



**Academic Senate**  
Professor Kenneth Barish  
Division Chair

December 18, 2025

Annie Ditta  
Chair, Committee on Educational Policy

RE: Proposed Changes to Goals of Undergraduate Education in Academic Catalog (p. 67)

Dear Annie and CEP Colleagues,

Many thanks for moving UCR forward with the Senate's efforts to implement the recommendations of the Coordinating Committee on General Education by submitting the *Proposed Changes to Goals of Undergraduate Education in Academic Catalog (p. 67)*. I write to provide the attached Senate committee feedback on this proposal and ask that CEP take the comments into consideration in a revised proposal.

Please submit the revised proposed changes to my attention with a courtesy copy to Senate Executive Director Cherysa Cortez ([cherysac@ucr.edu](mailto:cherysac@ucr.edu)) before January 12, 2026 so that Executive Council may include it on an early 2026 agenda and give it the best chance to be added to the Winter division meeting agenda for action.

Sincerely,

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

Ken Barish  
Academic Senate Chair

Encl.

Cc: Senate Analyst Beatty  
Senate Director Cortez

November 26th, 2025

TO: Kenneth N. Barish, Chair, Academic Senate, UCR Division

FROM: Harry Tom, Chair, Faculty Executive Committee, College of Natural and  
Agricultural Sciences

SUBJECT: [Campus Review] Proposal: Proposed Changes to Goals of Undergraduate Education in Academic  
Catalog (p. 67)

Prof. Barish,

The CNAS Faculty Executive Committee has reviewed the proposed revisions to the Academic Catalog Goals of Undergraduate Education (p.67) at their November 25th meeting and had comments to provide to the Senate.

The committee feels that the following portion of the proposed content to be added seems redundant to the content in the two paragraphs proceeding it and would suggest its removal:


“The GE breadth requirements are designed to ensure that students graduate with a well-rounded education and the ability to engage with multiple disciplines in the arts, humanities, social sciences and sciences. GE courses will expose students to diverse historical, linguistic, racial, cultural, and scientific perspectives to achieve goals including but not limited to advancing equity and justice, and fostering a more inclusive and sustainable society. These efforts are supported by the development of skills in a non-English language.”

The committee would also like to address that the generalized list of disciplines described in the existing content is very CHASS-centric and unbalanced:

“This framework is derived from the study of world history; political and economic systems; the ethnic, cultural, and religious diversity of the people of the Earth; the arts and letters of all cultures; the social and natural sciences; and technology.”

The committee would like to request that the section “...the social and natural sciences...” be updated to be more inclusive of the other disciplines that are housed within the College of Natural and Agricultural Sciences to state content similar to “...the social, natural, and agricultural sciences; mathematics and statistics;...” This concern was also raised within the paragraph this committee has already noted above where the distinction is even more prominent, citing just “...and sciences” as the reflection of the College of Natural and Agricultural Sciences contribution to the students’ well-rounded education.

Sincerely,

A handwritten signature in black ink, appearing to read "Harry Tom".

Harry Tom, Ph.D  
Chair, Faculty Executive Committee, College of Natural and Agricultural Sciences



College of Humanities, Arts, and  
Social Sciences  
EXECUTIVE COMMITTEE

October 30, 2025

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

FROM: Iván Aguirre, Interim Chair  
CHASS Executive Committee

RE: [Campus Review] Proposal: Proposed Changes to Goals of Undergraduate  
Education in Academic Catalog (p. 67)

---

The CHASS Executive Committee reviewed the Proposal: Proposed Changes to Goals of Undergraduate Education in Academic Catalog (p. 67). The proposal expanded on the definition of General Education breadth requirements and provided clear learning outcomes. The committee supported and approved the proposal.



**COMMITTEE ON DIVERSITY, EQUITY, & INCLUSION**

November 3, 2025

To: Kenneth Barish, Chair  
Riverside Division Academic Senate

From: Esra Kurum, Chair   
Committee on Diversity, Equity, & Inclusion

Re: **[Campus Review] (Proposal) Proposed Changes to Goals of Undergraduate Education in Academic Catalog (p. 67)**

The Committee on Diversity, Equity, and Inclusion (CODEI) has reviewed the above proposal and notes the broad and encompassing nature of the proposed changes. Seeing this to allow for individual schools and colleges to adhere to catalog requirements as best suits their needs, CODEI is in support of these changes and has no further comments.



## *Academic Senate*

### **COMMITTEE ON FACULTY WELFARE**

November 26, 2025

To: Kenneth Barish, Chair  
Riverside Division Academic Senate

From: Salman Asif, Chair  
Committee on Faculty Welfare

A handwritten signature in black ink that reads 'M. Salman Asif'.

