UNIVERSITY OF CALIFORNIA **ACADEMIC SENATE – MERCED DIVISION**

Undergraduate Council (UGC)

Wednesday, October 22, 2014, 3:00pm-4:30pm

KL 362

All documents available on UGC1415 CROPS Site: UGC1415 Resources / 10.22.14 (KL362)

I. Chair's Report – Jack Vevea **5 min**

A. Psychology Program Review Site Visit
B. Meeting of the Merced Division of the Academic Senate – November 14 at 3:00 pm, KL 232

II. Consent Calendar

A. Approval of the Agenda
B. Approval of the 9/24 and 10/8 Meeting Minutes ***(pp. 3-14)***

III. Systemwide Committee Report **5 min**

10/17/14 UCIE Meeting – YangQuan Chen ***(pp. 15-16)***

IV. General Education Report - Chair Anne Zanzucchi & and VPDUE Whitt ***(pp. 17-21)*** **15 min**

V. Academic Integrity Task Force – VPDUE Whitt **5 min**

VI. Report from the CRF Subcommittee **15 min**

Jack Vevea, Christopher Viney, Carrie Menke, Sholeh Quinn

ENGR – all engineering CRFs effective Spring 2015 ***(pp. 22-40)***
BIOE 104: Biotransport
BIOE 114: Tissue Engineering Design
ENGR 190: Engineering Capstone Design

SNS – effective Spring 2016
MATH 146: Numerical Linear Algebra ***(pp. 41-45)***

SSHA ***(pp. 46-87)***
HIST 142: Topics in Latin American History (Spring 2015)
ENG 151: Advanced Shakespeare (Summer 2015)
ENG 066: Literary Romance (Fall 2015)
HIST 042: The Body in Health and Disease – An Introduction to the History of Medicine (Spring 2015)
ENG 186: Language, Gender, and Culture (Spring 2015)
CCST 113: Latino and Immigrant Health (Spring 2015)

PH 190: Topics in Public Health (Spring 2015)
PH 113: Latino and Immigrant Health (Spring 2015)

Action Requested: Review and make a recommendation on proposed CRFs.

VII. Proposal for a Minor in Community and Research in Service **15 min**

A request to review the proposal was sent to standing committees, the ALO/Coordinator of Institutional Assessment, the Provost, and the VPDUE. We have received comments from all. Provost's comments received on 10/10/14.

- Proposal ***(pp. 88-128)***
- Provost Comments ***(pp. 129-130)****

**All other comments were distributed on 9/24 and 10/8 and are available on CROPS, in the 10/22 meeting folder.*

Action: Discuss Provost's concerns and include in UGC memo to the program (c/c DivCo and Provost's office).

VIII. SNS Honors Proposal **20 min**

Proposal was sent to CAPRA and Provost for assessment of resource implications.

- Proposal ***(pp. 131-138)***
- CAPRA comments ***(pp. 139-140)***

Action Requested: review proposal and send recommendation to SNS.

IX. CAPRA Space Principles *(p. 141)* **10 min**

Action Requested: discuss and send comments to the Senate Chair by November 3, 2014.

Upcoming business:

- CRFs:
  GASP 155: Film Theory and Criticism
  GASP 035: Film History
  ARTS 035: Film History
- ELWR
- Changes of BIOE PLOs to the ABET A-K outcomes, in preparation for programmatic accreditation.
- Grade Appeals Policy
- GE Courses Guidelines

Undergraduate Council
Minutes of Meeting
September 24, 2014

I. Meeting

Pursuant to call, the Undergraduate Council (UGC) met at 3:00pm on Wednesday, September 24, 2014 in KL 362, Chair Jack Vevea presiding.

II. Chair's Report

Chair Vevea attended the Leadership Council meeting today. Discussions included equity issues. At the meeting, Professors O'Day and Beman, who are collaborating with Professor Paul Maglio on an online Merced course, gave a presentation on online course delivery. A question was raised about online delivery of lectures and students' understanding of the content of the lectures.

III. Consent Calendar

Agenda and September 10 Meeting Minutes were approved as presented.

IV. GE Subcommittee Report – Chair Zanzucchi

Chair Zanzucchi thanked UGC members for their support regarding the request for compensation of GE Chairmanship, and for their approval of the expansion of the GE subcommittee in light of this year's GE program review activities.

The GE Subcommittee is currently drafting the program review self-study and will convene tomorrow to review the first two sections of the self-study. The subcommittee will review another set of sections in two weeks. The plan is to have a complete report by the end of October. The subcommittee is also working on a summary of recommendations that emerged from the May Retreat. Feedback will be solicited from participants.
Short-term goal:

- Upon consulting with the Senate Assistant Director, the subcommittee agreed that it would be worthwhile to have a liaison to accompany the review team and answer questions about the campus during the GE site visit. This liaison could be a member of the GE subcommittee or UGC and would provide a constant presence during the campus visit, scheduled to take place the week of February 9.

Long-term goals:

- It has become clear that we need to discuss and explore the GE eight guiding principles. Things to consider include: what are the essential guiding principles? Guiding principles are outcomes, rather than general statements, so how should they

read? What purposes should they serve? The subcommittee met with various Bylaw groups and School Curriculum Committees in April and solicited their feedback on the current guiding principles and whether they are representatives of the campus' expectations about GE.

- Last year, UGC discussed the need for criteria for submissions of GE courses and clarification of expectations of what a GE course will/should help accomplish. This year, the subcommittee will develop guidelines for GE courses.

Action: Analyst will compile UC campuses' guidelines for GE courses.

V. CRS Minor – Effective Fall 2015

Chair Vevea gave an overview of the overall context of the review of the minor: UGC is expected to write a recommendation for the approval of the minor with some analysis of the recommendation. There appears to have been some mixed enthusiasm on CAPRA about the minor. GC partly addressed some of the staffing issues and there is evidence in the proposal of fairly successful external funding. UGC will need to take all committees concerns into account.

Consultation with Robin DeLugan and Steve Roussos**:**
Robin DeLugan gave a brief overview of the proposal: the proposal was partly motivated by the Blum Center and can be a vehicle to transform poverty by doing research with undergraduates. The minor has the potential to address community interests or concerns. Using the existing resources (undergraduate lower division core 1), the proposers have added a few elements to promote community engaged research. During the preparation of the minor, the proposers surveyed faculty across the three schools to get their approval for including some of their classes as components of the Methods requirement of the minor. One of the signature classes is the opportunity to participate in research that has a connection with the community. There is some support staff dedicated to this minor but additional structure would benefit students.

Roussos reported that they consulted with several faculty and students to explore possible topics such as innovation contribution. Proposers were asked to think more broadly, thus, with the community research *and* service components, the students would be able to participate in ways to serve the community through the concepts of research methods.

The minor's following three themes will be explored through the lower division Core 1:
• Analytics of Prosperity
• Sustainability
• Community-engaged innovation

Students will be able to develop an understanding of these themes through the completion of Core 1 and CSE 195.

Comments/Questions:
A concern was raised about potential problems starting the minor with a course that is already required. For example, at the graduate level, courses cannot count both towards a Masters and a PhD. Associate Dean Ortez reported that the school has a mechanism to avoid "double dipping".

What would happen to students who take this minor but did not take Core 1 when they entered UCM?
DeLugan reported that there is a provision for that. Core can fulfill a large component of the research requirement and transfer students can take this minor by filing an exception.

Concerns were also raised about having a large number of juniors taking Core and the impact on Core.
DeLugan responded that the faculty who proposed the minor were keen not to negatively impact Core 1 but rather, work with Core 1 and enhance classroom topics.

In light of resources concerns raised by CAPRA, De Lugan and Roussos were asked to discuss the funding model for the expansion of the program:
The assumption is that the minor will require some staff support and coordination. A proposal was submitted with the Office of Research for one FTE, a PhD level community researcher with experience with undergraduates, who would help launch the minor and in the future, there will be two or three similar positions that would serve as catalysts for community research. Roussos reported that a similar model is used by the SOE Service Learning. At the Blum center, there is the promise for funding to support this minor. There is also some external funding from UCOP. Undergraduate Education is one of the three pillars of the Blum Center so supporting this minor would be a priority, according to Roussos.
With regard to engineering courses, DeLugan reported that they consulted with SOE faculty. The goal is to continue to add courses as relevant. Both the SOE and SSHA Deans supported the proposal and SSHA has committed their staff to help with advising.

A member commented that CAPRA was also concerned about teaching credit.

The above concerns will need to be addressed by the faculty proposing the minor.

Action: UGC will formulate a recommendation at a future meeting.

VI. CRF subcommittee Report:

The Subcommittee reported that grammar and writing styles need to be corrected and made the following recommendations:

GASP/ARTS 035:

General Education: Creativity: The sentence is garbled and should be corrected.
Recommendation: Approve with corrections.

GASP 155:

Assignments/Evaluation: No information is provided for how student performance in relation to the learning outcomes will be graded / assessed. This information needs to be included.
General Education: Decision-making**:** This is almost identical to the justification for communication. For GASP 035, the wording was distinct in a way that it isn't for GASP 155. Clarification is needed.
Class restriction/Pre-requisite: This course is restricted to juniors and seniors. Would this course be suitable for a non-major having taken no other GASP/ARTS courses? In previous CRF reviews, instructors automatically assumed students within the major or the school to be enrolled. With no information about the assessments of the CLOs, it is difficult to determine if the class level restriction without any pre-requisites is the best designation. Also, CLOs 1 and 4 are identical to those of GASP 35, which could imply an assumption of previous exposure to this topic.
Recommendation: Approve with corrections.

HIST 139:

Assignments/Evaluation: No information is provided for how student performance in relation to the learning outcomes will be graded / assessed. This information needs to be included explicitly although some items are described in the paragraph about the GE components of the course.
General Education Component: This paragraph needs editing; it includes incomplete sentences, duplicate sentences, etc. It is not clear how the GE principles will be supported in this class.
Recommendation: Approve with corrections

A motion was made, seconded, and unanimously carried to approve the above CRFs pending corrections.

Action: Senate analyst will collaborate with the School to make sure revisions are made.
Action: The CRF subcommittee was charged with making sure that corrections are made. UGC subcommittee will review and vote on these courses electronically.

A request was made to clarify what needs to be included in CRFs, in course outlines etc.

The policy subcommittee will revise the current policy for review and approval of new/revised courses to include more detail and instructions for elements that should be included in course outlines and CRFs.

It was noted that last year, the Senate Analyst, the ALO and the School Assessment Specialists put together a site that provides an overview of the approval process of undergraduate courses: http://assessment.ucmerced.edu/node/51

VII. Suspension of Appraisal Form

The general consensus was that the form is not serving a useful purpose so members unanimously agreed to approve its suspension.

In the future, and in consultation with standing Senate Committees, School Executive Committees and others as appropriate, UGC will explore ways to develop a strategy to pilot a change to the campus Appraisal Form.

A motion was made, seconded, and unanimously carried to approve the suspension of the appraisal form.

Action: Senate Analyst will draft a memo and circulate for approval via email.

VIII. Senate Administration IT Council Charge

Members had no objections to the establishment of this Advisory Council and offered the following comments and recommendations:

- Grammatical errors in sections 4, 5, 6, 7 and 8 need to be corrected ("Reviews", "Tracks", "Works", and "Establishes"); without that change, the bulleted list lacks parallel structure.
- The proposal refers to a need for balanced representation but does not define "balanced representation".
- Expand the membership to four members for both the Senate and the Administration to ensure adequate representation of research and pedagogy concerns.
- Add a staff member to the membership, ideally, a person who provides support to faculty and is cognizant of instructional and research computing issues.

Action: Senate Analyst will draft a memo and circulate for approval via email.

IX. Grade Appeals

The policy was constructed years ago and may not be appropriate now. As written, the policy provides no criteria or grounds for students to pursue an appeal. Another concern is that the policy is implemented differently across the schools. Additionally, the language is not clear and puts the burden on the faculty member.

Although revisions to the policy falls within the purview of UGC, the Council will consult with General Counsel, FWDAF, the VPDUE, Student Affairs and others as appropriate before changes to the policy are approved.

Actions:

- Senate analyst will collect UC policies and circulate.
- The following members of UGC were charged with revising the policy: VPDUE Whitt, Christopher Viney, Carrie Menke, and Anne Zanzucchi.

X. Executive Session

No minutes are taken in executive session.

Undergraduate Council
Minutes of Meeting
October 8, 2014

I. Meeting

Pursuant to call, the Undergraduate Council (UGC) met at 3:00pm on Wednesday, October 8, 2014 in KL 232, Chair Jack Vevea presiding.

II. Chair's Report

CAPRA and DivCo met with the Provost this morning. The main discussion item was Strategic Focusing, specifically, who controls the process and CAPRA's role in guiding the process.

III. Consent Calendar

- Agenda was approved as presented.
- September 24 meeting minutes will be on the October 22 consent calendar.

IV. Systemwide Committee Reports:

A. 10/3/14 BOARS Meeting – Vice Chair Viney

Report from Systemwide Senate Chair Gilly mostly pertained to faculty matters:

- Faculty retention. The systemwide Chair reported that more competitive offers would need to be made to retain faculty.
- At the Regents level, there is discussion about an award for faculty innovation.
- A report called "Preparing CA For Its Future – Enhancing Community College Student Transfer to UC"includes recommendations for how to admit more Community College transfers to UCs. The report does not make any statements about changing curriculum.
- BOARS drafted a proposal for adjusting the eligibility construct. The purpose of this proposal is to adjust the 9 by 9 eligibility to 7 by 7 and is motivated by the need for UC to accommodate all students eligible for a guarantee of referral admission, and to address a miscalculation made in 2009. One of the data sets that emerged from these projections is the effect of this proposal on different ethnic groups (see data distributed prior to the meeting – table 3). Academic Council was concerned about these numbers and asked BOARS to do some recalculation (see table 5). Vice Chair Viney reported that this will be discussed further at the next BOARS meeting in November and will also be discussed systemwide before any changes are implemented. Chair Vevea added that, based on BOARS' discussions last year, the criteria for statewide eligibility and ELC (Eligibility in the Local Context) are not the

same. Statewide eligibility is determined based on an index that includes GPA and test scores whereas ELC is solely determined on GPA in the local context. Last year, BOARS found out that these factors are almost perfectly not predictive of college performance so there was some consideration of determining ELC by some function of the index as well. This was voted on as a proposal but was reversed because the more BOARS discussed it, the more it realized there were some radical issues.

The BOARS eligibility proposal would need to pass through the Senate and the Assembly before moving to the President and the Regents.

UGC will discuss further in the future.

B. 10/6/14 UCEP Meeting – Chair Vevea

- Chair Gilly expressed concern about Governor Brown's budget line item veto last week on the extra millions that the Legislature had given to the UC.
- UCEP discussed an undergraduate/graduate hybrid program by which UCSC students could complete 3 years at UCSC and an additional 2 years at Hastings. It came to UCEP's attention that the committee does not have a vehicle for commenting on such programs. This is potentially problematic because hybrid programs like the one proposed can have an impact on the quality of the undergraduate experience. UCEP approved a memo to Academic Council on this issue.
- UCEP decided that a systemwide course for fieldwork in the UC Natural Reserve System did not need to be systemwide, so UCEP did not act on this but provided comments.
- UCEP approved the proposal to restructure the UCLA School of Arts and Architecture to break off the Albert School of Music.
- UCEP was asked to seek information related to the Meaning of a UC Degree but the President has asked UCEP not to actively respond to this at this time. UCEP Members were asked to bring back mission statements from their respective campus.
- Financing campuses through the recruitment of international students is a great source of revenue for UCB and UCLA as international students do not stop paying non-resident tuition. This is also controversial because there is a misperception on the part of the public that international students are displacing eligible CA students. The fact is that international students' tuitions pay for some in-state undergraduates because that is the vehicle by which UCB and UCLA are able to pay for more in-state undergraduates than the State provides for. UCEP will revisit this issue this year.

VPDUE Whitt noted that at the University of Iowa, more than 50% of the students were out-of-state students. The University conducted analyses that showed that the perception that out-of-state students are displacing in-state students was incorrect. VPDUE will share some reference on this matter.

UCEP members were asked to seek information about how this affects the undergraduate experience. Merced has very few international students so the campus may not be part of the conversation. The campus will, however, be required to provide a "compare favorably" report every year which demonstrates that our international students are comparing favorably with students who come in through other avenues.

- The student representative on UCEP, who is from UCSD, expressed some concerns about international students failing high level writing courses.

V. GE Subcommittee report – Anne Zanzucchi

The subcommittee has a subgroup dedicated to working on data. One of the objectives is to create a database to provide information on GE courses by enrollment, instructor types, etc. The subgroup partnered with IRDS and has reviewed some sample data. It also has begun summarizing information relevant to program review and to instructors who teach GE courses that are required or have a large student body. Data shows that there are 25 courses that serve the majority of the GE program. Undeclared students seem to struggle, relative to other population. The subcommittee would like to understand why and will delve into the data further. The GE subcommittee will explore this only at the freshman level (Core 1, WRI 10 and entering freshman population).

The subcommittee is also exploring ways to reach out to the Retreat participants to help return information about GE program review and GE planning. The hope is to develop a short mission statement based on the outcomes of the May Retreat.

VI. Report from the CRFs Subcommittee

ENG:

1. BIOE 124: Introduction to biomedical imaging

SNS

2. PHYS 109: Soft Matter Physics
3. BIO 154: Developmental Immunology
4. MATH 011: Calculus I

SSHA

5. HIST 027: History of Food
6. ENG 119: Fashion and Fiction
7. HIST 108: Topics in World History
8. ENG 064: LGBT Fiction
9. WH 004: World Heritage in Maps: An Introduction to Cartography and GIS
10. GASP 031: Critical Popular Music Studies
11. GASP 152: Topics in Music Studies
12. ARTS 031: Critical Popular Music Studies

13. ARTS 152: Topics in Music Studies

Comments:

- There seems to be more conjoined courses in ENGR and SNS, especially for smaller majors.
- ENG 119 has a very extensive and explicit list of prerequisites. As courses change in English, ENG 119 will continually need to be revisited to make sure that those prerequisites are applicable. SSHA staff reported that the prerequisites for ENG 119 are consistent will all other upper division English courses that were submitted with the English major last year and the list of LIT courses are necessary for students who took the those LIT courses before they became ENG courses. According to the registrar's office, it is necessary to include those prerequisites as they provide clarity to students.
- A question was raised about the rationale for conjoining courses across the schools. It was noted that in Physics, it has been a good experience for undergraduate students.
- The subcommittee noted that GE course guidelines would help them better assess courses that fulfill GE requirements.
- Subcommittee was concerned about the number of typos in the CRFs, including the course descriptions.

  A UGC member noted that the three Schools have staff who is dedicated to review CRFs before they are submitted to UGC, so typos should be caught and corrected before CRFs are reviewed by the Senate.

Members of CRF subcommittee will articulate their concerns in a memo to the Schools.

A motion was made, seconded and unanimously carried to approve the 13 courses listed above. UGC members associated with the PHYS, BIO, MATH, ENG (English), and HIST courses recused themselves from voting.

Action: Senate analyst will collect GE courses guidelines from other UCs.

VII. Proposal of a Minor in Community Research and Service

This proposal was previously discussed by UGC. Chair Vevea summarized the comments received thus far:

- ALO found no WASC accreditation implications.
- CAPRA would like to see some clarification on the number of faculty who will be participating in the CRS 195 course and how teaching credit will be given. CAPRA also had some comments on Strategic Academic Focusing and the fact that the SAF process is unclear at this point.
- COR and FWDAF endorsed the proposal.

- GC mentioned several positive aspects of the proposal but did not explicitly endorse it. GC applauds the proposal's plan to limit enrollment but there was nothing in the proposal stating that enrollment will be limited.
- VPDUE Whitt supports the proposal in principle, but echoes CAPRA's concerns about resources for expansion. It is questionable to start new programs when plans for supporting them are short-term.
    - VPDUE Whitt clarified that she didn't see any resource issues for her unit.

Discussion:
All the comments that were not enthusiastically supportive of the minor were made because of resources. UGC notes that it is difficult to interpret the various comments without the Provost's feedback on the minor. A member noted that, from a student perspective, the purpose of a minor is unclear. A UGC member responded that the purpose of a minor is to give students extra knowledge in the discipline.

A concern was raised about the courses that satisfy the requirements of the minor: Two core courses (Core 1 and CRS 195 or equivalent SSHA disciplinary 195's and Engineering 197 – 8 units); one upper division course in the area of methods – 4 units; and two upper division courses that explore sustainability, analytics of prosperity or community engaged innovation – 8 units. With relation to credit hours and the administration of the minor, a question was raised about the two lower and upper core courses, and how – from an Engineering point of view - they could potentially be double counted. How will some classes apply to fulfill the units for the major and the required units for the minor?

The general consensus is that there are some resource concerns. It seems that some of the coursework in the proposal will already be covered by some disciplines. This minor may bring structure and build upon work that is already done on campus.

SSHA staff reported that the resource concerns are in the administration of the program and the comparison with the Berkeley program is relevant. It is important to know how 80+ students will be managed. The proposers state that external funding will be provided to help launch the minor. If funding does not come through, SSHA would have to provide staff support and would have to collaborate with Engineering as well. For the first two years, there may not be considerable issues but it is important to know the details of the long-term plans for expansion of the program.

The question of faculty teaching credit and course release will also need to be addressed.

Action: Chair and analyst will draft a memo and circulate. Memo will be sent to the SSHA leadership for response before a recommendation is made regarding the proposed minor.

Comments from the Provost will be sent to UGC members when available and discussed at the next meeting.

VIII. SNS Honors Proposal

This proposal will be discussed at the next meeting. Chair encouraged members to review it. Professor C. Menke offered to answer questions about the proposal.

IX. Proposed FWDAF Split

UGC recommended increasing the number of members instead of splitting it.

Action: Senate analyst will draft and circulate a memo.

There being no further business, the meeting adjourned at 4:30pm.

Attest:

Jack Vevea, Chair

Minutes prepared by Fatima Paul.

UNIVERSITY OF CALIFORNIA **ACADEMIC SENATE**

UNIVERSITY COMMITTEE ON INTERNATIONAL EDUCATION

Notice of Meeting
Friday, October 17, 2014
http://www.universityofcalifornia.edu/senate/committees/ucie/

AGENDA

Item

I. Chair's Comments/Executive Session

II. Consent Calendar
A. Approval of the Agenda

III. UCEAP Director's Report

IV. 2014-15 Program Reviews & Review Questions
A. Ghana Review
B. France Review
C. Middle East Review
D. Russia Review

Working Lunch

V. Consultation with Academic Senate Leadership
Mary Gilly, Academic Council Chair
Dan Hare, Academic Council Vice Chair

VI. Program Review Reports – *UCEAP Executive Director Guinard and Linda York, Regional Director*
1. 2013-14 Japan Review Report
2. 2013-14 Netherlands Review Report
3. 2012-13 Costa Rica Review Follow-up Report

VII. Program Proposal: AMIDEAST Intensive Arabic Summer Program in Rabat, Morocco & Amman, Jordan

VIII. Information items
A. Summer Program at UNAM
B. Call for Applications for UCEAP Academic Integration Grants

IX. Study Center Director Announcements

X. Executive Session

XI. New Business

XII. General Executive Session

Overview and Results: Retreat on General Education at UC Merced, May 22-23, 2014

Retreat Process: Overview

General Purpose: This retreat is designed to engage faculty and staff in redefining and reimagining UC Merced's General Education program in light of the institution's mission.

Specific Goals:

Re-imagine UC Merced's GE program in light of our institutional mission
Explore and define GE experiences specific to UC Merced
Establish priorities for fall planning and the GE program review self-study

Participants (Based on assumption that GE is an institutional program):

- 32 faculty and staff members (see appendix for list of names)
- Faculty from about 80% of undergraduate majors
- Staff members representing academic advising, career services, housing, student life
- U Librarian, Dean of Students, Provost
- GE Subcommittee

Process:

Team-based and plenary discussions focused on addressing the following questions:

1. What is the meaning of a baccalaureate degree at UC Merced? Identify goals, aims, aspirations, expectations and hallmarks of our baccalaureate graduates in the context of our institutional mission.

2. Given those hallmarks, what should General Education contribute to the baccalaureate degree of every UC Merced student?

3. Given the role of GE in UC Merced baccalaureate degrees, what should GE "look like"? What experiences should it include?

Retreat Results: Summary

1. What is the meaning of a baccalaureate degree at UC Merced? Identify goals, aims, aspirations, expectations and hallmarks of our baccalaureate graduates in the context of our institutional mission.

Distinctive Institutional Context:

A Small Research University

An ethos of discovery, creativity, and rigorous questioning of extant knowledge permeates all aspects of UC Merced. The skills, knowledge and attitudes of a researcher are synonymous with attributes essential for post-graduate success.

In Merced, California

Merced is at a crossroads – culturally, socioeconomically, environmentally, geographically, historically -- for addressing problems of local, regional, and global significance.

With An Undergraduate Student Body Unique in the UC System

UCM undergraduates are predominantly first generation students from groups under-represented in higher education (e.g., race, ethnicity, family income).

Therefore, the Hallmarks of Baccalaureate Degrees at UC Merced are:

1. *Depth and breadth in academic and intellectual preparation, consistent with the values of UCM as a small research university, such that UC Merced graduates*
   - Demonstrate a strong disciplinary foundation
   - Engage in interdisciplinary thinking which could include appreciating different approaches to problem solving, informed by an understanding of humanities, arts, STEM, social sciences
   - Bring a critical, evaluative lens to problems, questions, situations
   - Employ effective problem-solving skills in multiple settings
   - Evaluate facts, knowledge and information, applying the varied aspects of information literacy
   - Know what they know, as well as *how* they know it, and monitor and guide their own learning
   - Describe the origins of knowledge, informed by cultural and disciplinary epistemological and ontological assumptions
   - Take an inquiry-oriented approach to the world; possess curiosity, employ inquiry, and take appropriate and creative action in response to ambiguity

2. *Cultural awareness, sensitivity, and responsiveness, such that UC Merced graduates*
   - Respect and value diversity
   - Seek and recognize new cultures; join a new community anticipating and engaging in potential cultural differences or intersections.

3. *Community engagement and citizenship -- local and global--, such that UC Merced graduates*
   - Understand what it means to be a member of a community, including an academic community
   - Contribute to the communities of which they members
   - Possess a sense of place, and the ability to determine own place within local community and global context, and affect own community through giving back
   - Act ethically, including in the realm of environmental stewardship and sustainability
   - Are responsive to the needs of society – through application of knowledge and research to address problems, challenges, and opportunities

4. *Self-awareness and intrapersonal skills, such that UC Merced graduates*
   - Demonstrate initiative, including an entrepreneurial, innovative, pioneering spirit
   - Respond with resiliency to obstacles and challenges, and learn from failure
   - Assume responsibility for their own education and develop the skills and attitudes of lifelong learners.

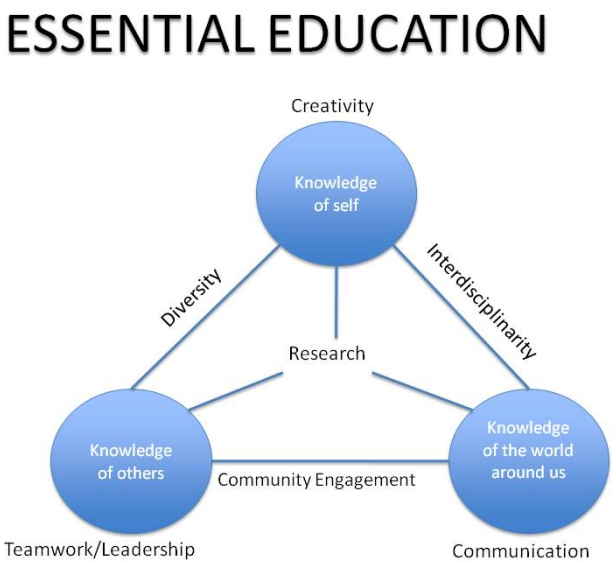
5. *Interpersonal skills necessary to the outcomes identified above, as well as to lead productive lives after graduation, such that UC Merced graduates*
   - Are proficient in collaboration and teamwork
   - Possess strong communication skills, oral, written, and visual, academic and professional
   - Are leaders in their professional and civic lives
   - Are ethically aware and proficient in ethical reasoning

2. Given those hallmarks, what should General Education contribute to the baccalaureate degree of every UC Merced student?

General Education at UC Merced:

- Supports, enhances, and prepares students to engage in the research mission of the university.
- Provides broad exposure to, and understanding of, multiple disciplines and fields of study, including multiple approaches to knowledge, inquiry, meaning-making, and problem-solving.
- Provides interdisciplinary and integrated learning experiences inside and outside the classroom.
- Facilitates discovery through intellectual risk-taking and creativity.
- Engages students, faculty, and staff in communities of scholarship and service, both on campus and off.
- Transcends and contextualizes the major, affording opportunities to forge connections among educational experiences.
- Facilitates development of knowledge, skills, and attitudes necessary for lives of engaged learning and citizenship beyond college. Examples include: critical thinking, effective written and oral communication, problem-solving, teamwork, cross- and inter-cultural understanding and experience, ethical practice, and responsibility for one's own learning.
- Is assessed regularly. Assessment foci include, but are not limited to: whether desired outcomes are achieved (including what outcomes are achieved and by whom, what outcomes are not achieved, etc.), what aspects of the program are effective and what aspects are in need of improvement, and how the GE program should be improved.

One team created a schematic to illustrate this approach to General Education*:



* The use of the term "Essential Education" illustrates general consensus that we should reconsider using "General Education" and, instead, find a more creative, clear, and impactful way to describe what we are trying to achieve with a general education program.

3. Given the role of GE in UC Merced baccalaureate degrees, what should GE "look like"? What experiences should it include?

General Education at UC Merced:

Connects ladder-rank Senate faculty to the delivery of GE

- Means to connect students and faculty include*:*
- Freshman seminars, learning communities, discussion sections, and capstone projects focused on implementing the goals of GE
- Common intellectual experiences across all undergraduate years

- Feature these, and other, High-Impact Education Practices (see appendix)

Creates synergy between major programs and GE

- Focus on the notion of Merced as a "crossroads"*:* Tie GE and broad research themes of the campus. Courses could be thematic and integrative, featuring different ways of knowing
- Learning communities and linked courses, potentially involving residence life
- Feature GE at orientation, research week, and recruitment activities; Consider a GE "festival" to cultivate and represent broad, institutional engagement from student, faculty, staff and community (including employers)

Provides undergraduates with research skills and experiences

- Exposure to research methods and authentic problems: Modes of inquiry and approaches to research could be more explicitly featured as aspects of GE. Case studies and research problems could engage students in authentic issues and experiences
- Distinctive local experiences with community research: Community-based learning could be one model that is inclusive, local, and foundational
- Access to research-based experiences: Research experiences could be sequenced and inclusive, beginning with exposure to research to applied work

Builds GE experiences and outcomes from lower to upper division courses

- Lower-division GE could focus on themes/topics/key questions from multi- and interdisciplinary perspectives, with learning communities focused on integration
- Upper-division GE in the disciplines could provide in-depth multi- and interdisciplinary perspectives to address problems/questions of interest to the discipline
- Capstone experiences could be within the major, but reinforcing the themes of GE and expanding desired outcomes (e.g., communication, critical thinking, team work, etc.)
- Across *all 4 years*: Out-of-class experiences that build on/reinforce GE themes. Examples may include: community engagement, service learning, teamwork, leadership

Provides GE programming that connects courses *and* experiences

- Co-Curricular and Extra-Curricular Projects: A comprehensive GE experience integrates courses and activities, culminating in GE experiences that go beyond simply coursework. Students could participate in courses with related co-curricular projects; conversely, students could bring to a GE course co-curricular experiences that inform projects (e.g. community-based learning)
- Learning Communities: Linked courses or coursework could strengthen curricular coherence, increase active learning, and promote interaction between faculty and staff.
- GE themes – each year, for 2-year periods, etc. – that provide focus for GE programming in curricular and co-curricular activities.

Retreat Participants

School of Engineering
Valerie Leppert
Christopher Viney
Linda Zubke

School of Natural Sciences
Miriam Barlow
Michael Dawson
Kamal Dulai
Arnold Kim
Erik Menke
Erica Robbins
Jay Sharping

School of Social Sciences, Humanities, and Arts
Virginia Adan-Lifante
Susan Amussen
Alisha Kimble
Nathan Monroe
Kurt Schnier
Michael Spivey
Peter Vanderschraaf
Jack Vevea

Academic Affairs
Donald Barclay
Tom Hothem

Student Affairs
Vernette Doty
Lezley Juergenson
Charles Nies
Martin Reed

GE Subcommittee Members:
Stephen Hart (SNS)
Jane Lawrence (Student Affairs)
Kelvin Lwin (SOE)
Laura Martin (Academic Affairs)
Rose Scott (SSHA)
Wil van Breugel (SNS/Undergraduate Education)
Elizabeth Whitt (Academic Affairs/Undergraduate Education)
Anne Zanzucchi (SSHA)

BIOE 104: Biotransport

Course Title	Biotransport
Abbreviated Course Title	Biotransport
Course Subject	BIOE
Course Number	104
School Submitting Request	Engineering
Division	Upper Division
Effective Term	Spring 2015
Discontinuance Term	----
Lower Unit Limit	4
Upper Unit Limit	
Prerequisites	BIO 002 and MATH 024 and (PHYS 009 or PHYS 009H or PHYS 019) and BIOE 030 and ENGR 057.
Prerequisites with a Concurrent Option	
Corequisites	
Major Restrictions	
Class Level Restrictions	
Course Description	Biological Transport Phenomena is the quantitative description of momentum transport (viscous flow) and mass transport (convection and diffusion) in living systems. We explore the similarities between the fundamental principles of momentum, heat, and mass transfer, and combine fundamentals with conservation laws to develop mathematical descriptions of physiological and engineering systems.
TIE Code	T: Lecture
Reasons for Request	Pre-requisite Change
Brief Explanation of Change(s)	Update from older, inaccurate versions
Total Contact/Non-contact Hours Per Week	Lecture: 4 contact, 6 non-contact Lab: 0 contact, 0 non-contact Seminar: 0 contact, 0 non-contact Discussion: 0 contact, 2 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
Total Hours Per Week	12
Grading Options	Letter Grade Only
In Progress Grading	
Maximum Enrollment	48
Maximum Enrollment Reason	----
Cross-listing	
Conjoined	

Cross-listed Schools	----
Can this course be repeated?	No
How many times?	
Resource Requirements	Classroom and TA per policy.
Does this satisfy a General Education Requirement?	No
Course Outline and/or Additional Documentation	BIOE_104_Syllabus_2014.pdf (48Kb)

BIOE 104: Biotransport
Fall, 2014

Lecturer: **Kara E McCloskey, Ph.D.**
Office: SE1 344
Office Phone: (209) 228-7885, kmccloskey@ucmerced.edu
Office Hours: T/R 10am-11am

TA: **Edwin Shen,** email: eshen@ucmerced.edu
Office Hours: Tables outside SE1 335, M W

Course description
Biological Transport Phenomena is the quantitative description of momentum transport (viscous flow) and mass transport (convection and diffusion) in living systems. We will explore the similarities between the fundamental principles of momentum, heat, and mass transfer, develop analogies between the fundamentals that apply at microscopic and macroscopic scales, and use the fundamentals in conjunction with conservation laws to develop mathematical descriptions of physiological and engineering systems. Especial emphasis is placed on identifying assumptions that may be used in developing the mathematical descriptions.

Text: **Transport Phenomena in Biological Systems, 2nd Ed.**
by Truskey, Yuan, and Katz (Required)
ISBN 9780131569881
Publisher: PEARSON

Additional readings: All texts and readings can be found at the UC Merced Kolligian Library, or through the ILL system.

Course Objectives/Outcomes
1. Be able to apply mass and heat transport principles to various biological systems.
2. Develop problem-solving skills: Students will quantitatively characterize and solve momentum and mass transport problems as they apply to biological transport.
3. Develop a comprehensive understanding of the various transport processes in the body, with the ability to describe systems mathematically.
4. Analyze, in-depth, journal article studying real biotransport problem and present to class.

The course learning outcomes contribute to the attainment of the following BIOE PLOs:

PLO #1 An understanding of biology and physiology; Course objective #1
PLO #2 The capability to apply advanced mathematics (including differential equations and statistics), science, and engineering to solve problems at the interface of engineering and biology; Course objectives # 2 and #3
PLO#3 The ability to make measurements on, and interpret data from, living systems; Course objectives #3 and #4)
PLO #4 The ability to communicate effectively in written, spoken, and visual formats with technical, professional, and broader communities. Course objective # 4.

And the following ABET PLOs:
(a) an ability to apply knowledge of mathematics, science, and engineering

(b) an ability to design and conduct experiments, as well as to analyze and interpret data

(e) an ability to identify, formulate, and solve engineering problems

(f) an understanding of professional and ethical responsibility

(g) an ability to communicate effectively

(h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context

(j) a knowledge of contemporary issues

(k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Lecture:
Attendance is mandatory and attendance will be taken.
Class meets T/R 1:30-3:20 CLSSRM 263

Final Exam is F, Dec 19th 11:30-2:30pm CLSSRM 263

Grading:
60% Exams
10% Project Presentation
10% Quiz
20% HW/Attendance
100 % Total

Lecture Schedule, Fall 2014

	Date	Lecture	Instructor
	28-Aug	Syllabus and Projects	McCloskey
Week 1	2-Sep	Ch1 - Introduction	McCloskey
	4-Sep	Ch 2 - Conservation Relations	McCloskey
Week 2	9-Sep	Ch 2 - Conservation Relations	McCloskey
	11-Sep	Ch 2 - Conservation Relations	McCloskey
Week 3	16-Sep	Ch 2 - Momentum Balances	McCloskey
	18-Sep	Ch 2 - Momentum Balances	McCloskey
Week 4	23-Sep	Ch 2 - Momentum Balances	McCloskey
	25-Sep	Ch 3 - Conservation Relations for Fluid Transport	McCloskey
Week 5	30-Sep	Review	McCloskey
	2-Oct	**Exam I: Ch 1-2**	TA
Week 6	7-Oct	Ch 3 - Conservation Relations for Fluid Transport	McCloskey
	9-Oct	Ch 3 - Conservation Relations for Fluid Transport	McCloskey
Week 7	14-Oct	Ch 3 - Dimensional Analysis & Scaling	McCloskey
	16-Oct	Ch 3 - Dimensional Analysis & Scaling	McCloskey
Week 8	21-Oct	Ch 6 - Mass Transport in Biological Systems	McCloskey

	23-Oct	Ch 6 - Mass Transport in Biological Systems	McCloskey
Week 9	28-Oct	Ch 6 - Mass Transport in Biological Systems	McCloskey
	30-Oct	Ch 10 - Mass Transport & Biochemical Interactions	
Week 10	4-Nov	Review	McCloskey
	6-Nov	**Exam II: Ch 3**	TA
Week 11	11-Nov	**Veterans Day Holiday-No Class**	McCloskey
	13-Nov	Ch 10 - Mass Transport & Biochemical Interactions	McCloskey
Week 12	18-Nov	Ch 10 - Mass Transport & Biochemical Interactions	McCloskey
	20-Nov	Project Presentations	McCloskey
Week 13	25-Nov	Project Presentations	McCloskey
	27-Nov	**Thanksgiving Day Holiday - No Class**	
Week 14	2-Dec	Review	TA
	4-Dec	**Exam III: Ch 6, 10**	TA
Week 15	9-Dec	Project Presentations	McCloskey
	11-Dec	Project Presentations	McCloskey
Week 16	19-Dec	**Final Exam**	McCloskey

Course Policies:

1. Students are expected to attend each class as scheduled, and to be on time. Attendance will be taken at the beginning of each class.
2. Students may use during lectures: laptops, notebooks, handhelds, etc. for purposes related to the session content only.
3. All cell phones turned OFF or in silent mode.
4. Students are expected to read their e-mails at least once every 12 hours, and are responsible for any class-related announcements or directives from the instructor that might be distributed on UCMCROPS.
4. Students are expected to be attentive and respectful of speakers and fellow students at all times.

Academic honesty:

1. Each student in this course is expected to abide by the University of California, Merced's Academic Honesty Policy. Any work submitted by the student in this course must be the student's own work.
2. However, you are encouraged to study together and to discuss information and concepts in lecture with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student <u>having possession of a copy</u> of all or part of work done by someone else, in the form of an e-mail, and e-mail attachment, a diskette, or a hard copy. Should copying occur, both the student who copied work and the student who gave material to be copied with both automatically receive a zero for the assignment. Penalty for violation of this Policy can also be extended to include failure of the course and University disciplinary action.

Students with disabilities: Please contact instructor.

BIOE 114: Tissue Engineering Design

Course Title	Tissue Engineering Design
Abbreviated Course Title	Tissue Engineering Design
Course Subject	BIOE
Course Number	114
School Submitting Request	Engineering
Division	Upper Division
Effective Term	Spring 2015
Discontinuance Term	----
Lower Unit Limit	3
Upper Unit Limit	
Prerequisites	(PHYS 9 or 19 or 09H)and MATH 22 and BIO 2
Prerequisites with a Concurrent Option	BIO 110 or equivalent
Corequisites	
Major Restrictions	No
Class Level Restrictions	
Course Description	Tissue Engineering is an interdisciplinary field focused on developing strategies for regenerating human cells, tissues and organs. Fundamental topics include: cell source (including stem cells, plasticity, cloning, cell differentiation and purification), cell culture, tissue organization, gene therapy, cell adhesion and migration, bioreactor and tissue-material design, tissue preservation, and immunomodulation.
TIE Code	T: Lecture
Reasons for Request	New Description Pre-requisite Change
Brief Explanation of Change(s)	Prerequistics were out of date. Course description was shortened to 50 words because the last time the course was submitted there was not a 50 word limit in place.
Total Contact/Non-contact Hours Per Week	Lecture: 3 contact, 6 non-contact Lab: 0 contact, 0 non-contact Seminar: 0 contact, 0 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
Total Hours Per Week	9
Grading Options	Letter Grade Only
In Progress Grading	
Maximum Enrollment	48
Maximum Enrollment Reason	----
Cross-listing	
Conjoined	QSB 214 and BEST 214

Cross-listed Schools	----
Can this course be repeated?	No
How many times?	
Resource Requirements	Classroom and TA according to policy.
Does this satisfy a General Education Requirement?	No
Course Outline and/or Additional Documentation	BIOE 114_BEST_214_CRF_BEST_QSB_214_Syllabus_2014.pdf (92Kb)

BIOE 114
Tissue Engineering Design
Spring, 2014

Professor Dr. Kara McCloskey
Office Hours: F 10:00-12:00 in Room 344 SE
Phone: (209) 228-7885
E-mail: kmccloskey@ucmerced.edu

TA: TBA
Office Hours:
E-mail:

Lecture T R 1:30- 2:50 pm, Classroom Building 267

Required Text: Tissue Engineering
by Bernhard Palsson and Sangeeta Bhatia
ISBN:0-13-041696-7

Additional readings: Additional readings can be found at the UC Merced Kolligian Library, or through the ILL system.

Course Overview: Tissue Engineering is an interdisciplinary field focused on developing strategies for regenerating human cells, tissues and organs. Fundamental topics will include: cell source (including stem cells, plasticity, cloning, cell differentiation and purification), cell culture and tissue organization, gene therapy, cell adhesion and migration, bioreactor and tissue-material design, tissue preservation, and immunoisolation and/or modulation.

Course Objectives/Student Learning Outcomes: *By the end of this course, students will be able to:*

1. Describe and use the fundamental tools and techniques used in tissue engineering.
2. Compare and contrast various strategies for repairing tissues.
3. Show mastery of fundamental topics in tissue engineering: issues related to the cell source (including stem cells, plasticity, transdifferentiation, therapeutic cloning vs. reproductive cloning, bone marrow transplants, and cell differentiation and purification), cell culture and tissue organization, gene therapy delivery methods, cell adhesion and migration, issues in construct design, tissue preservation, and immunoisolation and/or modulation. At the end of the course, the students should be able to converse with scientists and read technical literature about all these topics.
4. Learn the basic concepts of cell culture and critical components of bioreactor/tissue design.
5. Articulate the scientific vocabulary used in communicating information in tissue engineering.

Relation to Program Learning Outcomes (PLOs):

The course learning outcomes relate to the following BIOE program learning outcomes:

PLO #1 An understanding of biology and physiology. (Course objective #3 and 4)
PLO #2 The capability to apply advanced mathematics (including differential equations

and statistics), science, and engineering to solve problems at the interface of engineering and biology; (Course objective #1 and 2)
PLO #3 The ability to make measurements on, and interpret data from, living systems. (Course objective #2 and 4)
PLO #4 The ability to address problems associated with the interaction between living and non-living materials and systems. (Course objective #4)
PLO #5 Professional and ethical responsibility. (Course objective #2)
PLO # 6 The ability to communicate effectively in written, spoken, and visual formats with technical, professional, and broader communities. (Course objective #5)

Prerequisites by Topic: MATH 21, PHYS 9 or 19, CHEM 8 and 10, BIO 110 (may be concurrent)

Course Policies:
Attendance is mandatory. No cell phones in class.

Grading for BIOE 114
60% Exams
20% Projects
20% Homework & Quizzes
100 % Total

Academic Dishonesty Statement:
a. Each student in this course is expected to abide by the University of California, Merced's Academic Honesty Policy. Any work submitted by a student in this course for academic credit will be the student's own work.
b. You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e mail, an e mail attachment file, a diskette, or a hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Policy can also be extended to include failure of the course and University disciplinary action.
c. During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

Disability Statement: Accommodations for Students with Disabilities: The University of California Merced is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design and diversity. I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances. Students are encouraged to register with Disability Services Center to verify their eligibility for appropriate accommodations.

Lecture Schedule – Spring 2013			
	Date	**Lecture**	**Instructor**
Week 1	22-Jan	**No class**	
	24-Jan	**No class**	
Week 2	29-Jan	Introduction: Ch 1	McCloskey
	31-Jan	Tissue Organization and Dynamics: Ch 2&3	McCloskey
Week 3	5-Feb	Morphogenesis: Ch 4	McCloskey
	7-Feb	Stem Cells: Ch 5	McCloskey
Week 4	12-Feb	Cellular-Fate Processes: Ch 6	McCloskey
	14-Feb	Coordination of Cellular-Fate Processes: Ch7	McCloskey
Week 5	19-Feb	High-Throughput Biological Data: Ch 8	McCloskey
	21-Feb	Cell and Tissue Properties: Ch 9	McCloskey
Week 6	26-Feb	Cell and Tissue Culture: Ch 10	McCloskey
	28-Feb	**Exam I**	McCloskey
Week 7	5-Mar	Gene Transfer: Ch 11	McCloskey
	7-Mar	Time Constants: Ch12	McCloskey
Week 8	12-Mar	Scaling up for Ex Vivo Cultivation: Ch 13	McCloskey
	14-Mar	Cell Separation: Ch 14	McCloskey
Week 9	19-Mar	Biomaterial Scaffolds: Ch 15	McCloskey
	21-Mar	**Exam II**	
Week 10	26-Mar	**Spring Break - no class**	
	28-Mar	**Spring Break - no class**	
Week 11	2-Apr	Tailoring Biomaterials: Ch 16	McCloskey
	4-Apr	Conventional Clinical Therapies: Ch 17	McCloskey
Week 12	9-Apr	Host Integration and TE therapies: Ch 18&19	McCloskey
	11-Apr	**Exam III (Ch 12-19)**	McCloskey
Week 13	16-Apr	Project Presentations	**Undergraduates**
	18-Apr	Project Presentations	**Undergraduates**
Week 14	23-Apr	Project Presentations	**Undergraduates**
	25-Apr	Project Presentations	**Undergraduates**
Week 15	30-Apr	Project Presentations	**Undergraduates**
	2-May	Project Presentations	**Undergraduates**
Week 16	7-May	Project Presentations	**Undergraduates**
	9-May	Project Presentations	**Undergraduates**
Final	17-May	**Final 11:30-2:30**	

University of California Merced Course Request Form

School Submitting Request: School of Engineering

1. Course Number: BEST 214

Full Course Title: Tissue Engineering Design

Abbeviated Course Title: Tissue Engineering

Effective Date: 8/07 Discontinue date:

Number of Units: 3 (Each unit should correspond to an average of 3 hours of student effort per week. For courses with nonstandard formats, justification for the number of units should be provided.)

Level: Graduate

2. Pre-requisites: Graduate student or permission of instructor

3. Are there co-requisites for the course? No

If "yes" please list:

4. It this course to be taken concurrently with another course? No

If "yes" please list:

5. Is this course restricted to certain majors? No

If "yes" please list majors:

6. Is this course restricted to certain class levels? Yes

If "yes" please list which levels: Graduate

7. Course Description

Limited to 50 words

Fundamental topics will include: issues related to the cell source (including stem cells, plasticity, transdifferentiation, therapeutic cloning vs. reproductive cloning, bone marrow transplants, and cell differentiation and purification), cell culture and tissue organization, gene therapy delivery methods, cell adhesion and migration, issues in construct design, tissue preservation, and immunoisolation and/or modulation. We will also cover current case studies and issues for FDA approval of tissue engineered products.

8. Reason for request (check all that apply)

		Hours per week:		Grading Options:	
New Course :					
New Course Number :	X	Lecture:	3	Grad Student Grading	Letter grade Only
New Title :		Seminar:			
New Description :		Discussion:		UnderGrad Grading	
Unit Change :		Lab:			
Pre Req Change :		Tutorial:			
Grading Option Change :		Field:		In Progress Grading	
Replaces Course # :		Studio:			
Suggested Course #:	214	Comments:	The lectures for this course will be presented (col-listed) with undergraduate course BIOE 114 (Tissue Engineering). Graduate students will be expected to research an appropriate current case study and present this to the class. Graduate students will also work in groups and write an original proposal for the development of a tissue engineering product.		
Discontinuance :					

Is this course cross listed with another course and lab? Yes

If so, please list that course: QSB 214

9. May this course be repeated for credit No If so how many times?

10. List the expected resource requirements, including personnel (TA's, etc.) library, classroom and lab space, supplies and equipment, IT requirements and transportation.

Classroom space will be needed and some costs for paper copies.

11. If this is an undergraduate course do you want to satisfy gen ed requirements? No

Course submitted by: Kara McCloskey — Instructor proposing course — 5/7/2007 — Date

Approved by: _____ — School Dean — _____ — Date

BEST 214/QSB214
Tissue Engineering Design
Spring, 2013

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Professor Dr. Kara McCloskey
Office Hours: F 10:00-12:00 in Room 344 SE
Phone: (209) 228-7885
E-mail: kmccloskey@ucmerced.edu

TA: Devon Davidian
Office Hours: M 10:30-12:30 in SE 2nd floor atrium (outside SOE Dean's office)
E-mail: ddavidian@ucmerced.edu

Lecture T R 1:30- 2:50 pm, Classroom Building 267

Required Text: Tissue Engineering
by Bernhard Palsson and Sangeeta Bhatia
ISBN:0-13-041696-7

Additional readings: Additional readings can be found at the UC Merced Kolligian Library, or through the ILL system.

Course Overview: Tissue Engineering is an interdisciplinary field focused on developing strategies for regenerating human cells, tissues and organs. Fundamental topics will include: cell source (including stem cells, plasticity, cloning, cell differentiation and purification), cell culture and tissue organization, gene therapy, cell adhesion and migration, bioreactor and tissue-material design, tissue preservation, and immunoisolation and/or modulation.Fundamental topics will include: cell source (including stem cells, plasticity, cloning, cell differentiation and purification), cell culture and tissue organization, gene therapy, cell adhesion and migration, construct design, tissue preservation, and immunoisolation and/or modulation.

Course Objectives/Student Learning Outcomes: *By the end of this course, students will be able to:*

1. Describe and use the fundamental tools and techniques used in tissue engineering.
2. Compare and contrast various strategies for repairing tissues.
3. Show mastery of fundamental topics in tissue engineering: issues related to the cell source (including stem cells, plasticity, transdifferentiation, therapeutic cloning vs. reproductive cloning, bone marrow transplants, and cell differentiation and purification), cell culture and tissue organization, gene therapy delivery methods, cell adhesion and migration, issues in construct design, tissue preservation, and immunoisolation and/or modulation. At the end of the course, the students should be able to converse with scientists and read technical literature about all these topics.
4. Learn the basic concepts of cell culture and critical components of bioreactor/tissue design.
5. Articulate the scientific vocabulary used in communicating information in tissue engineering.

Student Learning Outcomes:

Upon successful completion of this course, students will:
PLO # 1 *Possess a broad foundation in the fundamentals and current topics in bioengineering.* Attainment of this learning outcome will be reflected by the students' understanding of the general field and its current topics. The student should be able to read, evaluate, and communicate effectively in all areas of bioengineering. Mapped from course objectives # 1-4.
PLO #2 *Be able to identify new, important, and interesting research opportunities, and be able to develop effective strategies, including the experimental plan, for pursuing these opportunities.* Attainment of this learning outcome will be reflected by the students' ability to come up with a novel research idea and corresponding experimental plan and communicate this in both written and oral presentations. Mapped from course objective # 5

Relationship to Program Learning Outcomes:
BEST 200 maps directly onto 2 of the Program Learning Outcomes for the BEST Ph.D. and M.S. degrees.

PLO #1 Possess a broad foundation in the fundamentals and current topics in either biological or materials science and engineering, as well as, an in-depth understanding of their chosen research topic area.
PLO #3 Be able to identify new, important, and interesting research opportunities, and be able to develop effective strategies, including the experimental plan, for pursuing these opportunities.

Prerequisites by Topic: Graduate status

Course Policies:
Attendance is mandatory. No cell phones in class.

Grading for QSB/BEST 214
60% TE Research Papers
10% Attendance and Discussion
30% Class Lecture Presentations
100 % Total

Academic Dishonesty Statement:
a. Each student in this course is expected to abide by the University of California, Merced's Academic Honesty Policy. Any work submitted by a student in this course for academic credit will be the student's own work.
b. You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e mail, an e mail attachment file, a diskette, or a hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Policy can also be extended to include failure of the course and University disciplinary action.
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Disability Statement: Accommodations for Students with Disabilities: The University of California

Merced is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design and diversity. I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances. Students are encouraged to register with Disability Services Center to verify their eligibility for appropriate accommodations.

Lecture Schedule – Spring 2013			
	Date	**Lecture**	**Instructor**
Week 1	22-Jan	**No class**	
	24-Jan	**No class**	
Week 2	29-Jan	Introduction: Ch 1	McCloskey
	31-Jan	Tissue Organization and Dynamics: Ch 2&3	McCloskey
Week 3	5-Feb	Morphogenesis: Ch 4	McCloskey
	7-Feb	Stem Cells: Ch 5	McCloskey
Week 4	12-Feb	Cellular-Fate Processes: Ch 6	McCloskey
	14-Feb	Coordination of Cellular-Fate Processes: Ch7	McCloskey
Week 5	19-Feb	High-Throughput Biological Data: Ch 8	McCloskey
	21-Feb	Cell and Tissue Properties: Ch 9	McCloskey
Week 6	26-Feb	Cell and Tissue Culture: Ch 10	McCloskey
	28-Feb	**Exam I**	McCloskey
Week 7	5-Mar	Gene Transfer: Ch 11	McCloskey
	7-Mar	Time Constants: Ch12	McCloskey
Week 8	12-Mar	Scaling up for Ex Vivo Cultivation: Ch 13	McCloskey
	14-Mar	Cell Separation: Ch 14	McCloskey
Week 9	19-Mar	Biomaterial Scaffolds: Ch 15	McCloskey
	21-Mar	**Exam II**	
Week 10	26-Mar	**Spring Break - no class**	
	28-Mar	**Spring Break - no class**	
Week 11	2-Apr	Tailoring Biomaterials: Ch 16	McCloskey
	4-Apr	Conventional Clinical Therapies: Ch 17	McCloskey
Week 12	9-Apr	Host Integration and TE therapies: Ch 18&19	McCloskey
	11-Apr	**Exam III (Ch 12-19)**	McCloskey
Week 13	16-Apr	Project Presentations	**Undergraduates**
	18-Apr	Project Presentations	**Undergraduates**
Week 14	23-Apr	Project Presentations	**Undergraduates**
	25-Apr	Project Presentations	**Undergraduates**
Week 15	30-Apr	Project Presentations	**Undergraduates**
	2-May	Project Presentations	**Undergraduates**
Week 16	7-May	Project Presentations	**Undergraduates**
	9-May	Project Presentations	**Undergraduates**
Final	17-May	**Final 11:30-2:30**	

ENGR 190: Engineering Capstone Design

Course Title	Engineering Capstone Design
Abbreviated Course Title	Capstone Design
Course Subject	ENGR
Course Number	190
School Submitting Request	Engineering
Division	Upper Division
Effective Term	Spring 2015
Discontinuance Term	----
Lower Unit Limit	4
Upper Unit Limit	
Prerequisites	(ME 120 and ENGR 135 and ME 137) or (ENVE 100 and ENVE 110) or (ENGR 45 and CHEM 8 and ENGR 130 and BIOE 104 and ENGR 166 and BIOE 100) or (MSE 112 or MSE 113)
Prerequisites with a Concurrent Option	ENVE 130 and ENVE 160 and BIOE 100.
Corequisites	
Major Restrictions	
Class Level Restrictions	Senior Standing
Course Description	Students will work on multidisciplinary teams on selected and approved design projects, practice design methodology, complete project feasibility study and preliminary design, including optimization, product reliability and liability, economics, and application of engineering codes. Final report and presentation.
TIE Code	I: Project
Reasons for Request	New Course Number
Brief Explanation of Change(s)	New course that integrates the capstone courses from several engineering majors into a single course. Students retaking ENGR 190 after failing ME 170, ENVE 190, MSE 120 or BIOE 150 should be treated as though they are are repeating the major specific capstone class.
Total Contact/Non-contact Hours Per Week	Lecture: 1 contact, 0 non-contact Lab: 2 contact, 9 non-contact Seminar: 0 contact, 0 non-contact

	Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
Total Hours Per Week	12
Grading Options	Letter Grade Only
In Progress Grading	
Maximum Enrollment	375
Maximum Enrollment Reason	----
Cross-listing	
Conjoined	
Cross-listed Schools	----
Can this course be repeated?	No
How many times?	
Resource Requirements	TA per School policy; other resources may be required depending on the project, but may include the machine shop and computer lab.
Does this satisfy a General Education Requirement?	No
Course Outline and/or Additional Documentation	Capstone Syllabus.pdf (12Kb)

ENGR 190: Capstone Design

General Syllabus

Designation:	**Capstone Design**
Project & Exam Schedule:	Week 5: Preliminary Design Review (PDR) Due Week 10: Critical Design Review (CDR) Due Semester End: Final Design Review (FDR) Due
Catalog Description:	Students will work on multidisciplinary teams on selected and approved design projects, practice design methodology, complete project feasibility study and preliminary design, including optimization, product reliability and liability, economics, and application of engineering codes. Final report and presentation.
Text Books and Other Required Materials:	All materials and tools will be provided to the students by the School of Engineering.
Course Objectives:	The course provides an opportunity on a hands-on project that requires application of analytical and design skills acquired throughout the entire undergraduate engineering curriculum The main objectives are (1) the demonstration of engineering knowledge, problem solving, project planning, and teamwork skills by means of working on a challenging design and implementation project; (2) test presentation and report-writing skills combined with ethical behavior of the individuals in each team.
Course Learning Outcomes:	Upon completion of the course, students will be able to: 1) design an engineering solution to a challenging contemporary problem, within realistic constraints and utilizing appropriate standards. 2) use project management and teamwork skills to deliver a solution within time constraints. 3) deliver a professional presentation appropriate to a broad audience. 4) demonstrate effective written technical communication skills through final project reports.
Relationship to Program Learning Outcomes:	The capstone design project is an opportunity to demonstrate mastery of the engineering curriculum; therefore, the course relates to all a-k program learning outcomes: (a) an ability to apply knowledge of mathematics, science, and engineering (b) an ability to design and conduct experiments, as well as to analyze and interpret data

	(c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability (d) an ability to function on multidisciplinary teams (e) an ability to identify, formulate, and solve engineering problems (f) an understanding of professional and ethical responsibility (g) an ability to communicate effectively (h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context (i) a recognition of the need for, and an ability to engage in life-long learning (j) a knowledge of contemporary issues (k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
Topics:	Concepts related to engineering fundamentals, computational aided engineering, machine design, and finite elements.
Professional Component:	Engineering Science 25%; Engineering Experimentation: 25%; Engineering Design: 50%
Grading Scheme:	Preliminary Design Review (25%) Critical Design Review (25%) Final Design Review, includes Presentation and Poster (25%) Final Report, includes Demo and Design Notebooks (25%)

MATH 146: Numerical Linear Algebra

Course Title	Numerical Linear Algebra
Abbreviated Course Title	Numerical Linear Algebra
Course Subject	MATH
Course Number	146
School Submitting Request	Natural Sciences
Division	Upper Division
Effective Term	Spring 2016
Discontinuance Term	----
Lower Unit Limit	4
Upper Unit Limit	4
Prerequisites	Math 141
Prerequisites with a Concurrent Option	Math 131
Corequisites	
Major Restrictions	
Class Level Restrictions	
Course Description	Matrix factorization and iterative methods for solving systems of linear equations. Topics include floating point arithmetic, eigenvalue problems, conditioning and stability, LU factorization, QR factorization, and SVD with applications in science and engineering.
TIE Code	T: Lecture plus Supplementary Activity
Reasons for Request	New Course
Brief Explanation of Change(s)	We introduce this new course to train students in computational methods for solving problems in linear algebra such as linear systems of equations and eigenvalue problems. This course builds on the analytical methods students learn in Math 141: Linear Analysis. This course is useful to students studying numerical analysis, computational science, and data science. This will also help students with regards to both graduate school admission and jobs in industry.
Total Contact/Non-contact Hours Per Week	Lecture: 3 contact, 3 non-contact Lab: 1 contact, 5 non-contact Seminar: 0 contact, 0 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
Total Hours Per Week	12
Grading Options	Letter Grade Only

In Progress Grading	
Maximum Enrollment	30
Maximum Enrollment Reason	----
Cross-listing	
Conjoined	
Cross-listed Schools	Natural Sciences
Can this course be repeated?	No
How many times?	
Resource Requirements	One lecture room with LCD projector (capacity 30), computer laboratory with computers that have the Matlab programming language installed, and a Teaching Assistant (25% time per section).
Does this satisfy a General Education Requirement?	No
Course Outline and/or Additional Documentation	Math146_Syllabus.pdf (71Kb)

Math 146: Numerical Linear Algebra
4 Units
Sample Syllabus

Course description: Matrix factorization and iterative methods for solving systems of linear equations. Topics include floating point arithmetic, eigenvalue problems, conditioning and stability, LU factorization, QR factorization, SVD, and applications in science and engineering.

Learning objectives: *The objective of this course is to enable the student to solve large systems of linear equations using direct matrix factorization, iterative numerical methods, and computer software with the understanding and knowledge of the underlying mathematical concepts.*

Learning outcomes: By the end of this course, students will

1. Understand the theoretical basis for direct and iterative methods for solving linear systems of equations
2. Know how to choose appropriate numerical methods to solve a particular linear algebra problem
3. Be able to implement, test and validate codes to solve problems in linear algebra numerically
4. Understand the singular value decomposition and how to use it for data analysis

Relationship to Program Learning Outcomes: Math 146 primarily addresses three of the five Program Learning Outcomes of the Applied Mathematics major:

1. PLO #2: Solve mathematical problems using computational methods.
2. PLO #3: Recognize the relationships between different areas of mathematics and the connections between mathematics and other disciplines.
3. PLO #4: Give clear and organized written and verbal explanations of mathematical ideas to a variety of audiences.

Lecture: 3 hours per week
Instructor: Prof. Roummel Marcia
Email: rmarcia@ucmerced.edu
Office hours: M 10am-11:50am

Discussion section: (1 hour per week) Discussion sections will help review concepts introduced in lectures and more importantly, develop your programming skills, focusing on all of the Learning outcomes.

Main textbook: Lloyd Trefethen and David Bau, III, *Numerical Linear Algebra* (SIAM 1997), ISBN 978-0-89871-361-7.

Supplemental texts

- James W. Demmel, *Applied Numerical Linear Algebra* (SIAM 1997), ISBN 978-0-898713-89-3.

- Roger A. Horn and Charles R. Johnson, *Matrix Analysis, 2nd edition* (Cambridge University Press, 2013), ISBN 978-0-521-83940-2.
- Gene Golub and Charles Van Loan, *Matrix Computations, 3rd edition* (The Johns Hopkins University Press, 1996), ISBN 0-8018-5414-8.
- Lars Eldén, *Matrix Methods in Data Mining and Pattern Recognition* (SIAM 2007), ISBN 978-0-898716-26-9.

Course materials

- **Computer software:** MATLAB – Your homework assignments will require a significant amount of programming and data analysis. We recommend MATLAB (available in several of our computer labs) or free alternative to MATLAB such as OCTAVE. MATLAB can be found on computers in rooms COB 281, KL 202, and KL 208.
- **Course webpage:** The Math 140 website is part of the UCMCROPS course manage system.

Lecture and Readings

- Please read material before coming to class; some knowledge of the material will promote better class discussion and a better learning experience.
- Class participation is encouraged, and it may influence grades in borderline cases. Your class participation is greatly appreciated.
- Students are responsible for all information discussed in class; if you skip class, make sure you get any important information from others.
- All portable electronic devices (e.g., cell phones, pagers) must be turned off and put away during exams, lectures, and discussion sections. Calculators are the exception; they may be used in lectures and discussion sections, but **not** in exams. The use of laptops in lectures is generally prohibited, but permission from the instructor may be granted upon request.

Homework

Homework will focus on the Learning Outcomes and will be assigned nearly every week and will be due the following week. Solutions will be graded for correctness of content, clarity of technical writing and presentation. Show and adequately explain your work, explicitly writing all relevant steps and calculations. Writing that is difficult to read will **NOT** be graded. Late homework will be penalized at a rate of 25% penalty for each day late.

You are encouraged to work in groups. However, **you must be the sole author of all work turned in.** For each homework, you must identify explicitly all individuals with whom you worked. In addition, you must **list explicitly any outside sources employed, including websites.** This does not mean that you are allowed to copy a solution should you find it posted elsewhere.

Exams

There will be two unit exams and a comprehensive final. All exams will focus on the learning outcomes. To avoid disturbances over this short examination period, students will not be permitted to enter the room late or to leave early. *There will be no make-up exams or early exams.* If you are sick during a unit exam, please bring a note from your doctor verifying your illness. Your course grade will be determined by the rest of your course work.

Grading: A combination of the 11 homework assignments (40%, the worst homework grade will be dropped), two unit exams (each worth 15%), one cumulative final exam (25%), and class participation (5%).

Dropping the course

Please see the UC Merced *General Catalog* for more details.

Special accommodations

If you qualify for accommodations because of a disability, please submit a letter from Disability Services to the instructor in a timely manner so that your needs may be addressed. Student Affairs determines accommodations based on documented disabilities. I will make every effort to accommodate all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. Please speak with me during the first week of classes regarding any potential academic adjustments or accommodations that may arise due to religious beliefs during this term.

Academic integrity

Academic integrity is the foundation of an academic community and without it none of the educational or research goals of the university can be achieved. All members of the university community are responsible for its academic integrity. Existing policies forbid cheating on examinations, plagiarism and other forms of academic dishonesty. The current policies for UC Merced are described in the Academic Honesty Policy. Go to *http://studentlife.ucmerced.edu/* and look under "Student Judicial Affairs."

HIST 142: Topics in Latin American History

Course Title	Topics in Latin American History
Abbreviated Course Title	Topics: Latin American History
Course Subject	HIST
Course Number	142
School Submitting Request	SSHA
Division	Upper Division
Effective Term	Spring 2015
Discontinuance Term	----
Lower Unit Limit	4
Upper Unit Limit	
Prerequisites	One Lower Division HIST Course or Consent of Instructor
Prerequisites with a Concurrent Option	
Corequisites	
Major Restrictions	
Class Level Restrictions	
Course Description	Topics in the history of Latin America. Specific foci will vary as HIST 142 may be taught by different instructors, but will include traditional themes (race and class, gender, politics, economics, society and culture) and current innovations in scholarship and learning.
TIE Code	T: Seminar-Topical
Reasons for Request	New Course
Brief Explanation of Change(s)	
Total Contact/Non-contact Hours Per Week	Lecture: 0 contact, 0 non-contact Lab: 0 contact, 0 non-contact Seminar: 3 contact, 9 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
Total Hours Per Week	12
Grading Options	Pass/No Pass Option for Everyone
In Progress Grading	
Maximum Enrollment	30
Maximum Enrollment Reason	----
Cross-listing	
Conjoined	
Cross-listed Schools	----
Can this course be repeated?	Yes
How many times?	3

Resource Requirements	A/V Classroom
Does this satisfy a General Education Requirement?	Yes
Course Outline and/or Additional Documentation	HIST 142 Course Outline.pdf (209Kb)

CRF for HIST 142: Topics Latin American History

Course description: Topics in the history of Latin America. Specific foci will vary as HIST 142 may be taught by different instructors, but will include traditional themes (race and class, gender, politics, economics, society and culture) and current innovations in scholarship and learning.

Rationale: A focus on Latin American history offers fertile territory for a variety of topics classes. Chronologically, the field offers the opportunity to study indigenous people, colonialism, the birth of new republics, and the development of the modern state. Topically, issues of settler colonialism, slavery, social movements, military dictatorships, and indigenous rights all present compelling foci. Moreover, Latin American topics classes offer excellent frameworks for comparing political, economic, and cultural regimes in both the pre-colonial, colonial, and independent state periods. The development of community, culture, and economy in Latin America also offer excellent opportunities for classes that focus on regional comparisons as the northern and southern cones as well as eastern and western communities of the Andes have had interconnected but different histories. Due to dynamic cultures and layers of colonialism, Latin American places have been incubators for experiments in social organization, policy-making, planning, environmental modification, and economic innovation from well before Spanish and Portuguese colonization through the present time. Studying how Latin America has changed over time—whether on a long or short horizon or on a global, national, regional, or local scale—offers an informative framework within which to consider broader historical questions, such as the relationship between people, place, work, culture, and politics. Studying Latin America, moreover, offers students a great opportunity to engage in comparative historical study and to work with a variety of available technologies.

Content and Course Learning Outcomes: Although the specific foci of HIST 142: Topics in Latin American History will change, each iteration will share similar kinds of sources, student assignments, assessment practices, and course learning outcomes. Moreover, each iteration will be designed to satisfy the University's upper division General Education requirements. Regardless of the specific focus, HIST 142 will be structured as a seminar that requires students to read, write, and engage their peers on critical questions related to Latin American history. Course readings will include a range of primary sources as well as scholarly works. Course content will almost always require students to grapple with questions related to social identity, power and politics, economics, and culture. More specific themes may include: conquest and colonization; ethnohistory; Independence movements and revolutions; religion and society; environmental history; race, class, and gender. Readings will average 150-300 pages per week as is common for upper division History classes, and students will always be asked to engage in multiple writing assignments and one substantial, semester-long research-based project.

As an example, an iteration of HIST 142 would focus on Race and Gender in Colonial and Modern Latin America. This course would begin with a theoretical discussion of race and gender, then proceed to evaluate how these categories developed in the Latin American context, and how they have intersected and influenced each other. The course would, at varying times, examine race and gender independently, at other points concurrently. The first half of the course would focus on the colonial period, addressing topics such as: Iberian precedents, namely the concept of *limpieza de sangre* ("purity of blood") as it was applied to Jews and Muslims on the Iberian Peninsula; racial mixing among Latin America's Spanish, indigenous, and African population and the development of race-caste system (*sistema de castas*); family, marriage, and illegitimacy; the social and religious worlds of nuns; the lives of indigenous women. The second half of the course would consider race and gender during the modern period examining issues such as: race and emerging nationalisms; women, family, and nation building; the life and art of Frida Kahlo; racial democracy in Brazil; gender and race in social movements and politics.

Course Learning Outcomes would be commensurate with those of the History major and SSHA. Specifically, upon completion of HIST 142, students will be able to:

- Comprehensively integrate how concepts of race and gender have shaped Latin American history.
- Deploy multiple analytical approaches to race and gender, their development as social categories, and how these development have reflected and driven broader historical elements in Latin America.
- Illustrate multiple approaches to understanding changes in race, gender, and social formations in Latin America over time, as an important element in developing historical knowledge
- Identify and deploy various approaches to comparatively analyzing Latin American societies, using critical thinking to analyze social identity from multiple perspectives
- Take on the perspectives of historical actors, including the ability to explain how they understood themselves within their particular and overlapping contexts
- Evaluate the thesis, methodology, and success of an academic work.
- Use primary sources to create arguments and analysis.
- Research and critically analyze historical texts and visual sources, and generate critical, analytical writing that adheres to the highest standards of historical scholarship

These are crucial building blocks for the Program Learning Outcomes of the History major, in which we endeavor for our students to:

- Develop historical knowledge, especially the ability to place particular events in broader historical contexts, including broad patterns of historical change, structures and representations of power, and forms of identity, including to understand and to explain how events of the past have influenced the present.
- Progress as critical thinkers, specifically as experts in analyzing the historical significance embedded within primary and secondary sources, the points of view of their creators, and the historical context in which they were produced.
- Explain how diverse groups understood and reacted to such documents, artifacts, oral testimonies, or artistic works, and formulate arguments that assess contradictions within and among different primary sources.
- Assess the relationship between historical contexts and events, ideas and processes
- Articulate a persuasive historical argument built around a well-developed thesis that identifies and summarizes the arguments of various sources and identifies points of agreement and disagreement among conflicting interpretations of the past.
- Develop core research skills, including library use and familiarity with database, index, and digital portals to historical sources, in order to develop relevant bibliographies of primary and secondary sources that sustain original, analytical essays.
- Use methods of narrative and analysis appropriately for communicating historical phenomena.

General Education Requirement Component: In order to serve the needs of UC Merced students and enrich upper-division offerings from the History faculty aimed at the general student population, all iterations of HIST 142 will work in service to the following principles of the General Education program. Specifically, all iterations of HIST 142 will address the categories Decision Making, Communication, and Self and Society. An emphasis on the critical interpretation of primary and academic texts will give students the know-how to distill, assemble, and marshal evidence and critical analysis. Moreover, a focus on important political and social moments—both national and local—through the prism of contingent public policy, cultural production, and economic decisions will ensure

that HIST 142 offers students intellectual resources (in this case applied to historical case studies) with which to confront the intricacies, challenges, and potential for unforeseen consequences. A better understanding of how and why Latin Americans made certain choices will offer students a model and historical basis for informed civic deliberation. HIST 142 will emphasize communication. Structured as a seminar that encourages students to engage each other, it will also always require multiple assignments, including but not limited to writing, oral presentations, original web design, and visual analysis projects. Consequently students will practice multiple modes of research, interpretation, and communication preparing them to live in the complicated communication landscape they will face after graduation. Students' ability to consider the relationship between Self and Society will necessarily be enhanced by HIST 142's attention to intersecting forces of economy, politics, and culture in shaping social identity, especially along the axes of gender, class, race, citizenship, and sexuality.

ENG 151: Advanced Shakespeare

Course Title	Advanced Shakespeare
Abbreviated Course Title	Advanced Shakespeare
Course Subject	ENG
Course Number	151
School Submitting Request	SSHA
Division	Upper Division
Effective Term	Summer 2015
Discontinuance Term	----
Lower Unit Limit	4
Upper Unit Limit	
Prerequisites	WRI 010
Prerequisites with a Concurrent Option	
Corequisites	
Major Restrictions	
Class Level Restrictions	
Course Description	This class will read several of Shakespeareâ s plays; discover the political, religious, and social contexts that shaped these plays; and learn about both historical and modern-day performances of Shakespeare by viewing and acting in his plays.
TIE Code	T: Seminar-Topical
Reasons for Request	Pre-requisite Change
Brief Explanation of Change(s)	We want this popular and educationally important course to be available to interested students from all majors.
Total Contact/Non-contact Hours Per Week	Lecture: 0 contact, 0 non-contact Lab: 0 contact, 0 non-contact Seminar: 3 contact, 9 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
Total Hours Per Week	12
Grading Options	Letter Grade Only
In Progress Grading	
Maximum Enrollment	25
Maximum Enrollment Reason	----
Cross-listing	
Conjoined	
Cross-listed Schools	----
Can this course be repeated?	No

How many times?	
Resource Requirements	Room equipped with installed speakers and other basic IT capacities.
Does this satisfy a General Education Requirement?	Yes
Course Outline and/or Additional Documentation	ENG 151 Course Outline.pdf (65Kb)

English 151: Advanced Shakespeare

COURSE DESCRIPTION

In this course, students will read several of Shakespeare's plays across many genres: comedies, tragedies, history plays, problem plays, and romances. They will also read about the theatrical, political, religious, and social contexts that shaped these plays, and consider why they continue to be so popular throughout the world. They will learn about both historical and modern-day performances of Shakespeare's works by reading about them, viewing them, and acting in them. This course will require a great deal of reading, research, and writing, and as such is a much more advanced course than Introduction to Shakespeare (ENG 20).

Students will leave this class with enhanced research skills: an ability to find non-internet sources and use scholarly academic internet resources; the acumen to synthesize both historiography and literary criticism; and the conviction to formulate original arguments about this famous and influential playwright. They are assigned criticism to read for class, they are given assignments requiring them to find and review both books and electronic sources, and they must write a research paper with an annotated bibliography. Additionally, in-class exercises give them practice integrating these sources into their arguments in a thoughtful way.

COURSE GOALS

Class time and assignments are structured to develop several skills: the ability to identify and interpret several Shakespearean plays across many genres; an understanding of the Elizabethan theater and the historical context that shaped and was shaped by Shakespeare's plays; the capacity to do advanced library and internet research and synthesize the secondary and primary sources they find into an argumentative paper; and enhanced public speaking and interpretive skills gained through acting scenes from Shakespeare's plays.

COURSE LEARNING OUTCOMES (CLOS):

After engaging with this course actively and thoughtfully, students will be able to do the following. These items are linked to the Program Learning Outcomes expected of all majors:

1. **Identify** several of Shakespeare's plays from each dramatic genre, as well as the people, places, and events that shaped the world in which these plays were written. (Addresses PLO 1)
2. **Find coherence in** the aesthetic qualities and ethical complexities of these plays, and consider why they continue to be popular. (Addresses PLO 2)
3. **Empathize** with historical, geographic, and cultural diversity by reading plays written in late 16th and early 17th century Britain, and also learning about the global appropriations of Shakespeare over the last 400 years. (Addresses PLO 3)
4. **Interpret** texts through both literary and dramatic lenses, with due sensitivity to both textual and contextual cues. (Addresses PLO 1)
5. **Perform** scenes from these plays, enhancing your public speaking, interpretation, and collaboration skills. (Addresses PLOs 2 and 4)
6. **Practice advanced research skills**: locate secondary and primary sources found in books, articles, and databases; synthesize those sources to support your

argument; write a paper supported by research; and document that research according to academic standards. (Addresses PLOs 1 and 4 and 5)

7. **Articulate evaluations** of Shakespeare's writing and to performances of it, in speech and writing, cogently and with sensitivity to context. (Addresses PLOs 1 and 2 and 5)
8. **Apply** interpretive strategies and research skills developed in historical literary/theatrical study to other academic and professional contexts. (Addresses PLO 4)

All above CLOs are applicable to the Literature and English Major, and to the General Education program as well.

PLANNED LEARNING OUTCOMES (PLOS) FOR THE ENGLISH MAJOR

1. Interpret texts with due sensitivity to both textual and contextual cues.
2. Articulate an appreciation of the aesthetic qualities of texts by the standards of their times and places.
3. Demonstrate historical, geographic, and cultural empathy by reading texts written in other times, places, and cultures.
4. Apply interpretive strategies developed in literary study to other academic and professional contexts.
5. Write cogently and with sensitivity to audience.

GENERAL EDUCATION GUIDING PRINCIPLES

This course particularly emphasizes the following four General Education Guiding Principles:

Communication: analyzing Shakespeare's writing and communicating responses to it to the class and faculty member; developing public speaking skills through performance.

Aesthetic understanding: appreciating the unique qualities of Shakespeare's plays, despite or perhaps because of their difficulty compared to other types of writing.

Creativity: both appreciating Shakespeare's creativity by reading many different plays, and responding creatively to that work through writing and a performance project.

Appreciation of diverse perspectives in both global and community contexts: learning about Shakespeare's historical and geographic context, different as it is from our own and thinking about how his particular context shaped his writing, while also considering how and why Shakespeare's plays have been re-imagined across the globe by myriad writers, directors, and actors for over 400 years.

ENG 066: Literary Romance

Course Title	Literary Romance
Abbreviated Course Title	Literary Romance
Course Subject	ENG
Course Number	066
School Submitting Request	SSHA
Division	Lower Division
Effective Term	Fall 2015
Discontinuance Term	----
Lower Unit Limit	4
Upper Unit Limit	
Prerequisites	
Prerequisites with a Concurrent Option	WRI 010
Corequisites	
Major Restrictions	
Class Level Restrictions	
Course Description	This class explores literary romances--adventure stories--written in the European Middle Ages and Renaissance, as well as the nineteenth and twentieth centuries. We will encounter poems, plays, stories, and films that exhibit the properties of literary romance.
TIE Code	T: Seminar-Topical
Reasons for Request	New Course
Brief Explanation of Change(s)	New course to add to lower division seminars serving the English major and minor, as well as GE of the campus.
Total Contact/Non-contact Hours Per Week	Lecture: 0 contact, 0 non-contact Lab: 0 contact, 0 non-contact Seminar: 4 contact, 8 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
Total Hours Per Week	12
Grading Options	Letter Grade Only
In Progress Grading	
Maximum Enrollment	25
Maximum Enrollment Reason	----
Cross-listing	
Conjoined	
Cross-listed Schools	----
Can this course be repeated?	No

How many times?	
Resource Requirements	Classroom equipped with projection capacity and speakers.
Does this satisfy a General Education Requirement?	Yes
Course Outline and/or Additional Documentation	ENG 066 Course Outline.pdf (82Kb)

English 066: Literary Romance

COURSE DESCRIPTION

Literary romance (not the Danielle Steele kind!) developed in the European Middle Ages, with stories of knights on quests, magical wizards and witches, and people in love. The genre has never lost its popularity: everything from Arthurian stories like *Sir Gawain and the Green Knight* to Shakespeare's late plays like *Cymbeline* to the *Star Wars* films can be classified as romance. Romances usually involve a character leaving society, being tested and pushed to his or her limits while encountering magic and adventure, and then eventually being reincorporated into society. In this class, we will encounter a broad range of English and French literary romances: medieval chivalric tales, long poems and plays that take up romance structures and elements during the Renaissance, later novelistic and short story versions of romance from the nineteenth century, and finally, romances on film. Along the way, students will be honing their close reading and writing skills as they encounter prose, verse, and drama versions of this particular kind of storytelling.

COURSE GOALS

Class time and assignments are structured to develop several skills: the ability to identify and interpret several forms of literary romance from various times and places; a basic understanding of the historical contexts that shaped these stories, poems, and plays; the ability to close-read literature, understanding how writers create meaning and also ambiguity; and enhanced public speaking and interpretive skills gained through presentations and writing.

COURSE LEARNING OUTCOMES (CLOS):

After engaging with this course actively and thoughtfully, students will be able to do the following. These items are linked to the Program Learning Outcomes expected of all majors:

1. **Identify** several types of literary romance from a span of almost a thousand years, as well as the people, places, and events that shaped the worlds in which these poems were written. (Addresses PLO 1)
2. **Find coherence in** the aesthetic qualities and ethical complexities of these works of literature, and appreciate the form of expression that is literary romance itself. (Addresses PLO 2)
3. **Empathize** with historical, geographic, and cultural diversity by reading stories written across time and space that deal with social issues, political problems, and the depths of human emotions. (Addresses PLO 3)
4. **Interpret** literature for oneself, with due sensitivity to both textual and contextual cues. (Addresses PLO 1)
5. **Speak** poetry, narrative, and drama aloud, and speak *about* this literature aloud, with enhanced public speaking skills and attention to how this literature, often written for oral delivery or performance, scripts sound.
6. **Use honed close reading skills**, understanding how literary and rhetorical choices create meaning and ambiguity in literature. (Addresses PLOs 1 and 4)
7. **Articulate evaluations** of literary romance, in speech and writing, focusing on close analyses of how and how well language creates meaning and ambiguity. (Addresses PLOs 1 and 2 and 5)

8. **Apply** interpretive strategies developed in literary study to other academic and professional contexts. (Addresses PLO 4)

All above CLOs are applicable to the Literature and English Major, and to the General Education program as well.

PLANNED LEARNING OUTCOMES (PLOS) FOR THE ENGLISH MAJOR

1. Interpret texts with due sensitivity to both textual and contextual cues.
2. Articulate an appreciation of the aesthetic qualities of texts by the standards of their times and places.
3. Demonstrate historical, geographic, and cultural empathy by reading texts written in other times, places, and cultures.
4. Apply interpretive strategies developed in literary study to other academic and professional contexts.
5. Write cogently and with sensitivity to context.

GENERAL EDUCATION GUIDING PRINCIPLES

This course particularly emphasizes the following four General Education Guiding Principles:

Communication: analyzing several literary romances as forms of communication and expression, and communicating responses to this literature to the class and faculty member; developing public speaking skills through class presentations and in-class readings of poetry.

Aesthetic understanding: appreciating the unique qualities of various kinds of literary romance, and understanding how different audiences vary in their aesthetic taste depending on gender, class, time period, and location as well as age.

Creativity: appreciating the creativity of writers who create and write in several kinds of forms about myriad subjects; responding creatively to that work through writing.

Appreciation of diverse perspectives in both global and community contexts: learning the historical and geographic contexts of several European and American authors from across almost a thousand years, different as they are from our own.

HIST 042: The Body in Health and Disease - An Introduction to the History of Medicine

Course Title	The Body in Health and Disease â An Introduction to the History of Medicine
Abbreviated Course Title	Intro to History of Medicine
Course Subject	HIST
Course Number	042
School Submitting Request	SSHA
Division	Lower Division
Effective Term	Spring 2015
Discontinuance Term	----
Lower Unit Limit	4
Upper Unit Limit	
Prerequisites	
Prerequisites with a Concurrent Option	
Corequisites	
Major Restrictions	
Class Level Restrictions	
Course Description	Overview of the history of western medicine from antiquity to the present. Covered topics include: the changing doctor-patient relationship; epidemics and public health; the rise of anatomy; the professionalization of doctors and surgeons; the medicalization of the body; hospitals and technology; race and gender; the social meanings of disease.
TIE Code	T: Lecture plus Supplementary Activity
Reasons for Request	New Course
Brief Explanation of Change(s)	
Total Contact/Non-contact Hours Per Week	Lecture: 3 contact, 4 non-contact Lab: 0 contact, 0 non-contact Seminar: 0 contact, 0 non-contact Discussion: 1 contact, 4 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
Total Hours Per Week	12
Grading Options	Pass/No Pass Option for Everyone
In Progress Grading	
Maximum Enrollment	60
Maximum Enrollment Reason	----
Cross-listing	
Conjoined	
Cross-listed Schools	----
Can this course be repeated?	No

How many times?	
Resource Requirements	Teaching Assistants for Sections, Classroom with A/V
Does this satisfy a General Education Requirement?	Yes
Course Outline and/or Additional Documentation	HIST 042 Course Outline.pdf (128Kb)

CRF for HIST 042: The Body in Health and Disease – An Introduction to the History of Medicine

Course description: Historical overview of the history of western medicine from antiquity to the present. Topics to be covered include: the changing doctor-patient relationship; epidemics and public health; the rise of anatomy; the professionalization of doctors and surgeons; the medicalization of the body; hospitals and technology; race and gender; the social meanings of disease.

Rationale: The experience of illness and disease, and the pursuit of health and healing, are integral aspects of human history. The history of medicine allows us to understand the various social, cultural, and political forces that have shaped "modern medicine." Students will be encouraged to view the body and its ailments not as biological givens, but as dynamic entities in constant dialogue with their shifting social and cultural environment.

Content and Course Learning Outcomes: This course will unfold in both a chronological and thematic fashion. Course readings will consist of a range of primary sources as well as scholarly works. Course content will require students to grapple with questions related to the three broad themes of the course: the social determinants of disease; the social response to disease; and the social meanings of disease. Other recurring issues will include: the professionalization of medicine; the medicalization of the body and its ailments; medicine and structures and representations of power; and the shifting doctor-patient relationship. Readings will average 75-150 pages per week as is common for lower division History classes; assignments will consist of a midterm and final exam, as well as two essays.

This course is roughly divided into two units, each comprising eight weeks. Unit I focuses on the development of western medicine before the Enlightenment. We will begin by examining medical knowledge and practice in classical antiquity, focusing primarily on the Hippocratic-Galenic tradition and the construction of the humoral body. From there, subsequent weeks will examine medicine during the Middle Ages and Renaissance, concentrating on the influences of the Islamic World, Christianity and healing, the Black Death, and the rise of anatomy.

Unit II of the course examines the rise of "modern medicine." This unit begins by examining the shifting landscape of medical knowledge and practice during the so-called Age of Enlightenment. Topics to be covered here include: battles over professionalization; changes in midwifery; William Harvey and the discovery of the circulation of blood. From there, the remainder of the course broadly considers the promises and perils of modern medicine. We will discuss such issues as the role of medicine in colonialism and empire; the Eugenics movement and scientific theories of race; the rise of psychiatry and the medicalization of madness; new approaches to public health and new medical technologies; new epidemic diseases such as AIDS.

Course Learning Outcomes would be commensurate with those of the History major and SSHA. Specifically, upon successful completion of HIST 042, students will be able to:

- Judge how ideas of health, body, and disease are linked to broader contexts, including broad patterns of historical change, structures and representations of power, and forms of identity.

- Illustrate how ideas of health, body, and disease are historically contingent.
- Analyze how these ideas have changed over time.
- Explain how events of the past have influenced the present.
- Illustrate multiple approaches to understanding change over time
- Take on the perspectives of historical actors
- Critically read and analyze a variety of primary and secondary sources.
- Describe how historians use primary sources to create arguments
- Synthesize material from both lectures and primary and secondary readings to support an argument/interpretation in both essays and exams.

These are crucial building blocks for the Program Learning Outcomes of the History major, in which we endeavor for our students to:

- Develop historical knowledge, especially the ability to place particular events in broader historical contexts, including broad patterns of historical change, structures and representations of power, and forms of identity, including to understand and to explain how events of the past have influenced the present.
- Progress as critical thinkers, specifically as experts in analyzing the historical significance embedded within primary and secondary sources, the points of view of their creators, and the historical context in which they were produced.
- Explain how diverse groups understood and reacted to such documents, artifacts, oral testimonies, or artistic works, and formulate arguments that assess contradictions within and among different primary sources.
- Assess the relationship between historical contexts and events, ideas and processes
- Articulate a persuasive historical argument built around a well-developed thesis that identifies and summarizes the arguments of various sources and identifies points of agreement and disagreement among conflicting interpretations of the past.
- Develop core research skills, including library use and familiarity with database, index, and digital portals to historical sources, in order to develop relevant bibliographies of primary and secondary sources that sustain original, analytical essays.
- Use methods of narrative and analysis appropriately for communicating historical phenomena.

General Education Requirement Component: In order to serve the needs of UC Merced students and enrich lower-division offerings from the History faculty aimed at the general student population, HIST 042 will work in service to the following principles of the General Education program: Decision Making, Communication, and Self and Society. An emphasis on the critical interpretation of primary and academic texts will give students the know-how to distill, assemble, and marshal evidence and critical analysis. A better understanding of how medicine connects to both science and society will offer students a model and historical basis for informed civic deliberation. HIST 042 emphasizes communication. Students will learn to listen and sort information in lecture, listen and speak in engaged seminar in weekly discussion sections, and learn to make oral and written arguments in discussion section, to satisfy class assignments, and to succeed in class examinations. Consequently students will practice multiple modes of research, interpretation, and communication preparing them to live in the complicated communication landscape they will face

after graduation. HIST 042 also considers essential questions in the arena of Self and Society, as the connection between the body, science, and society lie at the core of this course's inquiry.

ENG 186: Language, Gender, and Culture

Course Title	Language, Gender, and Culture
Abbreviated Course Title	Language, Gender, and Culture
Course Subject	ENG
Course Number	186
School Submitting Request	SSHA
Division	Upper Division
Effective Term	Spring 2015
Discontinuance Term	----
Lower Unit Limit	4
Upper Unit Limit	
Prerequisites	WRI 010
Prerequisites with a Concurrent Option	
Corequisites	
Major Restrictions	
Class Level Restrictions	
Course Description	This class explores questions like: How do patterns of speaking reflect, perpetuate, and create our experience of gender? Does gender connect to language change? What do controversies about sexism and other biases in language suggest about the connections between language, thought, and political struggles?
TIE Code	T: Seminar-Topical
Reasons for Request	Pre-requisite Change
Brief Explanation of Change(s)	This course has a broad appear to students interested in issues of language, class, and gender, and we thus want to open the class up to students with other majors besides English.
Total Contact/Non-contact Hours Per Week	Lecture: 0 contact, 0 non-contact Lab: 0 contact, 0 non-contact Seminar: 3 contact, 9 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
Total Hours Per Week	12
Grading Options	Letter Grade Only
In Progress Grading	
Maximum Enrollment	25
Maximum Enrollment Reason	----
Cross-listing	
Conjoined	

Cross-listed Schools	----
Can this course be repeated?	No
How many times?	
Resource Requirements	Usual IT requirements for projection and sound.
Does this satisfy a General Education Requirement?	Yes
Course Outline and/or Additional Documentation	ENG 186 Course Outline.pdf (78Kb)

English 186: Language, Gender, and Culture

COURSE DESCRIPTION

The relationship between language and gender has been a widely researched and debated topic in sociolinguistics, English language studies, and linguistic anthropology since the early 1970s when Robin Lakoff published *Language and Woman's Place*. Since then, the intersections of gender, race, class, sexuality and other social categories have informed these critical conversations. In this course, students explore the questions researchers have asked regarding these relationships: How do patterns of speaking and interpreting reflect, perpetuate, and create our experience of gender? How does gender interact with sexual identity, race, class, socioeconomic status, age, occupational and social/familial roles, institutional settings, and other factors in terms of how we speak? Does gender connect to language change? What do controversies about sexism and other biases in language suggest about the connections between language, thought, and socially situated political struggles? No background in linguistics is required; a genuine interest in the workings and power of language is highly recommended.

Students leave this class with enhanced research skills: an ability to find non-internet sources and use scholarly academic internet resources; the acumen to synthesize both historiography and literary criticism; and the conviction to formulate original arguments about the subject of classes in literature.

COURSE GOALS

Class time and assignments are structured to develop several skills: the ability to identify the ways in which speakers perform identity (especially gender identity) through speech; an understanding of the myriad historical contexts that shaped and were shaped by the development of language; a working knowledge of basic socio-linguistic theory and practice; and the capacity to do advanced practical research in the field of sociolinguistics.

COURSE LEARNING OUTCOMES (CLOS):

After engaging with this course actively and thoughtfully, students will be able to do the following. These items are linked to the Program Learning Outcomes expected of all majors:

1. **Identify and understand** the way speakers perform identity, especially gender identity, though speech. (Addresses PLO 1)
2. **Empathize** with historical, geographic, and cultural diversity by understanding how all varieties of English are linguistically equal, but how social meaning is ascribed to linguistic variation (for example, accent discrimination). (Addresses PLO 3)
3. **Define** several concepts related to the study of language and gender, like gender performativity, linguistic relativity, and language ideology.
4. **Practice advanced research skills**: do a literature review of sociolinguistic scholarship; conduct sociolinguistic research by recording, transcribing, and analyzing live conversation; write a paper supported by that research; and document that research according to academic standards. (Addresses PLOs 1 and 4 and 5)
5. **Articulate your evaluations** of transcriptions of speech as well as to the work of other sociolinguists, in speech and writing, cogently and with sensitivity to context. (Addresses PLOs 1 and 2 and 5)

6. **Apply** interpretive strategies and research skills developed in linguistic study to other academic and professional contexts. (Addresses PLO 4)

All above CLOs are applicable to the Literature and English Major, and to the General Education program as well.

PLANNED LEARNING OUTCOMES (PLOS) FOR THE ENGLISH MAJOR

1. Interpret texts with due sensitivity to both textual and contextual cues.
2. Articulate an appreciation of the aesthetic qualities of texts by the standards of their times and places.
3. Demonstrate historical, geographic, and cultural empathy by reading texts written in other times, places, and cultures.
4. Apply interpretive strategies developed in literary study to other academic and professional contexts.
5. Write cogently and with sensitivity to audience.

GENERAL EDUCATION GUIDING PRINCIPLES

This course particularly emphasizes the following four General Education Guiding Principles:

Communication: analyzing the history of the English language and the way in which communication is shaped by social constructions of gender.

Creativity: responding creatively to the class's material by conducting original research and writing about it.

Appreciation of diverse perspectives in both global and community contexts: learning about how language diversity is related to social factors, especially gender, and is contingent upon time, place, class, and sex.

CCST 113: Latino and Immigrant Health

Course Title	Latino and Immigrant Health
Abbreviated Course Title	Latino and Immigrant Health
Course Subject	CCST
Course Number	113
School Submitting Request	SSHA
Division	Upper Division
Effective Term	Spring 2015
Discontinuance Term	----
Lower Unit Limit	4
Upper Unit Limit	
Prerequisites	PH 001 OR PH 005 OR permission of instructor.
Prerequisites with a Concurrent Option	
Corequisites	
Major Restrictions	
Class Level Restrictions	
Course Description	This course examines predictors of health for refugees and immigrant to the US, and their descendants, paying particular attention to Latinos. We will examine the effects of acculturation on health, and shifts in health and health-related behavioral outcomes between refugees or immigrants and second and third (and beyond) generations.
TIE Code	T: Lecture
Reasons for Request	New Course
Brief Explanation of Change(s)	Cross listing of PH 113 to CCST
Total Contact/Non-contact Hours Per Week	Lecture: 3 contact, 9 non-contact Lab: 0 contact, 0 non-contact Seminar: 0 contact, 0 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
Total Hours Per Week	12
Grading Options	Letter Grade Only
In Progress Grading	
Maximum Enrollment	80
Maximum Enrollment Reason	----
Cross-listing	PH 113
Conjoined	
Cross-listed Schools	SSHA
Can this course be repeated?	No
How many times?	
Resource Requirements	Standard classroom with AV equipment
	Yes

Does this satisfy a General Education Requirement?	
Course Outline and/or Additional Documentation	PH113CCST113_ChicanoHealth_FA2014_MYA.pdf (267Kb)

Public Health 113
Chicano/a Studies 113
Latino and immigrant health
Room: XXX
Time: XXX

Instructor:
Professor: Mariaelena Gonzalez
Office: SSM 359A
E-mail: mgonzalez82@ucmerced.edu
Office Hours: TBD

Course Description and Goals:

This course will introduce students to the field of migration and health. The immigrant population in the United States (US) has grown over the past decade and understanding how health differs between immigrants and their descendants is important for understanding health disparities in the US. For example, research suggests that while immigrants in general have better health status compared to their US-born children, they use fewer health services. Other studies suggest that risk for behaviors like smoking increase at the second generation, or as acculturation increases. It is becoming increasingly important to examine the health outcomes of third generation individuals as well.

California is a majority-minority state that is home to a wide variety of ethnic groups. Furthermore, California is subject to a significant amount of interstate and international migration. Understanding the difference in health between generations is also important for understanding the health problems that Californians face.

This course examines predictors of health for refugees and immigrant to the US, and their descendants (the second and third generation and beyond). While we will examine generational health differences for many of the ethnic groups in the US, we will pay particular attention to Latinos, since they make up the largest ethnic subgroup in the US. We will examine the effects of acculturation on health, and shifts in health and health-related behavioral outcomes between refugees or immigrants and second and third (and beyond) generations. Students will gain exposure to community, demographic, and other factors that influence health outcomes in the refugee, immigrant, and second generation (and beyond) populations and explore health policies targeting these groups in California and the United States. Students will also gain exposure to social science theories regarding general immigration and acculturation in the US post 1964, theories on immigration, acculturation and health, and perspectives on health over the life course.

Prerequisite: PH 001, PH 005, or consent of instructor

Course Goals and Outcome

UC Merced Principles	Course Goals	Course Learning Outcome (CLO)	Assessment
Scientific Literacy	To provide an introduction to the field of Latino and immigrant health.	Describe how social and environmental factors affect health outcomes, including how risk factors are arrayed across different generations of ethnic groups in the United States.	Term paper, exams, reading summaries, quizzes
Scientific Literacy	To learn how health outcomes and risk factors are arrayed	(a) Integrate different perspectives, research, and	Term paper, exams, reading

Communication	across different generations of ethnic groups	skills discussed in class to explain generational differences in health and well-being. (b) Articulate, in writing, this understanding.	summaries
Scientific Literacy	To gain an understanding of health measures of migrant and second generation health used by the CDC and other agencies.	Identify measures and data sources for health statistics and health information at the local, national, and global level.	Exams, independent research project
Self and Society Communication Decision Making	(a) To learn how health outcomes for migrants and their children varies, particularly within California (b) To gain a first-hand experience developing a research project which analyzes the differences in health outcomes of migrants and their children for a specific ethnic group found in California.	(a) Describe the way in which health outcomes between immigrants and their children varies. (b) Convey the results of their research through class participation and class assignments	Independent research project
Scientific Literacy	To learn Public Health conventions for writing and presentations.	Apply (a) the American Journal of Public Health (AJPH) manuscript formatting and citation style, and (b) American Public Health Association (APHA) poster presentation guidelines.	All writing assignments

To support student success coherently across Public Health coursework, these CLOs (listed above) help students to reach the Public Health *Program Learning Outcomes* 1 through 6:

1. Substantive Knowledge What is Public Health: Explore with students the roles and responsibilities of government, non-governmental organizations, and private citizens in maintaining Public Health of immigrant and second generation health for Latino and other ethnic populations.
2. Substantive Knowledge Methods and Theories: Expose students to the theories and principles of Public Health to explore to new Public Health problems regarding immigration, assimilation, and health, paying particular attention to Latino health.
3. Substantive Knowledge Methods and Theories: Develop students' scientific literacy to assess complex Public Health challenges related to refugee, migrant, and second generation and beyond individuals in the United States with special consideration of strategies for health promotion at the individual, community, and policy levels as appropriate.
4. Substantive Knowledge - Determinants of Health & Health Disparities: Expose students to causes and risk factors in the major areas of focus in Public Health including but not limited to determinants of mortality and morbidity of immigrant and second generation health for Latino and other ethnic populations; leading causes of health disparities among regional, national, and global populations; and, transmission for infectious and chronic diseases.
5. Analytical Skills: Engage students with assignments that include rigorous research on contemporary Public Health challenge in order to assess complex public health challenges with regards to the social

determinants of health and disparate health outcomes of refugee, migrant, and second generation and beyond individuals in the US, paying particular attention to Latino health.

6. Communication : Support students in effectively and persuasively, orally and in writing, communicating complex concepts and information about Latino and immigrant health in a clear and concise manner.

To support student success coherently across the Chicano Studies minor coursework, the CLOs (listed above) help students to reach the Chicano Studies *Program Learning Outcomes* 1, 2,3, and 6:

1. Explore with students the historical and social context influencing Chicano/a health;
2. Expose students to theories regarding role that race, gender and ethnicity have played in influencing Chicano/a health;
3. Develop students' understanding of how internal differences within Chicano/a group influence health practices and outcomes, and to relate the ways in which the processes of migration, diaspora, transnationalism, and other forms of geographical displacement, as well as to their indigenous roots in the Americas influence health outcomes;
6. Students will in effectively and persuasively, orally and in writing, communicating complex concepts and information about Chicano/a health in a clear and concise manner.

Guiding Principles:

This course qualifies as a general education course in meeting the following UC Merced Guiding Principles for education:

Scientific Literacy: Students will read and interpret theoretical and empirical studies on refugee, migrant, and second generation and beyond individuals.

Decision Making: Students will understand the contribution of diverse and interlocking factors in determining the social determinants of the health of refugees, migrants, and second (and beyond individuals).

Communication: Students will gain an understanding of the social forces that influence health outcomes between generations of ethnic groups. They will convey their understanding through class writing assignments, class participation, and exams. They will also convey their understanding through an independent research project on the ways in which these forces operate in the United States and California.

Self and Society: Students will understand the role that social determinants of health play in promoting or damaging the health and wellbeing of a refugee, migrant, and second generation and beyond individuals, and the challenges the US faces in improving the health of these vulnerable populations. They will convey their understanding through an independent research project.

Textbook and Readings:

Readings will be provided on CROPS.

Attendance:

Although attendance is not mandatory, attendance and final grades tend to be correlated. While I will go over concepts from the readings in class, my lectures will cover materials not in the readings. As a result, missing class may mean you miss information imparted in class that may appear in the exams. Missing class may also mean that you miss directions on how to complete class assignments. Moreover, assignments are to be turned in during class. Missed attendance during those sessions may equate to loss of points for that assignment. Missing class may mean that you also miss the weekly quiz.

Grading:

Your grade will be determined by the number of accumulated points you receive on assignments and exams throughout the semester. You will be assigned a letter grade based on the total number of points you accumulate divided by the total number of possible points you could have earned (400 points plus extra credit). Your letter grade will be assigned according to the following percentage scale:

97 - 100 = A+	87 – 89 = B+	77 – 79 = C+	67 – 69 = D+	0 – 59 = F
94 - 96 = A	84 – 86 = B	74 – 76 = C	64 – 66 = D	
90 – 93 = A-	80 – 83 = B-	70 – 73 = C-	60 – 63 = D-	

This fixed grading scale is used so that you know what you need to do in order to attain your desired grade. However, I reserve the right to lower the scale (I will not make it more stringent).

Your learning will be assessed in the following manner:

3 take-home essays: 15%
Correct answer points: 10%
Participation points: 5%
Midterm: 20%
Research Project (includes a Research Paper and Poster): 25%
Final Exam: 25%

Grade Appeals: You have the right to appeal any grade you feel was unfair. If you wish to appeal your grade, you must do so by submitting an email of appeal to the Professor within 72 hours from distribution of the grade. The email of appeal should contain the following items: (1) reason for the dispute, (2) an attached word document containing an essay clearly articulating why the answer given fulfilled the criteria for the correct answer, complete with references to lectures and class readings, and (3) proposed course of action. Professor will review the appeal and respond. Please be aware that a review could result in the lowering *or* improvement of the grade. Furthermore, the appeal will not be processed unless all `components are included in the email.

Academic Honesty: University policy mandates that the highest level of academic integrity be maintained on this campus. The University's policy on academic honesty can be found at this web address: http://studentlife.ucmerced.edu/what-we-do/student-judicial-affairs/academicy-honesty-policy. Infringements include cheating on exams in any form, representing the work of others as your own, and plagiarizing/failing to properly acknowledge the intellectual property of others. This policy will be strongly adhered to in this course. Violation of academic integrity policies can result in an assignment of zero points to the work in question, assignment of a failing grade in the course, and/or a report to the Office of Judicial Affairs.

Academic Assistance:

The Professor can help you understand the relevant course material and what is required of you in this course. Stop by during scheduled office hours to get help when you need it. However, if you need help more generally with your academic skills and approach to learning, please turn to the *Student Advising and Learning Center*, which has numerous resources that can be helpful to you (http://learning.ucmerced.edu/student-advising-and-learning-center).

Student Accessibility: UCM provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the UCM Disability Services Center located in KL 109 (http://disability.ucmerced.edu/2.asp?uc=1&lvl2=7&contentid=6) to obtain assistance or coordination with this course. It is also helpful if you inform the Professor of your special needs

Class Policies: I will discuss class policies during lecture. Here is a list of some of the class policies. This list is not a comprehensive list and I reserve to right to implement new class policies as I see fit.

Email communication with instructor: Your first point of contact should be with the TA or coming to my office hours. Students are expected to communicate over email in a respectful and professional manner. Students are expected to communicate with the instructor and TA using their UC Merced email account which is provided by the University.

Conduct: Students are expected to show a high degree of respect towards instructors and fellow classmates. Students are expected to communicate with their instructors and fellow classmates in a respectful manner. During discussions, disagreements and debates are expected to be conducted civilly with no raised voices or all cap messages. Students should not interrupt the instructor or other students. Students should separate disagreements over scientific methods, findings, and policy implications from personal attacks. No personal attacks are allowed during class discussions. In particular, students are expected to avoid at all times:

- interrupting class by coming after instruction has started
- speaking at inappropriate times, which includes having conversations with others in class,
- engaging in loud or distracting behaviors,
- sleeping in class,
- taking frequent breaks,
- using inappropriate, including verbally abusive, language,
- displaying defiance or disrespect to others, or
- behaving aggressively toward others

Students who engage in these inappropriate behaviors may be asked to leave the class and may in addition be subjected to disciplinary action.

Cell phones: Students are asked to turn off cell phone ringers while in class and to refrain from using their phone during class.

Texting/Email/Internet Surfing: You may only use a computer or tablet for referencing class readings that you have already downloaded, or for uses approved by disability services. You must download the readings prior to class, you may not download readings during class. If we see you using the web, facebook, emailing, or using technology for a non-approved usage, we will ask you to shut down the technology immediately for the rest of the duration of the class regardless of whether or not you are using it to take notes or access class readings.

Recording: You may not tape, film, take a photo, or make a video/oral recording of anyone in class (including with a cell phone or note-taking pen) without my prior permission.

Tentative Course Schedule:

Assigned readings should be read ***prior*** to the specified class meeting.
This is not a contract. The instructor reserves the right to make any changes to the schedule at any time during the course as appropriate. Students will be informed of changes in advance via UCMCROPS.

Week	**Topic**	**Readings**
Introduction		
Week 1	Introduction to the course Introduction to Public Health concepts	Research articles
Week 2	What is the life course approach? What is the second generation? Race, refugees, immigration, and second generation status in the US after 1964	Research articles

Theories of Immigration and Health

Week 3	Healthy Migrant Theory and the Latino Paradox	Research articles
Week 4	Assimilation theory: acculturation and health	Research articles
Week 5	Rural / urban migration and health	Research articles
Week 6	Midterm #1	Research articles
	How to complete your research project	
Week 7	Forced Migration and health	

Health between generations

Week 8	Differing conceptions of health and health care	Research articles
Week 9	Child health	Research articles
Week 10	Maternal and reproductive health	Research articles
Week 11	Chronic diseases	Research articles
Week 12	Gender and sexual health	Research articles
Week 13	Alcohol, tobacco, and drug use	Research articles
Week 14	Aging and the life course	Research articles
Week 15	Mental health	Research articles
Week 16	Public health policy and immigrant health	
Final	Final Exam	

PH 190: Topics in Public Health

Course Title	Topics in Public Health
Abbreviated Course Title	Topics in Public Health
Course Subject	PH
Course Number	190
School Submitting Request	SSHA
Division	Upper Division
Effective Term	Spring 2015
Discontinuance Term	----
Lower Unit Limit	4
Upper Unit Limit	
Prerequisites	PH 001 OR PH 005 OR consent of instructor.
Prerequisites with a Concurrent Option	
Corequisites	
Major Restrictions	
Class Level Restrictions	
Course Description	This course provides intensive treatment of a special topic or problem in public health. The course will review public health theory and research on the issue as well as coverage of the methodological principles and tools used to guide research in the area.
TIE Code	T: Lecture
Reasons for Request	New Course
Brief Explanation of Change(s)	
Total Contact/Non-contact Hours Per Week	Lecture: 3 contact, 9 non-contact Lab: 0 contact, 0 non-contact Seminar: 0 contact, 0 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
Total Hours Per Week	12
Grading Options	Letter Grade Only
In Progress Grading	
Maximum Enrollment	80
Maximum Enrollment Reason	----
Cross-listing	
Conjoined	
Cross-listed Schools	----
Can this course be repeated?	Yes
How many times?	3
Resource Requirements	Usual AV equipment
Does this satisfy a General Education Requirement?	No

Course Outline and/or Additional Documentation PH190Topics_FA2014_MYA[1].pdf (114Kb)

University of California-Merced
Public Health 190 Topics in Public Health

Course Description (4 units):

This course provides intensive treatment of a special topic or problem in public health. The course will review public health theory and research on the issue as well as coverage of the methodological principles and tools used to guide research in the area.

Course Prerequisite: PH 001 or PH005 or consent of instructor.

Course Goals:

Specific course goals will be set by the lecturer according to the nature of the topic. They are likely to include the goals that the student will:

- Become familiar with the basic principles, methods, and theories used in research in the area
- Understand and critically evaluate research on the topic
- Understand and critically evaluate the implications of research for relevant social issues
- Develop skills in conducting literature searches and critically evaluating research articles
- Enhance skills in public health writing styles.

Course Learning Outcomes (CLOs):

Specific learning outcomes will be set by the lecturer according to the nature of the special topic. They are likely to include the learning outcomes that, by the end of the course, the student should be able to demonstrate the following:

- Explain the basic principles, methods, and theories used in research in the area (assessed by exams, paper, assignments, and/or class activities)
- Critical analysis of research on the topic (assessed by exams, paper, assignments and/or class activities)
- Critical evaluation of the implications of research for relevant social issues (assessed by exams, paper, assignments and/or class activities)
- Interpret public health research (assessed by exams, paper, assignments and/or class activities)
- Conduct literature searches and critically evaluating research articles (assessed by exams, paper, assignments and/or class activities)
- Writing for a Public Health audience (assessed by exams, paper, assignments and/or class activities)

To support student success coherently across Public Health coursework, these CLOs (listed above) help students to reach the Public Health *Program Learning Outcomes* 1 through 6:

1. Substantive Knowledge - What is Public Health: Explore with students the roles and responsibilities of government, non-governmental organizations, and private citizens in maintaining Public Health.
2. Substantive Knowledge - Methods and Theories: Expose students to the theories and principles of Public Health to explore to new Public Health problems.
3. Substantive Knowledge - Methods and Theories: Develop students' scientific literacy to assess complex Public Health challenges with special consideration of strategies for health promotion at the individual, community, and policy levels as appropriate.
4. Substantive Knowledge - Determinants of Health & Health Disparities: Expose students to causes and risk factors in the major areas of focus in Public Health including but not limited to determinants of mortality and morbidity; the leading causes of health disparities among regional, national, and global populations; and, transmission for infectious and chronic diseases.
5. Analytical Skills: Engage students with assignments that include rigorous research on contemporary Public Health challenge in order to assess complex public health challenges with regards to the social determinants of health and disparate health outcomes.

6. Communication : Support students in effectively and persuasively, orally and in writing, communicating complex concepts and information in a clear and concise manner.

Guiding Principles for General Education:

The UC Merced guiding principles addressed by this course will vary according to the specific research topic and lecturer. The course is likely to address the following UC Merced guiding principles:

S*cientific literacy*: Students will gain understanding of the methods and reasoning processes used by public health pracitioners to design studies, interpret results, and develop conclusions.

Ethics and responsibility: Students will learn about and discuss how scientific theory can be misused and the implications of some of the more controversial findings within the field.

Communication: Students will gain training and experience in how to effectively convey understanding of theory and data cogently and accurately in class discussion, class activities, and written form.

Development of personal potential. Emphasis will be placed on developing students' scientific writing skills and improving their ability to participate in group discussion in a productive, cogent, and inclusive manner.

Course Requirements and Readings:

Grades will be based on assignments and examinations as determined by the course lecturer. They will be comparable to those in other survey courses in public health.

The readings will be determined by the course lecturer and will be comparable to those used in other survey courses in public health. A typical reading load would be equivalent to a textbook chapter and a journal article each week.

Course Schedule:

The schedule of course topics will be determined by the course lecturer.

PH 113: Latino and Immigrant Health

Course Title	Latino and Immigrant Health
Abbreviated Course Title	Latino and Immigrant Health
Course Subject	PH
Course Number	113
School Submitting Request	SSHA
Division	Upper Division
Effective Term	Spring 2015
Discontinuance Term	----
Lower Unit Limit	4
Upper Unit Limit	
Prerequisites	PH 001 OR PH 005 OR permission of instructor.
Prerequisites with a Concurrent Option	
Corequisites	
Major Restrictions	
Class Level Restrictions	
Course Description	This course examines predictors of health for refugees and immigrant to the US, and their descendants, paying particular attention to Latinos. We will examine the effects of acculturation on health, and shifts in health and health-related behavioral outcomes between refugees or immigrants and second and third (and beyond) generations.
TIE Code	T: Lecture
Reasons for Request	Other
Brief Explanation of Change(s)	cross listing to Chicano Studies (CCST 113)
Total Contact/Non-contact Hours Per Week	Lecture: 3 contact, 9 non-contact Lab: 0 contact, 0 non-contact Seminar: 0 contact, 0 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
Total Hours Per Week	12
Grading Options	Letter Grade Only
In Progress Grading	
Maximum Enrollment	80
Maximum Enrollment Reason	----
Cross-listing	CCST 113
Conjoined	
Cross-listed Schools	SSHA
Can this course be repeated?	No
How many times?	
Resource Requirements	Standard classroom with AV equipment.

Does this satisfy a General Education Requirement?	Yes
Course Outline and/or Additional Documentation	PH 113_CCST 113 Course Outline.pdf (105Kb)

Public Health 113
Chicano/a Studies 113
Latino and Immigrant Health

Course Description and Goals:

This course will introduce students to the field of migration and health. The immigrant population in the United States (US) has grown over the past decade and understanding how health differs between immigrants and their descendants is important for understanding health disparities in the US. For example, research suggests that while immigrants in general have better health status compared to their US-born children, they use fewer health services. Other studies suggest that risk for behaviors like smoking increase at the second generation, or as acculturation increases. It is becoming increasingly important to examine the health outcomes of third generation individuals as well.

California is a majority-minority state that is home to a wide variety of ethnic groups. Furthermore, California is subject to a significant amount of interstate and international migration. Understanding the difference in health between generations is also important for understanding the health problems that Californians face.

This course examines predictors of health for refugees and immigrant to the US, and their descendants (the second and third generation and beyond). While we will examine generational health differences for many of the ethnic groups in the US, we will pay particular attention to Latinos, since they make up the largest ethnic subgroup in the US. We will examine the effects of acculturation on health, and shifts in health and health-related behavioral outcomes between refugees or immigrants and second and third (and beyond) generations. Students will gain exposure to community, demographic, and other factors that influence health outcomes in the refugee, immigrant, and second generation (and beyond) populations and explore health policies targeting these groups in California and the United States. Students will also gain exposure to social science theories regarding general immigration and acculturation in the US post 1964, theories on immigration, acculturation and health, and perspectives on health over the life course.

Prerequisite: PH 001, PH 005, or consent of instructor

Course Goals and Outcome

UC Merced Principles	Course Goals	Course Learning Outcome (CLO)	Assessment
Scientific Literacy	To provide an introduction to the field of Latino and immigrant health.	Describe how social and environmental factors affect health outcomes, including how risk factors are arrayed across different generations of ethnic groups in the United States.	Term paper, exams, reading summaries, quizzes
Scientific Literacy	To learn how health outcomes and risk factors are arrayed	(a) Integrate different perspectives, research, and	Term paper, exams, reading

Communication	across different generations of ethnic groups	skills discussed in class to explain generational differences in health and well-being. (b) Articulate, in writing, this understanding.	summaries
Scientific Literacy	To gain an understanding of health measures of migrant and second generation health used by the CDC and other agencies.	Identify measures and data sources for health statistics and health information at the local, national, and global level.	Exams, independent research project
Self and Society Communication Decision Making	(a) To learn how health outcomes for migrants and their children varies, particularly within California (b) To gain a first-hand experience developing a research project which analyzes the differences in health outcomes of migrants and their children for a specific ethnic group found in California.	(a) Describe the way in which health outcomes between immigrants and their children varies. (b) Convey the results of their research through class participation and class assignments	Independent research project
Scientific Literacy	To learn Public Health conventions for writing and presentations.	Apply (a) the American Journal of Public Health (AJPH) manuscript formatting and citation style, and (b) American Public Health Association (APHA) poster presentation guidelines.	All writing assignments

To support student success coherently across Public Health coursework, these CLOs (listed above) help students to reach the Public Health *Program Learning Outcomes* 1 through 6:

1. Substantive Knowledge What is Public Health: Explore with students the roles and responsibilities of government, non-governmental organizations, and private citizens in maintaining Public Health of immigrant and second generation health for Latino and other ethnic populations.
2. Substantive Knowledge Methods and Theories: Expose students to the theories and principles of Public Health to explore to new Public Health problems regarding immigration, assimilation, and health, paying particular attention to Latino health.
3. Substantive Knowledge Methods and Theories: Develop students' scientific literacy to assess complex Public Health challenges related to refugee, migrant, and second generation and beyond individuals in the United States with special consideration of strategies for health promotion at the individual, community, and policy levels as appropriate.
4. Substantive Knowledge - Determinants of Health & Health Disparities: Expose students to causes and risk factors in the major areas of focus in Public Health including but not limited to determinants of mortality and morbidity of immigrant and second generation health for Latino and other ethnic populations; leading causes of health disparities among regional, national, and global populations; and, transmission for infectious and chronic diseases.
5. Analytical Skills: Engage students with assignments that include rigorous research on contemporary Public Health challenge in order to assess complex public health challenges with regards to the social

determinants of health and disparate health outcomes of refugee, migrant, and second generation and beyond individuals in the US, paying particular attention to Latino health.

6. Communication : Support students in effectively and persuasively, orally and in writing, communicating complex concepts and information about Latino and immigrant health in a clear and concise manner.

To support student success coherently across the Chicano Studies minor coursework, the CLOs (listed above) help students to reach the Chicano Studies *Program Learning Outcomes* 1, 2,3, and 6:

1. Explore with students the historical and social context influencing Chicano/a health;
2. Expose students to theories regarding role that race, gender and ethnicity have played in influencing Chicano/a health;
3. Develop students' understanding of how internal differences within Chicano/a group influence health practices and outcomes, and to relate the ways in which the processes of migration, diaspora, transnationalism, and other forms of geographical displacement, as well as to their indigenous roots in the Americas influence health outcomes;
6. Students will in effectively and persuasively, orally and in writing, communicating complex concepts and information about Chicano/a health in a clear and concise manner.

Guiding Principles:

This course qualifies as a general education course in meeting the following UC Merced Guiding Principles for education:

Scientific Literacy: Students will read and interpret theoretical and empirical studies on refugee, migrant, and second generation and beyond individuals.

Decision Making: Students will understand the contribution of diverse and interlocking factors in determining the social determinants of the health of refugees, migrants, and second (and beyond individuals).

Communication: Students will gain an understanding of the social forces that influence health outcomes between generations of ethnic groups. They will convey their understanding through class writing assignments, class participation, and exams. They will also convey their understanding through an independent research project on the ways in which these forces operate in the United States and California.

Self and Society: Students will understand the role that social determinants of health play in promoting or damaging the health and wellbeing of a refugee, migrant, and second generation and beyond individuals, and the challenges the US faces in improving the health of these vulnerable populations. They will convey their understanding through an independent research project.

Textbook and Readings:

Readings will be provided on CROPS.

Attendance:

Although attendance is not mandatory, attendance and final grades tend to be correlated. While I will go over concepts from the readings in class, my lectures will cover materials not in the readings. As a result, missing class may mean you miss information imparted in class that may appear in the exams. Missing class may also mean that you miss directions on how to complete class assignments. Moreover, assignments are to be turned in during class. Missed attendance during those sessions may equate to loss of points for that assignment. Missing class may mean that you also miss the weekly quiz.

Grading:

Your grade will be determined by the number of accumulated points you receive on assignments and exams throughout the semester. You will be assigned a letter grade based on the total number of points you accumulate divided by the total number of possible points you could have earned (400 points plus extra credit). Your letter grade will be assigned according to the following percentage scale:

97 - 100 = A+	87 – 89 = B+	77 – 79 = C+	67 – 69 = D+	0 – 59 = F
94 - 96 = A	84 – 86 = B	74 – 76 = C	64 – 66 = D	
90 – 93 = A-	80 – 83 = B-	70 – 73 = C-	60 – 63 = D-	

This fixed grading scale is used so that you know what you need to do in order to attain your desired grade. However, I reserve the right to lower the scale (I will not make it more stringent).

Your learning will be assessed in the following manner:

3 take-home essays: 15%
Correct answer points: 10%
Participation points: 5%
Midterm: 20%
Research Project (includes a Research Paper and Poster): 25%
Final Exam: 25%

Grade Appeals: You have the right to appeal any grade you feel was unfair. If you wish to appeal your grade, you must do so by submitting an email of appeal to the Professor within 72 hours from distribution of the grade. The email of appeal should contain the following items: (1) reason for the dispute, (2) an attached word document containing an essay clearly articulating why the answer given fulfilled the criteria for the correct answer, complete with references to lectures and class readings, and (3) proposed course of action. Professor will review the appeal and respond. Please be aware that a review could result in the lowering *or* improvement of the grade. Furthermore, the appeal will not be processed unless all `components are included in the email.

Academic Honesty: University policy mandates that the highest level of academic integrity be maintained on this campus. The University's policy on academic honesty can be found at this web address: http://studentlife.ucmerced.edu/what-we-do/student-judicial-affairs/academicy-honesty-policy. Infringements include cheating on exams in any form, representing the work of others as your own, and plagiarizing/failing to properly acknowledge the intellectual property of others. This policy will be strongly adhered to in this course. Violation of academic integrity policies can result in an assignment of zero points to the work in question, assignment of a failing grade in the course, and/or a report to the Office of Judicial Affairs.

Academic Assistance:

The Professor can help you understand the relevant course material and what is required of you in this course. Stop by during scheduled office hours to get help when you need it. However, if you need help more generally with your academic skills and approach to learning, please turn to the *Student Advising and Learning Center*, which has numerous resources that can be helpful to you (http://learning.ucmerced.edu/student-advising-and-learning-center).

Student Accessibility: UCM provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the UCM Disability Services Center located in KL 109 (http://disability.ucmerced.edu/2.asp?uc=1&lvl2=7&contentid=6) to obtain assistance or coordination with this course. It is also helpful if you inform the Professor of your special needs

Class Policies: I will discuss class policies during lecture. Here is a list of some of the class policies. This list is not a comprehensive list and I reserve to right to implement new class policies as I see fit.

Email communication with instructor: Your first point of contact should be with the TA or coming to my office hours. Students are expected to communicate over email in a respectful and professional manner. Students are expected to communicate with the instructor and TA using their UC Merced email account which is provided by the University.

Conduct: Students are expected to show a high degree of respect towards instructors and fellow classmates. Students are expected to communicate with their instructors and fellow classmates in a respectful manner. During discussions, disagreements and debates are expected to be conducted civilly with no raised voices or all cap messages. Students should not interrupt the instructor or other students. Students should separate disagreements over scientific methods, findings, and policy implications from personal attacks. No personal attacks are allowed during class discussions. In particular, students are expected to avoid at all times:

- interrupting class by coming after instruction has started
- speaking at inappropriate times, which includes having conversations with others in class,
- engaging in loud or distracting behaviors,
- sleeping in class,
- taking frequent breaks,
- using inappropriate, including verbally abusive, language,
- displaying defiance or disrespect to others, or
- behaving aggressively toward others

Students who engage in these inappropriate behaviors may be asked to leave the class and may in addition be subjected to disciplinary action.

Cell phones: Students are asked to turn off cell phone ringers while in class and to refrain from using their phone during class.

Texting/Email/Internet Surfing: You may only use a computer or tablet for referencing class readings that you have already downloaded, or for uses approved by disability services. You must download the readings prior to class, you may not download readings during class. If we see you using the web, facebook, emailing, or using technology for a non-approved usage, we will ask you to shut down the technology immediately for the rest of the duration of the class regardless of whether or not you are using it to take notes or access class readings.

Recording: You may not tape, film, take a photo, or make a video/oral recording of anyone in class (including with a cell phone or note-taking pen) without my prior permission.

Tentative Course Schedule:

Assigned readings should be read ***prior*** to the specified class meeting.
This is not a contract. The instructor reserves the right to make any changes to the schedule at any time during the course as appropriate. Students will be informed of changes in advance via UCMCROPS.

Week	**Topic**	**Readings**
Introduction		
Week 1	Introduction to the course Introduction to Public Health concepts	Research articles
Week 2	What is the life course approach? What is the second generation? Race, refugees, immigration, and second generation status in the US after 1964	Research articles

Theories of Immigration and Health

Week 3	Healthy Migrant Theory and the Latino Paradox	Research articles
Week 4	Assimilation theory: acculturation and health	Research articles
Week 5	Rural / urban migration and health	Research articles
Week 6	Midterm #1	Research articles
	How to complete your research project	
Week 7	Forced Migration and health	

Health between generations

Week 8	Differing conceptions of health and health care	Research articles
Week 9	Child health	Research articles
Week 10	Maternal and reproductive health	Research articles
Week 11	Chronic diseases	Research articles
Week 12	Gender and sexual health	Research articles
Week 13	Alcohol, tobacco, and drug use	Research articles
Week 14	Aging and the life course	Research articles
Week 15	Mental health	Research articles
Week 16	Public health policy and immigrant health	
Final	Final Exam	

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SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS

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April 23, 2014

To: Undergraduate Council

Re: Minor in Community Research and Service Proposal

On April 8, 2014, the School of Social Sciences, Humanities and Arts Curriculum Committee unanimously voted to approve the *Minor in Community Research and Service* proposal.

On April 21, 2014, the voting period to consider the *Minor in Community Research and Service* concluded with the proposal being approved by the SSHA faculty. Therefore, on behalf of the School of Social Sciences, Humanities and Arts, I submit to you the *Minor in Community Research and Service* proposal (17 votes for; 1 vote against; 0 abstention; 63 ballots not returned*).

A copy of the *Minor in Community Research and Service* proposal is enclosed for your review. We request that the proposal be approved effective Fall 2014. The SSHA assessment specialist supported the faculty efforts in the creation of the PLOs, curriculum map and corresponding multi-year assessment plan, ensuring compliance with campus guidelines.

Thank you for your consideration.

Mark Aldenderfer
Dean, SSHA

CC: Sholeh Quinn, Chair, SSHA Curriculum Committee
James Ortez, Assistant Dean, SSHA
Megan Topete, Manager of Instructional Services, SSHA
Morghan Young Alfaro, Manager of Student & Program Assessment

Enclosure

*Faculty were notified that a lack of response would be considered implicit approval.

DATE: April 3, 2014
TO: SSHA Curriculum Committee
FROM: Robin DeLugan on behalf of the Community Research & Service Minor Faculty Team
Cc: Alex Whalley, Elliott Campbell, Steve Roussos
RE: Community Research & Service Minor Proposal Supporting Information

You request that we provide information on the resources utilized by the UC Berkeley Global Poverty & Practice Minor. Both the proposed UCM Community Research and Service Minor and the UCB Global Poverty & Practice Minor were inspired by Blum Center goals and funding to our campuses. But both also align with the preexisting vision and aspirations of each respective campus. While the two Minors are fundamentally different in structure (as I outline below), there are common categories of resources that will ensure the success of the Community Research and Service Minor.

Global Poverty & Practice Minor requires 5 courses plus a field experience. Three core classes required for the Minor are: The Intro course GPP 115: Global Poverty: Challenges and Hopes in the New Millennium taught each Fall by Professor Ananya Roy; IAS 105: The Ethics, Methods, and Pragmatics of Global Practice is taught Fall and Spring by a lecturer; and following a required summer field experience students in the Minor are required to take a Reflection Course (which can be a course offered by the Minor and taught by a lecturer, an independent study, or appropriate alternative such as a thesis or senior project in major area of study). Two directed electives complete the Minor.

Community Research and Service Minor is creating just one new course CRS 195: Community Research and Service Experience that we intend to be taught by ladder rank faculty (see possible course buy-out under teaching resources below)

Global Poverty & Practice Minor is structured whereby students conduct their field experience in the summer and the Berkeley Blum Center provides funding for students through a competition for scholarships (many of whom satisfy their field experience internationally). The Berkeley field experience happens outside of a formal class.

Community Research and Service Minor builds the student's field experience into the academic year course offerings and we anticipate most of the community research experiences to be linked to Merced, Merced County, San Joaquin Valley. or nearby Sierra Nevada.

The resources for the Global Poverty & Practice Minor as well as for the Community Research and Service Minor can be grouped as follows:

<u>Support Staff</u>
The Global Poverty & Practice Minor, the largest and most visible Minor on Berkeley's campus, has a full time Student Affairs Officer. This person is several levels up in the SAO classification and their experience allows them to advise students, participate in program development, outreach and marketing, and assist with off-campus relationships. Berkeley has a second SAO whose responsibilities extend beyond the Minor to other Blum Center activities. Of course the Community Research and Service Minor, as any program or Minor, would benefit from having such a staff person. In our opinion the potential for external funding of CRS-related activities may also justify such an investment should the Minor grow. And this would also alleviate workload of SSHA advising.

<u>Teaching Resources</u>

The Global Poverty & Practice Minor has created agreements to buy out faculty participation; and funding is required to hire lecturers.
Stipends or honorariums have been provided to visiting professors who have also assisted with course development.
GSI/TA's assist with large intro class and with some local project coordination.

Money for Students [For UCM: Money to support Projects/Partnerships]
One fundamental difference in the two programs, based in part on the campus culture and the students served, is that in general the UCB team is less involved with ensuring that there are field projects for student participation…students set this up on their own.
At UCM resources will be required to develop courses linked to robust community-based research projects. Similar to the current staff support for Engineering Service Learning (funded by a combination of gift and university general funds), staff to help coordinate Community Research and Service projects (see above) will be necessary to institutionalize the experiences for SSHA students in substantially larger numbers. Other resources such as stipends for community partners would also be useful for developing ongoing and robust community-based research projects, but these obviously must be derived from external sources of funding.

We should be cautious about using UCB's capacity as a gauge of what we may need to launch the UCM Minor, and it should be noted that it took several years for Berkeley to establish the resources discussed above. Our position is that the resources to launch the Community Research and Service Minor are present and sufficient.

I hope this information is useful. Please let me know if we can provide any additional information.

Community Research and Service Minor
School of Social Sciences, Humanities & Arts
UC Merced

Addressing the complexity of local, regional and global poverty requires the knowledge and problem solving strategies from diverse academic fields. UC Merced's purposeful location in the San Joaquin Valley and nearby Sierra Nevada, a region characterized by disadvantages in the environment, economics, education, health, and civic engagement, invites this academic program that focuses on ways to transform poverty into prosperity. Community-engaged research contends that change happens when individuals and groups of people are empowered with the knowledge and skills to effect change. University-community collaboration can advance this goal.

The Community Research and Service (CRS) minor provides students with the opportunity to apply the concepts and research methods they have learned in engineering, natural sciences, social sciences, humanities, or arts to improving the quality of life locally, regionally, and more broadly. Central to the Community Research and Service minor is an experience that provides students with practical research and collaborative problem solving intended to enhance professional development.

The following three themes define the minor:

- *Analytics of Prosperity*– understanding data and using scientific measures to ensure that our activities actually improve quality of life
- *Sustainability*– taking environmentally, economically, and socially sound approaches to growing prosperity
- *Community-engaged innovation*- identifying new problems and solving old problems in new ways via collaboration that values local knowledge.

These themes will be explored through the lower division CORE 1, and students will be able to develop understandings in "analytics of prosperity", "sustainability" and/or "community-engaged innovation" by completing particular elective courses as outlined below.

Two courses define the minor:

CORE 1:
This course provides foundation for UC Merced's general education program with a strong emphasis on writing, quantitative reasoning, critical thinking, and understanding events in their historical and cultural contexts. Core 1 is designed to introduce students to UC Merced's faculty, our research, and the academic fields in which we work.
There will be no impact on enrollment in CORE 1. There will be no specialized sections of CORE 1. Faculty affiliated with the Minor offer to donate time to provide lectures regarding our specific research areas and available research opportunities

CRS 195: Community Research and Service Experience (1-5 units variable)
This course fills a requirement of the Community Research and Service minor by providing students with a community-based undergraduate research experience. Students will maintain "field notes" or "lab notebooks", while in-class meetings may allow for ongoing reflection on the community research and service experience. Students will produce a final paper about the field experience that incorporates relevant academic literature and that assesses the impact of the university-community engagement experience. The UC Merced Blum Center will coordinate ongoing opportunities for community research and service experiences. Other faculty-coordinated projects in any discipline can also satisfy this requirement. Also satisfying this requirement will be equivalent SSHA discipline-based 195 (Directed Group Research) or ENG 197 (Engineering Service Learning) courses that meet the criteria of the minor, namely community-based research and service that is focused broadly on community equity and sustainability [Pre-requisite: restricted to Juniors and Seniors; *may be taken twice for credit*]

Complementing these two core classes will be a "methods" course. For this minor, "methods" refers to the fundamental course(s) in each academic discipline that instruct students in ways of designing and conducting research; asking and answering questions and analyzing results; and producing creative works. While it may be optimum for the methods course to be taken prior to Community Research and Service Experience, this is not required. We envision a two-way

street where students training in "methods" can enhance the research and service experience, but also how involvement in a community-based experience can enrich the education students receive in "methods". The principle is that no matter what the academic major, students' academic and professional training will be enhanced through linking "methods" with the community research and service experience.

Students minoring in Community Research and Service will become affiliated scholars of the UC Merced Blum Center. This will provide students with the opportunity to network with UC Merced students, faculty, and staff and community stakeholders to pursue academic and professional interests related to transforming poverty into prosperity.

Program learning outcomes
Graduates with a minor in Community Research and Service will demonstrate the knowledge, skill, ability, attitude and disposition to:

1. Analyze core knowledge about local San Joaquin Valley and Sierra Nevada conditions including global analogs as related to the transformation of poverty to prosperity
2. Apply the key concepts of analytics of prosperity, sustainability, and community-engaged innovation.
3. Organize scholarly questions of significance, and synthesize evidence to answer these questions
4. Communicate scientific and scholarly information to academic and non-academic audiences.

Faculty Advisory Committee
A Faculty Advisory Committee will be responsible for ensuring that core classes are offered; for approving requests to have particular classes count for the minor and for adding new courses to the list of regularly taught classes that count for the minor; and for assessing the minor.

Resources
The resources required to administer and assess the minor will be provided by SSHA, with support from SOE advisors for engineering students integrating the minor into their curricula. At the same time courses and experiential learning with the level of intense community engagement envisioned for this minor are beyond the norm. For example, the liaison with community partners in order to identify community-inspired research and service activities will eventually require a Project Coordinator for maximum effectiveness and impact, which is beyond that required to administer most minors.

For that reason, additional public and private support beyond the baseline level provided through tuition and state appropriations for undergraduate instruction will be required to make this program a UCM signature success. Generous infusions of such funds for related purposes have already occurred, including gifts from the Foster Family, PG&E, UCOP for the UCM Blum Center, Richard C. Blum, Dr. and Mrs. Vikram Lakireddy, and Wells-Fargo. In addition, the UCM Office of Student Affairs has a fraction of a staff person to support co-curricular service learning funded by student fees. The School of Engineering leverages baseline state funds with gifts from the Foster Family and PG&E to support an Assistant Director for Engineering Service Learning. And finally the Vice Chancellor for Research funds the Research Center for Community-Engaged Scholarship (ReCCES), which certainly has overlap with student experiences that would apply to the minor. As success of the minor builds, we will need and we anticipate attracting gifts and other public funds to provide sustainable support for staff to coordinate ongoing community research and service opportunities and to foster opportunities for faculty to participate and interact vis-à-vis the minor. We will of course request campus funding for commensurate additional advising, assessment, and program coordination support if the minor grows substantially.

For the first two years we have resources committed to accommodate a maximum of 80 minors each year. As part of Strategic Academic Focusing we are requesting resources to expand the capacity beyond that amount. This will be for resources administering, advising, and staffing the minor.

CORE 1: With its focus on interdisciplinary problem solving and emphasis on orienting students to "the world at home, and (being) at home in the world", CORE 1 is an ideal foundation for the Community Research and Service Minor. CORE 1 coordinators and the Vice Provost/Dean of Undergraduate Education have been consulted about CORE 1 counting as a requirement for the minor. We discussed the new UGC policy, which will require students to complete CORE 1 in freshman or sophomore years; and raised the issue of junior transfers or seniors. The recommendation is that junior transfers or seniors who enroll in the Community Research and Service minor be given an exception to policy so as to complete CORE 1 in their junior or senior year. Transfer students would file the minor before requesting the exception through UG Education to take CORE 1. Junior transfers will be required to complete CORE 1 prior

to completing 20 units at UC Merced. This would mean completing CORE 1 in their first year of transfer, which should then give them time to complete the minor and normal progress.
Marketing info about the minor can be sent to incoming transfer students to alert them about the opportunity.

Requirements for the Community Engaged Research minor
To receive a minor in Community Engaged Research, a student must complete the following requirements.

General guidelines
To declare a minor, students must have an overall grade point average of 2.0 (C) or better. Students from all schools should consult an advisor in the School of Social Sciences, Humanities & Arts to officially declare the minor and plan their courses.

The following guidelines must be adhered to:
- At least five courses, four of which must be upper division, must be taken for a letter grade.
- At least three of the required courses must be taken at UC Merced.
- Only one course may be used to satisfy two minor programs' requirements.
- Only one course may be used to satisfy both a minor and a major requirement.
- A minimum overall grade point average of 2.0 (C) in upper division courses is required.
- Work for the minor must be completed within the 150 unit maximum limit for graduation.
- If the student's major and minor are in different schools, the higher unit maximum will apply.
- Students must consult the UC Merced General Catalog for prerequisites to required courses.
- The minor will appear on the student's transcript and diploma; minor emphasis will not be appear on the transcript or diploma

Below are courses that satisfy requirements for the Community Research and Service minor. All of these courses must be taken for a letter grade. At least four of these courses must be unique to the Community Research and Service minor, i.e. they may not be also used to satisfy a major requirement. If more than one of the required courses for the Community Research and Service minor is also needed to satisfy a major requirement, one or more additional upper division or graduate course (worth at least 3 units) must be completed.
Course work requirements*:

1. Two core courses: CORE 1; Community Research and Service 195 [or equivalent SSHA disciplinary 195's (Directed Group Research) and Engineering 197 (Engineering Service Learning)] [8 units]
2. One upper division course in the area of methods [4 units]
3. Two upper division courses for eight units that explore sustainability, analytics of prosperity or community engaged innovation.[8 units]

- As new courses become available they will be added as options to the upper division electives. Students may be able to satisfy the requirements for the minor using additional courses that are not listed below. However, students must receive approval the Community Research and Service Minor Faculty Advisory Committee before completion of their course work.

*Community Research and Service Minor**

	Area	Course	Units	Pre-requisites (as listed in the 2011-2013 Catalogues)
Required Lower-Division Core Course, 4 units		CORE 1: The World at Home	4	No pre-requisite
Required Upper-Division Core Course, 4 units total	Community-based Undergraduate Research Experience	CRS 195: Community Research and Service Experience. Note: Can also be satisfied through equivalent SSHA discipline-based 195 courses (Upper Division Undergraduate Research); PH 181: Public Health Research; or Engineering Service Learning 197	Minimum of 4	
Additional Required Upper Division Course, 3-4 Units (Choose 1 from this list)	Methods. "Methods" refers to the fundamental course(s) in each academic discipline that prepare students in ways of designing and conducting research; asking and answering questions and analyzing results; and producing creative works. This list is illustrative and not exhaustive.	ANTH 170: Ethnographic Methods	4	ANTH 1 or Junior Standing
		BIO 175: Statistics	4	MATH 18 or 32 plus MATH 12 or 220 or 30
		BIOE 150: Bioengineering Design	3	CHEM 8 and ENGR 45 and ENGR 120 and ENGR 130 and MATH 21 and BIO 2 and ENGR 165 and ENGR 166 and BIOE 103 and BIO 161
		CSE 100: Algorithm Design and Analysis	4	CSE 031
		CSE 170: Computer Graphics	4	CSE 032
		ECON 100: Intermediate Microeconomic Theory	4	ECON 001 and (MATH 021 or MATH 011).
		ECON 130: Econometrics	4	ECON 10 or POLI 10 and MATH 21
		ENVE 105: Environmental Data Analysis	3	MATH 021, PHYS 8
		ENVE 155: Decision Analysis in Management	4	ECON 100 or MGMT 100 + ECON 10 or POLI 10 or Consent
		ENVE 190: Environmental Engineering Capstone Design	3	Senior Standing and ENVE 100 and ENVE 110 and ENVE 130 (may be taken concurrently) and ENVE 160 (may be taken concurrently)
		ESS 132: Applied Climatology	3	ENVE 110 or ESS 110 or consent of instructor
		GASP 133: Theory and Method of Ethnomusicology	4	Junior Standing
		GASP 171: Museums as Contested Sites	4	Junior Standing and GASP 001 or (GASP 002 or GASP 003 or GASP 004 or GASP 005) and (GASP 101 or GASP 102 or GASP 103 or GASP 104) or consent of instructor.
		GASP 172: Curatorial Methods and Practices	4	Junior Standing and GASP 101 or GASP 102 or GASP 103 or GASP 104 or GASP

				171. *Permission of instructor required.*
		GEOG 141: Environmental Science and Policy	4	WRI 10 (and any course in BIO, ECON, ESS, ENVE or POLI)
		HIST 100: The Historians Craft	4	Junior standing or consent of instructor; History majors only
		ME 170: Mechanical Engineering Capstone Design	3	Senior standing and ME 120 and ENGR 135 and ME 137
		MGMT 130: Econometrics	4	ECON 010 and (MATH 011 or MATH 021).
		MSE 120: Materials Capstone Design	3	Senior standing and MSE 112 and MSE 113 or consent of instructor. Materials Science and Engineering majors only
		PH 111: Social Epidemiology	4	PH 001 or permission of instructor
		PH 112: Health Services Research	4	PH 001 or PH 100 or PH 005
		PH 115: GIS Mapping	4	PH 001 or PH 100 or PH 105
		POLI 170: Theoretical Models in Politics	4	POLI 10 or ECON 10
		POLI 175: Advanced Analysis of Political Data	4	MATH 005 or MATH 011 or MATH 021 or POLI 010.
		SOC 170: Qualitative Research Methods	4	SOC 1 or ANTH 1 or POLI 1
		SOC 175: Topics in Advanced Sociological Research Methods	4	SOC 001 and SOC 010 and SOC 015, with a grade of B or better
		SPAN 107: Spanish for Health Professionals	4	SPAN 4 or SPAN 011 or equivalent score on Spanish placement exams
		SPAN 108: Spanish for Business and Management	4	SPAN 4 or SPAN 011 or equivalent score on Spanish placement exams
ELECTIVES [8 units]	Analytics of Prosperity			
		ANTH 120: Introduction to Medical Anthropology	4	ANTH 1 or ANTH 5; or junior/senior standing; or consent of instructor.
		ECON 156: Urban and Regional Economics	4	ECON 100
		HIST 123: Comparative Race and Ethnicity in the United States	4	HIST 016 or HIST 017
		HIST 127: Local Harvest, Global Industry: History of the Production and Consumption of Food	4	HIST 016 or HIST 017
		PH 110: Environmental Health	4	BIO 001 or BIO 063 or PH 001 or PH 100 or PH 105
		PH 113: Latino and Immigrant Health	4	PH 001 or PH 005 or permission of instructor
		PH 125: Emerging Public Health	4	BIO 001 or BIO 003 or BIO

		Threats		110 or PH 100 or PH 105 or PSY 124
		POLI 106 Urban Politics	4	POLI 1
		PSY124: Health Disparities	4	None
		SOC 110: Social Movements, Protest, and Collective Action	4	POLI 1 or SOC 1 or Consent of Instructor
		SOC 132: Sociology of Education	4	SOC 1 or SOC 30 or Consent of Instructor
		SOC 180: Race and Ethnicity	4	SOC or POLI 1 or ANTH 1
		WRI 140: Topics in Ethnic Writing: Writing Race and Ethnicity in the Digital Age	4	WRI 10
	Sustainability	ECON 120: Economics of the Environment and Public Policy	4	ECON 001 OR ESS 001
		ENVE 160: Sustainable Energy	4	ENVE 20 or ESS 20
		ENGR 180: Spatial Analysis	4	MATH 21
		ESS 141: Environmental Science and Policy	4	Lower division ESS. ENVE. BIS. ECON. POLI or PUBP courses; and WRI 10 or consent of instructor
		WRI 115: Topics in Scientific Writing/Environmental Writing	4	WRI 10
	Community Engaged Innovation (Courses listed explicitly involve community engagement opportunities for students)			
		ANTH 110: Migration, Diaspora and Transnational Belonging	4	Junior standing or ANTH 001.
		ANTH 112: Political Anthropology	4	Junior standing or ANTH 001.
		ANTH 114: Social Memory		Junior standing or ANTH 001.
		ANTH 116: Indigenous Activism in the Americas	4	Junior standing or ANTH 001.
		ENG 181: Literature of California	4	(ENG 101 or ENG 102 or ENG 103 or ENG 104 or LIT 020 or LIT 021 or LIT 030 or LIT 031 or LIT 040 or LIT 041) and (ENG 056 or ENG 057 or ENG 058 or ENG 059 or ENG 062 or ENG 065 or LIT 032 or LIT 042 or LIT 055 or LIT 060 or LIT 061 or LIT 063 or LIT 067 or LIT 069)
		MGMT 197: Service Learning: Engineering Projects in Community Service	1-3	Permission of Instructor
		PH 102: Health Behavior and	4	PH 001 or consent of

		Promotion		instructor
		PH 103: Health Communication	4	PH 001 or consent of instructor
		PH 108: Health Care in the San Joaquin Valley	4 (pending UGC approval)	BIO 001 or BIO 003 or PH 001 or PH 100 or PH 105
		WRI 115: Topics in Scientific Writing/Environmental Writing	4	WRI 10
		WRI 140: Topics in Ethnic Writing: Writing Race and Ethnicity in the Digital Age	4	WRI 10

Multi-Year Assessment Plan

Learning Goals

The Community Research and Service minor provides students with the opportunity to apply the concepts and research methods they have learned in engineering, natural sciences, social sciences, humanities, or arts to improving the quality of life locally, regionally, and more broadly. Central to the Community Research and Service minor is an experience that provides students with practical research and collaborative problem solving intended to enhance professional development.

Three themes define the minor:

- *Analytics of Prosperity*– understanding data and using scientific measures to ensure that our activities actually improve quality of life
- *Sustainability*– taking environmentally, economically, and socially sound approaches to growing prosperity
- *Community-engaged innovation* – identifying new problems and solving old problems in new ways via collaboration that values local knowledge

These themes will be explored through the lower division CORE 1, and students will be able to develop understandings in the "analytics of prosperity", "sustainability" and/or "community-engaged innovation" by completing particular elective courses.

Program Learning Outcomes
Graduates with a minor in Community Research and Service will demonstrate the knowledge, skill, ability, attitude and disposition to:

1. Identify and clarify core knowledge about local San Joaquin Valley and Sierra Nevada conditions including global analogs as related to the transformation of poverty to prosperity
2. Apply the key concepts of analytics of prosperity, sustainability, and community engagement/community inspired innovation.
3. Organize scholarly questions of significance, and synthesize evidence to answer those questions.
4. Communicate scientific and scholarly information to academic and non-academic audiences.

Data Collection, Analysis, and Timeline

The following table summarizes the direct and indirect evidence to be used to assess the PLOs.

Lines of Evidence for Assessing Community Research and Service Minor				
Lines of Evidence			**Actions**	
Program Learning Outcome	*Direct*	*Indirect*	*Timeline*	*Performance Goals/Standards (For Direct Evidence)*
1. Identify and clarify core knowledge about conditions of our region and its global analogs as related to the transformation of poverty to prosperity	Final written paper from CRS 195 and from a methods course from the curriculum map.	Exit survey results; focus group	Data analyzed in 2015-2016 and again in 2020-2021	a) The student identifies at least two local or regional conditions that factor into poverty/prosperity with at least one condition relevant to a global analog b) The student describes at least two scenarios/examples of the conditions above c) The student analyzes the dynamics at work in the scenarios/ examples, referencing accurate and relevant research
2. Apply the key concepts of analytics of prosperity; sustainability, and community engagement and community-inspired innovation to improve economic and societal prosperity	Final written paper from CRS 195 and from an elective course from the curriculum map	Graduating senior survey results; focus group	Data analyzed in 2016-2017, and again in 2021-2022	a) The student identifies two qualitative or quantitative outcomes relevant to regional prosperity with at least one outcome relevant to a global analog b) In the context of qualitative or quantitative outcomes relevant to regional prosperity, the student describes the socio-political factors connected to challenges and potential solutions factors outcomes

3. Organize scholarly questions of significance and synthesize evidence to answer those questions	Final written paper from CRS 195 and a methods course from the curriculum map	Exit survey results; focus group	Data analyzed in 2017-2018 and again in 2022-2023	a) The student proposes a hypothesis relevant to regional prosperity b) The student draws on relevant research and course content to evaluate the hypothesis c) The student draws an appropriate conclusion based on the evidence
4. Communicate scientific and scholarly information to academic and non-academic audiences	Final written paper from CRS 195 and a methods course from the curriculum map	Exit survey results; focus group	Data analyzed in 2018-2019 and again in 2023-2024	a) The student identifies the fundamental components of a well-structured argument; b) The student recognizes the pros and cons of different methods of communication, including applicability for specific audiences; c) The student possesses basic knowledge of primary tools and technologies available for communication in various formats; d) The student demonstrates the ability to communicate scientific and scholarly knowledge to others

Engineering Project Review Evaluation & Assessment (Assessment Rubric)

CRITERIA	Unacceptable (1)	Basic (2)	Proficient (3)	Distinguished (4)
Problem Definition and Solution Process (planning, specification, refinement, subsystem definition, design vs. prototype, relevant standards, innovation)	Poor definition of design problem, confusing, jumped to solutions and conclusions without logic, connection of design to system requirements very weak. Highly unbalanced analysis & team contributions, inappropriate tests to validate design	Specifications not well articulated, subsystems detail unevenly defined, unclear on design vs. prototype, key design decisions not supported by engineering, uneven contributions from team, routine, lacks innovation	Fluent with problem ID and specifications, good decomposition of system and detail defined for subsystems, most key decisions supported by engineering analysis, balanced contributions, good innovation	Excellent definition of problem and decomposition into subsystems, proposes correct level of design detail, strong engineering analysis supporting all key decisions, excellent prototype plan, creativity & innovation is apparent
Technical Content (specifications, basis in engineering fundamentals, appropriate modeling & tests, standards & other constraints, proposed solutions)	Confusing, lacks sufficient detail, or provides excessive irrelevant details. Shallow modeling work. Unclear and inaccurate	Too little relevant content, may be difficult to follow and contains inaccuracies. Weak engineering analysis supporting the design.	Good level of relevant technical content, fairly clear and accurate. Very good level of appropriate engineering analysis	Ideal level of technical content, innovative, clearly and accurately explained. Strong engineering analysis, excellent application of modern tools
Community Engagement & Inspiration	No implied or explicit appreciation for challenges unique to the partner community or region	Infrequent evidence for having adapted to the community context rather than apply understandings from their own cultural background	Some appreciation of "one size does not fit all" and that developed world approaches and solution cannot be directly applied in economically-deprived communities	Effective communications with community, obvious cases where a non-obvious approach was created to meet local context
Communication (organization, graphics, presentation style)	Illogical sequence, poor or nonexistent transitions. Presentation sparse, difficult to read or understand, inaccurate; may include far too much text. No eye contact, may appear to be simply reading, monotone voice, grammatical errors. Q&A mistakes, indicates missing the big picture	Organized but may be slightly hard to follow at times, has transitions. Readable, understandable with minimal guidance. Occasional eye contact, with some reliance on notes, may appear underprepared. Q&A shows mixed depth of design and problem	Fairly logical sequence, clear transitions. Relevant images, clear, interpretable, easy to follow and has professional appearance. Good eye contact, appropriate volume, professional delivery. Q&A generally fills in appropriate details.	Logical sequence, coherent, good transitions. Images relevant, accurate, clear, very professional w/appropriate detail. Frequent eye contact, appropriate volume & pacing, very professional and prepared verbal presentation, excellent Q&A, command and understanding

Participants

The Community Research and Service minor will have a Faculty Advisory Committee comprised of UCM faculty with expertise in analytics of prosperity; sustainability; and community-engaged innovation. The committee will conduct regular assessment of the minor. The committee will develop the rubrics for assessing proficiency in the PLOs; select which courses and PLOs to be assessed; and prepare assessment reports in a timely fashion.

Curriculum Map

Course #/ OUTCOMES	1	2	3	4
CORE 1	D	D	D	D
CRS 195	M	M	M	M
"Methods"*				
ANTH 170	D	D	D	D
ANTH 172	D	D	D	D
ARTS 192	D	D	D	D
ARTS 131	D	D	D	D
BIO 175	D	D	D	D
BIO 150	D	D	D	D
CSE 100	D	D	D	D
CSE 170	D	D	D	D
ECON 130	D	D	D	D
ECON 151	D	D	D	D
ENVE 105	D	D	D	D
ESS 132	D	D	D	D
GASP 133	D	D	D	D
GASP 142	D	D	D	D
HIST 100	D	D	D	D
HIST 114	D	D	D	D
LIT 100	D	D	D	D
MGMT 155	D	D	D	D
NSED 100	D	D	D	D
PH 103	D	D	D	D
PH 115	D	D	D	D
POLI 170	D	D	D	D
POLI 175	D	D	D	D

SOC 170	D	D	D	D
SOC 175	D	D	D	D
SPAN 141	D	D	D	D
SPAN 142	D	D	D	D
ELECTIVES*				
BIO 125	D	D	D	D
ECON 156	D	D	D	D
POLI 106	D	D	D	D
PSY 124	D	D	D	D
SOC 110	D	D	D	D
SOC 132	D	D	D	D
SOC 180	D	D	D	D
WRI 140	D	D	D	D
ENG 160	D	D	D	D
ENG 180	D	D	D	D
ESS 141	D	D	D	D
WRI 115	D	D	D	D
ANTH 110	D	D	D	D
ANTH 112	D	D	D	D
ANTH 114	D	D	D	D
ANTH 116	D	D	D	D
ANTH 192	D	D	D	D
BIO 192	D	D	D	D
GASP 192	D	D	D	D
HIST 192	D	D	D	D
ENG 181	D	D	D	D
ENG 192	D	D	D	D
MGMT 192	D	D	D	D
MGMT 197	D	D	D	D
PH 192	D	D	D	D
PHIL 192	D	D	D	D
PSY 192	D	D	D	D
SOC 192	D	D	D	D

WRI 115	D	D	D	D
WRI 140	D	D	D	D
WRI 192	D	D	D	D

*"Methods" refers to the fundamental course(s) in each academic discipline that prepare students in ways of designing and conducting research; asking and answering questions and analyzing results; and producing creative works.
*Electives refer to UCM courses that focus on the orienting themes of the minor: the analytics of prosperity; sustainability; and community engagement/community-inspired innovation.

Map of the Alignment of the PLOs and Eight Guiding Principles of General Education

The Community Research and Service minor aligns with the University of California Merced's Eight Guiding Principles of General Education in the following ways.

1. Scientific literacy: The Community Service Minor electives support students in the analytics of prosperity and sustainability, which introduce students to different forms of scientific data.
2. Decision-making: Through coursework and research and service practicum, students develop an appreciation for the multifaceted factors bearing on real world problem solving and decision-making.
3. Communication: Students in the Community Research and Service minor benefit from the advanced skills in writing and oral communication that are embedded in upper division courses. The written and oral communication skills that we train students in prepare them for academic and professional success.
4. Self and Society: Coursework in the Community Research and Service minor exposes students to perspectives on regional conditions, the role of a research university in regional and global problem solving, and the role of students as citizens and scholars.
5. Ethics and Responsibility: Students come to understand the professional and academic ethics of community-based research and practice.
6. Leadership and Teamwork: The Community Research and Service minor provides opportunities for students to collaborate with fellows students, faculty, and with community partners to demonstrate the role of research for addressing local, regional, or international problem solving.
7. Aesthetic Understanding and Creativity: The Community Research and Service minor demonstrates the role for human creative expression in community-based research and problem-solving.
8. Development of Personal Potential: Students receive support on building professional repertoires of communication for their academic and social trajectories.

In Table I, we display the alignment between the PLOs in the Community Research and Service minor and the *Eight Guiding Principles of General Education*.

Table I: Curriculum Map A: PLOs and UC Merced Guiding Principles

PLO	Scientific Literacy	Decision Making	Communication	Self & Society	Ethics & Responsibility	Leadership &Teamwork	Aesthetic Understanding Creativity	Development of Personal Potential
1	X	X	X	X	X		X	X
2	X	X	X	X	X			X
3	X	X	X	X		X		X
4	X	X	X	X	X	X	X	X

Alignment of the Minor and SSHA Goals
The Community Research and Service minor aligns with SSHA's mission to encourage intellectual growth; preparation of students for marketable, challenging careers and professions; instilling the values of lifelong learning; and encouraging civic responsibility, public service, and understanding in a global society.

Response to University Guidelines for PLOs
1) Is the set of outcomes comprehensive? Does it provide a framework for a curriculum and a degree that is holistic? Yes, the set of outcomes is comprehensive and range from demonstrating knowledge of San Joaquin Valley conditions and global analogs as related to the transformation of poverty to prosperity; ability to apply key concepts applicable to the minor's guiding themes of "analytics of prosperity", "sustainability", and "community engagement and community-inspired innovation"; demonstration of ability to ask and answer scholarly questions; and demonstration of ability to communicate knowledge to academic and non-academic audiences

5) Are specific, active verbs used to describe how students will demonstrate learning? For example, upon reading a PLO, could a student or faculty member imagine the kind of assignment or prompt that might be asked of a student in order to evaluate student abilities? Or, to put it another way, are the PLOs measurable?
Specific, active verbs to describe how students will demonstrate learning have been incorporated into the minor's PLOs. These include: analyze, apply, organize, synthesize, and communicate. The verbs are intended to assist in creating clear assignments for students that will provide measurable evidence of proficiency.

7) Do the PLOs articulate intellectual skills, knowledge, and values appropriate for a graduate at the given degree level (B.A./B.S., Masters or PhD)? Yes, the PLOs articulate skills in scientific literacy; core concepts applicable to the minor's guiding themes of "analytics of prosperity", "sustainability", and "community engagement and community-inspired innovation"; research methods and the research process (including the production of creative work): identifying and asking scholarly questions, gathering, analyzing and synthesizing data; and communicating the results of research. These skills, knowledge and values are appropriate for a student graduating with a B.A. or a B.S.

Sample General Catalog Text:

Community Research and Service Minor

Addressing the complexity of local, regional and global poverty requires the knowledge and problem solving strategies from diverse academic fields. UC Merced's purposeful location in the San Joaquin Valley and nearby Sierra Nevada, a region characterized by disadvantages in the environment, economics, education, health, and civic engagement, invites this academic program that focuses on ways to transform poverty into prosperity. Community-engaged research contends that change happens when individuals and groups of people are empowered with the knowledge and skills to effect change. University-community collaboration can advance this goal.

The Community Research and Service (CRS) minor provides students with the opportunity to apply the concepts and research methods they have learned in engineering, natural sciences, social sciences, humanities, or arts to improving the quality of life locally, regionally, and more broadly. Central to the Community Research and Service minor is an experience that provides students with practical research and collaborative problem solving intended to enhance professional development.

The following three themes define the minor:

- *Analytics of Prosperity*– understanding data and using scientific measures to ensure that our activities actually improve quality of life
- *Sustainability*– taking environmentally, economically, and socially sound approaches to growing prosperity
- *Community-engaged innovation*- identifying new problems and solving old problems in new ways via collaboration that values local knowledge.

Lower Division Minor Requirement [4 units]

Complete the following course:

- CORE 001: The World at Home [4 units]

Upper Division Minor Requirements [16 units]

Complete the following courses:

- CRS 195: Community Research and Service Experience OR equivalent SSHA 195 OR ENGR 197 [4 units]
- One Upper Division Course in the area of Methods [4 units]*
- At least two courses that address topics in sustainability, analytics of prosperity or community engaged innovation, of which 8 units must be upper division [8 units]*

* Please consult a SSHA Advisor, visit SSHA Advising website (ssha-advising.ucmerced.edu) or MyAudit for a list of approved courses. As new courses become available they will be added as options to the upper division electives. Students may be able to satisfy the requirements for the minor using additional courses that are not listed. However, students must receive approval the Community Research and Service Minor Faculty Advisory Committee before completion of their course work.

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SCHOOL OF ENGINEERING
E. DANIEL HIRLEMAN, DEAN

UNIVERSITY OF CALIFORNIA, MERCED
5200 N. LAKE ROAD
MERCED, CALIFORNIA 95344
PHONE: (209) 228-4411
FAX: (209) 228-4047

March 25, 2014

To: Dr. James Ortez, Assistant Dean, SSHA
SSHA Curriculum Committee
Undergraduate Curriculum Committee

Colleagues,

We are pleased to support the Community Research and Service Minor. This Minor will have no significant resource implications for our units.

Juan C. Meza, Dean, School of Natural Sciences

Elizabeth Whitt, Vice Provost and Dean, Undergraduate Education

E. Daniel Hirleman, Dean, School of Engineering

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PHONE: (209) 228-4411
FAX: (209) 228-4047

March 25, 2014

To: Dr. James Ortez, Assistant Dean, SSHA
SSHA Curriculum Committee
Undergraduate Curriculum Committee

Colleagues,

I hereby authorize the following courses to be used as methods courses in the Community Research and Service Minor.

CSE 100
CSE 170
ENVE 105
ENVE 155
ENVE 190
ME 170
MSE 120

E. Daniel Hirleman, Dean, School of Engineering

Subject: ANTH Courses for the Community Research and Service Minor
Date: Monday, February 24, 2014 at 8:27:30 PM Pacific Standard Time
From: Kathleen Hull
To: Robin DeLugan

Robin:

Thanks for sharing the proposal for the Community Research and Service minor. The ANTH program supports this new proposal, and approves inclusion of ANTH 170 (Ethnographic Methods) as an option to fulfill the methods requirement in the minor.

Please note that, to date, ANTH 170 has been offered every other year, but we anticipate that this class will be offered every yearbeginning AY 2014-15. Thus, we do not foresee any problem in accommodating the additional enrollment that will be generated as a result of the CRS minor.

Regards,
Kathleen

Subject: Re: FW: Community Research and Service Minor "Methods" Requirement
Date: Thursday, February 20, 2014 at 2:06:06 PM Pacific Standard Time
From: Alex Whalley
To: Robin DeLugan

Hi Robin,

Methods for econ and management would be any of:
Econ 10
Econ 100
Econ 130
Mgmt 130

Best,

Alex

On Wed, Feb 19, 2014 at 6:47 PM, Robin DeLugan <rdelugan@ucmerced.edu> wrote:

Hi Alex,

I am sending the email below to SSHA program leads to get their approval to include their classes as counting for our "methods" requirement. Can you confirm for the ECON and MGMT classes that we are including as "methods". I've asked Elliot to help with ENG and NS courses listed.

Thanks!

Robin

With Alex Whalley, Elliott Campbell (Engineering), Steve Roussos (UCM Blum Center/ReCCES, I am developing a new minor "Community Research and Service". We plan for the minor to be administered by SSHA and will soon begin the formal submission and review process.

Here is a blurb from the proposal:

Addressing the complexity of local, regional and global poverty requires the knowledge and problem solving strategies from diverse academic fields. UC Merced's purposeful location in the San Joaquin Valley (SJV), a region characterized by disadvantages in the environment, economics, education, health, and civic engagement, invites this academic program that focuses onways to transform poverty into prosperity. Community-engaged research contends that change happens when individuals and groups of people are empowered with the knowledge and skills to effect change. University-community collaboration can advancethis goal.

The Community Research and Service minor provides students with the opportunity to apply the concepts and research methods they have learned in engineering, natural sciences, social sciences, humanities, or arts to improving the quality of life locally, regionally, and more broadly. Central to the Community Research and Service minor is an experience that provides students with practical research and collaborative problem solving intended to enhance professional development.

There are 3 required courses and 2 electives (wide range of courses)
CORE 1 (which will be tweaked somewhat to ensure that it addresses San Joaquin Valley conditions (and global analogs), analytics of prosperity, sustainability (economic, environmental and socio-cultural),

Subject: Fwd: FW: Minor
Date: Tuesday, February 25, 2014 at 1:13:05 PM Pacific Standard Time
From: Elliott Campbell (sent by elliott.campbell@gmail.com <elliott.campbell@gmail.com>)
To: Robin DeLugan

---------- Forwarded message ----------
From: **Elliott Campbell** <ecampbell3@ucmerced.edu>
Date: Tue, Feb 25, 2014 at 1:10 PM
Subject: Re: FW: Minor
To: Marilyn Fogel <mfogel@ucmerced.edu>

many thanks marilyn!

On Tue, Feb 25, 2014 at 1:03 PM, Marilyn Fogel <mfogel@ucmerced.edu> wrote:

Dear Elliot,

The ESS faculty would be happy to be included in the minor that you are proposing. See Peggy's note on who teaches the classes you've listed below. Tony Westerling is the faculty member who is presently doing these.

Marilyn

From: Peggy ODay <poday@ucmerced.edu>
Date: Tue, 25 Feb 2014 11:56:24 -0800
To: Marilyn Fogel <mfogel@ucmerced.edu>
Subject: Re: Minor

Tony Westerling teaches both of these on a regular basis. ESS 141 is required for the ESS major and must be taught every year. I think Tony has been offering 132 every other year --

Peggy

****

Peggy O'Day
Professor & Founding Faculty
School of Natural Sciences
University of California, Merced
5200 North Lake Road
Merced, CA 95343
(209) 228-4338
poday@ucmerced.edu

On Feb 25, 2014, at 10:56 AM, Marilyn Fogel wrote:

> Hi Peggy, Who teaches these classes? Have they been taught before? Do we have anything else that would fit into the community engaged research theme that you can think of?
>
> Marilyn
>
> ---
>
> **From:** Elliott Campbell <ecampbell3@ucmerced.edu>
> **Date:** Mon, 24 Feb 2014 20:39:11 -0800

Subject: Re: Community Research and Service Minor "Methods" Requirement
Date: Tuesday, February 25, 2014 at 1:12:52 PM Pacific Standard Time
From: Elliott Campbell (sent by elliott.campbell@gmail.com <elliott.campbell@gmail.com>)
To: Robin DeLugan

Hi Robin,

The ESS classes are regularly taught and the chair Marilyn Fogel was supportive of the minor proposal. I'll forward you Marilyn's email. Two of the BIO courses (BIO 125 and BIO 192) are not being offered and the third might start being offered by an incoming faculty member. I'll forward you that email as well.
best,
Elliott

On Fri, Feb 21, 2014 at 5:23 PM, Robin DeLugan <rdelugan@ucmerced.edu> wrote:
Hi Elliott,

It means asking the programs, for example for Anthropology I checked with our program lead Kathleen Hull; for Psychology I checked with the program lead for Psychology. Does this make sense?

Robin

From: Elliott Campbell <ecampbell3@ucmerced.edu>
Date: Friday, February 21, 2014 at 5:09 PM
To: Robin DeLugan <rdelugan@ucmerced.edu>
Subject: Re: FW: Community Research and Service Minor "Methods" Requirement

hi robin,
thanks again for your patience this week! is the idea here to ask the curriculum committee to make sure we don't swamp their resources by adding to their enrollment or is the idea to ask the instructors of each of the specific classes?
thanks,
elliott

On Wed, Feb 19, 2014 at 6:27 PM, Robin DeLugan <rdelugan@ucmerced.edu> wrote:
Hello Elliott,

I can use your help. Can you contact the program leads in Engineering (maybe its you? Or Dan?) and Natural Science to confirm that its okay to list their courses as a way to satisfy the "methods" requirement. I'll contact the SSHA programs. If convenient, you can tweak the message below that I am using for the SSHA program leads.

Let me know if you can help with this task.

Thanks!

Robin

From: Robin DeLugan <rdelugan@ucmerced.edu>
Date: Wednesday, February 19, 2014 at 6:19 PM
To: Nella Van Dyke <nvandyke@ucmerced.edu>
Subject: Community Research and Service Minor "Methods" Requirement

Subject: Re: Community Research and Service Minor "Methods" Requirement
Date: Monday, February 24, 2014 at 9:27:23 PM Pacific Standard Time
From: ShiPu Wang
To: Robin DeLugan

See below from yesterday, Robin.

From: SP W <swang7@ucmerced.edu>
Date: Sunday, February 23, 2014 at 9:59 AM
To: Robin DeLugan <rdelugan@ucmerced.edu>
Subject: Re: Community Research and Service Minor "Methods" Requirement

Not at all, Robin. Happy to contribute.
ShiPu

On Feb 23, 2014, at 9:33 AM, "Robin DeLugan" <rdelugan@ucmerced.edu> wrote:

> Great! So you don't mind if I include in the minor then?
>
> Thanks!
>
> Robin

From: Robin DeLugan <rdelugan@ucmerced.edu>
Date: Monday, February 24, 2014 at 8:27 PM
To: SP W <swang7@ucmerced.edu>
Subject: Re: Community Research and Service Minor "Methods" Requirement

Hello ShiPu,

I'm not sure that you sent me email confirmation that we can include GASP 171 & 172 in the list of courses that can satisfy "methods" for the new Community Research and Service minor. Please let me know as we have to include email confirmation from program leads when we submit the proposal to SSHA Curriculum Committee later this week.

Thanks!

Robin

From: ShiPu Wang <swang7@ucmerced.edu>
Date: Sunday, February 23, 2014 at 7:59 AM
To: Robin DeLugan <rdelugan@ucmerced.edu>
Subject: Re: Community Research and Service Minor "Methods" Requirement

Hi Robin,

The plan is to offer GASP 171 & 172 continuously to maintain a group of student curators who can help run the gallery.

ShiPu

Subject: Re: Community Research and Service Minor "Methods" Requirement
Date: Tuesday, February 25, 2014 at 7:46:44 AM Pacific Standard Time
From: Anthony LeRoy Westerling
To: Robin DeLugan
CC: Anthony LeRoy Westerling, Anthony Westerling

Hi Robin

It is me of course. It is a writing intensive science policy course, offered annually (when I am here) because it is a requirement for the ESS major. You may use it as a methods course for your minor.

regards

t

On Feb 24, 2014, at 9:07 PM, Robin DeLugan wrote:

> Hi Tony,
>
> I don't think I heard back from you re this email below. Can you let me know who is the program lead for GEOG 141. We'd like to include it as a course that can satisfy "methods" for the new Community Research and Service minor, but we need email approval to send along to SSHA Curriculum Committee.
>
> Please let me know.
>
> Thanks!
>
> Robin
>
> ---
>
> **From:** Robin DeLugan <rdelugan@ucmerced.edu>
> **Date:** Wednesday, February 19, 2014 at 6:52 PM
> **To:** Anthony Westerling <awesterling@ucmerced.edu>
> **Subject:** Community Research and Service Minor "Methods" Requirement
>
> Hi Tony,
>
> I'm writing to you re GEOG 141…is this a course that you regularly teach? Alex Whalley, Elliott Campbell (Engineering), Steve Roussos (UCM Blum Center/ReCCES, are developing a new minor "Community Research and Service". We plan for the minor to be administered by SSHA and will soon begin the formal submission and review process.
>
> Here is a blurb from the proposal:
> Addressing the complexity of local, regional and global poverty requires the knowledge and problem solving strategies from diverse academic fields. UC Merced's purposeful location in the San Joaquin Valley (SJV), a region characterized by disadvantages in the environment, economics, education, health, and civic engagement, invites this academic program that focuses onways to transform poverty into prosperity. Community-engaged research contends that change happens when individuals and groups of people are empowered with the knowledge and skills to effect change. University-community collaboration can advancethis goal.

Subject: RE: Community Research and Service Minor "Methods" Requirement
Date: Thursday, February 20, 2014 at 10:43:30 AM Pacific Standard Time
From: Susan Amussen
To: Robin DeLugan

Robin,
I think it would be great to include HIST 100 as a methods course (though you'd find out how differently we think about methods. . .)

Depending on what you're thinking about, there are a number of history courses that in various iterations would fit (Hist 123, HIST 127, especially)

Just FYI, depending on CORE 1 is probably not wise, because it's obvious it's not sustainable, so it may not exist much longer. . . (And I don't have inside knowledge on that, but I read tea leaves well.)
Susan

Susan D. Amussen
Professor of History
Director, Center for the Humanities
University of California, Merced
5200 North Lake Road
Merced, CA 95340
samussen@ucmerced.edu
@susandamussen

From: Robin DeLugan
Sent: Wednesday, February 19, 2014 6:34 PM
To: Susan Amussen
Subject: Community Research and Service Minor "Methods" Requirement

Hello Susan,

This message is directed to you in your role as History program lead. (I will be sending a separate email to you regarding this minor in your role as HWC Chair).
With Alex Whalley, Elliott Campbell (Engineering), Steve Roussos (UCM Blum Center/ReCCES, I am developing a new minor "Community Research and Service". We plan for the minor to be administered by SSHA and will soon begin the formal submission and review process.

Here is a blurb from the proposal:
Addressing the complexity of local, regional and global poverty requires the knowledge and problem solving strategies from diverse academic fields. UC Merced's purposeful location in the San Joaquin Valley (SJV), a region characterized by disadvantages in the environment, economics, education, health, and civic engagement, invites this academic program that focuses onways to transform poverty into prosperity. Community-engaged research contends that change happens when individuals and groups of people are empowered with the knowledge and skills to effect change. University-community collaboration can advancethis goal.

The Community Research and Service minor provides students with the opportunity to apply the concepts and research methods they have learned in engineering, natural sciences, social sciences, humanities, or arts to improving the quality of life locally, regionally, and more broadly. Central to the Community Research and Service minor is an experience that provides students with practical

RE: Community Research and Service Minor "Methods" Requirement

Paul Brown <pbrown3@ucmerced.edu>

Thu 3/27/2014 9:13 AM

To:Robin DeLugan <rdelugan@ucmerced.edu>;

Hi Robin,

Sorry...am in New Zealand...I did not hear any objections, so go ahead and include them,

Paul

PAUL BROWN, PhD
Professor of Health Economics and Public Health
Director, Health Sciences Research Institute

UNIVERSITY OF CALIFORNIA, MERCED
pbrown3@ucmerced.edu
5200 North Lake Road, Merced, CA 95343

From: Robin DeLugan
Sent: Thursday, March 27, 2014 12:37 PM
To: Paul Brown
Subject: Re: Community Research and Service Minor "Methods" Requirement
Importance: High

Hi Paul,

If I don't hear back from you by tomorrow with approval of the PH courses that can also count for the new minor, I"ll have to take them out of the proposal which is going to SSHA Curriculum committee and needs evidence of approval that key courses have approval for inclusion.

Robin

Date: Tuesday, March 25, 2014 at 11:48 AM
To: Paul Brown <pbrown3@ucmerced.edu>
Subject: Re: Community Research and Service Minor "Methods" Requirement

Hi Paul,

Just a quick check in with you about whether your faculty agree to have Public Health courses as outlined below count for the Community Research and Service minor.

Thanks!

Robin

From: Robin DeLugan <rdelugan@ucmerced.edu>
Date: Sunday, March 16, 2014 at 4:46 PM
To: Paul Brown <pbrown3@ucmerced.edu>
Subject: Re: Community Research and Service Minor "Methods" Requirement

Hi Paul,

Here is the minor proposal. You will see that I have included PH 111, 112, 115 as satisfying the "methods" requirement; and PH 181 as serving as equivalent to the CRS community research and service experience. Please let me know at your earliest convenience if this works for your group as we have already begun the process of seeking faculty approval for the minor.

Robin

From: Paul Brown <pbrown3@ucmerced.edu>
Date: Sunday, March 16, 2014 at 4:04 PM
To: Robin DeLugan <rdelugan@ucmerced.edu>
Subject: RE: Community Research and Service Minor "Methods" Requirement

Robin,

I have sent you the syllabus for 181, but here it is again. It will be a new course, offered in Spring of 2015.

Before I confirm, I should pass this by the Public Health group. Can you send me a summary of what you are proposing for the minor?

Paul

PAUL BROWN, PhD
Professor of Health Economics and Public Health
Director, Health Sciences Research Institute

UNIVERSITY OF CALIFORNIA, MERCED
pbrown3@ucmerced.edu
5200 North Lake Road, Merced, CA 95343

From: Robin DeLugan
Sent: Saturday, March 15, 2014 2:29 PM
To: Paul Brown
Subject: Re: Community Research and Service Minor "Methods" Requirement

Hi Paul,

Did we finish this? Did you confirm with the PH group that we can add PH 111, 112, 115 as satisfying the "methods" requirement and for the Community Research and Service minor; and PH 181 as serving the community field experience.

For how long have you offered PH 181? Was it taught last year? If so, I could use some of the summarizing data for our Carnegie application…who could I talk to? Could you send me the syllabus so that I can reference the learning outcomes?

Many thanks!

Robin

From: Paul Brown <pbrown3@ucmerced.edu>
Date: Friday, February 28, 2014 at 8:10 AM
To: Robin DeLugan <rdelugan@ucmerced.edu>
Subject: RE: Community Research and Service Minor "Methods" Requirement

Hi Robin,

Environmental health is PH 110 (not 111). As for 108, I guess it depends on what you mean by 'research based.' Here is the syllabus.

As for the confirmation, sounds like you are asking whether we want to have included the three methods courses and 181 as an internship. If that is correct, then I will confirm with the rest of the group and get back to you.

Paul

Subject: Re: Community Research and Service Minor "Methods" Requirement
Date: Thursday, February 27, 2014 at 3:15:17 PM Pacific Standard Time
From: Nate Monroe
To: Robin DeLugan

Hi Robin, Poli Sci

Sorry for being a bit slow. Yes, you can include 170 and 175 in your proposal. If there is any way to add Poli 10, we would like that too. But, it that isn't possible, then you can go ahead with the other two.

Best,

Nate

Nathan W. Monroe
Associate Professor
Chair of Political Science
University of California, Merced
nmonroe2@ucmerced.edu
http://faculty.ucmerced.edu/nmonroe2/index.htm

On Thu, Feb 27, 2014 at 11:24 AM, Robin DeLugan <rdelugan@ucmerced.edu> wrote:

Don't forget about me:) We are hoping to have this information assembled and ready to go to SSHA Curriculum Committee as soon as possible. (Working against a clock!)

Thanks,

Robin

From: Robin DeLugan <rdelugan@ucmerced.edu>
Date: Monday, February 24, 2014 at 1:48 PM
To: Nathan Monroe <nmonroe2@ucmerced.edu>

Subject: Re: Community Research and Service Minor "Methods" Requirement

Thank you very much!

Robin

From: Nate Monroe <nmonroe2@ucmerced.edu>
Date: Monday, February 24, 2014 at 1:31 PM
To: Robin DeLugan <rdelugan@ucmerced.edu>
Subject: Re: Community Research and Service Minor "Methods" Requirement

Hi Robin,

Ok, I'll check with my faculty ASAP, and try to have an answer by the middle of the week.

Best,

Nate

Nathan W. Monroe

Subject: RE: Community Research and Service Minor "Methods" Requirement
Date: Monday, February 24, 2014 at 9:27:46 PM Pacific Standard Time
From: Nella Van Dyke
To: Robin DeLugan

Hi Robin-

Sociology fully supports the Community Research and Service minor. We would be happy for the minor to include Soc 170 and Soc 175 as methods course options. The minor will provide a great avenue and incentive for our undergraduates to obtain valuable research training and experience, while also helping the local community.

Please let me know if I can be of any assistance as this moves forward.
Best,
Nella

Associate Professor and Chair of Sociology
School of Social Sciences, Humanities and Arts
University of California, Merced
5200 N. Lake Road
Merced, CA 95343
209-228-4106
http://faculty1.ucmerced.edu/nvandyke/

Subject: Re: Community Research and Service Minor "Methods" Requirement
Date: Wednesday, February 19, 2014 at 8:37:32 PM Pacific Standard Time
From: Virginia Adan-Lifante
To: Robin DeLugan

Hello Robin,

First of all, I want to thank you for considering Spanish for Health Professionals and Spanish for Bussiness and Management as courses that may count for the minor "Community Research and Service".

Yes, I think they would be great courses for that minor, not only for their content but also for the kind of activities students do on those courses. So, please consider them for the minor on "Comunity.." I just would like to make some observations:

-Please notice that the number for Spanish for Health Professionals and Spanish for Business and Management has changed. The former SPAN 141 (Spanish for Health...) is now SPAN 107, and the former SPAN 142 (Spanish for Business...) is now SPAN 108.

-SPAN 107 and SPAN 108 are not requirements for the Spanish major per se, but they are part of a group of courses students can take as electives. Anyway, yes, I think students interested in the major in Spanish and a minor in Community Research would choose these courses as electives so they can fulfill requirements in both (although only one course can count for a major and a minor). Also, SPAN 107 and SPAN 108 do not have as many prerequisites as other upper division Spanish courses, so it is more easy to take for students not interested on the Spanish major or minor. What I mean with this is that for students interested on the Community Research minor would be easy to take those courses even if they are not Spanish majors (although they need to demonstrate the appropriate Spanish level).

Saludos,

Virginia

On 2/19/2014 6:23 PM, Robin DeLugan wrote:

> Hello Virginia,
>
> With Alex Whalley, Elliott Campbell (Engineering), Steve Roussos (UCM Blum Center/ReCCES, I am developing a new minor "Community Research and Service". We [plan for the minor to be administered by SSHA and will soon begin the formal submission and review process.
>
> Here is a blurb from the proposal:
> Addressing the complexity of local, regional and global poverty requires the knowledge and problem solving strategies from diverse academic fields. UC Merced's purposeful location in the San Joaquin Valley (SJV), a region characterized by disadvantages in the environment, economics, education, health, and civic engagement, invites this academic program that focuses onways to transform poverty into prosperity. Community-engaged research contends that change happens when individuals and groups of people are empowered with the knowledge and skills to effect change. University-community collaboration can advancethis goal.
>
> The Community Research and Service minor provides students with the opportunity to apply the concepts and research methods they have learned in engineering, natural

Yes, I am interested in the Community Research and Service Minor

Name	Major	Signature
Yesenia Herrera	Physics major	
Chulwan Park	History/mgmt	
Amy Bower	Applied Mathematics	
Becca Bright	Sociology	
Sonamtso Lama	Management	
Diana Rodriguez	Biology	
Alilla Dollar	Biology	
Yivette Guzman	Biology	
Dini Prabhakar	Biology	
Alekander Cisneros	CSE	

Yes, I am interested in the Community Research and Service Minor

Name	Major	Signature
Chona Vang	Management	
Marcia Medina	Bio engineering	
Vicki Bickett	M /	
Rita Kiguoya		
Presley Ramirez	ESS	
samantha Gaerlan	Biology	
Bryan Juarez	ESS	
La Triece Crawford	Bio	
Tony Chen	CSE	
Manvinder Toor	Bio	

Yes, I am interested in the Community Research and Service Minor

Name	Major	Signature
Shreya Gupta	Cognitive Science	Shreya Gupta
Tori Palmberg	Psychology	Tori Palmberg
Luis Gonzalez Haro	Management	Luis Gonzalez Haro
Peter Racco	History	Peter Racco
Timothy Kim	Economics	
Daralynn McCall	Soc	Daralynn McCall
Sebastien Daibouze	Biology	Sebastien
Kyla Gilmore	anthropology	Kyla Gilmore
Brittany Beckman	Biology	Brittany Beckman
Chigozirim Ibeckem	Psychology	

Yes, I am interested in the Community Research and Service Minor

Name	Major	Signature
Sukhjit Gill	Bio	
Shanna Beach	Psychology	
Rocco Bauman	History	
Luz E. Garcia	Biology	
Amaya Summers	English. Interested in having it as a minor, but not as MY minor.	

Yes, I am interested in the Community Research and Service Minor

Name	Major	Signature
Gustavo Cruz	Environmental E...	Gustavo Cruz
Heath Simpson	History	Heath Simpson
Camila Vega		Camila Vega
Marianne Mendoza	psych	Marianne Mendoza
Bria Cortez	COGS	Bria Cortez
Vanessa Rubio	SOC	Vanessa Rubio

Monday, February 24th 2014
~~Thursday, February 20th 2014~~

No, I am not interested in the Community Research and Service Minor

Name	Major	Signature	Reason
Isabel Lawrence	Earth Systems Science	Isabel Lawrence	Doesn't fit my interests.
Belen Caldera	undeclared	Belen Caldera	doesn't fit my interests.
Angelica Andrews	Economics	Angelica Andrews	does not fit my interests. (not marketable in this world)
Javier Ramos	Bio-[illegible]	[illegible]	Not of my interest
Dana Stubblefield	undeclared	[illegible]	does not fit my interest, seems not necessary. will learn on my own through volunteering
Daricia Simmons	computer science	[illegible]	major already has research requirements
Sam Wilson	Marine Bio	[illegible]	just does not fit my interest major already has research requirements
Christopher Chin	Biology	[illegible]	Dont need education to help community/ Not my cup of tea
Santiago Zamora	Political Science	[illegible]	doesn't seem to fit my interests

No, I am not interested in the Community Research and Service Minor

Name	Major	Signature	Reason
Connie Lim	Bioengineering		lack of time in my major / class space
Anny thuynh	BChem w/Bio emph		lack of time because emphasis already feels like a minor

From: Tom Peterson
Sent: Friday, October 10, 2014 11:57 AM
To: Fatima Paul; Susan Sims
Cc: Jack Vevea; Elizabeth Whitt; Mark Aldenderfer; April Banda; Laura Martin
Subject: RE: Status of Provost's Comments on CRS Minor?

With apologies for the late input, I hope the undergraduate committee and the academic Senate will find beneficial my brief comments with regard to the undergraduate minor in community research and service.

The faculty in the school of social sciences humanities and arts are to be commended for their willingness and interest in engaging their students in direct, community-based activities as part of their education. These kinds of projects and curricular enhancements are most often found in professional programs, such as engineering and business. The CRS minor proposal recognizes that these opportunities should be available to students in other disciplines as well, and proposes to establish precisely such a program in SSHA. I'm pleased to see this.

Overall I am enthusiastically supportive of the idea of providing a pathway to engage our students in research and educational concepts of direct importance to the local and national community.

I have three concerns.

First, I'm not exactly sure how to read the results of the vote within the school for this program. There were obviously minimal objections, but the large number of faculty who simply chose not to express an opinion concerns me. Perhaps this is emblematic of all program proposals that don't involve one's own particular unit, but given that this is a minor, presumably cutting across all SSHA disciplines, I question the extent to which there is substantial faculty buy-in.

Second, as with so many of our undergraduate programs, there is the default reliance on non-ladder rank faculty for a portion of the curriculum. At the core of any program should be strong participation and ownership by the ladder rank faculty.

Third, there needs to be full realization that, as it is with the integrated design program the service learning components in engineering, there must be a high level of expectation that private fundraising and community partnerships will provide the lion's share of support. It remains to be seen whether or not long-term institutional support will be possible for program coordinators, additional lecturers to cover core requirements, etc. While I personally would advocate for some level of institutional support, because I believe these kinds of programs are valuable educational components to all students, a substantial financial commitment for additional resources for this program is unlikely at this time.

I would ask the proposers to explicitly address these three concerns, and with regard to the third, develop a high level budget estimate for additional resources required, and a scenario or two describing how that budget might be met. One scenario could include a proposed higher level of institutional support than the other.

Tom

Thomas W. Peterson

Provost and Executive Vice Chancellor

UNIVERSITY OF CALIFORNIA, MERCED
5200 North Lake Road, Merced, CA 95343

209-228-4439 | twpeterson@ucmerced.edu

From: Juan Meza
Sent: Tuesday, September 30, 2014 8:52 AM
To: Fatima Paul
Subject: Re: Honors program...

Dear Fatima,

I am completely supportive of and would like to provide my strong endorsement for Prof. Menke's proposal for a School of Natural Sciences' Honors program.

Best,

Juan Meza
Dean, School of Natural Sciences
University of California, Merced
5200 N. Lake Road, Merced, CA 95343
(209) 228-4487

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School of Natural Sciences
University of California, Merced
5200 N. Lake Road
Merced, California 95343
Voice: (209) 228-4309 Fax: (209) 228-4060

February 24, 2014

TO: Juan Meza, Dean, School of Natural Sciences

FROM: Erik Menke, Chair, School of Natural Sciences Executive Committee

RE: SNS Honors program proposal

Below, please find a proposal from the School of Natural Sciences faculty regarding the creation of a school-wide honors program. This proposal has been reviewed by the Unit chairs as well as the NS Executive Committee, and a number of comments and questions were raised (see below). The majority of these comments were in regards to resources, in particular the difficulty with creating new honors courses in Applied Math and Biology with the current number of faculty in SNS. However, no objections to the proposal were raised by either the unit chairs or NSEC members, and so we are sending it on without further revision.

Comments from faculty:
"An honors program definitely a nice feature, but it would take some work. The first problem I see is that it seems to me it would be difficult to offer enough honors courses while maintaining our regular teaching/course load."

"I overall like the idea of having students in an honors program for applied mathematics that have to complete some research units, do an honors thesis. They could also be required to register for the applied math seminar, like grad students, or something like that."

The 3.5+ GPA required to stay in the program might be too steep. Given the modest (80th percentile) SAT requirements to get in, I think asking for a 3.3+ GPA to be maintained to stay in the program might be more realistic (i.e., not lead to too rapid attrition). Also, I think having a honors-only housing is a must!

"Sounds interesting but seems there is quite a bit that needs to be worked out for each program and for applied math in particular."

“Based on my experience with several undergraduate research programs with only a handful of students, I've found just answering questions, organizing meetings, and various cohort-building activities can be a lot of work, especially for an honors program that might involve interfacing to registration, housing, graduation, etc, so it would be good if you could get a commitment from the Dean to assign staff and/or some faculty summer salary to run the program.”

"Personally, I have nothing against an honors program, but it would not be my first priority. While we rely so heavily on temporary lecturers, I wouldn't want to dedicate a faculty member to teach a small (~ 20 students) version of a lower division class. We could make sure to keep in mind an honors program when we redesign certain aspects of the major, but at the moment I don't think that focusing on 3-5% of our students at the expense of the others is a good use of our resources."

It's not entirely clear whether the program requirements listed should have an "and" between them or an "or". I presume its "and", i.e. incoming freshman must meet all 6 of the requirements on the first page.

"I also think an honors program is a good idea but I wonder if it should be our priority at the moment. Even one unit courses will require time and administration and especially in light of our discussion to build a computational science track/minor/program, which I think would be great for our students, I wonder if we have enough resources to pull off the honors as well. If we can pull it off though in terms of time and money, I'd support it."

I'm a bit concerned about the community service requirement. Whereas I think it's great if students can and want to do community service, I wonder whether this should be a mandatory requirement for a research-oriented program.

"We need to define what an honors contract project is, complete with a WASC syllabus and assessment plan."

“I think there is a mistake in the resources section. Those five honors courses already offered would be enough for a BIO major (provided they could take PHYS 8H and 9H instead of PHYS 18 and 19) and an ES student, but not enough for a PHYS major.”

"We need to be prepared to offer honor contracts in our courses. Not for each any every MATH course (definitely not for MATH 5), but hopefully enough so that honors students at each level have an option to enroll in one MATH course each semester."

"For an applied math student, the extra credit hours due to multiple honors contracts might cause the total credit hours to exceed the recommended value. However, I think this can be suitable for outstanding students."

"20 hours of community service each year?! Sounds a lot like a punishment for an annual DUI and it would be difficult to asses. I think it would be better to ask for participation in one community / outreach event each year and list some options (Dinner with a Scientist, helping at a homeless shelter, speaking at a high school, etc.)"

Would it be possible for the honors program to include some financial incentive for students, say some money to buy textbooks?

NS Honors program

Underlying program philosophy

The School of Natural Sciences honors program is a rigorous academic program designed for high achieving students seeking a richer educational experience. By providing these students with smaller classes that are able to go into more depth, as well as additional independent study and research opportunities, we will create life-long learners that are well equipped for graduate or professional school after they leave UC Merced.

Application requirements

The long-term goal of this program is to involve approximately 3 to 5% of SNS undergraduates in the honors program, so that by 2020 the program has 100 to 150 students, evenly distributed across the class levels (Freshmen to Seniors). These students would primarily come from incoming first-year students, with transfer students and high-achieving UC Merced students counter-balancing attrition. To achieve these numbers, we have chosen the following application requirements:

Incoming freshman

Accepted to UC Merced, major in Applied Math, Biology, Chemistry, Earth Systems Science, or Physics
3.8+ H.S. GPA
1800+ SAT
1 letter of recommendation from a previous high school teacher.
Meet prerequisites for taking at least 1 honors course first semester.

For reference, 16 out of 552 incoming freshmen (2.9%) in the fall of 2013 would have met these requirements (3 applied math, 10 biology, and 3 chemistry). Of applicants to UC Merced (rather than incoming students), 376 out of 2863 students (~13%) would have been eligible to participate in the honors program.

Current UC Merced

3.5+ UC Merced GPA
Major in Applied Math, Biology, Chemistry, Earth Systems Science, or Physics
1 letter of recommendation from a UC Merced professor or lecturer.
Meet prerequisites for taking an honors course
Ability to meet all honors graduation requirements prior to graduation (i.e. At least 3 semesters away from graduating)

Transfer student

3.75+ transfer GPA
Accepted to UC Merced, major in Applied Math, Biology, Chemistry, Earth Systems Science, or Physics
1 letter of recommendation from a prior college instructor

Meet prerequisites for taking an honors course
Ability to meet all honors graduation requirements prior to graduation

Application procedure

Interested students who meet the minimum requirements will need to submit an application consisting of:

1. An application form
2. A cover letter explaining why the student wants to be in the program, and how he or she hopes to benefit from the program. In addition, if the student is either a transfer student or current UC Merced student, the cover letter needs a sample plan of how the student plans to meet the honors graduation requirements
3. A letter of recommendation submitted to the oversight committee
4. Transcripts

Graduation requirements

Minimum 2 honors courses each year at UC Merced (including 98 and 198 research courses)
Minimum 20 hours community service each year at UC Merced
At least 1 public research presentation (likely during research week)
Submit a research thesis
Maintain 3.5+ GPA
Minimum B grade in each honors course
Graduate with SNS major

Satisfactory progress

At the end of each Spring semester, students' records will be checked to ensure that each honors student is maintaining a 3.5+ GPA and passed at least two honors courses with at least a B grade.

Program benefits

Priority enrollment
Guaranteed housing (honors housing?)
Specialized curriculum/more personalized lower-division classes
Priority research opportunities
Special activities/gatherings w/ faculty and honors students including honors convocation.

Resource needs and implications

Academic needs-

The primary resources that are needed to implement this program are additional honors courses. There are currently five honors courses in the School of Natural Sciences: CHEM 2H, CHEM 10H, CHEM 8H, PHYS 8H, and PHYS 9H. These five courses, coupled with the 98 and 198 research courses, are sufficient for chemistry majors to meet all the graduation

requirements for the honors program, provided the students begin research in their junior year. It is also sufficient for physics majors and one of the applied math tracks, although the students would need to stagger the classes in a non-ideal way. It is not enough for the remaining applied math tracks, biology, or earth systems science majors, unless the students begin research at the beginning of their sophomore year, which is an unreasonable expectation. Therefore, most of the majors in SNS will need to add one or more honors courses. Unfortunately there aren't enough faculty to add the necessary courses in the heavily impacted majors like biology and applied math. However, one possible way to meet the needs of all SNS honors students without adding more faculty or creating additional courses is to mimic UCLA's honors contracts. These are one unit courses that can be taken with any course, and they essentially turn that course into an honors course by having the student work on a semester long, stand-alone project. A more thorough description can be found at http://www.honors.ucla.edu/contracts.html. However, while these contracts are a potential way to meet the needs of the students in the short-term, the expectation is that as SNS grows and additional faculty are hired, each major will add fully developed honors courses rather than relying on the honors contracts.

Administrative needs -

In addition to more honors courses, we will need other resources to create and maintain a rich honors program. For instance, we would like to offer priority course enrollment for all honors students, since the need to fit the limited honors offerings into their schedule constrains their ability to take other classes, as well as have all honors students that live in the dorms assigned to the same floor to create a sense of community and comradery among the honors students. We would also like to have monthly meetings and social events open to all SNS honors students to maintain a sense of community across the years and to expose the students to research in SNS. However, most of these secondary resources and benefits still need to be worked out with the administration.

Administrative - SNS

From the SNS administration, we will primarily need additional advising for the honors students, staff support for the oversight committee, and financial support for monthly meetings and social events. In addition, we would like to conclude each academic year with an event (e.g. a dinner) honoring any students that are graduating from the honors program.

Administrative - Campus

From the campus administration, we will need a priority enrollment system for honors students and reserved housing in the dorms for incoming first-year honors students. We will also need to work with OSL to find community service opportunities and track student participation. Finally, the transcripts for honors students will need to be modified to reflect their participation and graduation from this program.

Program oversight

A committee consisting of the undergraduate leads from each major, as well as the Assistant Dean of Student Support as an ex officio member, will oversee the honors program.

This includes evaluating applicants, maintaining course quality, overseeing honors course creation, potentially waiving any course or program prerequisites, and evaluating and archiving honors theses.

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October 14, 2014

To: Jack Vevea, Chair, Undergraduate Council

From: Anne Kelley, Chair, Committee on Academic Planning and Resource Allocation (CAPRA) *Anne Kelley*

Re: Request to Review Proposed SNS Honors Program

At your request, CAPRA reviewed the attached proposal from the School of Natural Sciences (SNS) to establish an honors program. CAPRA does not support the implementation of the program until the following concerns are addressed:

The proposed honors program is intended to involve roughly 3-5% of all SNS majors. Entering freshmen whose GPA and SAT scores exceed certain cutoffs would be eligible for the program, as well as continuing and transfer students with sufficiently high grades. Students in the program would be required to take at least two "honors" courses each year, including undergraduate research, with at least a B grade, perform at least 20 hours of community service per year, give a public research presentation each year, and submit a research thesis at graduation. It is proposed that honors students be given priority for enrollment and be guaranteed housing in special honors areas.

It is clear from the comments that while the faculty are generally supportive of an honors program, many of them are quite skeptical about this being the best use of scarce resources. CAPRA agrees. Honors courses (apart from undergraduate research) currently exist only in Chemistry and Physics; they would have to be created, and faculty found to teach them, in Earth Systems Science, Applied Math, and Biology. Given the current space constraints, CAPRA has no confidence that our student to faculty ratio, particularly in the sciences, will go anywhere but up, and creating small honors sections that must be taught by ladder-rank faculty will only result in even greater reliance on Unit 18 lecturers to teach the bulk of our students. If this program is implemented and the

administration does not provide enough Unit 18 lecturers to free up faculty to teach the honors sections, students in the honors program will be forced to seek undergraduate research to satisfy their required number of honors courses and this program will become a massive "unfunded mandate" on the faculty, who are already managing as many undergraduates in their labs as they can handle. The alternative use of "honors contracts" in regular courses sounds like an equivalent mandate on the faculty. (Note that in SNS faculty receive no teaching credit for supervising undergraduate research courses, and CAPRA assumes they would receive no credit for supervising an honors contract either.)

CAPRA is also concerned, as noted in some of the faculty comments, that simply administering this program will require a great deal of faculty time and that we would need to see a specific commitment of staff from the dean. The proposal does not include buy-in from all SNS units, particularly Biology and Life and Environmental Sciences; moreover, the dean's minimal letter of support does not commit to providing resources, only support for the creation of the program.

Finally, CAPRA thinks the requirement of "community service" is misplaced in what is supposed to be an academic and research-oriented program. Our students have enough outside activities distracting them from academics. We should not create a new program that requires still more resume-padding activities and faculty/staff time to monitor.

In conclusion, CAPRA recommends that this program not be implemented unless the abovementioned problems with instructional resources and/or faculty credit for extra teaching are satisfactorily addressed.

cc: Thomas W. Peterson, Provost and Executive Vice Chancellor
Susan Sims, Chief of Staff and Special Assistant to the Provost and Executive Vice Chancellor
Senate office

Proposed principles for space allocation--CAPRA

Ideally, all UCM employees would have office and laboratory space on campus. There is not enough space on campus, however, to permit this. Therefore, we propose the following principles for determining how campus space should be allocated:

Because the core missions of the University of California are (1) creating and disseminating new knowledge, and (2) educating the people of California, CAPRA believes that priority for space on campus should be given to those individuals directly involved in those missions: faculty, graduate and undergraduate students, other research staff such as postdocs and technicians, and administrative and support staff who require direct, face to face contact with students or researchers or who physically manage campus facilities. This latter category includes, for example, student advisors and staff who maintain buildings and operate shops and research instruments.

More specifically:

- **All** faculty should have a private office and, as appropriate, laboratory and/or computational facilities on the main campus.
- All graduate students, postdocs, and research staff should have a private desk in a shared office ideally in the same building as his/her major professor, main laboratory, or computational facilities.
- Administrators and other staff who meet with students should have offices on campus in administrative support buildings, but not in buildings specifically designed for research, which should be prioritized for faculty, researchers, and graduate students. Buildings designed for mixed use should be prioritized for student support services requiring direct contact, and secondly for administrative staff and non-research employees only after suitable off campus alternatives have been exhausted. **Convenience for day to day operations should not trump research and education.**