writing Placement Process Co-Lead, assisting the Placement Coordinator (Keith Vance) in administering placement at UCR.

Kim Turner, Scoring Leader and Co-Chief Reader

Kim Turner-Shukis, MA has been involved with the scoring of the AWPE, both the systemwide exam and the UCR-housed exam, since 2006. For the systemwide exam, she was selected to be a 3rd Reader/E-reader in 2008. In 2016, she became a scoring leader for the systemwide test, a position she held until the sunset of that exam in 2022. At UCR, she has proctored and scored for the placement exam most summers since 2006. She has been a scoring leader and an E-specialist for the in-house exam. In Summer 2024, she functioned as chief reader for the August exam.

Jerry Winter, Scoring Leader

Jerome Winter, Ph.D., has helped with Placement practices at UCR for 10 years. He began scoring Systemwide AWPE placement exams in 2015. Since 2014, he has participated in the University Writing Program's (UWP) Summer Testing, Placement, and Test Development committees. Since 2023, he has also served as a scoring leader for the localized administration of the AWPE. Additionally, he has worked as a High School Outreach Consultant in which high school juniors took sample AWPE tests and were provided follow-up analytical scoring (with commentary and presentation) at their school site. From 2013 to 2014, he has served as the English Language Writing Requirement (ELWR) Assistant Director, which involved guiding the "norming" of teaching assistants according to the AWPE rubric; and in 2023, he began working in UWP's Development Writing Support Position to facilitate the work of Academic Student Employees and lecturers, which also entails assisting with norming assessment practices for ELWR coursework for the yearly orientation, throughout the quarter, and during the committee-graded final exams modelled off the AWPE. As a full-time Continuing Lecturer in the UWP, he regularly teaches basic and entry-level composition courses at UCR.

Albert Anthony, Scoring Leader

Albert Anthony, Ph.D. began scoring for the Systemwide AWPE placement exam in 1997 and served as a Scoring Leader from 2018 to 2022. Following the exam's dissolution in 2022, he became a Scoring Leader for the UCR-administered AWPE and joined its test-development and placement committees. Beyond his AWPE work, Mr. Anthony has consulted for the Inland Area Writing Project's High School Outreach program, providing individualized feedback and delivering class presentations to help high school students prepare for the AWPE and succeed in college writing.

Shane Shukis, Scoring Leader

Shane Shukis, Ph.D. has been involved with the scoring of the AWPE at UCR since 2017. He also scored the systemwide exam from 2020-2022. At UCR, he has been a member of the Placement Committee and Summer Placement Committee since 2017 and has been an E-reader and 3rd reader since 2022. He also served on the UWP's Test Development Committee for the Analytical Writing Placement Exam from 2022-23. He most recently served as the scoring leader for the November 2024 placement exam.

Scoring Rubric

Holistic reading requires scorers to assign essays to categories based on the dominant characteristics of the essay. The categories below are used to identify scores of papers in six distinct groups.

A 6 paper (A, A-, B+) commands attention by engaging the material in an insightful and mature manner. The response is clear, logical, and convincing. Further, the response is fully developed, relying on well-chosen examples and persuasive reasoning. The 6 paper demonstrates a strong control of language, a fluid use of sophisticated sentences and a notable understanding of the conventions of written English.

A 5 paper (B, B-) is clearly thoughtful and competent. The response consistently relies on effective examples that are carefully developed. All parts of a 5 paper will be on topic, though the overall response will not be as accomplished or elaborated upon as a 6 paper. A 5 paper often has a less fluent and complex style than a 6 paper, but it does show a clear control over word choice and sentence variety while coherently observing the conventions of written English.

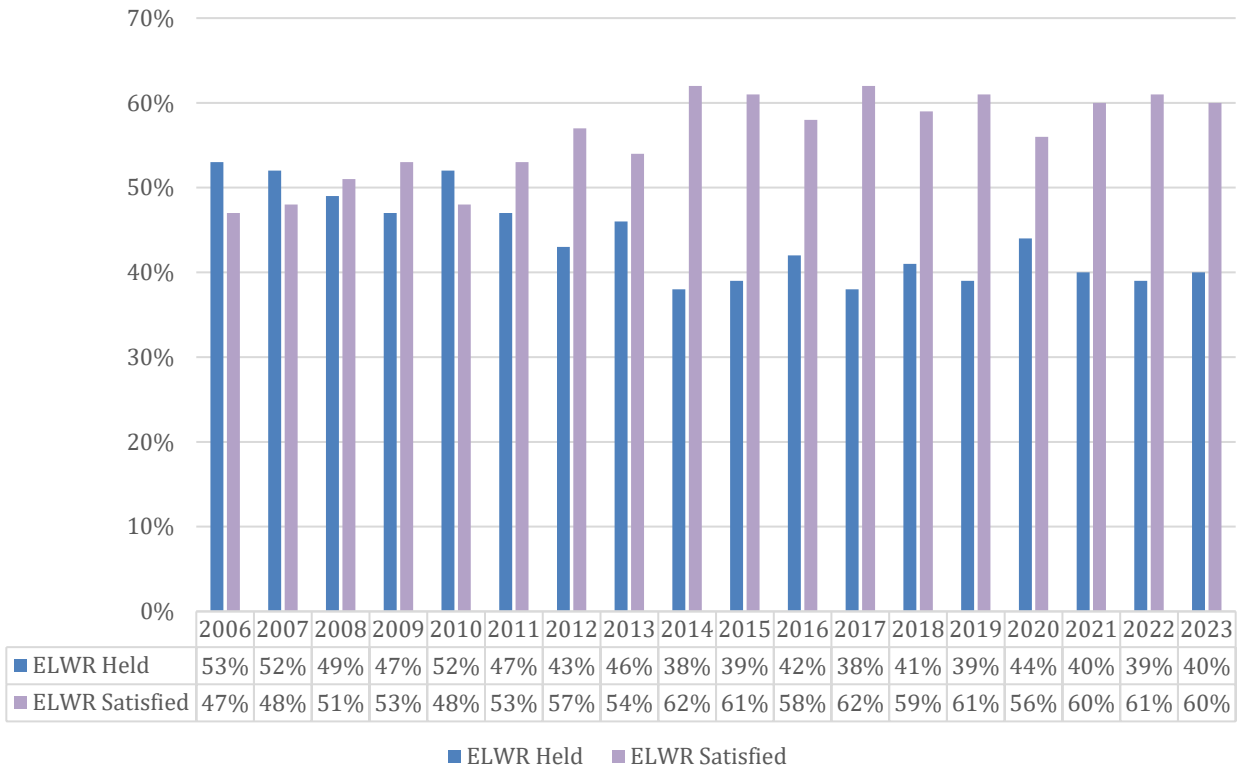
A 4 paper (C+, C) is satisfactory, though uneven in its delivery. It demonstrates an understanding of the prompt and presentation of a thesis, though that thesis may not be logically positioned or clearly stated. Still, the thesis does have support in the form of examples, though the examples may not be fully developed, and some examples may not directly support or relate to the position and topic. The reasoning may be marginal in some parts of the response, and the response in general will be less developed and accomplished than a 5 paper. A 4 paper demonstrates adequate accuracy in sentence control and sentence construction. The 4 paper recognizes and adheres to the conventions of written English.

A 3 paper (C-) demonstrates that the student will benefit from additional instruction in reading, logic, and sentence construction. The response may indicate an unclear understanding of the text or topic, and the examples may benefit from additional development and analysis. A 3 paper may be characterized by any of the following: little sentence variety, word choice that could be more appropriate and concise, occasional misunderstandings of major concepts in grammar and usage, or frequent minor misunderstandings at the sentence level.

A 2 paper (D+, D) indicates a student is likely to receive significant benefits from instruction in reading, essay organization, and sentence generation. Typically, the response is basic in nature and often presents unclear logic or coherence throughout, and because of these qualities, the essay often diverges from the text or topic. Its prose is usually characterized by at least one of the following: simplistic or imprecise word choice; use of a single type of sentence construction; many repeated misunderstandings of grammar and syntax.

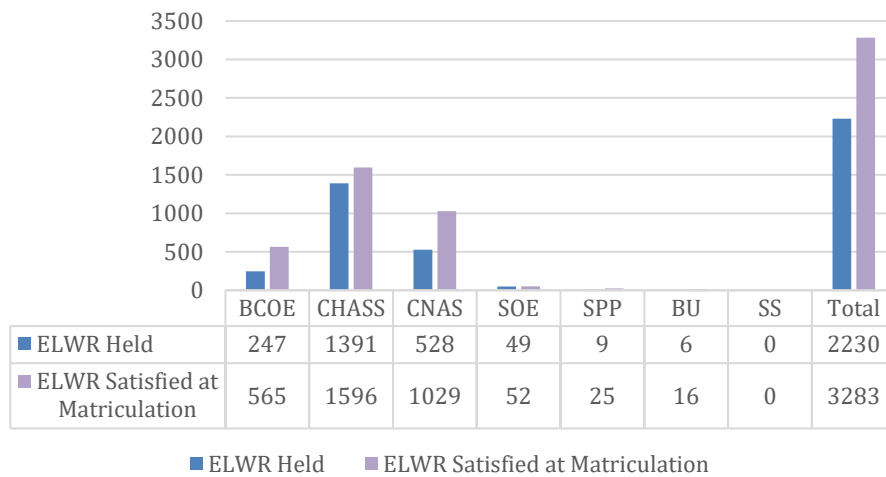
A 1 paper (D-, F) shows that a student would benefit from both intensive and extensive instruction in all aspects of reading and writing. The response may not engage the topic's demands, or there may not be a recognized response to the basic aspects of the prompt. The response may be very brief in nature. It often displays a pervasive struggle with word choice and coherence at the sentence level.

UCR ELWR Status of New Freshmen



ELWR Status by College

2023-2024



**COMMITTEE ON PREPARATORY EDUCATION
REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 25, 2025**

To be received and placed on file:

Report on the Mathematics Preparation Programs

Dear Jianzhong,

Following are the answers to your questions, as composed by the Mathematics Department. We have done our best to be complete and thorough in our answers. We feel that we are not in the best position to provide solid answers to Questions 4a, 5, and 6 (we make suggestions, however), and question 7 is asking about a program too new to have useful data on yet.

Regards,
Jim Kelliher

1a) How does UCR assess student readiness in mathematics for university work?

Students take the Mathematics Advisory Examination (MAE). For more information, visit the [MAE website](#) and the [ALEKS PPL website](#). See our [math placement table](#) for how MAE scores translate to math course placements.

1b) Does UCR allow students to opt out of the assessment test (e.g., those with AP credits) or use other measures of placement?

Yes, AP Calculus AB and AP Calculus BC exam scores are accepted in lieu of an MAE exam score. For details, see our [math placement table](#) or page 43 of the [2024-2025 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.

2a) What are the credentials of the scorers?

The placement test (MAE, ALEKS PPL) is administered online ([sample exam questions](#)) and is autograded. There are no human scorers.

2b) How are they recruited and compensated for their workload?

See answer to 2a above.

2c) What types of training do they receive?

See answer to 2a above.

2d) If the test is administered by a third party (e.g., ALEKS assessment by McGraw Hill), how much does it cost for each student?

\$55 (see [MAE FAQ](#), “Is there a fee for the MAE?”)

2e) Will the student be allowed to take sample exams?

Yes. More specifically,

- 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 exam (proctored) 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 exam (proctored) in hopes of bettering their placement.
- Attempt 3 (optional, final attempt for placement): Once students have completed the required preparation after taking the MAE (proctored, for placement), 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 or MATH 006A (or higher).

For more information, visit the [MAE website](#).

2f) Are there any UCR faculty members involved in supervising the placement process?

Math department faculty members select the method for determining math placement ([ALEKS PPL](#)), determine placement exam policies (for example, number of attempts allowed), and decide how exam scores translate to math course placements (as documented in the [math 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 [MAE website](#), answers student questions about the exam, communicates with students about their placement, etc.).

3) What does UCR offer as preparatory and remedial education for students who fail to meet the entry-level math requirement?

Introduced in Summer 2024, [MATH 003](#) is designed to prepare students for college-level mathematics (specifically, MATH 004 or MATH 006A).

Introduced in Fall 2023, [MATH 06LA](#) is designed to support MATH 006A students with weaker foundational math skills.

Introduced in Winter 2024, [MATH 06LB](#) is designed to support MATH 006B students with weaker foundational math skills.

Introduced in Fall 2024, [MATH 004L](#) is designed to support MATH 004 students with weaker foundational math skills.

4a) What are the rationales and criteria used for placing students into UCR math classes? For example, students majoring in chemical engineering are required to take six courses in mathematics, i.e. MATH 9A, 9B, 9C, 10A, 10B, and MATH 46. What are the criteria used to determine the appropriate placement?

Each department decides which math classes are required for their students. The math department places all students, regardless of major, the same way: with an MAE score, AP credit, or transfer credit from another institution.

4b) What are the numbers and percentages of students placed into each of these college-level courses?

Fall 2024 MAE Placement Data

Placement	#	%
Math 3	1406	42%
Math 4L	114	3%
Math 6LA	209	6%
Math 4	193	6%
Math 6A	387	11%
Math 5A	426	13%
Math 22	109	3%
Math 7A	216	6%
Math 9A	303	9%

4c) How many students are placed into each of the pre-calculus courses (Math 4, 5A, or 6AB)?

See table above.

4d) Are these courses (Math 4, 5A, or 6AB) considered remedial, as opposed to preparatory?

No. MATH 004, MATH 005A, and MATH 006A & 006B are preparatory courses.

4e) Are there any students asked to take remedial courses (i.e., work without baccalaureate credit)?

Yes. MATH 003 does not count for baccalaureate credit, but it is worth 3 units of workload credit.

Before MATH 003 was introduced in Summer 2024, students took ARC 035, which was not worth any credit (baccalaureate or workload).

5) How do the extra math courses taken by under-prepared students affect their retention and time to degree?

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. Since these courses are so new, we have not been able to collect data on how they affect retention and time to degree.

For data on how ARC 035 affected retention and time to degree, contact Steven Garcia (steven.garcia@ucr.edu) and Andi Carter (andonia.papastathis@ucr.edu) from the Academic Resource Center.

6) Please submit a breakdown, by college, of the total number of students who entered UCR in the previous Fall Quarter and who did not meet the math requirement by the end of previous Spring Quarter.

Institutional Research can most likely fulfill this data request.

We comment, however, that not every major can finish its math requirement in three quarters (Fall - Spring). For example, students majoring in chemical engineering are required to take six courses in mathematics, i.e. MATH 9A, 9B, 9C, 10A, 10B, and MATH 46. If such a student starts in MATH 009A in Fall, it's impossible for them to complete all six of these courses in three quarters.

- Fall - MATH 009A

- Winter - MATH 009B
 - Spring - MATH 009C, 010A, 046 (full course load, all MATH)
 >>Need a fourth quarter to take MATH 010B.
-

7) Based on the data, comment on the effectiveness of the current practice for the preparatory and remedial education, including issues and possible improvements.

This is difficult to answer because the current practice for preparatory and remedial math education is new (see #5).

For data and information about MATH 06LA and MATH 004L, contact Dr. Sara Lapan (sara.lapan@ucr.edu) and Dr. Brandon Coya (brandon.coya@ucr.edu) from the math department.

**COMMITTEE ON UNIVERSITY EXTENSION
REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 25, 2025**

DEPT	COURSE	TITLE	INSTRUCTOR FIRST NAME	INSTRUCTOR LAST NAME	INSTRUCTOR DEGREE	TYPE OF APPROVAL	APPROVED
New		Specialized Study in Digital Marketing Fundamentals				X	01/21/25
New		Professional Certificate in Applied Artificial Intelligence				X	01/21/25
ETST	XR001	Introduction to the Study of Race and Ethnicity	Alan	Lechusza Aquallo	Ph.D.	I*	12/06/24
ETST	XR001	Introduction to the Study of Race and Ethnicity	Jose	Magcalas	Ph.D	I*	12/06/24
ETST	XR001	Introduction to the Study of Race and Ethnicity	Andy	Wu	Ed.D	I*	12/06/24
ETST	XR001	Introduction to the Study of Race and Ethnicity	Wayne	Freeman	M.A.	I*	12/06/24
EDUC	X85.A	An Introduction to Early Childhood Studies: Child Growth and Development	Abigail	Loya	M.A	I	12/06/24
EDUC	X85.B	The Role of Home, School and Community in Early Childhood Education	Abigail	Loya	M.A	I	12/06/24
EDUC	X85.C	Developmentally Appropriate Curriculum in Early Childhood Education	Abigail	Loya	M.A	I	12/06/24
EDUC	X87.45	Infant and Toddler Development	Christina	Cuevas	M.S.	I*	01/23/25
EDUC	X87.45	Infant and Toddler Development	Maria	Velarde	M.A.	I	01/23/25
EDUC	X87.46	Infant and Toddler Developmentally Appropriate Classroom Practices	Christina	Cuevas	M.S.	I*	01/23/25
EDUC	X88.63	Education and Care of Infants and Toddlers	Christina	Cuevas	M.S.	I*	01/23/25
MGT	X105.01	Disney Advanced Studies in Hospitality Management	Patricia	Coleman	M.B.A.	I*	01/30/25
MGT	X105.03	Corporate Communication	Patricia	Coleman	M.B.A.	I*	01/30/25
MGT	X105.03	Disney Corporate Communication	Jere	Ferguson	M.B.A.	I*	01/30/25
MGT	X105.12	Supervised Training, Part I	Jere	Ferguson	M.B.A.	I*	01/30/25
MGT	X105.13	Supervised Training, Part II	Jere	Ferguson	M.B.A.	I*	01/30/25
PLS	X115	Principles of Plant Growth	Zsolt	Felenyi	B.S.	I*	01/30/25
PLS	X115	Principles of Plant Growth	Sean	McLaughlin	M.S.	I*	01/30/25
PLS	X116	Turfgrass Species and Applications	Zsolt	Felenyi	B.S.	I*	01/30/25
PLS	X116	Turfgrass Species and Applications	Sean	McLaughlin	M.S.	I*	01/30/25
BIOL	X403.5	Content and Methods for Teaching Advanced Placement Biology	Lee	Ferguson	MAT	I*	01/21/25
		Content and Methods for Teaching Advanced Placement English Language and					
ENGL	X410.09	Composition for New and Advanced Teachers	Luis	Garza	B.A.	I*	01/21/25
BIOL	X410.2	How to Identify Animal Burrows				C	01/21/25
BIOL	X410.2	How to Identify Animal Burrows	Kurt	Leuschner	M.S.	I	01/21/25
		Content and Methods for Teaching Advanced Placement English Literature for New					
ENGL	X410.5	Teachers	Christine	Carson	M.S.	I*	01/21/25
MGT	X410.A	Career Pathway Development	Nikolay	Shikunov	B.A.	I*	01/21/25
MGT	X410.A	Career Pathway Development	Vasilij	Shikunov	M.S.	I*	01/21/25
MGT	X410.A	Career Pathway Development	Michael	Wheeler	M.A.	I*	01/21/25
MGT	X410.A	Career Pathway Development	Danial L.	Newlon	M.B.A.	I*	01/21/25
		Content and Methods for Teaching Advanced Placement Spanish Literature and					
SPN	X412.3	Culture	Anglelica M.	Jimenez	B.A.	I*	01/21/25
PLS	X415	Foundations of Turfgrass Management	Zsolt	Felenyi	B.S.	I*	01/21/25
PLS	X415	Foundations of Turfgrass Management	Sean	McLaughlin	M.S.	I*	01/21/25
PLS	X417	Management Skills for Turfgrass and Landscape Managers	Zsolt	Felenyi	B.S.	I*	01/21/25
PLS	X417	Management Skills for Turfgrass and Landscape Managers	Sean	McLaughlin	M.S.	I*	01/21/25
PLS	X420	Turfgrass Irrigation and Drainage	Zsolt	Felenyi	B.S.	I*	01/21/25

**COMMITTEE ON UNIVERSITY EXTENSION
REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 25, 2025**

DEPT	COURSE	TITLE	INSTRUCTOR FIRST NAME	INSTRUCTOR LAST NAME	INSTRUCTOR DEGREE	TYPE OF APPROVAL	APPROVED
PLS	X420	Turfgrass Irrigation and Drainage	Sean	McLaughlin	M.S.	I*	01/21/25
PLS	X421	Turfgrass Pests	Zsolt	Felenyi	B.S.	I*	01/21/25
PLS	X421	Turfgrass Pests	Sean	McLaughlin	M.S.	I*	01/21/25
PLS	X421.5	Pesticide Use on Turfgrass and Ornamental Plants	Zsolt	Felenyi	B.S.	I*	01/21/25
PLS	X421.5	Pesticide Use on Turfgrass and Ornamental Plants	Sean	McLaughlin	M.S.	I*	01/21/25
PLS	X422	Soil Fertility and Fertilizers	Zsolt	Felenyi	B.S.	I*	01/21/25
PLS	X422	Soil Fertility and Fertilizers	Sean	McLaughlin	M.S.	I*	01/21/25
CS	X428.05	Content and Methods for Teaching Advanced Placement Computer Science Principles	Gina	McCarley	M.A.	I*	01/21/25
LAW	X430	Fundamentals of Law for the Legal Professional	Dawn Marie	DuRocher	B.A.	I	01/21/25
LAW	X433.6	Ethics for the Legal Professional	Dawn Marie	DuRocher	B.A.	I	01/21/25
LAW	X435	Civil Litigation and Procedures	Dawn Marie	DuRocher	B.A.	I	01/21/25
MATH	X435.03	Content and Methods for Teaching Advanced Placement Precalculus	Dorothy	Rich	B.A.	I*	01/21/25
LAW	X437.1	Contract Law	Dawn Marie	DuRocher	B.A.	I	01/21/25
MGT	X440.01	Advertising in the Digital Age	Asia	Lockett-Morse	Ph.D.	I	01/21/25
MGT	X440.02	Consumer Market Research	Asia	Lockett-Morse	Ph.D.	I	01/21/25
MGT	X440.04	Digital Marketing Master Class	Asia	Lockett-Morse	Ph.D.	I	01/21/25
		Integrated Digital Marketing Communications: Persuasive Storytelling in the Digital					
MGT	X440.06	Age	Asia	Lockett-Morse	Ph.D.	I	01/21/25
MGT	X440.07	Intro to Search Engine Marketing (SEO and PPC)	Asia	Lockett-Morse	Ph.D.	I	01/21/25
MGT	X440.10	Marketing Principles and the Marketing Plan	Asia	Lockett-Morse	Ph.D.	I	01/21/25
EDUC	X444.C	Home, School, and Community Collaborations for Transitional Kindergarten Teachers	Diana	Solorio	M.Ed.	I*	01/21/25
EDUC	X444.D	Language, Literacy and Support for Preschool English Language Learners	Diana	Solorio	M.Ed.	I*	01/21/25
EDUC	X444.E	The Transitional Kindergarten Curriculum	Leslie	Develder	M.Ed.	I*	01/21/25
EDUC	X444.F	Intentional Teacher Engagement in a Transitional Kindergarten Classroom	Leslie	Develder	M.Ed.	I*	01/21/25
EDUC	X444.G	Observation and Assessment in a Transitional Kindergarten Classroom	Leslie	Develder	M.Ed.	I*	01/21/25
LAW	X449	Trial Preparation	Dawn Marie	DuRocher	B.A.	I	01/21/25
AHS	X450	Content and Methods for Teaching Advanced Placement Art History	Robert	Coad	D. Arts.	I*	01/21/25
STAT	X450	Content and Methods for Teaching Advanced Placement Statistics	Juan	Gomez	M.S.	I*	01/21/25
ENSC	X451	Content and Methods for Teaching Advanced Placement Environmental Science	Perri	Carr	M.S.	I*	01/21/25
CS	X456	Artificial Intelligence: Principles and Techniques				C	01/29/25
CS	X456	Artificial Intelligence: Principles and Techniques	Alex	Liu	Ph.D.	I*	01/29/25
CS	X456.01	Data and Data Preparation for Ai				C	01/21/25
CS	X456.02	Ai Practicum (Project-based)				C	01/29/25
CS	X456.1	Data and Data Preparation for Ai	Alex	Liu	Ph.D.	I*	01/29/25
CS	X456.2	Ai Practicum (Project-based)	Alex	Liu	Ph.D.	I*	01/29/25
PLS	X460.1	Cultural Landscapes & Indigenous Food Ways of the California Desert				C	01/29/25
PLS	X460.1	Cultural Landscapes & Indigenous Food Ways of the California Desert	Melanie	Davis	B.A.	I	01/21/25
BMSC	X465	Introduction to Forensic Science in Healthcare Settings	Liberty	Macias	Ph.D	I*	01/21/25

**COMMITTEE ON UNIVERSITY EXTENSION
REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 25, 2025**

DEPT	COURSE	TITLE	INSTRUCTOR FIRST NAME	INSTRUCTOR LAST NAME	INSTRUCTOR DEGREE	TYPE OF APPROVAL	APPROVED
BMSC	X465	Introduction to Forensic Science in Healthcare Settings	Kathlyn	Heim O'Shea	M.S.	I*	01/21/25
BMSC	X465.1	Forensic Approaches to Blunt Force and Firearm Injuries	Kathlyn	Heim O'Shea	M.S.	I*	01/21/25
BMSC	X465.10	Forensic Nurse Death Investigation	Jennifer "Jenny"	Valadez	MSN, Ed	I*	01/21/25
BMSC	X465.12	Sworn Testimony for the Healthcare Specialist	Liberty	Macias	Ph.D	I*	01/21/25
BMSC	X465.12	Sworn Testimony for the Healthcare Specialist	Jennifer "Jenny"	Valadez	MSN, Ed	I*	01/21/25
BMSC	X465.12	Sworn Testimony for the Healthcare Specialist	Kathlyn	Heim O'Shea	M.S.	I*	01/21/25
BMSC	X465.4	Occupational Considerations in Forensic Nursing	Liberty	Macias	Ph.D	I*	01/21/25
BMSC	X465.4	Occupational Considerations in Forensic Nursing	Kathlyn	Heim O'Shea	M.S.	I*	01/21/25
BMSC	X465.6	Forensic Photography in the Healthcare Setting	Jennifer "Jenny"	Valadez	MSN, Ed	I*	01/21/25
BMSC	X465.6	Forensic Photography in the Healthcare Setting	Kathlyn	Heim O'Shea	M.S.	I*	01/21/25
BMSC	X466	Examination and Care of Sexual Assault Patients: Adult/Adolescent	Liberty	Macias	Ph.D	I*	01/21/25
BMSC	X466	Examination and Care of Sexual Assault Patients: Adult/Adolescent	Jennifer "Jenny"	Valadez	MSN, Ed	I*	01/21/25
BMSC	X466	Examination and Care of Sexual Assault Patients: Adult/Adolescent	Kathlyn	Heim O'Shea	M.S.	I*	01/21/25
MGT	X470.73	Project Procurement Management	Ann	Campea	Ed.D.	I	01/21/25
MGT	X473.6	Lean Principles and Practice	Jeffrey	Ober	M.B.A.	I	01/21/25
HIST	X475	Content and Methods for Teaching Advanced Placement European History	Susie	Gerard	MAT	I*	01/21/25
		Content and Methods for Teaching Advanced Placement Economics: Macro & Micro					
ECON	X475.1	Combined	Aaron	Merz	B.S.	I*	01/21/25
MGT	X475.51	Consumer Behavior	Jere	Ferguson	M.B.A.	I*	01/21/25
MGT	X476.71	Strategic Marketing and the Marketing Plan	Jere	Ferguson	M.B.A.	I*	01/21/25
MGT	X480.51	Customer Service Management	Patricia	Coleman	M.B.A.	I*	01/21/25
SPN	X481	Introduction to Legal Interpretation and Sight Translation	Fabian	Buitrago Morales	M.A.	I*	01/21/25
SPN	X481	Introduction to Legal Interpretation and Sight Translation	Yvette	Garcia	M.A.	I*	01/21/25
SPN	X482	Consecutive Translation for Interpreters and Translators	Fabian	Buitrago Morales	M.A.	I*	01/21/25
SPN	X482	Consecutive Translation for Interpreters and Translators	Yvette	Garcia	M.A.	I*	01/21/25
SPN	X483	Simultaneous Interpretation for Interpreters and Translators	Fabian	Buitrago Morales	M.A.	I*	01/21/25
SPN	X483	Simultaneous Interpretation for Interpreters and Translators	Yvette	Garcia	M.A.	I*	01/21/25
SPN	X484	Sight Translation for Interpreters and Translators	Fabian	Buitrago Morales	M.A.	I*	01/21/25
SPN	X484	Sight Translation for Interpreters and Translators	Yvette	Garcia	M.A.	I*	01/21/25
SPN	X486.A	Ethics and Legal Court Proceedings	Fabian	Buitrago Morales	M.A.	I*	01/21/25
SPN	X486.A	Ethics and Legal Court Proceedings	Yvette	Garcia	M.A.	I*	01/21/25
SPN	X486.B	Court Interpretation- Exam Preparation	Fabian	Buitrago Morales	M.A.	I*	01/21/25
SPN	X486.B	Court Interpretation- Exam Preparation	Yvette	Garcia	M.A.	I*	01/21/25
		Content and Methods for Teaching Advanced Placement Government and Politics:					
POSC	X490	U.S.	Shenita	Brazelton	Ph.D.	I*	01/21/25

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 on the Assembly of the Academic Senate

Thursday December 12, 2024 3pm-6pm

The full agenda for this meeting is available here:

https://senate.universityofcalifornia.edu/_files/assembly/assembly-agenda-12-12-24.pdf

Summary/Takeaways:

Much of this meeting was spent in heated discussion of the proposed revision to senate regulations regarding A-G, Ethnic Studies requirement. Because of the nature of this proposal, there were dozens of non-assembly rep (non-voting) UC faculty who were in attendance in the capacity of invited guests who came to speak in favor of the proposal. With a negative vote seeming likely, a decision was made to postpone the vote until the next meeting.

Another key point of the meeting was President Drake's response to the outcome of the November presidential elections and impact upon the university. He articulated a particular commitment to protecting undocumented students.

A final takeaway was regarding the Special Meeting of the Assembly scheduled for January 17th which was called in response to a perceived lack of consultation by President Drake.

Announcements from Chair Steven Cheung:

1. The Regents approved the operating budget which include 3.7% range adjustment for the faculty salary scales, an increase of 9.9% in non-resident supplemental tuition for incoming undergraduates, and 1.3M for capital projects.
2. The UAW extended the collective bargaining agreement for TAs, Readers and Tutors until January 2026.
3. A Special Meeting of the Assembly has been called for 1/17/25 to discuss concerns about a lack of consultation initially shared with President Drake via letter last fall. The meeting was called by those faculty who found his response to concerns unsatisfactory. The issues of concern include the following actions:
 - UC's continued decrease in the percent of contribution to faculty medical plans (and a net increase in faculty premiums for the UC health care plans)
 - Implementation of dramatic cybersecurity plans
 - Differential in COLA compensation between the faculty and administrators

[Note: the 1/17 meeting was subsequently suspended/rescheduled (date TBD) when the original zoom link could not accommodate the other 300 faculty who attempted to enter the meeting.]

4. Proposal that is currently in motion to convert all UC campuses to the semester system. Questions and uncertainty about the process for campus consultation and feedback and timeline. Vice-chair of the Senate, Palazogly is co-chair of the Statewide committee with the Academic Planning Council.

5. UCEP proposed on Academic Senate Statement regarding characteristic of undergraduate education quality at the UC that was approved unanimously.¹
6. There are several high-level hires in progress:
 - President of the UC
 - Chancellors for UCR and UCSB
 - Vice President for Faculty Affairs and Academic Programs at UCOP

Announcements from President Drake

1. President Drake opened with discussion of the outcome of recent presidential elections which represent “a real change in the direction of government and governing”. In response UC priorities are, in the short run, to “create an atmosphere protective of undocumented students” including the “provision of legal support and guidance.” He urged caution to international faculty in traveling abroad during the presidential transition—concerns about blocking entry back into the country.

He also spoke to support around reproductive care in California and shared his broader concerns as a citizen about public health in the United States and especially concerns about “rebellion against health guidance” which leads to poorer health outcomes. He is proud of our peer-reviewed NIH public health support and shares that much of UC funding for research comes from government funding.

He commits to working with the broader higher education community and with colleagues from universities across the country. Says that California “has a loud voice”.

2. Celebrates that UC Merced listed #1 in US for social mobility.
3. Drake spoke to changes in board of regents. Perez stepped down. Gavin Newsom appointed Bob Meyers to the Board: general manager of Golden State Warriors and UCLA alum. At present there are four Regents vacancies. Drake observes that Newsome has done a good job of “appointing regents who are thoughtful”.
4. Regents approved budget. Challenging news is that the budget was adjusted because the state is facing a budget deficit. A proposed budget decrease by \$125m was announced but

¹ **UC Quality: Expected Outcomes.** Graduates of UC will have the ability to: Weigh evidence critically and think independently. Demonstrate integrity and principled leadership. Simultaneously hold multiple narratives in mind. Communicate effectively using skills in rhetorical writing with clarity of thought. Assess information for accuracy and trustworthiness. Make intellectual and creative contributions that serve the public good in California, the nation, and the world. Succeed in subsequent study and other postgraduate scholarly activities. Make professional contributions in their chosen field, informed by their experience in a research-oriented academic environment, with undergraduates contributing to the creation of new knowledge with opportunities to work at the very cutting edge of theory and practice. Apply the breadth and depth of their education, readily adapting to and taking advantage of rapid changes and evolutions in knowledge, technology, and social paradigms.

in the end there was an increase in budget. UC received an increase when other institutions held flat. He alerts us to possible cuts to higher education this year but also observes that revenues currently higher than predicted (run up of stock market).

5. MOP (Mortgage Origination Program) was more actively used in the last 18 months in anytime in its history with 735 new mop loans since July 2023 which is three times the historical average. There was a slow down because we exhausted the amount of allocated funding. Our MOP is lower interest than commercial market. Last month we approved another \$200m allocation for the MOP which will expand even further support of the program. It will be all told a \$1B in MOP funding over last two years.
6. Two union strikes and negotiations which are confidential. We put forward a robust and fair proposal toward the union to support workers fairly and appropriately. Very close to having the negotiations be fruitful.
7. Two chancellor's searches at Santa Barbara and Riverside. Seeking the best people is monumental task. The two chancellors leaving Wilcox (11 years) and Chancellor Yang (30 years), the longest serving chancellor in UC history.

In response to questions, Drake says that we fully support DACA students working on campus. He rejects idea that he has a policy to shut down political protests on the campuses: "We support people to protest in any way they wish as long as it supports campus policy and the law."

Announcements by Provost Newman

1. A report addressing key challenges to the traditional graduate student education model should be coming out. She wants the report to be widely distributed and discussed in all campuses, including at the individual department level, to ensure that the discipline-specific issues are addressed.
2. Also will be circulating a universal faculty survey on AI. Need to boost participation.
3. Congress on research (March 11-12 research congress up to 300 plus remote). With colleagues from NIH and NSF to private foundations.
4. Question about faculty salary scales. 96% of faculty are off scale. A study on total compensation available next year.
5. Mop should keep focus on new hires. Also spoke about ZIP--- zero interest loan.

Discussion of A-G Ethnic Studies Motion to Endorse Proposed Revision to Senate Regulation 424.A.3

The amendment "introduces an A-G Ethnic Studies requirement for freshman admission" called Area H, and states that at least one high school course used to fulfill A-G must be a UC approved one semester course in Ethnic Studies. Area H would define faculty expectations for high school students with respect to Ethnic Studies and their preparation for UC education. There was vigorous debate of this proposal. Those opposed referred to it as "overreach by UC into K-12" and found some of the required content "ideological". Those in favor, including former UCR Senate Chair Dylan Rodriguez, spoke strongly explaining that there is fifty years of field

defining epistemology and pedagogy behind the proposal and that the schools are looking for guidance as to the content of the new ethnic studies graduation requirement for all public high school students. A majority of faculty present spoke against, expressing concern about inadequate budgetary resources and calling proposal “premature”. The vote on this motion was postponed until the next meeting. This request came in order to provide more time for consideration of the materials but also because it seemed likely that if a vote was taken at this point that the motion would not have passed.

Prepared by Jennifer Scheper Hughes, Senior Representative to the Assembly, with Manuela Martins-Green, Jr. Representative.

**EXECUTIVE OFFICE
REPORT TO THE RIVERSIDE DIVISION
February 25, 2025**

To Be Adopted

**Proposed Changes to Faculty Welfare Committee Bylaw
Bylaw 08.26 through 08.26.02: Membership Update**

PRESENT:

08.26
Faculty Welfare

08.26.01
This committee consists of twelve members, two of whom shall be emeriti/ae professors. The committee shall have a broad and diverse representation from across campus. The Chair normally also serves on the University Committee on Faculty Welfare. (Am 9 Jan 73)(Am 26 May 88)(Am 8 Feb 90)(Am 27 May 93)(Am 24 May 05)(Am 28 Feb 17)

08.26.02
It is the duty of this committee to report to the Division on any and all matters of faculty welfare. (Am 24 May 05)

PROPOSED:

08.26
No Change.

08.26.01
This committee consists of twelve members, two of whom shall be emeriti/ae professors. The committee shall have a broad and diverse representation from across campus. The Chair normally also serves on the University Committee on Faculty Welfare and ex officio on the Committee on Academic Freedom. (Am 9 Jan 73)(Am 26 May 88)(Am 8 Feb 90)(Am 27 May 93)(Am 24 May 05)(Am 28 Feb 17)

08.26.02
No Change.

Statement of Purpose and Effect:

The proposed changes are summarized below:

- Updating membership information to be in alignment with current practice and bylaws.

Submitted by the Executive Office on: September 28, 2023

Section below is for Senate use only

Approved by the Committee on Faculty Welfare: October 19, 2023

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: December 5, 2024

Received by Executive Council: January 13, 2025



Academic Senate

COMMITTEE ON ACADEMIC FREEDOM

October 16, 2024

To: Ken Barish, Chair
Riverside Division Academic Senate

From: Quinn McFrederick, Chair
Committee on Academic Freedom


Re: Proposed Changes to Faculty Welfare Committee Membership Bylaw

The Committee on Academic Freedom reviewed the proposed changes to the Committee on Faculty Welfares membership bylaw and had no concerns related to their charge of courses and instruction.

COMMITTEE ON DIVERSITY, EQUITY, & INCLUSION

December 4, 2024

To: Kenneth Barish, Chair
Riverside Division Academic Senate

From: Gareth Funning, Chair 
Committee on Diversity, Equity, & Inclusion

Re: **[Campus Review] Proposed Bylaw Change: *Faculty Welfare Committee Bylaw 08.26 through 08.26.02: Membership Update***

The Committee on Diversity, Equity, and Inclusion reviewed the proposed bylaw change to the Faculty Welfare Committee Bylaw 08.26 through 08.26.02. These changes are supported by the committee with no further comment.

**EXECUTIVE OFFICE
REPORT TO THE RIVERSIDE DIVISION
February 25, 2025**

To be adopted

Proposed Changes to Senate Bylaw
Bylaw 01 through 1.03: Gender Recognition and Lived Name

PRESENT:

01

Authority, Duties, and Membership

01

Authority, Duties, and Membership (Am 24
May 2005)

01.01

The Riverside Division is a committee of the Academic Senate. The Division's authority and duties are defined by the Bylaws of the Academic Senate and are derived from the Standing Orders and Bylaws of The Regents. The relevant parts of the Standing Orders of the Regents, Section 105, are set forth in Appendix 1. The Division has the authority to: Organize, select its own officers and committees, and adopt rules and regulations of the Academic Senate for the conduct of its business. Receive and consider reports and recommendations from faculties of colleges and schools located wholly or partly on the Riverside campus, from its Divisional committees, from local administrative officers, and from other divisions. Originate and take final action on legislation substantially affecting only the Division. Establish faculties in schools and colleges located wholly on the Riverside campus. Transmit directly to the President resolutions on any matter of University concern, subject to provisions of the Bylaws of the Academic Senate. Initiate memorials to the Regents on any matter of University concern. Submit reports and recommendations to the Assembly concerning changes in Senate legislation and such other matters as it may deem appropriate. Authorize

PROPOSED:

01

No Change.

01

No Change.

01.01

No Change.

and supervise all undergraduate and graduate courses of instruction and curricula in the colleges and schools at Riverside, except as otherwise provided in the Bylaws of the Academic Senate or in the Standing Orders of the Regents, and all courses offered for credit by the Riverside Office of University Extension. Recommend to the President of the University all candidates for degrees who have completed requirements for those degrees in a school, college, or Graduate Division subject to the jurisdiction of the Division. Exercise all powers of the Academic Senate not specifically delegated to the Senate Assembly or to the standing committees of the Academic Senate. (Am 24 May 2005)

01.02

The members of the Riverside Division are: The President of the University; the Chancellor, Vice Chancellors, Deans, Provosts, Directors of academic programs, the Admissions Officer, the Registrar, and the University Librarian at Riverside; All officers of instruction at Riverside whose academic title entitles them, by Standing Order of the Regents 105.1, to membership in the Academic Senate; Senate members holding Universitywide appointments who elect to enroll in the Riverside Division and who are not enrolled in any other Division; and Any other persons certified for membership by the Secretary-Parliamentarian of the Division in accordance with Divisional and Academic Senate legislation. A member of the Senate temporarily assigned to the Riverside campus may transfer ~~his/her~~ voting privilege to the Riverside Division by reporting the transfer and certifying the time limits of the assignment to the Secretary-Parliamentarian of the Riverside Division; Membership does not lapse because of leave of absence or transfer to emeritus status. (Am 24 May 2005)

01.03

Instructors or Instructors in Residence with less than two years service may not vote in meetings of the Division, its Faculties, or in Academic Senate ballots. (Am 24 May 2005)

01.02

The members of the Riverside Division are: The President of the University; the Chancellor, Vice Chancellors, Deans, Provosts, Directors of academic programs, the Admissions Officer, the Registrar, and the University Librarian at Riverside; All officers of instruction at Riverside whose academic title entitles them, by Standing Order of the Regents 105.1, to membership in the Academic Senate; Senate members holding Universitywide appointments who elect to enroll in the Riverside Division and who are not enrolled in any other Division; and Any other persons certified for membership by the Secretary-Parliamentarian of the Division in accordance with Divisional and Academic Senate legislation. A member of the Senate temporarily assigned to the Riverside campus may transfer voting privileges to the Riverside Division by reporting the transfer and certifying the time limits of the assignment to the Secretary-Parliamentarian of the Riverside Division; Membership does not lapse because of leave of absence or transfer to emeritus status. (Am 24 May 2005)

01.03

No Change.

Statement of Purpose and Effect:

The proposed changes are summarized below:

- Editorial changes to be in concordance with Systemwide Gender Recognition and Lived Name Policy

Submitted by the Executive Office on: September 9, 2024

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: October 16, 2024

Received by Executive Council: January 13, 2025

COMMITTEE ON DIVERSITY, EQUITY, & INCLUSION

December 4, 2024

To: Kenneth Barish, Chair
Riverside Division Academic Senate

From: Gareth Funning, Chair 
Committee on Diversity, Equity, & Inclusion

Re: **[Campus Review] Proposed Bylaw Change: *UCR Bylaw 01 through 1.03: Gender Recognition and Lived Name***

The Committee on Diversity, Equity, and Inclusion reviewed the proposed bylaw change to the UCR Bylaw 01 through 1.03. These changes are supported by the committee with no additional comments.

**EXECUTIVE OFFICE
REPORT TO THE RIVERSIDE DIVISION
February 25, 2025**

To Be Adopted

**Proposed Changes to Senate Bylaw
Bylaw 8.2.2: Annual Reports**

PRESENT:

8.2.2 Annual reports of standing committees of the Division (~~with the exception of the Committee on Academic Personnel and Committee on Planning and Budget~~) constitute a special order for the Spring meeting of the Division in each academic year. ~~The Annual Report of the Committee on Academic Personnel and Committee on Planning and Budget~~ shall constitute a special order for the first regularly scheduled Division meeting in each academic year. In preparing these reports committee Chairs should consult past minutes or previous Chairs to make certain that their committee's report gives a complete account of all business transacted by the committee during the twelve months since the previous annual report was prepared. See 4.1.3 for procedure for receipt of reports. (Am 23 Apr 74)(Am 9 Feb 89)(Am 6 Feb 92)(Am 21 Feb 02)

PROPOSED:

8.2.2. Annual reports of standing committees of the Division shall constitute a special order for the first regularly scheduled Division meeting in each academic year. In preparing these reports committee Chairs should consult past minutes or previous Chairs to make certain that their committee's report gives a complete account of all business transacted by the committee during the twelve months since the previous annual report was prepared. See 4.1.3 for procedure for receipt of reports. (Am 23 Apr 74)(Am 9 Feb 89)(Am 6 Feb 92)(Am 21 Feb 02)

Statement of Purpose and Effect: The purpose of this change is to amend the bylaws to align with current and long-standing best practice of the Academic Senate. All standing committees will come into alignment with previous practices of the Committees on Academic Personnel and Planning and Budget respectively. Original changes to Senate practice date back to 2016 and were made to streamline the annual report process and remove the need for Committees to update the Division of additional business occurring between the last Division meeting and the close of the academic year.

Submitted by the Executive Office on: September 9, 2024

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:

October 16, 2024

Received by Executive Council:

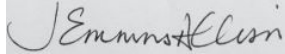
January 13, 2025

PLANNING AND BUDGET

November 12, 2024

To: Kenneth Barish, Chair
Riverside Division

From: Juliann Allison, Chair
Committee on Planning and Budget

A handwritten signature in cursive script, appearing to read "Juliann Allison", is placed over the printed name in the "From:" line.

RE: [Campus Review] Proposed Bylaw Change: *UCR Bylaw 8.2.2 General Provisions: Annual Reports*

At our meeting on November 12, 2024, the Committee on Planning and Budget (CPB) reviewed the proposal to amend UCR Bylaw 8.2.2 to align with the current and long-standing best practice of the Academic Senate in the submission of annual reports. CPB has no comments and supports the proposed bylaw change.



Academic Senate

COMMITTEE ON ACADEMIC PERSONNEL

October 29, 2024

To: Kenneth Barish, Chair
Riverside Division Academic Senate

From: Jingsong Zhang, Chair
Committee on Academic Personnel

A handwritten signature in black ink, reading "Jingsong Zhang".

Re: Proposed Change to Senate Bylaw 8.2.2: Annual Reports

In its October 28, 2024 meeting, CAP discussed the proposed change to Senate Bylaw 8.2.2 that requires all standing committees to submit their annual report as a special order at the first regular Division meeting of each academic year, which aligns with the current practice that the Committees on Academic Personnel and Planning and Budget have already been following. The committee unanimously supported the proposed change.

**EXECUTIVE OFFICE
REPORT TO THE RIVERSIDE DIVISION
February 25, 2025**

To be adopted

Proposed Changes to Senate Bylaw

Bylaw 09 through 09.05: Gender Recognition and Lived Name

PRESENT:

PROPOSED:

09

Faculties of the Riverside Division

09

No Change.

09.01

The government and supervision of any college or school established by the Regents on the Riverside campus is vested in the Faculty of that college or school, and such Faculty is a committee of the Riverside Division, to which it is directly responsible. This provision shall not cover matters of student discipline. This bylaw does not apply to the rules established by the Graduate Council respecting graduate study and higher degrees. No change in the curriculum of any college or school shall be made by any legislative agency of the Division until the proposed change has been submitted to the formal consideration of the Faculty concerned.

09.01

No Change.

09.02

The faculties of the colleges and schools at Riverside consist of: (1) the President of the University; (2) the Chancellor; (3) the Executive Vice Chancellor; (4) the Dean of the college or school; (5) all members of the Academic Senate who are members of departments assigned to the college or school; and such members of the Division as may be specified by the bylaws of the college or school concerned. Only voting members of the Academic Senate are eligible to vote in the Faculty of which they are members.

09.02

No Change.

09.03

09.03

Subject to such provisions as appear elsewhere in these bylaws, each Faculty has authority to organize, to select its own officers and committees, and for the conduct of its business and matters of instruction leading to the Bachelor's Degree to adopt rules and regulations consistent with the bylaws and regulations of the Academic Senate and the Riverside Division. The election of these officers and the balloting of measures by each Faculty shall be conducted according to the election procedures stipulated in Chapter 7. The Dean of the college or school is an ex officio member of the Executive Committee of the Faculty but ~~he/she~~ is not eligible to serve as Chair of the Faculty, except in faculties of colleges and schools which are substantially coincident with departments of the same name. The Chair of the Faculty and the members of the Executive Committee are elected by the faculty. Each Faculty will determine the manner by which the Chair of the Executive Committee is to be chosen. (Am 24 Jan 74)

09.04

Each Faculty is authorized to recommend to the Division amendments to legislation of the Academic Senate or of the Division, to make other recommendations to the Division or to the Assembly, and to delegate portions of its authority to its committees or executive officers. The Division or the Assembly may impose specific duties on a faculty.

09.05

The executive or other appropriate committee and the Dean or other appropriate academic administrative officer of each of the colleges and schools, and of the Graduate Division, under the jurisdiction of the Riverside Division shall act finally for the Riverside Division (a) in the award of all degrees and certificates to students of the college, school or Graduate Division concerned, in all cases that do not involve the suspension of a regulation or that involve only minor adjustments in the curriculum, and (b) in the award of honors at

Subject to such provisions as appear elsewhere in these bylaws, each Faculty has authority to organize, to select its own officers and committees, and for the conduct of its business and matters of instruction leading to the Bachelor's Degree to adopt rules and regulations consistent with the bylaws and regulations of the Academic Senate and the Riverside Division. The election of these officers and the balloting of measures by each Faculty shall be conducted according to the election procedures stipulated in Chapter 7. The Dean of the college or school is an ex officio member of the Executive Committee of the Faculty but is not eligible to serve as Chair of the Faculty, except in faculties of colleges and schools which are substantially coincident with departments of the same name. The Chair of the Faculty and the members of the Executive Committee are elected by the faculty. Each Faculty will determine the manner by which the Chair of the Executive Committee is to be chosen. (Am 24 Jan 74)

09.04

No Change.

09.05

No Change.

graduation. They are likewise empowered to act on petitions of their students for graduation under suspension of the regulations and shall report all degrees approved to the Riverside Division.

Statement of Purpose and Effect:

The proposed changes are summarized below:

- Editorial changes to be in concordance with the Systemwide Gender Recognition and Lived Name Policy

Submitted by the Executive Office on: September 9, 2024

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: October 16, 2024

Received by Executive Council: January 13, 2025

COMMITTEE ON DIVERSITY, EQUITY, & INCLUSION

December 4, 2024

To: Kenneth Barish, Chair
Riverside Division Academic Senate

From: Gareth Funning, Chair 
Committee on Diversity, Equity, & Inclusion

Re: **[Campus Review] Proposed Bylaw Change: *UCR Bylaw 09 through 09.05: Gender Recognition and Lived Name***

The Committee on Diversity, Equity, and Inclusion reviewed the proposed bylaw change to the UCR Bylaw 09 through 09.05. These changes are supported by the committee with no additional comments.

**EXECUTIVE OFFICE
REPORT TO THE RIVERSIDE DIVISION
December 3, 2024**

To Be Adopted

**Proposed Changes to SPP Bylaws
Bylaw 01 through 02.01.04: Gender
Recognition and Lived Name Policy**

PRESENT:

PROPOSED:

01

01

Membership (En 29 Nov. 2011)

No Change.

01.01

01.01

The Faculty of the School of Public Policy at the University of California, Riverside consists of (a) the President of the University; (b) the Chancellor; (c) the Executive Vice Chancellor; (d) the Dean of the School of Public Policy; (e) all members of the Academic Senate who are members of the School of Public Policy; (f) other Senate members as may be specified by the bylaws of the Riverside Division of the Academic Senate. (En 29 Nov. 2011)

No Change.

01.02

01.02

Faculty members must have at least a 25% appointment in the School to be considered members. Members holding title in the Riverside Agricultural Experiment Station or Cooperative Extension that do not confer Academic Senate membership (e.g. CE Specialist) may attend all meetings of the faculty, have privilege of the floor, and may vote in an advisory capacity on all issues. (En 29 Nov. 2011)(En 4 Dec 2018)

No Change.

02

02

Officers (En 29 Nov. 2011)

No Change.

02.01

02.01

No Change.

The Officers of the Faculty consist of a Chair, a Vice Chair and a Secretary-Parliamentarian. (En 29 Nov. 2011)

02.01.01

The Chair of the Faculty is elected for a 3-year term and is not eligible ~~to succeed herself/himself immediately~~. The election is conducted as provided in chapter 7 of the bylaws of the Division and in accordance with the procedure prescribed in these bylaws. If the Chair is unable to complete the term of office, the Secretary-Parliamentarian of the Division of the Academic Senate shall within two months conduct an election in accordance with the procedure prescribed in these bylaws for the unexpired term provided that the unexpired term is longer than six months. In the interim or in the event the vacated term is less than six months, the Vice Chair will serve as Chair. (En 29 Nov. 2011)

02.01.02

The Vice Chair is chosen by the Executive Committee from among its membership. The term of office is three years. (En 29 Nov. 2011)

02.01.03

The Secretary-Parliamentarian of the Faculty is chosen by the Executive Committee from among its membership. The term of office is one year. (En 29 Nov. 2011)

02.01.04

~~The Chair assumes office on the first day of September following his/her election at a regular election or immediately upon completion of the ballot count at a special election. The Vice Chair takes office immediately upon appointment. (En 29 Nov. 2011)~~

02.01.01

The Chair of the Faculty is elected for a 3-year term and is not eligible for immediate reelection following this term. The election is conducted as provided in chapter 7 of the bylaws of the Division and in accordance with the procedure prescribed in these bylaws. If the Chair is unable to complete the term of office, the Secretary-Parliamentarian of the Division of the Academic Senate shall within two months conduct an election in accordance with the procedure prescribed in these bylaws for the unexpired term provided that the unexpired term is longer than six months. In the interim or in the event the vacated term is less than six months, the Vice Chair will serve as Chair. (En 29 Nov. 2011)

02.01.02

No Change.

02.01.03

No Change.

02.01.04

The office is assumed by the Chair on the first day of September following a regular election or immediately upon completion of the ballot count at a special election. The Vice Chair takes office immediately upon appointment. (En 29 Nov. 2011)

Statement of Purpose and Effect:

The proposed changes are summarized below:

- Editorial changes to be in concordance with the Systemwide Gender Recognition and Lived Name Policy

Submitted by the Executive Office on: October 2, 2023

Section below is for Senate use only

Approved by the SPP Executive Committee on: January 24, 2025


The Committee on Rules and Jurisdiction finds the
wording to be consistent with the code of the
Academic Senate: November 11, 2024

Received by Executive Council: February 10, 2025

COMMITTEE ON DIVERSITY, EQUITY, & INCLUSION

December 4, 2024

To: Kenneth Barish, Chair
Riverside Division Academic Senate

From: Gareth Funning, Chair 
Committee on Diversity, Equity, & Inclusion

Re: **[Campus Review] Bylaw Change: *SPP Bylaw 01 through 02.01.04: Gender Recognition and Lived Name Policy***

The Committee on Diversity, Equity, and Inclusion reviewed the proposed bylaw change to the SPP Bylaw 01 through 02.01.04. These changes are supported by the committee no additional comments.

TO: Kenneth Barish, Chair
Riverside Division

FR: Richard M. Carpiano, Chair
Senate Executive Committee, School of Public Policy


RE: [Campus Review] (Bylaw Change) SPP Bylaw 01 through 02.01.04: Gender Recognition and Lived Name Policy

Date: January 24, 2025

The School of Public Policy (SPP) Senate Executive Committee reviewed the document “[Campus Review] (Bylaw Change) SPP Bylaw 01 through 02.01.04: Gender Recognition and Lived Name Policy.”

The edits seem appropriate. We have no additional comments or suggestions to submit.

Sincerely,



Richard M. Carpiano, Ph.D., M.P.H.
Professor of Public Policy

Academic Freedom	10/4/2023	1/18/2024	4/3/2024
Matthew King	P	P	A
Wei Ren	P	P	P
Quinn McFrederick	P	P	P
Exofficio, Abhijit Ghosh	A	P	P
Exofficio, Peter Chung	P	P	P
Student Rep, D Meza	P	P	P
Student Rep, C. Toral		A	A

Academic Personnel	# of meetings attended		
Jang-ting Guo	59		
Nael Abu-Ghazaleh	53		
Xinping Cui	53		
Jingsong Zhang	61		
Shou-wei Ding	56		
David A. Rosenbaum	56		
Richard Thomas Rodriguez	58		
Maria Del Rosario Acosta Lopez	48		
Yunhee Min	58		
Roya Zandi	57		

Charges	10/9/2023	10/23/2023	11/6/2023	11/20/2023	12/4/2023	12/11/2023	1/17/2024	1/31/2024	2/14/2024	2/21/2024	3/6/2024	3/20/2024	4/11/2024	4/25/2024	5/9/2024	5/23/2024	6/6/2024	6/20/2024
Amit Roy-Chowdhury	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Jerayr (John) Halebian	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Amy Jo Kroska	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Marta Hernandez Salvan	P	P	P	P	A	P	A	A	A	A	A	A	A	P	P	A	P	P
Amir Moradifam	P	P	A	A	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Kelechi Kalu	P	P	P	P	P	A	P	P	P	P	P	P	P	P	P	P	P	P
Gregor Blaha	P	P	P	P	P	P	P	P	P	P	P	A	P	P	P	P	P	P
George Darrel Jenerette	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Scott Pegan	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P			

Committees	10/5/2023	10/12/2023	10/26/2023	11/9/2023	11/16/2023	11/30/2023	12/7/2023	1/4/2024	1/11/2024	2/8/2024	2/15/2024	2/29/2024	3/14/2024	4/4/2024	4/11/2024	4/18/2024	4/25/2024	5/2/2024	5/9/2024	5/16/2024	5/23/2024	5/30/2024	6/6/2024	6/13/2024
Anne McKnight	A	A	A	A	A	A	P	P	P	P	P	A	P	P	P	P	P	P	P	P	P	P	P	
Sean Cutler	A	P	A	A	A	P	P	P	P	A	P	A	P	P	P	P	P	P	P	P	A	P	P	
Scott D Pegan	A	A	P	P	A																			
Ademide Adelusi-Adeluyi	P	P	A	P	A	P	A	P	P	P	P	P	P	P	P	P	P	P	P	A	P	P	P	
Michael E. Adams	P	P	A	P	P	P	P	A	A	A	A	A	P	P	P	P	P	A	P	P	P	P	P	
Kiril Shtengel	P	P	P	P	P	P	A	A	A	A	A	A	P	P	P	P	P	A	P	P	P	P	P	
Albert Z. Wang	A	P	P	A	P	P	P	A	A	P	A	P	P	P	P	A	P	P	P	P	P	P	P	
John M. Fischer	P	A	P	P	P	P	P	P	P	P	P	P	P	A	P	P	P	P	P	P	P	P	P	
Francoesca Mia Hopkins	P	P	P	P	P	P	A	P	A	A	P	A	A	P	P	P	P	P	P	P	P	P	P	
David Lloyd	A	A	A	A	A	A	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	A	P	
Ashutosh Prasad	P	P	P	P	P	P	A	P	P	P	P	P	P	P	P	P	P	P	P	P	P	A	P	

Courses	10/11/2023	10/25/2023	11/29/2023	1/17/2024	1/31/2024	3/6/2024	4/3/2024	4/24/2024	5/8/2024	5/29/2024
James M. Flegel	P	P	P	P	P	P	P	P	P	P
Emma Tiril Stapely				P	P	P	P	P	A	P
Urmee Khan				P	A	P	A	A	A	A
Adler Ray Dillman					P	P	P	P	P	P
Ivan Eusebio Aguirre	A	P	P	P	P	P	P	P	P	P
Naveen Reddy	A	A	P	A	A	P	A	A	A	A
Vassilis Tsotras	P	A	P	P	P	A	P	P	P	P
Erin W. Rankin	P	P	P	A	A	A	A	A	P	P
Alice Y Lee	P	P	A	P	P	A	P	P	P	P
Younjin Min	P	A	A	P	P	P	P	A	P	P
Eric James Allen	P	P	P	P	P	P	P	P	P	P
Daniel R. Biggers	P	A	P	A	A	A	P	P	P	P
Sandra Kirtland-Turner	P	P	P	P	P	P	P	A	A	P
Student Rep, ASUCR, G. Su			P	A	A	A	A	A	A	A
Student Rep, GSR, D. Tabilin			P	P	P	P	P	P	P	P

Distinguished Campus Service	3/13/2024
Kenneth N. Barish	P
Georgia C. Warnke	P
Chinya Ravishankar	P
Norman C. Ellstrand	P
Carl F. Cranor	A

Distinguished Teaching	3/18/2024
Erin W. Rankin	P
Thomas Sy	P
Farah Godrej	A
Erith Jaffe-Berg	A
Richard J. Hooley	P

Diversity, Equity, and Inclusion	11/2/2023	1/31/2024	4/25/2024	6/13/2024
Gareth J. Funning	P	P	P	P
Chow-Yang Lee	P	P	P	P
Ahmed Eldawy	P	P	P	P
Mario Sims	A	P	A	A
Elizabeth Davis	P	P	P	P
Jennifer B. Doyle	P	P	P	P
Esra Kurum	A	P	P	P
Exofficio, Mariam Lam	P	P	A	A

Educational Policy	10/6/2023	11/3/2023	12/1/2023	1/12/2024	2/2/2024	3/1/2024	4/5/2024	5/3/2024	6/7/2024
Ward P. Beyermann	P	P	P	P	P	P	P	P	P
Piotr S. Gorecki	P	A	P	P	P	P	P	A	P
Elodie Goodman	P	P	P	P	P	P	P	P	P
Zhijia Zhao	P	P	P	P	P	A	A	P	A
Amos J. Lee	P	P	P	A	P	A	P	P	P
Sara Lapan	P	P	P	P	P	P	A	P	P
James M. Flegal	P	P	P	P	A	P	P	P	P
Stephen Robert Kane	P	A	P	P	P	P	P	P	P
Jason Weems	P	P	P	P	A	P	P	P	P
Annie Ditta	A	P	P	P	P	P	P	A	P
Amy Litt	P	P	P	P	A	P	P	P	P
Matthew Casselman	P	P	P	P	P	P	A	P	P
Matthew Lang	P	P	P	P	A	A	A	P	A
Eric Schwitzgebel	P	P	P	P	P	P	P	P	A
Chikako Takeshita	P	P	P	P	P	P	P	P	P
Student Rep, ASUCR, N. Pizarro		P	P	A	A	A	P	A	A
Student Rep, GSA, E. Kozlova		A	P	P	P	P	A	P	P

Executive Council	10/9/2023	10/23/2023	11/6/2023	11/20/2023	12/11/2023	1/8/2024	1/22/2024	2/12/2024	2/26/2024	3/11/2024	4/22/2024	5/13/2024	6/10/2024	6/24/2024
Sang-Hee Lee	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Declan F. McCole	P	A	P	A	P	P	P	P	P	P	A	P	P	P
Peter M. Sadler	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Abhijit Ghosh	P	P	P	P	P	P	A	P	P	P	P	A	P	P
Katherine Meltzoff	P	P	P	P	P	A	P	A	P	P	P	P	P	A
Weixin Yao	P	P	P	A	A	P	P	P	P	A	P	P	P	P
Reza Abbaschian	P	P	P	P	P	P	P	P	P	P	P	P	P	A
Ward P. Beyermann	P	P	P	P	P	P	A	P	P	P	P	P	P	P
Ilya Brookwell	A	A	P	P	P	P	P	A	P	P	P	P	P	A
Michalis Faloutsos	P	P	P	P	P	A	P	P	P	P	P	P	P	P
Anne McKnight	P	A	P	A	P	P	P	P	P	P	A	A	A	A
Bahram Mobasher	P	A	A	A	A	A	A	A	A	A	P	A	A	A
Richard Michael Carpiano	P	A	P	P	P	P	P	A	P	P	P	P	A	A
David D. Oglesby	A	P	P	P	P	P	P	P	P	P	P	P	P	P
Linda L. Walling	A	A	P	P	P	P	P	P	P	P	P	P	P	P
Jianzhong Wu	P	P	P	P	A	P	P	A	P	P	P	A	A	A
Elodie Goodman	P	P	P	P	P	A	P	P	P	P	P	P	P	A
Victor G. J. Rodgers	P	P	P	P	A	A	P	P	P	P	A	P	A	A
Marcus Kaul	P	P	P	P	P	A	P	P	P	P	P	P	P	A
Jang-ting Guo	P	P	P	P	P	P	P	A	P	P	P	P	P	A
Gareth J. Funning	P	P	P	P	A	A	P	P	P	A	P	P	P	A
Wesley Y. Leonard	P	P	P	P	P	A	P	P	P	P	P	P	P	P
Steven G. Axelrod	P	A	A	P	P	P	P	A	A	A	A	A	A	A
Peter Chung	A	A	A	A	A	A	P	A	A	A	A	P	P	A

Faculty Research Lecturer	3/25/2024
Francisco Zaera	P
Carl F. Cranor	P
Bir Bhanu	P
Julia N. Bailey-Serres	P
David N. Reznick	P

Faculty Welfare	10/10/2023	10/19/2023	11/14/2023	12/12/2023	1/9/2024	2/13/2024	3/12/2024	4/9/2024	5/14/2024	6/11/2024	7/9/2024
Abhijit Ghosh	P	P	P	P	P	P	P	P	P	P	P
Qi Zhang	P	P	P	P	P	P	P	P	P	P	P
Charmaine Craig	P	P	P	A	A	A	A	P	P	A	P
Annika Speer	A	A	P	P	A	P	P	P	A	P	P
Yawen Jiao	A	A	A	A	P	P	P	P	A	P	P
Akula Venkatram	A	A	A	A	P	P	P	A	P	P	P
Iryna M. Ethell	P	P	P	P	P	P	A	P	A	P	P
Misaki Natsuaki	P	P	P	P	P	P	P	P	P	P	P
Karine Le Roch	P	P	P	P	P	P	P	P	P	A	P
Muhammad salman Asif	P	P	P	P	P	P	A	P	P	P	P
Robert Clare	P	P	P	A	P	P	P	A	P	A	P
Bruce T. Miller	P	P	P	P	P	A	P	A	A	P	P
Student Rep, Ivett Gabriella	P	A	P	P	P	P	A	P	A	P	P

Graduate Council	9/28/2023	10/19/2023	11/16/2023	12/14/2023	1/18/2024	2/15/2024	3/21/2024	4/18/2024	5/16/2024	6/6/2024
David D. Oglesby	P	P	A	P	P	P	P	P	P	P
Maria Sarita See	P	P	P	P	P	A	P	P	P	P
Christiane Weirauch	P	P	P	P	P	P	P	P	P	P
Long Gao	P	A	P	A	A	A	P	A	P	A
Anthonia C. Kalu	A	A	P	A	A	A	A	P	P	P
Hai-bo Yu	P	P	P	A	P	P	P	A	P	A
Nanpeng Eric Yu	P	P	P	P	P	P	P	P	P	P
Tae-Hwy Lee	P	P	P	P	P	P	P	P	P	P
Wee Liang Gan	P	P	P	P	P	P	P	P	P	P
Weiwei Zhang	A	A	A	A	P	P	A	P	A	P
Hideaki Tsutsui	P	P	P	P	A	P	A	P	P	P
Katherine Meltzoff	P	A	A	A	P	A	P	P	P	A
Ansel Hsiao	P	P	P	P	P	P	P	P	P	A
Vijayalakshim Santhakumar	P	P	P	P	P	P	P	P	P	P
Marcus Kaul	A	P	A	A	A	P	P	P	P	P
Exofficio, Lidia Kos	A	A	P	P	P	P	P	P	P	A
Student Rep,										

Grievance Consultation Panel	Not Tracked	
Xuan Liu		
Boris Maciejovsky		
Ian Wheeldon		
Setsu Shigematsu		
Evangelos Christidis		

Information Technology	10/19/2023	11/16/2023	12/21/2023	1/18/2024	2/15/2024	3/21/2024	4/18/2024	5/16/2024
Ilya Brookwell	P	P	P	P	P	P	P	P
Sheldon Xiangdong Tan	A	P	P	P	P	P	P	P
Michael Mulligan	P	P	A	A	P	P	P	P
Rich Yueh	P	P	A	A	A	A	P	P
John M. Franchak	P	P	P	P	P	P	P	P
Stephanie Dingwall	P	P	A	P	P	A	A	P
ExOfficio, Mathew Gunkel	P	P	P	A	P	P	P	P

International Education	11/2/2023	1/18/2024	4/4/2024	5/23/2024
David Eric Weisbart	P	P	P	P
Ran Wei	A	P	P	P
Sin Sze (Cecilia) Cheung	P	P	A	A
Konstantinos Karydis	P	A	P	P
Michele R. Salzman	P	A	P	P
Exofficio, Kevin Vaughn	A	A	P	A
Exofficio, Marko Princevac	P	P	A	P
Exofficio, Michael Schmelzle	A	P	P	P
Exofficio, Robert McKee	A	A	P	P

Library & Scholarly Communication	10/18/2023	11/15/2023	1/17/2024	2/21/2024	4/17/2024	5/15/2024
R. Curt Burgess	P	P	P	P	P	P
Myisha Cherry	A	A	A	P	P	P
Marlo Raveendran	A	P	P	P	P	P
Alejandra Dubcovsky	P	P	P	P	P	P
Joseph C. Genereux	P	P	P	P	P	P
Andrea Denny-Brown	P	P	P	A	P	P
Exofficio, Steven Mandeville-Gamble	A	P	P	P	P	A
ASUCR, Juan Campos		P	A	P	A	P
GSA, Guillermo Marquezis		A	A	A	A	A

Memorial Resolutions	12/1/2023	4/16/2024
Michael C. Pirrung	P	P
Exequiel Ezcurra	A	P
Allison Hedge Coke	A	A
Rogério Budasz	P	P
Kelly Y. Jeong	P	P
Jay A. Farrell	P	P
Dallas L. Rabenstein	P	A

Physical Resources Planning	10/19/2023	11/30/2023	3/19/2024	4/16/2024	5/16/2024
Linda L. Walling	P	P	P	P	P
Megan Asaka	P	P	P	A	A
Richard A. Redak	P	P	P	P	P
Keith Miyake	P	P	P	P	A
Patricia A. Morton	P	P	P	A	P
Anusha Kedhar	A	P	P	A	P
Don Collins	P	P	P	P	P

Planning and Budget	10/10/2023	10/17/2023	10/24/2023	10/31/2023	11/14/2023	11/21/2023	11/28/2023	12/12/2023	12/19/2023	1/9/2024	1/16/2024	1/23/2024	1/30/2024	1/31/2024	2/13/2024	2/20/2024	2/27/2024	3/12/2024	3/19/2024	4/9/2024	4/16/2024	4/23/2024	4/30/2024	5/14/2024	5/21/2024	5/28/2024	6/11/2024
Rosa Abbaschian	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Julian E. Allison	P	P	P	P	P	P	P	P	P	A	P	P	P	P	P	P	P	P	P	A	A	A	P	P	A	P	P
Mark Wolfson	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Vijayesh Chari	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	A	P	P	P	P	P	P	A
Roger Lake	P	P	P	P	P	P	P	P	P	P	P	P	P	A	P	P	P	P	P	P	P	P	P	P	P	P	P
Bronwyn A. Leebaw	P	A	P	A	P	A	P	A	P	A	A	A	P	P	A	A	A	A	A	P	P	P	P	A	A	P	A
Hideki Nishimura	P	P	P	P	P	P	P	P	P	P	P	A	P	P	P	P	A	P	P	P	P	P	P	P	P	P	P
Frances M. Stadel	P	P	P	P	A	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	A	P
Meng Chen	P	P	P	P	P	P	P	P	P	A	A	P	P	P	P	P	P	A	P	P	P	P	P	P	P	A	A
Joan Hellewege	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	A	P	A	P	P	P	P	P	P	P	P	P
Liz Przytycki	P	P	P	P	P	P	P	A	P	A	A	P	A	A	A	A	A	A	A	A	A	A	P	A	A	A	A
Anthony Grubisic	P	P	P	P	A	P	P	P	P	P	P	P	P	A	P	P	P	P	P	P	P	A	P	P	P	P	P
Cong Liu	P	A	P	P	P	P	P	A	P	P	P	P	P	A	P	A	P	P	A	P	P	P	P	P	A	P	A

Preparatory Education	10/30/2023	2/12/2024	5/13/2024
Jianzhong Wu	P	P	P
Yinsheng Wang	P	P	A
Carole-Anne Tyler	P	P	P
Ruoyao Shi	P	P	P
Qixuan Wang	A	P	A
Exofficio, Paul Beehler	P	P	P
Exofficio, Huinan Liu	A	A	A
Exofficio, Connie Nugent	P	P	P
Exofficio, Covadonga Lamar-Prieto	P	P	A
Exofficio, Sundararajan Venkatadriagaram	P	P	P

Privilege and Tenure	10/12/2023	10/26/2023	11/30/2023	12/7/2023	12/21/2023	1/22/2024	2/5/2024	2/26/2024	3/18/2024	4/29/2024	5/20/2024	6/3/2024	
Peter Chung	P	P	P	P	P	P	P	A	P	P	P	P	
Manuela M. Martins-Green	P	P	P	P	P	P	P	P	P	P	P	P	
Kambiz Vafai	P	P	A	P	P	P	P	P	P	P	P	P	
Louis Santiago	A	P	P	P	P	P	P	P	P	P	A	P	
Alfredo M. Mirande	P	P	A	P	P	P	P	P	A	P	P	P	
Megan L. Robbins	A	A	A	A	A	P	P	P	P	P	P	P	
Gregory J. O. Beran	A	A	P	P	P	P	P	P	A	P	P	P	
Susan Zieger	P	P	P	P	P	P	P	P	P	p			
Jennifer Doyel											P	P	
Subir Ghosh						P	P	P	P	P	P	P	

Research	10/20/2023	11/17/2023	1/19/2024	2/16/2024	3/15/2024	4/19/2024	5/17/2024
Weixin Yao	P	P	P	P	P	P	P
Hyoseung Kim	P	P	P	P	P	P	P
Danko Turcic	P	A	P	A	P	P	P
Bryan M. Wong	P	P	P	P	P	P	A
George Becker	A	P	A	A	P	P	P
Rachel Wu	P	P	P	P	P	P	P
Catherine Gudis	A	P	P	P	P	P	A
Indridi Indridason	P	P	P	P	P	P	P
Chioun Lee	P	P	P	P	P	A	P
Srikanth Krishnamurthy	P	P	P	A	A	P	P
Padma Rangarajan	P	P	P	P	P	P	P
Mikeal L. Roose	P	P	P	P	P	P	P
Exofficio, Rodolfo Torres	A	A	A	A	A	A	A

Rules and Jurisdiction	via Email	
Kathleen Montgomery		
Katie M Ford		
Steven G. Axelrod		

Scholarships and Honors	3/19/2024
Patricia Cardoso	P
Chengyu Song	P
Adem Orsdemir	P
Ozkan Eren	P
Kevin G. Kou	P
Wei Liu	P
Jin Nam	P
Vrinda S. Chidambaram	A
Exofficio, Brian Haynes	A
Exofficio, Jose Aguilar	A
Student Rep, Amariah Peedikayil	P

Shadow CAP	Not Tracked	
Yinsheng Wang		
Srikanth Krishnamurthy		
Deborah A. Wong		
Ashok Mulchandani		
David C. Funder		
Sarjeet S. Gill		

Undergraduate Admissions	10/20/2023	12/15/2023	1/19/2024	2/16/2024	3/15/2024	4/19/2024	5/17/2024	6/21/2024
Peter M. Sadler	P	P	P	P	P	P	P	P
Manu Sridharan	P	P	P	P	P	P	P	
Ashish Sood	A	P	P	P	A	P	A	A
Joab Corey	P	P	A	A	A	P	P	P
Sundararajan Venkatadriagaram	P	A	P	P	A	P	P	P
Weitao Chen	P	A	P	P	P	A	P	P
Elizabeth Sarah Berger	A	P	P	A	A	P	P	A
Exofficio, Emily Engelschall	P	P	P	P	P	P	P	P

University Extension	10/11/2023	1/24/2024	4/3/2024
Evangelos Papalexakis	P	P	P
Wendy Weiqun Su	A	A	A
Heyrim Cho	P		
Soojin Park	P	P	A
Nawa L. Sugiyama	P	P	P
Ivy Zhang	P	P	P
Theodore Garland Jr.	P	P	P
Student Rep, GSA, R. Wilbur	P	A	P
Student Rep, ASUCR, A. Narasimhan		A	A