Re: [Campus Review] *Proposed Changes to Goals of Undergraduate Education in Academic Catalog (p. 67)*

The Committee on Faculty Welfare (CFW) reviewed the *Proposed Changes to Goals of Undergraduate Education in Academic Catalog (p. 67)*. The majority of CFW members generally support the proposed changes. One member, however, thinks that the proposed changes are unnecessary and poorly timed.

TO: Ken Barish, Chair  
Riverside Division

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

RE: **[Comments] Proposed Changes to Goals of Undergraduate Education in  
Academic Catalog**

Date: November 30<sup>th</sup>, 2025

---

The Executive Committee of the School of Public Policy has reviewed the **Proposed Changes to Goals of Undergraduate Education in Academic Catalog**. We appreciate the effort and updates to the catalog provided by the Committee on Education Policy. We have no additional comments or recommendations.



## *Academic Senate*

### **COMMITTEE ON COURSES**

October 24, 2025

To: Ken Barish, Chair  
Riverside Division

From: Emma Stapely, Chair  
Committee on Courses

**Re: Proposed Changes to Goals of Undergraduate Education in Academic Catalog**

The Committee on Courses reviewed and voted to support the proposed changes to the Goals of Undergraduate Education in the academic catalog at their October 23, 2025 meeting.



## *Academic Senate*

### **PLANNING AND BUDGET**

November 24, 2025

To: Kenneth Barish, Chair  
Riverside Division

From: David Oglesby, Chair  
Committee on Planning and Budget

A handwritten signature in black ink that reads "David D. Oglesby".

Re: **[Campus Review] Proposal: *Proposed Changes to Goals of Undergraduate Education in Academic Catalog (p. 67)***

At our meeting on October 28, 2025, the Committee on Planning and Budget (CPB) reviewed the *Proposed Changes to Goals of Undergraduate Education in Academic Catalog (p. 67)*. CPB did not see any budget-related red flags and has no objections to the proposed changes.



11/24/2025

**To:** Kenneth Barish, Chair of the Assembly of the Academic Senate  
and Cherysa Cortez, Executive Director of the UCR Academic Senate

**From:** Kinnari Atit, Ph.D., Faculty Chair of the School of Education Executive Committee

**Subject:** Proposed Changes to Goals of Undergraduate Education in Academic Catalog

The SOE Executive Committee reviewed the "Proposed Changes to Goals of Undergraduate Education in Academic Catalog". Comments/feedback were solicited at our executive committee meeting and via email.

Comments from the SOE FEC were largely grammatical in nature:

Consistency of sentence structure: In third paragraph of proposed change to Goals of an Undergraduate Education, oxford comma not used when listing multiple disciplines but used elsewhere; also, GE abbreviation used but then written out later in same paragraph.

Thank you for the opportunity to provide feedback.

Sincerely,

A handwritten signature in black ink, appearing to read "Kinnari Atit", followed by a stylized flourish.

Kinnari Atit  
Chair, Faculty Executive Committee  
School of Education  
University of California, Riverside  
Email: [kinnari.atit@ucr.edu](mailto:kinnari.atit@ucr.edu)



November 25, 2025

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

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

SUBJECT: **[Campus Review] Proposal: *Proposed Changes to Goals of Undergraduate Education in Academic Catalog (p. 67)***

Dear Ken,

The SOM Faculty Executive Committee has reviewed the *Proposed Changes to Goals of Undergraduate Education in Academic Catalog (p. 67)*, which are mainly for clarity and alignment with external recommendations.

The FEC has no further comments.

Yours sincerely,

DocuSigned by:  
  
F3F7FC0ECB4E4AD...  
Adam Godzik, Ph.D.  
Chair, Faculty Executive Committee School of Medicine

## COMMITTEE ON EDUCATIONAL POLICY REPORT TO THE RIVERSIDE DIVISION

### To Be Adopted

#### Proposed Changes to Goals of Undergraduate Education in Academic Catalog (p. 67)

##### PRESENT:

###### **Goals of an Undergraduate Education**

The faculty of UCR hereby declare the following set of general educational goals to be pursued through our individual and collective efforts in teaching and guiding the undergraduates of this campus.

~~A university~~ education must help students realize their potential as individuals and contributing participants in society. This involves the acquisition of knowledge and skills, as well as preparation for future responsibilities.

~~A general education provides~~ a framework that enables one to appreciate and critically examine the significant aspects of civilization. This framework is derived from the study of world history; political and economic systems; the ethnic, cultural, and religious diversity of the people of the Earth; the arts and letters of all cultures; the social and natural sciences; and technology. Such a broad education is the foundation for concentrated studies that enable students to prepare for careers and to strive for an understanding of the world in which they live and about which they must make decisions.

##### PROPOSED:

###### **Goals of an Undergraduate Education**

The faculty of UCR hereby declare the following set of general educational goals to be pursued through our individual and collective efforts in teaching and guiding the undergraduates of this campus.

An undergraduate education must help students realize their potential as individuals and contributing participants in society. This involves the acquisition of knowledge and skills, as well as preparation for future responsibilities.

“General Education (GE) is an essential part of an undergraduate education and is completed through the college breadth requirements. These requirements provide a framework that enables one to appreciate and critically examine the significant aspects of civilization. This framework is derived from the study of world history; political and economic systems; the ethnic, cultural, and religious diversity of the people of the Earth; the arts and letters of all cultures; the social and natural sciences; and technology. Such a broad education is the foundation for concentrated studies that enable students to prepare for careers and to strive for an understanding of the world in which they live and about which they must make decisions.

The GE breadth requirements are designed to ensure that students graduate with a well-rounded education and the ability to engage with multiple disciplines in the arts, humanities, social sciences and sciences. GE

courses will expose students to diverse historical, linguistic, racial, cultural, and scientific perspectives to achieve goals including but not limited to advancing equity and justice, and fostering a more inclusive and sustainable society. These efforts are supported by the development of skills in a non-English language. Through completion of the General Education breadth requirements, students will achieve the following multi- and interdisciplinary learning outcomes by being able to:

1. **Methodology:** formulate and apply reasoning and relevant methodologies to investigate social and natural phenomena.

2. **Information Literacy & Application:** obtain and analyze historical and current information (e.g., empirical data, sources, artistic representations, cultural contexts), assess its quality, and draw evidence-based conclusions about complex issues.

3. **Theories:** assess and apply relevant theoretical models to diverse types of information (e.g., evidence, data, and artistic and literary works).

4. **Systems:** evaluate the theories, principles, and functioning of various systems (e.g., world historical, current political, economic, scientific) and analyze how these systems influence societal structures and individual lives within diverse contexts.

5. **Innovation:** create original solutions, arguments, and/or artistic expressions that draw from diverse knowledge and skills.

~~A university~~ education nurtures the critical skills of oral and written communication, including the exercise of these skills in a language other than one's own. It must teach students to become verbally and

An undergraduate education nurtures the critical skills of oral and written communication, including the exercise of these skills in a language other than one's own. It must teach students to become

quantitatively literate, to analyze and synthesize, and to regard the acquisition of knowledge as a lifetime activity. ~~A university~~ education must promote tolerance of the opinions of others and an understanding of the mutual dependence of human beings on each other and on their natural environment. The student's university years also provide an opportunity to develop integrity, self-esteem, self-discipline, style, humanness, commitment to the general welfare, sensitivity to the interplay of environment and technology, and confidence that the human drama is worthy of a lengthy future.

verbally and quantitatively literate, to analyze and synthesize, and to regard the acquisition of knowledge as a lifetime activity. An undergraduate education must promote tolerance of the opinions of others and an understanding of the mutual dependence of human beings on each other and on their natural environment. The student's university years also provide an opportunity to develop integrity, self-esteem, self-discipline, style, humanness, commitment to the general welfare, sensitivity to the interplay of environment and technology, and confidence that the human drama is worthy of a lengthy future.

UCR has three undergraduate colleges and three undergraduate schools that offer bachelor's degrees: Humanities, Arts, and Social Sciences; Natural and Agricultural Sciences; and Engineering. UCR also has the School of Business, School of Education, and the School of Public Policy that offer bachelor's degrees.

(No change)

**Requirements for the Bachelor's Degree**

Requirements for the bachelor's degree vary according to the college and major selected. There are three kinds of requirements: general university, college, and major.

(No change)

1. General University requirements  
Entry-Level Writing  
American History and Institutions  
Unit  
Scholarship  
Residence

(No change)

2. College breadth requirements  
English Composition  
Humanities  
Social Sciences  
Ethnicity  
Foreign Language  
Natural Sciences and Mathematics  
Additional Courses

2. College breadth requirements  
English Composition  
Humanities  
Social Sciences  
Ethnicity  
Foreign Language  
Natural Sciences and Mathematics  
Additional Courses

(No change)

3. Major requirements

Lower-Division or Core Courses

(No change)

Upper-Division Courses

Students should plan a program of study carefully and consult an academic advisor. Students are responsible for meeting all requirements for graduation.

**Statement of Purpose and Effect:**

These changes are being proposed in order to address the [Coordinating Committee on General Education \(CCGE\)'s recommendations](#) for developing General Education learning objectives. These objectives have now been added into the catalog. Additional edits for clarity between previously confusing concepts (e.g., “university education,” a “general education framework,” and “general education”) have been made.

**Approval:**

Approved by the Committee on Educational Policy:

October 3, 2025

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

Received by Executive Council: