Undergraduate Council (UGC)

Wednesday, October 8, 2014, 3:00pm-4:30pm

KL 232

All documents available on UCMCROPS:

UGC1415 Resources / 10.8.14 (KL232)

I. Chair's Report – Jack Vevea **5 min**
- CAPRA & DivCo Meetings (10/8/14)

II. Consent Calendar
A. Approval of the Agenda
B. September 24 Meeting Minutes (forthcoming)

III. Systemwide Committee Reports **20 min**
- 10/3/14 BOARS Meeting – Vice Chair Viney
- 10/6/14 UCEP Meeting – Chair Vevea

IV. Report from GE Subcommittee Chair – Anne Zanzucchi **5 min**

V. Report from the CRF Subcommittee **20 min**
Jack Vevea, Christopher Viney, Carrie Menke, Sholeh Quinn
CRFs spreadsheet available on crops

ENG:
1. BIOE 124: Introduction to biomedical imaging ***(pp. 3-15)***

SNS:
2. PHYS 109: Soft Matter Physics ***(pp. 16-21)***
3. BIO 154: Developmental Immunology ***(pp. 22-29)***
4. MATH 011: Calculus I ***(pp. 30-37)***

SSHA:
5. HIST 027: History of Food ***(pp. 38-44)***
6. ENG 119: Fashion and Fiction ***(pp. 45-49)***
7. HIST 108: Topics in World History ***(pp. 50-53)***
8. ENG 064: LGBT Fiction ***(pp. 54-57)***
9. WH 004: World Heritage in Maps: An Introduction to Cartography and GIS ***(pp. 58-62)***
10. GASP 031: Critical Popular Music Studies ***(pp. 63-65)***

11. GASP 152: Topics in Music Studies ***(pp. 66-68)***
12. ARTS 031: Critical Popular Music Studies ***(pp. 69-71)***
13. ARTS 152: Topics in Music Studies ***(pp. 72-74)***

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

VI. Proposal for a Minor in Community and Research in Service **20 min**

A request to review the proposal was sent to standing committees, the ALO/Coordinator of Institutional Assessment, the Provost, and the VPDUE.

- Proposal ***(pp. 75-115)***
- ALO comments ***(p. 116)***
- CAPRA comments ***(pp. 117-118)***
- COR comments ***(p. 119)***
- FWDAF comments ***(p. 120)***
- GC comments ***(p. 121)***
- VPDUE comments ***(p. 122)***
- EVC/Provost comments (pending)

Action requested: review proposal and send recommendation to senatechair@ucmerced.edu

VII. SNS Honors Proposal *(pp. 123-130)* **10 min**

Action requested: review proposal and send recommendation to SNS Dean and School Executive Committee.

VIII. Proposed Split of the FWDAF Committee *(pp. 131-132)* **10 min**

If approved, the split would be effective in AY 15-16

Action requested: discuss request and send comments to the Senate Chair by October 17.

BIOE 124: Introduction to biomedical imaging

Course Title	Introduction to biomedical imaging
Abbreviated Course Title	Intro Biomed Imag
Course Subject	BIOE
Course Number	124
School Submitting Request	Engineering
Division	Upper Division
Effective Term	Spring 2015
Discontinuance Term	----
Lower Unit Limit	3
Upper Unit Limit	
Prerequisites	MATH 032, PHYS 019, ENGR 166
Prerequisites with a Concurrent Option	
Corequisites	
Major Restrictions	
Class Level Restrictions	
Course Description	This course has been designed to introduce fundamental principles of biomedical imaging commonly used in biomedical engineering research and applications. Techniques and principles of biomedical imaging include x-ray photon generation, x-ray imaging, fluorescence optical imaging, position emission tomography, single photon emission computed tomography, ultrasound imaging, and magnetic resonance imaging.
TIE Code	T: Lecture
Reasons for Request	Other
Brief Explanation of Change(s)	BIOE 124 will be conjoined with BEST 220.
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	BEST 220

Cross-listed Schools	Engineering
Can this course be repeated?	No
How many times?	
Resource Requirements	TA allocated per TA policy
Does this satisfy a General Education Requirement?	No
Course Outline and/or Additional Documentation	Syllabus BIOE 124 v2.pdf (499Kb)

UNIVERSITY OF CALIFORNIA at MERCED
SCHOOL of ENGINEERING

BIOE 124: Introduction to Biomedical Imaging
<Semester> <Year>
<Room>; <Days and Times>

Instructor: Changqing Li

Office Hours: <Room>; <Days and Times>

DESIGNATION

Introduction to Biomedical Imaging

CATALOG DESCRIPTION

This course has been designed to introduce fundamental principles of biomedical imaging commonly used in biomedical engineering research and applications. Techniques and principles of biomedical imaging include x-ray photon generation, x-ray imaging, fluorescence optical imaging, position emission tomography, single photon emission computed tomography.

TEXTBOOKS and other REQUIRED MATERIALS

Required: TBA

Recommended: TBA

COURSE Goals:

1. Learn physics in biomedical imaging.
2. Gain understanding of the biomedical imaging principles in aspects of device and algorithms.
3. Gain knowledge of topics in cutting-edge research by which biomedical imaging scientists study and apply methods to understand and predict phenomena.
4. Analyze contemporary case studies by reviewing current articles.
5. Be able to communicate knowledge gained.

LEARNING OUTCOMES: By the end of the course, students will demonstrate:

1. An understanding of physics in biomedical imaging.
2. An understanding of the biomedical imaging principles in aspects of device and algorithms.
3. An understanding of the techniques, skills and modern engineering tools necessary for engineering practice.

4. An ability to analyze contemporary biomedical imaging studies to make connections and decisions based on their scientific merit.
5. An ability to communicate and function effectively on a multi-disciplinary team.
6. An ability to strengthen self-learning methods and organizational skills to enhance problem-solving abilities and efficiency.

Relationship to Program Learning Outcomes:
BIOE 124 maps directly to the following Program Learning Outcomes for Bioengineering undergraduate students:

PLO (a) an ability to apply knowledge of mathematics, science, and engineering.
PLO (d) an ability to function on multidisciplinary teams.
PLO (i) a recognition of the need for, and an ability to engage in life-long learning.
PLO (j) a knowledge of contemporary issues.
PLO (k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

PREREQUISITES by TOPIC

MATH 021, PHYS 019, ENGR 166

COURSE POLICIES

HOMEWORK

- Homework is a critical component of this course and is designed to help you learn, understand and practice the material. Homework will be due on the dates indicated in the detailed schedule provided to course participants via UCMCROPS.

- Late homework will not be accepted.

- You are encouraged to work with your peers when doing homework. However, each student must turn in his/her own homework assignment and it must reflect his/her own work. You must explicitly identify all peers with whom you worked.

EXAMS

- There will be 2 in-class midterm exams as indicated on the detailed schedule.
- There will also be a comprehensive final exam.
- There will be no make-up exams. If you are sick during a regularly scheduled exam, please bring a note from the university clinic or your own doctor verifying your illness. Your course grade will then be determined by the rest of your work.
- Crib sheets will not be allowed during any of the exams. However, calculators will be allowed when necessary, provided that they are not used to store data or formulae pertaining to the course.

DROPPING THE COURSE

- Please see the UC Merced General Catalog and the Registrar's / Student First website for details.

UCMCROPS

- The UCMCROPS site will be used for periodic course announcements, and for the distribution of class notes, discussion exercises, homework sets, and (some) solutions.
- You can check the scores that you have received on your homework assignments and exams.
- Warning: pay no attention to any letter grade that is reported on UCMCROPS, except for the final grade.

CONDUCT

- Students are expected to complete their own work and to abide by the UC Merced academic honesty policy, which can be found on the Student Life website http://studentlife.ucmerced.edu/ under the "Student Judicial Affairs" link.
- Note that most of the handouts provided in this course are protected by copyright, and are flagged accordingly on UCMCROPS. They are for your personal use only. Re-posting the files or their contents on sites such as (for example) "Course Hero" is an explicit violation of this copyright.
- Students and instructors are expected to honor UC Merced's Founding Principles of Community: http://www.ucmerced.edu/about-uc-merced/principles-community.

SPECIAL ACCOMMODATIONS

- The instructor 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 the lead instructor during the first week of class regarding any potential academic adjustments or accommodations that may arise due to religious beliefs.

ACADEMIC DISHONESTY STATEMENT

- 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.
- 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 email, an email 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.

- 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.

TOPICS

1. Review of physics
2. Generation of x-ray photons
3. Nuclear radiation
4. Interaction of high energy photons with matters
5. X-ray imaging
6. X-ray CT imaging
7. Single photon emission computed tomography
8. Position emission tomography
9. Optical photon propagation in tissues
10. Optical imaging
11. Principle of optical fluorescence
12. Fluorescence optical imaging

GRADE:

Assignments 15%
Project: 15%
Quiz: 10%
Midterm Exam: 20%
Final Exam: 40%

CLASS / LABORATORY SCHEDULE

<schedule>

University of California Merced Graduate Course Request Form

Group Submitting Request: Biological Engineering and Small-scale Technologies

1. Course Number: BEST 220

Full Course Title: Introduction to biomedical imaging

Abbreviated Course Title: Intro Biomed Imag
(Limited to 30 characters including spaces)

Effective Term: 201510 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. If course is variable unit, please include the range. Ex: This is a 1 to 6 variable unit course.)

2. Pre-requisites:

Is this course to be taken concurrently with another course? No

If "yes" please list:

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

If "yes" please list:

4 Is this course restricted to certain graduate groups? No

If "yes" please list:

6. Course Description
(Limited to 50 words)

This course has been designed to introduce fundamental principles of biomedical imaging commonly used in biomedical engineering research and applications. Techniques and principles of biomedical imaging include x-ray photon generation, x-ray imaging, fluorescence optical imaging, position emission tomography, single photon emission computed tomography, ultrasound imaging, and magnetic resonance imaging.

7. Reason for request

New Course: X Suggested #: {Attach syllabus}

Course Modification: {Brief explanation of change(s)}

8. Total Contact/Non-Contact Hours Per Week (policy)

Contact Hours		Non-Contact Hours	
Lecture:	3	Lecture:	6
Seminar:		Seminar:	
Discussion:		Discussion:	
Lab:		Lab:	
Tutorial:		Tutorial:	
Field:		Field:	
Studio:		Studio:	

9. Grading Option: Letter grade Only

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

11. Maximum course enrollment: 48 Explanation:

12. Is this course cross listed with another course? No

If so, please list that course:

13. Is this course to be co-listed with an undergraduate course? Yes

If so, please list that course and provide justification in cover letter: BIOE 124

14. Is this a distance or blended course? No If so please attach the supplemntal questions.

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

TA allocated per TA policy

Course submitted by: Changqing Li (Instructor proposing course) Sept. 10, 2014 (Date)

Approved by: (School Dean) 9/18/14 (Date)

UNIVERSITY OF CALIFORNIA at MERCED
SCHOOL of ENGINEERING

BEST 220: Introduction to Biomedical Imaging
<Semester> <Year>
<Room>; <Days and Times>

Instructor: Changqing Li

Office Hours: <Room>; <Days and Times>

DESIGNATION

Introduction to Biomedical Imaging

CATALOG DESCRIPTION

This course has been designed to introduce fundamental principles of biomedical imaging commonly used in biomedical engineering research and applications. Techniques and principles of biomedical imaging include x-ray photon generation, x-ray imaging, fluorescence optical imaging, position emission tomography, single photon emission computed tomography.

TEXTBOOKS and other REQUIRED MATERIALS

Required: TBA

Recommended: TBA

COURSE Goals:

1. Learn physics in biomedical imaging.
2. Gain understanding of the biomedical imaging principles in aspects of device and algorithms.
3. Gain knowledge of topics in cutting-edge research by which biomedical imaging scientists study and apply methods to understand and predict phenomena.
4. Analyze contemporary case studies by reviewing current articles.
5. Be able to communicate knowledge gained.

All graduate students are required to submit a report on an emerging biomedical imaging technology and to present their report in the class.

LEARNING OUTCOMES: By the end of the course, students will demonstrate:

1. An understanding of physics in biomedical imaging.
2. An understanding of the biomedical imaging principles in aspects of device and algorithms.

3. An understanding of the techniques, skills and modern engineering tools necessary for engineering practice.
4. An ability to analyze contemporary biomedical imaging studies to make connections and decisions based on their scientific merit.
5. An ability to communicate and function effectively on a multi-disciplinary team.
6. An ability to strengthen self-learning methods and organizational skills to enhance problem-solving abilities and efficiency.

Relationship to Program Learning Outcomes:
BEST 201 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

MATH 021, PHYS 019, ENGR 166

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10. Optical imaging
11. Principle of optical fluorescence
12. Fluorescence optical imaging

GRADE:

Assignments 15%
Project: 15%
Quiz: 10%
Midterm Exam: 20%
Final Exam: 40%
(Note: Graduate students have extra project to gain the graduate level score.)

CLASS / LABORATORY SCHEDULE

<schedule>

PHYS 109: Soft Matter Physics

Course Title	Soft Matter Physics
Abbreviated Course Title	Soft Matter Physics
Course Subject	PHYS
Course Number	109
School Submitting Request	Natural Sciences
Division	Upper Division
Effective Term	Spring 2015
Discontinuance Term	----
Lower Unit Limit	3
Upper Unit Limit	
Prerequisites	PHYS 108
Prerequisites with a Concurrent Option	
Corequisites	
Major Restrictions	
Class Level Restrictions	
Course Description	This course is an introduction to the physics of soft materials designed for upper level undergraduate students in physics. In this course we will use a physics based approach to study the structure and assembly of a variety materials including liquid crystals, polymers, colloidal systems and surfactants including biological examples
TIE Code	T: Lecture
Reasons for Request	Other
Brief Explanation of Change(s)	Adding option to conjoin with PHYS 209, a new graduate level course
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	30
Maximum Enrollment Reason	----
Cross-listing	
Conjoined	PHYS 209
Cross-listed Schools	Natural Sciences
Can this course be repeated?	No
How many times?	

Resource Requirements	TA as appropriate per Natural Sciences policy. Classroom with multimedia projector and whiteboard.
Does this satisfy a General Education Requirement?	No
Course Outline and/or Additional Documentation	syllabus_soft_mat_PHYS109 (1).pdf (118Kb)

Soft Matter Physics, Course Syllabus – Spring 2015
University of California, Merced

Welcome to Soft Matter Physics. This course is an introduction to the physics of soft materials designed for upper level undergraduate students in physics. In this course we will use a physics based approach to study the structure and assembly of a variety materials including liquid crystals, polymers, colloidal systems and surfactants including biological examples. Students should have a solid physics background with knowledge thermal physics. The course will consist of two lectures/week and you will be tested on the course materials by homeworks, a mid-term, a term project and a final exam.

Your spring 2015 instructor will be:

Professor Linda Hirst
Email: lhirst@ucmerced.edu Office: SE 362 phone: 209 228 4569

Teaching Objectives and Outcomes for this course:

Objective 1. This class will teach you the fundamental physics behind different soft materials we commonly see in everyday life and industry. What gives materials their properties and what are the different models to explain these properties. The class will demonstrate the link between microscopic structure and bulk properties in a variety of soft condensed matter systems.

> **Outcome 1**. You will be able to understand how different kinds of matter are described mathematically and how material properties can be predicted based on microscopic structure and application of physical principles.

Objective 2. This class will describe the applications of soft condensed matter, teaching students how materials are used in a variety of applications and modern technologies.

> **Outcome 2**. Students will learn the importance of different materials in a variety of applications and will be able to explain how different technological devices function.

Objective 3. The class will prepare you to carry out research and read cutting edge scientific articles in the field of soft condensed matter physics and to write on a scientific topic.

> **Outcome 3**. Students will become comfortable with the language of soft condensed matter, specialized terms and key theories, thus enabling them to read and understand research papers and produce their own term project on a relevant topic.

Lectures and Discussion/Labs

Lectures will be on ? and ? (Classroom Room ?)

Textbook

Fundamentals of Soft Matter Science by Linda S. Hirst
Principles of Condensed Matter Physics by P. M. Chaikin and T. C. Lubensky
Soft Condensed Matter, by Richard A.L. Jones

Grading Breakdown

Homework = 20%
Midterm = 30%
Term project = 15%
Final = 35%

Students will have completed the course and will be eligible for a grade greater than "F" only if the student does the following:

- Hand in a term paper;
- Attempts the final exam on **?**

The final course grade will be calculated using the scores from the homework, mid-term, term paper, and final examination. Grades will be assigned based on the scheme:

A	: 85-100%,	C+	:60-65
A-	:80-85	C	:55-60%,
B+	:75-80	C-	:50-55
B	:70-75%,	D	:45-50%
B-	:65-70	F	: <45

Homework

Homework will be assigned weekly based on the previous week's lecture material. You should aim to complete the problems well in advance in case you have any trouble. Late homework will not be accepted.

Physics Seminars

You may notice that scientific seminars are held throughout the semester on a variety of research topics by visiting speakers (you will see posters around the campus). You are encouraged to attend as many seminars as you can during the semester. I will try to keep you informed of these as seminars occur, particularly if they are relevant to the course material.

Term Project

A term project to include a written report and oral presentation will be required. The report should be at least five pages long but no longer than 10 pages (size 12 fonts, single spaced), on a certain topic is due on **?** in class. A separate handout with specific instructions and a list of topics will be handed out in class. There is quite some flexibility in the scientific content and the depth into which you address the scientific issues. You are encouraged to discuss these with me in the process. The paper must be in your original words, with proper references.

Midterm and Final Exam

The midterm and final exam will be written, in-class exams consisting of a selection of relevant problems. I will give you more information about the timing and content of the midterms and final exam as the dates approach. There will be no make-up exams or early exams. If you are sick during an exam you must submit an official note from your doctor verifying your illness. **Please bring your student ID to each exam**. Calculators will be needed for the exams – there will be no spare calculators – so don't forget.

Resources for Students

We want you to do well in this course. There are resources available to help you towards this goal. Please take advantage of them.

1. **Classes**. Attend lectures. You may not realize it at the time but what you learn and retain from these classes may surprise and serve you well during examinations.

2. **Office hours**. Your Professor has scheduled office hours to help students with homework problems and other matters that arise during the course. These times will be arranged in the first week of class and posted on UCMCROPS. If for some reason you can't make it to office hours just email your professor to set up a meeting.

Information on the Web

All course content and information related to this course can be found on UCMCROPS. Make sure you can log on and see the course. We may also send out important information and announcements through UCMCROPS as the semester progresses to check regularly.

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 UC Merced Interim Academic Honesty Policy and Adjudication Procedures available from Students First Center, Student Life, Residence Life and College One. Information is available through the "Student Judicial Affairs" link on the "Student Life" web page.

http://studentlife.ucmerced.edu/2.asp?uc=1&lvl2=121&lvl3=121&lvl4=123&contentid=171

Examples of academic dishonesty include:
• receiving or providing unauthorized assistance on examinations
• using unauthorized materials during an examination
• plagiarism - using materials from sources without citations
• altering an exam and submitting it for re-grading
• fabricating data or references
• using false excuses to obtain extensions of time or to skip coursework.

The ultimate success of a code of academic conduct depends largely on the degree to which the students fulfill their responsibilities towards academic integrity. These responsibilities include:

• Be honest at all times.
• Act fairly toward others. For example, do not disrupt or seek an unfair advantage over others by cheating, or by talking or allowing eyes to wander during exams.
• Take group as well as individual responsibility for honorable behavior. Collectively, as well as individually, make every effort to prevent and avoid academic misconduct, and report acts of misconduct which you witness.
• Do not submit the same work in more than one class. Unless otherwise specified by the instructor, all work submitted to fulfill course requirements must be work done by the student specifically for that course. This means that work submitted for one course cannot be used to satisfy requirements of another course unless the student obtains permission from the instructor.
• Unless permitted by the instructor, do not work with others on graded coursework, including in class and take-home tests, papers, or homework assignments. When an instructor specifically informs students that they may collaborate on work required for a course, the extent of the collaboration must not exceed the limits set by the instructor.
• Know what plagiarism is and take steps to avoid it. When using the words or ideas of another, even if paraphrased in your own words, you must cite your source. Students who are confused about whether a particular act constitutes plagiarism should consult the instructor who gave the assignment.
• Know the rules -- ignorance is no defense. Those who violate campus rules regarding academic misconduct are subject to disciplinary sanctions, including suspension and dismissal.

BIO 154: Developmental Immunology

Course Title	Developmental Immunology
Abbreviated Course Title	Developmental Immunology
Course Subject	BIO
Course Number	154
School Submitting Request	Natural Sciences
Division	Upper Division
Effective Term	Spring 2015
Discontinuance Term	----
Lower Unit Limit	4
Upper Unit Limit	4
Prerequisites	Bio150 OR Bio151
Prerequisites with a Concurrent Option	
Corequisites	
Major Restrictions	
Class Level Restrictions	Juniors, Seniors and Graduate Students.
Course Description	This course undertakes an in-depth exploration of the development of the immune system. Topics include the biology of primary lymphoid organs (particularly the thymus and bone marrow) and early development of lymphoid and myeloid cells. Emphasis is on the temporal, microenvironmental, genetic and molecular control of immune cell development.
TIE Code	T: Lecture
Reasons for Request	Pre-requisite Change
Brief Explanation of Change(s)	We will like to add Bio150 as a possible prerequisite. The justification for the BIO 150 prereq is that those students will have learned about gene regulation, stem cells, differentiation, body patterning and growth at the embryonic and adult stages in multiple model organisms. BIO 154 will cover immune cell development in the embryo, juvenile, adult and aged life stages in the laboratory mouse and make correlations to the human system, and likely discuss changes in gene expression, stem cell behavior, effects of sex hormones on immune organs, and discuss changes in immunity and immune development during aging.
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: 1 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	75
Maximum Enrollment Reason	----
Cross-listing	
Conjoined	
Cross-listed Schools	----
Can this course be repeated?	No
How many times?	
Resource Requirements	Teaching Assistants to lead discussion and grade assignments and exams. One TA per 75 students. Lecture hall to accommodate 75 students. Classrooms for discussion sections and space for TA office hours; LCD projector/screens and whiteboards and microphone (if needed) for lectures, laboratory and discussion; IT support for UCMCROPS class website.
Does this satisfy a General Education Requirement?	No
Course Outline and/or Additional Documentation	BIO154-Course Syllabus.doc (68Kb)

University of California, Merced
School of Natural Sciences
UPDATED 9/26/14

BIO 154: Developmental Immunology

Course Overview: Developmental immunology is a highly interdisciplinary field in which the development of hematopoietic lineages from the single hematopoietic stem cells, gene regulation, intercellular communication, intracellular signaling, cell fate decisions and development of organ systems are included. BIO 154 will cover immune cell development in the embryo, juvenile, adult and aged life stages in the laboratory mouse and make correlations to the human system. The course will discuss changes in gene expression, stem cell behavior, effects of sex hormones on immune organs, and changes in immunity and immune development during aging. The material is covered in weekly formal lectures and discussion sections, the textbook and supplementary material (websites, scientific research articles). Assessment is measured via in-class exams, web-administered weekly quizzes and in-class discussion.

Course Learning Objectives: By the end of this course, you will be able to:

1. Master terms and concepts that would allow you to understand and synthetize the primary developmental immunology literature as well as to allow you to communicate with other developmental biologists or developmental immunologists.
2. Define several experimental techniques used in developmental immunology studies, identify the types of questions that can be answered with each technique and design novel experiments using these techniques to test specific hypotheses on the mechanisms of immune development.
3. Apply scientific evidence learned from one developmental system or model organism to derive new hypotheses on the control of immune development in other systems or organisms.
4. Correlate how cell fate decisions are controlled by intercellular communication, leading to the activation of intracellular signaling pathways that control gene regulation and expression.
5. Synthesize knowledge gained in previous biology courses and apply it to the development of the immune system.

Brief Outline:

A) Development of Hematopoietic Stem cells (HSC)
    a. Stages of embryonic development
        i. Early embryonic development
            1. Yolk Sac
            2. AGM region
        ii. Late embryonic
            1. Fetal Liver and Spleen
            2. Fetal Bone Marrow
    b. In the Adult
        i. Bone Marrow and its environment
        ii. HSC niche
B) Development of Multipotent, Common Myeloid and Common Lymphoid Progenitors
C) Development of Myeloid Cells
    a. Granulocytes and macrophages
    b. Erythrocytes and megakaryocytes
D) Development of Dendritic Cells
E) Development of Lymphocytes
    a. B lymphocytes
        i. Early and Late Stages
        ii. Peripheral maturation
        iii. Tolerance
    b. T Lymphocytes
        i. Thymus Development
        ii. Early stages and Late stages
        iii. Peripheral Maturation
        iv. Tolerance
    c. NK cells
F) Immune deficiencies resulting from defects in immune cell development

Instructor: Prof. Jennifer O. Manilay jmanilay@ucmerced.edu
Office Hours:

Teaching Assistants:

Name:		
Email:		xs
Office Hours:		
Location:	TBA	AOA 180

E-mail is the best way to reach us. Please reserve e-mail for administrative questions (such as adding the course, making an appointment with the instructor, or short informative e-mails). ***Do not use e-mail for questions on the course material – it is very inefficient for that purpose. Please use office hours, discussion sections, the UCMCROPS chat room and student-organized study groups for specific questions on the lecture material.***

Meeting Times:

Lectures:

Discussions:

Note: Students must attend the discussion section in which they are officially enrolled. No "discussion hopping" is allowed.

Textbook:

Supplementary Reading: Although some review will be provided in specific lectures, it is expected students have learned basics of molecular biology, cell biology and genetics in prerequisite courses. Students can opt to use outside resources for clarification or more detailed exploration of a topic of interest.

Website: Check it often on UCMCROPS: XXX. Communications for the entire class will be posted here. The slides for each lecture will be posted on the UCMCROPS site in PDF format. Students are expected to print the notes themselves if they wish. Please inform the instructor if you are unable to access these materials.

Attendance: Coming to lectures and discussion insures that you will get the most from this class. *Lectures begin promptly at XXXXX*. Material for the exams will come from lecture, discussions and assigned reading. It is helpful if you have read the chapter on the lecture material and looked at the lecture handouts before lecture.

Discussions: Students are expected to attend and be prepared for discussion sections. Attendance and participation in discussion are an important part of the Discussion grade. *Discussions begin promptly at the scheduled time, and students must attend the discussion section in which they are officially enrolled. No "discussion hopping" is allowed.* Discussions will be led by the teaching assistant and most meetings will consist of open question and answer, and discussion of quiz and study questions. There are 12 discussions scheduled this semester. Students can earn up to 5 points for each discussion (up to 2 points for attendance/promptness, and up to 3 points for participation (listening, preparation, quality of contributions, and frequency of participation). Points will be allocated according to the following rubric:

	Strong Work	Needs Development	Unsatisfactory
Attendance/Promptness	Student is **always** prompt and regularly attends classes	Student is late to class **once every two weeks** and regularly attends classes.	Student is late to class **more than once a week** and/or has poor attendance of classes.
Listening	Actively and respectfully listens to peers and instructor	Sometimes displays lack of interest in comments of others	Projects lack of interest or disrespect for others
Preparation	Arrives fully prepared with all assignments completed, and notes on reading, observations, questions	Sometimes arrives unprepared or with only superficial preparation	Exhibits little evidence of having read or thought about assigned material
Quality of contributions	Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material	Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students	Comments reflect little understanding of either the assignment or previous remarks in seminar
Frequency of participation	Actively participates at appropriate times	Sometimes participates but at other times is "tuned out"	Seldom participates and is generally not engaged

Absences from discussion will be considered unexcused unless they fall under one of the following categories:

- Incapacitating illness or accident--requires a note from student's physician (not a family member) or from UC Merced Health Services.
- Death or serious illness of an immediate family member—requires proper documentation.
- Other academic or professional activity (e.g. graduate school interview), and the student would have to provide evidence (e.g. letter of invitation, conference registration).
- religious observance

In all cases, documentation must be submitted no later than 5 days of the missed discussion. After 5 days, if no documentation is presented, the score is 0 points.

In the case of excused discussions, the score for that discussion period will be the average of the individual scores that student earns for the semester's discussion periods.

Quizzes and Exams:

Quizzes will be given every week of the semester, except during midterm weeks. These quizzes will consist of a mixture of different formats such as multiple choice, modified true/false, fill in the blank, matching and others. These quizzes are meant to provide students with quick assessment of their learning throughout the semester and between midterm exams. Students are expected to take these quizzes individually and independently, and are allowed to utilize the text book and their notes during the quiz. *Quizzes will be posted on the UCMCROPS site every Friday evening, and students will have until the following Monday morning at 9:00 am to complete the quiz.* Students will have 25 minutes to complete the quiz from the time they begin. Each quiz is worth a maximum of 15 points and students are expected to complete it within one session. Quiz scores will be automatically posted after submission, and the key will be distributed after the Monday due date. There are 11 scheduled quizzes, and the 1 lowest score will be dropped. Therefore, as a whole, quizzes are worth 150 points (23%) of the final course grade in BIO 150. ***No make-ups will be offered for missed quizzes.***

Exams:

Midterm exams will be held during lecture time on ***XXXXX***. The **Final Exam** is ***XXXX***. The exam questions may consist of a mixture of different formats such as multiple choice, modified true/false and short essay questions. The exam questions will test your ability to synthesize and apply the knowledge discussed in lecture to developmental biology problems. Previous exams from this course are posted on the course CROPS site for your reference and study.

Students who have an acceptable documented reason, such as a religious observance or other academic or professional activity (e.g. graduate school interview) may request to take a midterm exam *before* the scheduled exam time. Students taking an exam early may not discuss any aspect of the exam with other students in the class, to do so is a serious breach of academic integrity (see below). Students seeking to reschedule an exam should contact the instructor as early as possible, ideally during the first two weeks of the semester. ***Make-up exams will NOT be offered for any missed midterm exams***. Students who miss a midterm will receive a zero for the entire test unless they provide documentation for one of two acceptable excuses:

- Incapacitating illness or accident--requires a note from student's physician (not a family member) or from UC Merced Health Services.
- Death or serious illness of an immediate family member—requires proper documentation.

Students with a documented excuse will receive a provisional grade on the midterm based on the average of the student's other exam grades. Excuses must be documented within 5 days of the scheduled exam. Students who miss the Final Exam will receive a grade of "F" for the course unless an acceptable excuse is provided (see above) and the student was achieving a passing grade (C- or better for Majors in the School of Natural Sciences) in all coursework up until the Final Exam. In this case, students will receive an "incomplete" on their transcript. Such students can arrange with the instructor for a process to remove the "incomplete" from their records. ***There are no makeups for the Final Exam.***

Grading: Your learning and performance will be assessed as follows:

Midterm 1:	100 points (15%)
Midterm 2:	100 points (15%)
Midterm 3:	100 points (15%)
Discussion Attendance and Participation:	60 points (9%)
Quizzes (top 10 of 11 scores):	150 points (23%)
Final Exam:	150 points (23%)
Total:	660 points (100%)

The final distribution of grades in BIO 150 will depend on the overall achievement of the students in the course, but the following grades will be *guaranteed* to students achieving the indicated percentage of the total possible points in the course, listed in the chart below:

A 90 - 100	B+ 85 – 87.9	C+ 75 – 77.9	D+ 65 – 67.9	F 0 – 57.9
A- 88 – 89.9	B 80 – 84.9	C 70 – 74.9	D 60 – 64.9	
	B- 78 – 79.9	C- 68 – 69.9	C- 58 – 59.9	

A course grade of **C-** is required for satisfaction of Biology major requirements in the School of Natural Sciences, please see http://ns-advising.ucmerced.edu/node/9 for detailed information. Information on grade appeals, incompletes, etc. can be found in the *UC Merced Grading Policy* available from the Registrar.

Disabled Student Services: UC Merced is committed to make our courses accessible to all students, including students with limited mobility, impaired hearing or vision, and learning disabilities. Students with special needs should contact their Academic Advisor early in the semester so that arrangements can be made.

Academic Misconduct: We simply will not tolerate it. We will follow the UCM Academic Honesty Policy: http://studentlife.campuscms.ucmerced.edu/content/uc-conduct-standards

Familiarize yourself with this document. ***Know the rules -- ignorance is no defense.*** Those who violate campus rules regarding academic misconduct are subject to disciplinary sanctions, including suspension and dismissal.

Examples of academic dishonesty include:
☐receiving or providing unauthorized assistance on examinations
☐using unauthorized materials during an examination
☐plagiarism - using materials from sources without citations
☐altering an exam and submitting it for re-grading
☐fabricating data or references
☐using false excuses to obtain extensions of time or to skip coursework

Important Dates and Deadlines: Please refer to the following website for information on course add/drop/withdraw deadlines https://registrar.ucmerced.edu/files/public/documents/DeadlinesSP.pdf

Note: The schedule is subject to changes.

Brief Outline:

G) Development of Hematopoietic Stem cells (HSC)
    a. Stages of embryonic development
        i. Early embryonic development
            1. Yolk Sac
            2. AGM region
        ii. Late embryonic
            1. Fetal Liver and Spleen
            2. Fetal Bone Marrow
    b. In the Adult
        i. Bone Marrow and its environment
        ii. HSC niche
H) Development of Multipotent, Common Myeloid and Common Lymphoid Progenitors
I) Development of Myeloid Cells
    a. Granulocytes and macrophages
    b. Erythrocytes and megakaryocytes
J) Development of Dendritic Cells
K) Development of Lymphocytes
    a. B lymphocytes
        i. Early and Late Stages
        ii. Peripheral maturation
        iii. Tolerance
    b. T Lymphocytes
        i. Thymus Development
        ii. Early stages and Late stages
        iii. Peripheral Maturation
        iv. Tolerance
    c. NK cells
L) Immune deficiencies resulting from defects in immune cell development

MATH 011: Calculus I

Course Title	Calculus I
Abbreviated Course Title	Calculus I
Course Subject	MATH
Course Number	011
School Submitting Request	Natural Sciences
Division	Lower Division
Effective Term	Spring 2015
Discontinuance Term	----
Lower Unit Limit	4
Upper Unit Limit	4
Prerequisites	MATH 5 (C- or better) or 20 on the MPEX or score of 3 on AP Calculus AB or BC Exam.
Prerequisites with a Concurrent Option	
Corequisites	
Major Restrictions	not BIOE, CHEM, CSE, ENVE, MATH, ME, MSE OR PHYS
Class Level Restrictions	
Course Description	Introduction to differential and integral calculus of functions of one variable, including exponential, logarithmic and trigonometric functions, emphasizing conceptual understanding and applying mathematical concepts to real-world problems (approximation, optimization). Course may not be taken for credit after obtaining credit for MATH 021. Course does not lead to MATH 23, 24.
TIE Code	T: Lecture plus Supplementary Activity
Reasons for Request	Pre-requisite Change
Brief Explanation of Change(s)	Removes ESS from list of restricted majors because ESS major now accepts either MATH 011 or MATH 021.
Total Contact/Non-contact Hours Per Week	Lecture: 3 contact, 0 non-contact Lab: 0 contact, 0 non-contact Seminar: 0 contact, 0 non-contact Discussion: 2 contact, 7 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	176
Maximum Enrollment Reason	----
Cross-listing	
Conjoined	

Cross-listed Schools	----
Can this course be repeated?	No
How many times?	
Resource Requirements	Teaching Assistants, large lecture hall with ample board space and projection screens such as COB 105, 120, etc., small classrooms for discussion with ample board space and projection screens.
Does this satisfy a General Education Requirement?	Yes
Course Outline and/or Additional Documentation	Syllabus - Math 11 - Spring 2014.pdf (257Kb)

Syllabus - Math 11 - Spring 2014

Instructor/Lecturer: Haik Stepanian
Office Hours: MW 2:30 - 4:00pm, AOA 167
Email: hstepanian@ucmerced.edu

Teaching Assistant: Chuanjin Lan
Office hours: TBA
Email: clan@ucmerced.edu

Teaching Assistant: Joshua Casara
Office hours: M 3-4pm, F 2 - 3pm, AOA 165
Email: jcasara@ucmerced.edu

Teaching Assistant: Rodolfo Lopez
Office hours: F 12 - 2pm, 3rd fl. Dean's Ste.
Email: rlopez48@ucmerced.edu

Teaching Assistant: Jiba Dahal
Office hours: TBA
Email: jdahal@ucmerced.edu

Teaching Assistant: Nathan Melton
Office hours: R 10:00 - 12:00pm, AOA 166
Email: cmeltin@ucmerced.edu

Teaching Assistant: Nader Inan
Office hours: TBA
Email: ninan@ucmerced.edu

Teaching Assistant: Yongjie Wang
Office hours: TBA
Email: ywang36@ucmerced.edu

Lecture Section: There will be three lecture sections held:

MATH-011-01: MWF 4:30 - 5:20am, COB 116
Final Exam: Thursday May 15, 6:30 - 9:30pm, COB 105 / 120
MATH-011-20: MWF 12:30 - 1:20am, COB 116
Final Exam: Thursday May 15, 6:30 - 9:30pm, COB 105 / 120
MATH-011-30: MWF 1:30 - 2:20pm, COB 116
Final Exam: Thursday May 15, 6:30 - 9:30pm, COB 105 / 120

Discussion Sections: There will be thirteen discussion sections held:

MATH-011-02D: M 2:30 - 4:20pm, COB 282 - Yongjie
MATH-011-03D: F 7:30 - 9:20am, COB 262 - Rodolfo
MATH-011-04D: F 2:30 - 4:20pm, COB 276 - Rodolfo
MATH-011-05D: R 8:30 - 10:20am, COB 288 - Nathan
MATH-011-06D: T 2:30 - 4:20pm, SSB 110 - Jiba

MATH-011-21D: M 4:30 - 6:20pm, COB 282 - Joshua
MATH-011-22D: M 6:30 - 8:20pm, COB 282 - Joshua
MATH-011-23D: F 8:00 - 9:50am, COB 286 - Yongjie
MATH-011-24D: F 10:00 - 11:50am, COB 286 - Chuanjin

MATH-011-31D: M 8:00 - 9:50pm, COB 288 - Chuanjin
MATH-011-32D: W 4:00 - 5:50pm, COB 282 - Jiba
MATH-011-33D: T 8:30 - 10:20pm, COB 282 - Nader
MATH-011-34D: R 1:30 - 3:20pm, COB 288 - Nathan

Course Textbook: "*Calculus: Single Variable, 6th Edition"*, by Hughes-Hallett, et al. (online) and Class Notes available as they're typed up on the UCMCROPS site.

This semester we are using the WileyPlus online homework system. Note that you will get a copy of the online version of the text when purchasing a Wiley access code from the following site: http://www.wiley.com/WileyCDA/Section/id-818186.html. Once you obtain a Wiley access

code you may self-enroll in the Wiley homework system's Math 11 course by going to the following site: http://edugen.wileyplus.com/edugen/class/cls378976/

Purchasing a hardcopy of the textbook is *not necessary*. If you decide to purchase it from the UC Merced bookstore you will receive a Wiley Access code along with a hardcopy of the book.

Course Webpage: We will be using UCMCROPS, which may be found at my.ucmerced.edu. All additional material should be up there in the resources section - homework may be accessed through the WileyPlus system. Also, do check and make sure the email address that UCMCROPS has for you is the correct one, and one that you will check as I have a tendency to email updates frequently!

Grades: Your final grade in this course will be determined from the following:

Discussion Section / Quiz 60%
Homework 20%
Final Exam 20%

The final grade scale for this class is as follows:

A 80 - 100%
B 70 - 80%
C 60 - 70%
D 50 - 60%

There will be no grade adjustments, “curves”, bonuses, or extra credit of any kind. Note that you need a C- or better to pass Math 11. Note also that *all grades are final*; emails requesting grade changes will not be entertained. Please do not bother the TAs, the staff (the advisors and the deans), or your instructor at the end of the course with emails begging for a higher grade, we will have considered your grades carefully.

Learning Objectives: Upon completion of this course the student should understand:

- the concept of a limit and the definitions of derivatives and integrals in terms of limits;
- how to use derivatives to understand the behavior of functions;
- how to apply differential and integral calculus to solve real-world problems; and
- the Fundamental Theorem of Calculus.

Learning Outcomes: Upon completion of this course, students should be able to:

- Compute limits of algebraic expressions;
- Compute the derivative of elementary functions using the both the definitions of the derivative and differentiation formula;
- Identify the ways in which a function may fail to have a derivative;
- Find the local extrema of functions;
- Sketch the graph of a functions using information provided by the derivatives of a given function;
- Solve real-world optimization problems by converting them into he language of Calculus;
- Compute certain simple anti-derivatives;
- Compute the definite integral of elementary functions; and
- Define the definite integral as a limit of Riemann sum approximations.

General Education: This course emphasizes the following General Education Guiding Principles.

- *Scientific Literacy* – Calculus provides a mathematical basis for quantitative modeling in social sciences, natural sciences, and engineering. Analyzing functions and their properties provides the fundamental mathematical framework needed to establish a quantitative understanding of the relationships between causes and their effects.
- *Decision Making* – Modeling real-world phenomena using calculus provides fundamental tools needed for quantitative decision making.
- *Ethics and Responsibility* – Mastery of fundamental mathematical tools such as calculus necessitates the practice of objective interpretation of data and the correct attribution of mathematical results, especially when remarking on models of real-world problems that may affect sustainable living and environmental and societal responsibility in one way or another.

Discussion Sections: You will be required to attend discussion sections in order to practice and develop your problem-solving skills with your fellow classmates and participate in the quizzes. Bring your book and print out a copy of all necessary materials (i.e. worksheets or typed notes).

The discussion sections are run by the teaching assistant you signed up with. Since you registered for that particular section it means there is no time-conflict with any other course, lab, or discussion section you have. As such, you should not need to change discussion sections, make every effort to attend your own discussion as each teaching assistant will be running it differently. You will not be allowed mid-semester changes.

The discussion section will be centered around solving book-type problems in a collaborative manner. You will work in groups. Research has proven that one gains a better understanding of the material by participating in this kind of group activity (please ask for research articles if interested). No two people think alike. If you find yourself stuck on a particular problem, someone in your group who knows the way can help lead you to the answer, through discussion. If you find that you are able to answer everything quicker than the rest of your group then explaining/teaching the material to your group members provides a way to solidify the knowledge in your own mind - you also will discover that you learn things about the problems that you would not otherwise. *There is something to be gained for everyone involved!*

Worksheets: Before every discussion section you will be required to print out a copy of the worksheet for use in your discussion section. It may be found on the CROPS page.

Homework: The homework will be assigned to you weekly from the WileyPlus online homework system that is independent from the UCMCROPS site. Make sure you check it regularly for updates. They will usually be due on Fridays at 11:00pm.

Homework is where the real learning happens. Give your assignments an honest effort. My advice would be to read the material before the problems in the book before starting the problems; don't just dive in. Take your time with it. The only way to learn this is by working hard - cramming never helps.

Exams: There are no midterms scheduled this Spring. There is one cumulative final exam. If you are ill and are forced to miss the final exam you must bring a note from your doctor verifying your illness - your course grade will be determined from the rest of your work.

Calculators, phones, notes, and books, are NOT allowed! *Bring your student ID to your exam, show up 5 minutes early* as setup will take a bit of time. Without your ID you will not have a graded exam.

Additional Resources: It is recommended and encouraged that you make use of a graphing calculator or some other form of computational tool (such as Mathematica, Matlab, Maple, Octave, etc…) as some problems will require you to verify your work by using one of these tools. These tools can be very helpful in the learning process. Be careful, however, not make a habit of using a calculator on every problem you come across as it will not be permitted on exams. You are expected to be able to compute everything you have learned up until now w/o the use of a calculator (i.e. fractions, simple trigonometric expressions, etc…).

Also on Apple computers there is a built-in program called "Grapher" that allows you to generate many kinds of plots, as well as tangent lines, derivatives, and integrals, which we will need to compute. You can go in and play with these functions in a hands-on manner; it can be quite fun and instructive - I find myself using it from time to time in my own studies and research.

If you do not have access to an Apple computer you may find a free alternative for the PC called Microsoft Mathematics. It will allow you to plot curves and calculate certain things and can be useful as well.

An internet resource that has proven helpful to students in the past is Wolfram Alpha. Students have told me they would have failed math courses without it. Be careful to not copy answers directly from this as your grade will most likely suffer because of it.

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.

The instructor 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 the instructor during the first week of class regarding any potential academic adjustments or accommodations that may arise due to religious beliefs during this term.

Academic Integrity: The existing policies of the University of California Merced forbid cheating on examinations, plagiarism, collusion, or the like. This university operates under those policies, violating them is to undermine the university and your fellow students. If you are caught violating any of the policies regarding academic honesty you will be submitted to Student Judicial Affairs. If you are caught cheating during an exam, you will automatically fail that exam. The current policies may be found at studentlife.ucmerced.edu.

Grading Rubric: Homework and exams will be scored with the following rubric:

5: Excellent understanding: "He or she's got it!" The work indicates that the student clearly understands how to solve the problem. Typically, one can tell a score of "5" within ten seconds of looking at it.

4: Good understanding: The work indicates that the student has the basic idea, but messed up on one thing. The student understands the main concepts and problem-solving

techniques completely or almost completely, but still has some minor, yet nontrivial gaps, in his or her reasoning.

3: Fair understanding: The work indicates that the student is partly getting it, but missing some important stuff. The student is not completely lost, but does not really get it, either. A "3" answer often looks like the student was going along fine for a while, but then branched off in some weird direction, or just did not know how to handle a crucial step. Part of the answer may look like it was done more by rote than by true understanding.

2: Poor understanding: Everything is done by rote; the work implies that the student does not understand what he or she is doing. A "2" answer is not completely off base, but it reflects reasoning done almost entirely by rote memory or by "pattern matching" to an earlier problem, or maybe the student goes off in some direction that's not entirely crazy, but doesn't work.

1: No understanding: The work implies that the student did not get it at all. The student may have jotted down some appropriate formulas and diagrams, but did not know what to do with them, or the student did something completely off base.

0: Wrote hardly anything: The student left the problem blank. Even blatantly wrong or incomplete answers get a 1. A 0 is reserved for blank or almost-blank pages.

Tips for success: Everything that we will do in this class is to help you learn mathematics, but you need to take control, ownership and responsibility of your academic career. At some point in college most students discover that their study habits from high school don't work well anymore. Don't be discouraged! This is an encouraging sign that you are growing intellectually. Try to figure out what does work for you.

Many students consider Calculus to be a difficult course. Even those who have taken Calculus in high school are likely to be surprised by the amount of work that is required.

Problem solving. The goal of this course is to help you continue to learn calculus as well as you can. Learning calculus means *doing* calculus. Just as a violinist must practice scales and a basketball player must practice free-throws, a calculus student needs to practice solving problems.

To succeed in this course, you need to learn (1) *how* to solve calculus problems and (2) *why* calculus works the way it does. To learn these two things, you need to gain experience by solving many problems. Along these lines, we suggest the following tips for success.

• Manage your time wisely! Plan to spend *at least* **three** hours outside of *each* lecture and discussion section working with Math 11 material.

Before Lecture: Read (at least scan) the day's section. Work through the example problems in that section and identify in them what you know already and what is new and different.

After Lecture: Review the day's textbook section *and* lecture notes. Go over the example problems done in class to warm up. Ask yourself, "What is the big picture here?" Try to answer that question as best as you can. Then start the homework problems.

• Be mindful of the time it takes to complete a problem. Speed is not the most important factor in your success in this course. However, there is a time limit to your exam. So, to some extent, you are graded based on your ability to solve problems in a timely manner. Practice through solving many problems is the key.

• Be engaged in the class and discussion sections. Attend all lecture and discussion sections, and ask questions when you have them -- don't wait until later.

• As you practice solving problems, always try to understand the ``why'' behind the methods you use. Exams will be written to test your understanding of the methods, not your ability to follow a “recipe” for solving a particular problem.

• Homework will consist of hand-written problems for which there are no solutions in the book. If you are stuck on a problem, try the odd-numbered problems, for which the solution is in the back of the book.

HIST 027: History of Food

Course Title	History of Food
Abbreviated Course Title	History of Food
Course Subject	HIST
Course Number	027
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	This course will look at various ways to understand the complex role of food in society. We will look at issues of food production and consumption, and how our relationship to food contributes to the political and social structures that we live with.
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	Letter Grade Only
In Progress Grading	
Maximum Enrollment	120
Maximum Enrollment Reason	----
Cross-listing	
Conjoined	
Cross-listed Schools	----
Can this course be repeated?	No
How many times?	
Resource Requirements	

	TAs, large lecture room with audio visual capabilities and classrooms for discussion
Does this satisfy a General Education Requirement?	Yes
Course Outline and/or Additional Documentation	CRFRequestHist27.pdf (112Kb)

History 27
Local Harvest, Global Industry: History of the Production and Consumption of Food

Spring 2015

> A human being is primarily a bag for putting food into; the other functions and faculties may be more godlike, but in point of time they come afterwards. A man dies and is buried, and all his words and actions are forgotten, but the food he has eaten lives after him in the sound or rotten bones of his children. I think it plausibly could be argued that changes of diet are more important than changes of dynasty or even of religion.
>
> --George Orwell, "The Road To Wigan Pier"

> I am a farm worker. I am not embarrassed to be a farm worker. I know that my work is difficult. But many rich people eat from my labor. I work a lot and earn little. But my job is an honest job.
>
> --Maria "Cuca" Carmona, *Mujeres Mexicanas*

Course Description:

This course will look at various ways to understand the complex role of food in society. We will look at issues of food production and consumption, and how our relationship to food contributes to the political and social structures that we live with. Our approach will be historical and pay special attention to the ways in which communities of color and immigrants have shaped, and have been shaped by, the food they cultivate, harvest, consume, and market. The readings explore how food creates ways for people to form bonds of belonging while also creating bonds of control and regimes of inequality.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Identify various approaches to the study of food
- Illustrate multiple approaches to understanding change over time
- Take on the perspectives of historical actors
- Critically analyze historical texts
- Describe how historians use primary sources to create arguments
- Evaluate the thesis, methodology, and success of an academic work
- Understand the food, authenticity, and diet are historically contingent

These are crucial building blocks for Learning Outcomes of the History major:

- Recognize the processes by which societies, cultures, and institutions change over time.
- Describe particular historical developments and explain their wider context.
- Critically read, analyze, and synthesize primary and secondary sources.

- Use methods of narrative and analysis appropriately for communicating historical phenomena.
- Identify the various contexts that shape the construction and use of historical sources and knowledge.
- Identify a historical question and define an approach to it.

General Education Guidelines

Decision making – the students in this course are asked to evaluate and interpret primary source evidence and to make decisions on the sources validity, authenticity, provenance, and meaning

Communication – students will be required to participate in discussion section and verbally communicate their ideas to one another. The course is also writing intensive with weekly writing assignments due in class. Additionally they are required to conduct an oral history with a family member that helps them develop technical and interpersonal skills.

Self and Society – this course approaches the production and consumption of food as a global force that structures societies. Students are asked to think about how their food choices affect communities across the globe as well as at home.

Grading
Participation 25%
Writing Exercises 55%
Passports 20%

Assignments
Participation
Participation is a key component of learning. I expect each and every one of you to be active agents in your own education. That means you must attend class and every absence will result in a negative effect on your grade. That being said, participation does not mean just showing up. My definition of active participation include the following; doing the reading **BEFORE** class, listening actively, engaging your fellow students while maintaining respect for one another. Bring your readings to class and be prepared to discuss them. You are welcome to have a conversation with each other, not just with me. Remember, you can have challenging ideas without being a challenging person.

Writing Exercises
Throughout the course of the semester you will be given writing prompts to complete. Each writing prompt will come with specific questions and directions. The writing exercises are meant to introduce you to various skills needed in the historical profession.

Passports
Passports are short written assignments that are due on the days we discuss readings. They are called passports because they are your ticket into class. If you do not have a

passport you will not be allowed to attend discussion. All passport topics will be provided at the end of class on Tuesday. Passports should be 700-1000 words, single spaced, 1-inch margins, and 12-point Times New Roman. Please answer the passport question in HARD COPY, submit a Microsoft Word file on CROPS and BRING it to class.

Format

This class is designed as a lecture with weekly discussion sections.

Reading and Lecture Schedule

Week One – What is Food History?
Readings: Sidney Mintz, "Eating American"

Alan K. Outram, "Hunter-Gatherers and the First Farmers: The Evolution of Taste in Prehistory"

Jeffrey M. Pilcher, "The First World Cuisine"

Week Two – The Invention of Cooking and the Meaning of Eating
Readings: Jean Soler, "Biblical Reasons: The Dietary Rules of the Ancient Hebrews"

Marvin Harris, "The Abominable Pig"

Caroline Walker Bynum, "Fast, Feast, and Flesh: The Religious Significance to food to Medieval Women"

Week Three – Cultural and Ecological Exchange
Readings: Judith A. Carney, "African Rice in the Columbian Exchange"

Paul Freedman "Spices and Late-Medieval European Idea of Scarcity and Value"

Sidney Mintz, "Sweetness and Power"

Week Four – Inequality and the Rise of Haute Cuisine
Readings: Elliot Shore "Dining Out: The Development of the Restaurant"

Paul Freedman, "American Restaurants and Cuisine in the Mid-Nineteenth Century"

Roger Horowitz, Jeffrey M. Pilcher, and Sydney Watts, "Meat for the Multitudes: Market Culture in Paris, New York City and Mexico City over the Long Nineteenth Century"

Week Five – Colonial Creole and other Ideas About America

Readings: William Cronon, "Seasons of Want and Plenty" and "Bounding the Land"

Donna Gabaccia, "Colonial Creoles"

Rachel B. Herrman, "The '*tragicall historie*': Cannibalism and Abundance in Colonial Jamestown"

Week Six – We Are What We Eat? American Cuisine and Foodways

Readings: Janet Siskind, "The Invention of Thanksgiving: A Ritual of American Nationality"

Tracey N. Poe, "The Origins of Soul Food in Black Urban Identity: Chicago, 1915-1947"

Harvey Levenstein, "The New England Kitchen and the Origins of Modern Eating Habits"

Week Seven – Gender, National Defense, and Post-War Technologies

Readings: Amy Bentley, "Booming Baby Food: Infant Food and Feeding in Post World War II America"

Harvey Levenstein, "'Best for Babies or Preventable Infanticide'? The Controversy over Artificial Feeding of Infants in American, 1880-1920"

Garbriella M. Petrick, "Like Ribbons of Green and Gold: Industrializing Lettuce and the Quest for Quality in the Salinas Valley"

Week Eight – The Cold War and the Politics of Hunger

Readings: Ken Albala, "Cookbooks as Historical Documents"

Nick Calluther, "The Hungry World"

Jessamyn Neuhaus, "The Way to a Man's Heart: Gender Roles, Domestic Ideology and Cookbooks in the 1950s"

Week Nine – Immigration, Identity, and "Authenticity"

Readings: Jennie Germann Molz, "Tasting an Imagined Thailand: Authenticity and Culinary Tourism in Thai Restaurants"

Jeffrey M. Pilcher, "Tamales or Timbales: Cuisine and the Formation of Mexican National Identity"

Lisa Heldke, "Let's Eat Chinese: Reflections on Cultural Food Colonialism" and "Let's Cook Thai: Recipes for Colonialism"

Week Ten – Green Revolution, Famine, and the Third World

Readings: Vandana Shiva, "Principles of Earth Democracy"

Jennifer Clapp, "The Political Economy of Food Aid in an Era of Agricultural Biotechnology"

Week Eleven – Globalization or How America Exported its Foodways

Readings: Jeffrey M. Pilcher "Industrial Tortillas and Folkloric Pepsi: The Nutritional Consequences of Hybrid Cuisines in Mexico"

Eric Schlosser, "The Chain Never Stops"

Week Twelve – Food Sovereignty, Security, and Rebellions

Readings: Deboarh Barndt, "'Choice?' 'Flexible' Women Workers in the Tomato Food Chain"

Raj Patel, "What Does Food Sovereignty Look Like?"

Hannah Wittman, "The Origins and Potential of Food Sovereignty"

Week Thirteen– Food Politics and the Food Industry's Influence

Week Fourteen – The Ideal Meal

Readings: Alison Leitch, "Slow Food and the Politics of Pork Fat: Italian Food and European Identity"

Janet Poppendieck "Want Amid Plenty: From Hunger to Inequality"

Week Fifteen -TBA

Week Sixteen - TBA

ENG 119: Fashion and Fiction

Course Title	Fashion and Fiction
Abbreviated Course Title	Fashion and Fiction
Course Subject	ENG
Course Number	119
School Submitting Request	SSHA
Division	Upper Division
Effective Term	Spring 2015
Discontinuance Term	----
Lower Unit Limit	4
Upper Unit Limit	
Prerequisites	(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 (1 LD ENG seminar numbered between ENG 050-089 OR LIT 032 OR LIT 042 OR LIT 055 OR LIT 060 OR LIT 061 OR LIT 063 OR LIT 067 OR LIT 069).
Prerequisites with a Concurrent Option	
Corequisites	
Major Restrictions	
Class Level Restrictions	JUNIOR & SENIOR
Course Description	This course will utilize examples in literature and film to explore the impact and meaning of fashion in past and contemporary culture. Students will write two papers and give a presentation.
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	Letter Grade Only
In Progress Grading	
Maximum Enrollment	18
Maximum Enrollment Reason	----
Cross-listing	
Conjoined	

Cross-listed Schools	----
Can this course be repeated?	No
How many times?	
Resource Requirements	audio visual capability in room
Does this satisfy a General Education Requirement?	Yes
Course Outline and/or Additional Documentation	ENG 119 Course Outline.pdf (101Kb)

English 119

Fashion and Fiction

COURSE DESCRIPTION AND GOALS:

How can fashion help us understand the humanities? Do we blur the lines between these two subjects or, alternately, engage in a study of contrasts between them? How can the humanities further illuminate the already burgeoning and complex field of fashion studies? This class seeks to explore these and other questions about the relation of fashion studies and the humanities, taken for the purposes of this course as literature, film, and art. Given the often material culture of many humanities approaches, particularly the idea of expressive culture as it is produced, distributed, and consumed,an increased understanding of both the humanities and fashion resides within Bruno Latour's notion of a 'material-semiotic' network. As highly interdisciplinary fields in their own right, fashion and the humanities encourage us to engage inter/intra/multi disciplinary scholars across a range of campuses.

This course will utilize examples in literature and film to explore the impact and meaning of fashion in past and contemporary culture. Students will write two papers and give a presentation.

COURSE LEARNING OUTCOMES (CLOs):

Hone research skills, including digital skills, library, and bibliographic and organizational skills.

Complicate notions of periodization and canonization set forward by such things as anthologies used in survey courses and binaries/periods used in fashion history

Articulate an appreciation of the aesthetic qualities of texts by the standards of their times and places. (Program Learning Outcome 2, see below)

Interpret texts with due sensitivity to both textual and contextual cues, and move those interpretations toward original arguments and insights supported by research of both primary and secondary works. (Program Learning Outcome 5, see below)

All above CLOs are applicable to the English majors through the Program Learning Outcomes, and to the General Education program as well.

PROGRAM LEARNING OUTCOMES (PLOS) ENGLISH MAJOR:

Interpret texts with due sensitivity to both textual and contextual cues.

Articulate an appreciation of the aesthetic qualities of texts by the standards of their times and places.

Develop historical, geographic, and cultural empathy by reading texts written in other times, places, and cultures.

Apply interpretive strategies developed in literary study to other academic and professional contexts.

Write cogently and with sensitivity to audience.

GENERAL EDUCATION GUIDING PRINCIPLES:

This course particularly emphasizes the following four UC Merced General Education Guiding Principles: **Communication**: analyzing the author's writing and communicating responses to it to the class and faculty member.

Aesthetic understanding: appreciating the unique qualities of literature, despite or perhaps because of their difficulty compared to other types of writing.
Creativity: both appreciating the author's creativity by reading their many and diverse works, and responding creatively to that work through writing and/or projects.
Appreciation of diverse perspectives in both global and community contexts: learning about an author's historical and geographic context, different as it is from our own, and thinking about how their particular context shaped their writing, while also considering how their writing in turn has effected other world authors in myriad ways.

Potential Assigned Reading

Monographs:

Barthes, Roland. *The Fashion System*. Berkeley and Los Angeles: U of California P,1990.

Berry,Sarah. *Screen Style: Fashion and Femininity in 1930s Hollywood*. Minneapolis and London: U of Minnesota P, 2000).

Craik, Jennifer. *The Face of Fashion: Cultural Studies in Fashion*. London and New York: Routledge, 1994.

Crane, Diana. *Fashion and Its Social Agendas: Class, Gender and Identity in Clothing*. Chicago and London: University of Chicago Press, 2000.

Davis, Fred. *Fashion, Culture, and Identity*. Chicago and London, Chicago UP, 1992.

Gamman, Lorraine. "Self-Fashioning, Gender Display, and Sexy Girl Shoes: What's at Stake—Female Fetishism or Narcissism?" in Benstock and Ferris, *Footnotes on Shoes*, New Bruswick:Rutgears University Press, 2001.

Hebdige, Dick. *Subculture: The Meaning of Style*. London: Methuen P, 1979.

Keenan, William. *Dressed to Impress: Looking the Part*. Oxford and New York: Berg, 2001.

Peiss, Kathy. *Hope in a Jar: The Making of America's Beauty Culture*, New York: Holt, 1998,

Ko, Dorothy. "Jazzing into Modernity: High Heels, Platforms, and Lotus Shoes," in *China Chic: East Meets West*, Valerie Steele and John S. Major, eds., New Haven: Yale University Press, 141-154. 1999.

Bettie, Julie. *Women Without Class: Girls, Race, and Identity*. University of California Press, 2003.

Saraswati, L. Ayu. *Seeing Beauty, Sensing Race in Transnational Indonesia*. Honolulu: University of Hawaii Press.2013.

Novels:

Carlyle, Thomas. *Sartor Resartus*, 1836.

Bronte, Charlotte. *Jane Eyre,* 1847.

Flaubert, Gustave. *Madame Bovary*, 1856.

Wharton, Edith. *House of Mirth*, 1905.

Cather, Willa. *A Lost Lady*, 1923.

Fauset, Jessie. *Plum Bun*, 1929.

Thompson Norris, Kathleen. *Treehaven*, 1932.

Mitchell, Margaret. *Gone With the Wind*, 1936.

Capote, Truman. *Breakfast at Tiffany's*, 1961.

Bushnell, Candace. *Sex and the City*, 1997.

Edwards-Jones, Imogen. *Fashion Babylon,* 2008.

Moran, Caitlin. *How to be a Woman*, 2012.

Films:

Stella Dallas, Samuel Goldwyn Mayer, 1937.

Pretty in Pink, Paramount, 1986.

Pret a Porter, Miramax, 1994.

The Devil Wears Prada, Fox, 2006.

HIST 108: Topics in World History

Course Title	Topics in World History
Abbreviated Course Title	Topics in World History
Course Subject	HIST
Course Number	108
School Submitting Request	SSHA
Division	Upper Division
Effective Term	Spring 2015
Discontinuance Term	----
Lower Unit Limit	4
Upper Unit Limit	
Prerequisites	Any lower division HIST course
Prerequisites with a Concurrent Option	
Corequisites	
Major Restrictions	
Class Level Restrictions	
Course Description	Study in selected topics in World History.
TIE Code	T: Lecture
Reasons for Request	Pre-requisite Change Other
Brief Explanation of Change(s)	We are revising the course pre-requisites to focus on students having completed a lower division history class: what is important is the knowledge of basic historical thinking and writing. We are also articulating the relationship of the course to GE and increasing the amount of times a student can repeat the course from 2 to 3. Additionally, because of enrollment size, changing course from seminar to lecture. Have also made a slight adjustment to the course description.
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	60

Maximum Enrollment Reason	----
Cross-listing	
Conjoined	
Cross-listed Schools	----
Can this course be repeated?	Yes
How many times?	3
Resource Requirements	Library resources; standard classroom with AV equipment
Does this satisfy a General Education Requirement?	Yes
Course Outline and/or Additional Documentation	HISTORY 108 rev.docx (13Kb)

HISTORY 108: Topics in World History

Specific topics will vary, but classes will explore selected problems in areas of the world outside of the US.

Content and Course Learning Outcomes: Although the specific foci of HIST 108: Topics in World History vary considerably, each iteration shares similar kinds of sources, student assignments, assessment practices, and course learning outcomes. Moreover, each iteration will now be designed to satisfy the University's upper division General Education requirements. Regardless of the specific focus, HIST 108 will be structured as a lecture/discussion course that requires students to read, write, and engage their peers on critical questions related to World History. Course readings will include a range of primary sources (written and visual) and scholarly works. Course content will almost always require students to grapple with questions related to social identity, citizenship, politics, economics, and the occupation and the human interaction with the landscape. 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 including one substantial, semester-long research-based project.
Course Learning Outcomes for HIST 108 are commensurate with those of the History major and SSHA. By the end of HIST 108 each student should not only have a deeper appreciation for the intricate histories of people around the world. Specifically, upon successful completion of this course, students will be able to:

- Illustrate multiple approaches to understanding changes in economic, political, and social formations over time
- Take on the perspectives of historical actors
- Critically analyze historical texts and visual sources
- Describe how historians use primary sources to create arguments
- Evaluate the thesis, methodology, and success of an academic work

While not all sub-outcomes may be addressed in each course, all courses offered under HIST 108 will address several sub-categories of the four overarching learning outcomes of the History major:

- Historical Knowledge
- Critical Thinking
- Research Skills
- Written and Oral Communication

General Education Requirement: 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, this modified CRF has been submitted to request GE status. All iterations of HIST 108 will address the categories Decision Making, Communication, and Self and Society.

1. 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 the analysis of historical change offers students intellectual resources (in this case applied to historical case studies) with which to confront the intricacies, challenges, and potential for unforeseen consequences.
2. All offerings of HIST 108 will emphasize communication. Structured as a lecture/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.
3. Students' ability to consider the relationship between Self and Society will necessarily be enhanced by HIST 108's attention to intersecting forces of economy, politics, and culture in shaping social identity.

ENG 064: LGBT Fiction

Course Title	LGBT Fiction
Abbreviated Course Title	LGBT Fiction
Course Subject	ENG
Course Number	064
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	WRI 010
Corequisites	
Major Restrictions	
Class Level Restrictions	
Course Description	A study of classic works of twentieth- and twenty-first-century LGBT fiction, welcoming all students interested in the politics of identity, in representations of sexuality, and in edgy works of literature.
TIE Code	T: Seminar-Topical
Reasons for Request	New Course
Brief Explanation of Change(s)	A new lower division seminar to support the English major and minor, and general education requirements.
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	Standard classroom A/V.

Does this satisfy a General Education Requirement? Yes

Course Outline and/or Additional Documentation ENG 064 Course Outline.pdf (94Kb)

English 064: LGBT Fiction

Course Description and Goals

In this seminar, we will explore classic works of twentieth- and twenty-first-century LGBT fiction, from Radclyffe Hall's *The Well of Loneliness* (1928) to James Baldwin's *Giovanni's Room* (1956), from Jeanette Winterson's *Written on the Body* (1993) to Dennis Cooper's *The Sluts* (2005). How have certain LGBT authors embraced classic novelistic subgenres and frames, such as the epistolary novel, the *Bildungsroman*, and the marriage plot, to make sense of same-sex desire and love, political oppression, resistance, and solidarity, the competing impulses to be "normal" and yet to maintain difference? Conversely, in what ways have LGBT writers defied aesthetic and psychological conventions in their narratives, pushed the limits of the novel, resisted the epistemological and (Western) cultural temptation to be defined by sexual identity? What exactly is "sexuality" anyway? This seminar welcomes all students, particularly those interested in the politics of identity, in representations of sexuality, and in edgy works of literature.

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 English literature by and about LGBT people, as well as the people, places, and events that shaped the worlds in which these works were written. (Addresses PLO 1)
2. **Find coherence in** the aesthetic qualities of these works, and understand how aesthetics are related to historical context and audience. (Addresses PLO 2)
3. **Empathize** with sexual, historical, geographic, and cultural diversity by reading stories written in various contexts. (Addresses PLO 3)
4. **Interpret** various kinds of literature, with due sensitivity to both textual and contextual cues. (Addresses PLO 1)
5. **Develop close reading skills**, understanding how literary choices create various meanings for various audiences (Addresses PLOs 1 and 4)
6. **Articulate evaluations** of this literature, in speech and writing, focusing on close analyses of language, tone, and audience. (Addresses PLOs 1 and 2 and 5)
7. **Apply** interpretive strategies developed in historical 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 the writing LGBT writers as forms of communication; and communicating responses to that writing to the class and faculty member.

Aesthetic understanding: appreciating the unique qualities LGBT literature.

Creativity: both appreciating the creativity of various writers by reading their many and diverse works; and responding creatively to that work through writing.

Appreciation of diverse perspectives in both global and community contexts: learning about the historical and geographic contexts various LGBT writers, and thinking about how the particular contexts of that time and place shaped the writing of these authors, while also considering how their writing in turn has affected other world authors as well as social ideas in myriad ways.

WH 004: World Heritage in Maps: An Introduction to Cartography and GIS

Course Title	World Heritage in Maps: An Introduction to Cartography and GIS
Abbreviated Course Title	Intro to Cartography and GIS
Course Subject	WH
Course Number	004
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	Application of Cartography and Geographic Information Systems for the study of World Heritage. Focus on spatial analysis and cartographic modeling techniques to study and make maps of cultural sites and landscapes. Weekly lectures and GIS labs on geographic topics from America, Asia, and Europe.
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: 2 contact, 2 non-contact Lab: 2 contact, 6 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	40
Maximum Enrollment Reason	----
Cross-listing	
Conjoined	
Cross-listed Schools	----
Can this course be repeated?	No

How many times?	
Resource Requirements	Lecture Classroom with A/V, and computer lab with ArcGIS installed.
Does this satisfy a General Education Requirement?	Yes
Course Outline and/or Additional Documentation	WH 004 Course Outline.pdf (27Kb)

World Heritage 004: World Heritage in Maps: An Introduction to Cartography and GIS

Required Texts:

A History of World Societies. 9th Edition. 2012. McKay et al (Bedford/St. Martin's).

Historical GIS: Technologies, Methodologies and Scholarship. 1st Edition. 2007. Ian N. Gregoray and Paul S. Ell. (Cambridge University Press).

Exams. There will be two exams; a midterm and a final. Exams will include GIS-related questions from the assignments in this course, and multiple choice questions from the textbook readings. Make-up exams will be allowed only if the student has approved it with me in advance of the test. If you can't reach me by phone, you can e-mail me or call the university. Even so, I will require confirmation of your excuse via valid written proof (e.g., doctor's note or receipt, copy of traffic ticket, funeral announcement, etc.). If you miss an exam but don't tell me until afterwards, you will get a score of zero.

Course Description: The objective of this course is to introduce students to the application of Geographic Information Science in the study of World Heritage. We will focus on how the main spatial analysis and cartographic modelling techniques developed over recent decades may be applied to study the types and locations of cultural sites and regions in the world. Specific cartography and GIS assignments will focus on World Heritage topics from the pre-historical Neolithic period, through the Ancient and Medieval periods, to the Modern period with Industrialization and the Demographic Transition. Weekly Cartography/GIS assignments will focus on the United States, France, England, China, and Japan.

Prerequisite: there are no prerequisites for this course

Course Goals:

This course sets out to provide students the following content areas:

1. The Fundamentals of how to define a Geographic Information System
2. An introduction to the main types of GIS datasets
3. Communicating spatial information in the form of a map
4. The major differences among GIS data formats
5. Attribute queries for selecting spatial features
6. Location queries for selecting spatial features
7. Identification of locations that meet specific conditions

Course Learning Outcomes (CLOs):

After completing this course students will be able to:

1. Define what a Geographic Information System is

2. Identify and utilize the main types of GIS datasets
3. Communicate spatial information in the form of a map
4. Explain and interpret major differences among GIS data formats
5. Perform an attribute query to select spatial features
6. Perform location queries to select spatial features
7. Identify locations that meet specific conditions

To support student success coherently across World Heritage coursework, these CLOs help students to reach the World Heritage *Program Learning Outcomes* 1 through 6:

1. Define the concept of World Heritage and explain its implications for contemporary society.
2. Dialogue with different disciplines such as architecture, history, art history, geography, anthropology, management, cognitive science, computer science.
3. Understand how multiple academic disciplines and methodologies contribute to World Heritage.
4. Use integrated computer technologies to complete heritage case studies and understand the appropriate context for the use of different technologies in the heritage field.
5. Evaluate the key principles and policies of cultural heritage protection and management through international heritage institutions, conventions and charters.
6. Experience and understand a visit to a monument, a landscape, or a site.

Guiding Principles for General Education
This course meets the following UC Merced Guiding Principles of General Education:

1. Decision Making: This course teaches students how to utilize a Geographic Information System (GIS) to identify specific locations in the form of a map needed for decision making.
2. Communication: Students will be required to present the results of their work in the form of maps and short essays to convey spatial information related to World Heritage.
3. Ethics and Responsibility: Students will learn ethical practices in the Cartography and GIS professions and communities so that they may better document and map the locations of cultural sites and areas for future generations.
4. Aesthetic Understanding and Creativity: This course will teach students how to apply aesthetic standards to map making as a form of human creative expression.

Grading:

Midterm	10%
Final	20%
Class Participation (map hand-outs, lab attendance, etc.)	10%
6 Cartography/GIS Assignments (10 Points Each)	60%

1. The Industrial Revolution and Population Change in France c. 1840-1860
2. England

3. United States
4. Tibet
5. China
6. Japan

Hand-Outs: Some additional handouts will be given out in-class and assigned for study.

Class Attendance. Regular class attendance is required. Some small map assignments, quizzes, etc. will be handed out in class, and credit only given for those done during class time.

Due dates: Assignments are due at the start of class following the week they are assigned (refer to Course Calendar for Specific Dates). Late assignments will lose 1 point a day (with the day of class counting as the first late day if not turned-in at the start of class).

Incompletes. Incompletes are not an option in this course, they will only be given in the rarest of circumstances, and only for situations that are justified according to university policy.

Cartography/GIS Assignments

First, before class when each assignment is due, make sure your complete ArcMap Document file (.mxd) is in your assigned user folder, and any additional Word file with answers to questions are there too. Come to class prepared to talk about the new cultural and social perspectives arising from your mapping and spatial analysis work.

GASP 031: Critical Popular Music Studies

Course Title	Critical Popular Music Studies
Abbreviated Course Title	Critical Popular Music Studies
Course Subject	GASP
Course Number	031
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	This course will introduce students to current concerns in critical popular music studies, including issues of identity (e.g., race, gender) and representation. Students will learn a variety of theories used in critical analyses of popular music. They will also learn various methodological approaches used to research popular music.
TIE Code	T: Lecture
Reasons for Request	Other
Brief Explanation of Change(s)	Adding cross-list with ARTS 031
Total Contact/Non-contact Hours Per Week	Lecture: 4 contact, 8 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	100
Maximum Enrollment Reason	----
Cross-listing	ARTS 031
Conjoined	

Cross-listed Schools	SSHA
Can this course be repeated?	No
How many times?	
Resource Requirements	Equipment for CDs (sound reproduction), DVDs (projection screen), laptop (Apple PowerBook) connectivity. TA requested.
Does this satisfy a General Education Requirement?	Yes
Course Outline and/or Additional Documentation	ARTSGASP031.pdf (74Kb)

ARTS/GASP 031

Critical Popular Music Studies

COURSE DESCRIPTION
This course will focus on current concerns in popular music studies, including issues of identity (e.g., race, gender) and representation. Students will learn a variety of theories used in critical analyses of popular music. They will also learn various methodological approaches used to research popular music.

LEARNING GOALS
• _Gain an understanding of the scholarly issues and concerns in popular music studies
• _Enhance music listening skills
• _Acquire a sense of the ethical issues involved in ethnographic fieldwork and writing

COURSE LEARNING OUTCOMES (CLOs)
By the end of this course, students will demonstrate the following:
• _Discuss and analyze scholarly issues and concerns in popular music studies
• _Generate analysis and deconstruct music from listening to musical compositions
• _Interpret ethical issues involved in ethnographic fieldwork and writing

These CLOs support students in meeting the Program Learning Outcomes (PLOs) for the completion of the Arts Minor, specifically PLOs 1, 2, and 4:
1. Describe visual and aural texts in technical and theoretical terms.
2. Become familiar with multiple schools of thoughts in art history/visual studies and/or musicology/ethnomusicology.
4. Integrate theory into creative practices.

COURSE REQUIREMENTS
• _Combines reading, listening, written assignments, and participation in class discussion.
• _Most classes will consist of a short presentation on the readings and music examples followed by in-depth discussions of the material.

REQUIRED BOOKS AND MATERIALS
• _Online articles will be uploaded to UCMCrops
• _Changing series of texts and musical examples

GUIDING PRINCIPLES FOR GENERAL EDUCATION
This course will address the guiding principle of aesthetic understanding and creativity by giving each student the tools to develop the ability to form his or her own understanding of the cultural and social significance of the arts. The course will go beyond teaching simple appreciation of the arts to emphasize critical thinking and importance of inclusiveness of diverse perspectives in discourse, thus addressing the guiding principles of communication and self and society**.** To further develop communication skills, students will be taught the distinction between history and theory and will be asked to do research and to write essays utilizing both of these models of inquiry.

GASP 152: Topics in Music Studies

Course Title	Topics in Music Studies
Abbreviated Course Title	Topics in Music Studies
Course Subject	GASP
Course Number	152
School Submitting Request	SSHA
Division	Upper 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	Junior/Senior
Course Description	This course will focus on a combination of inividual and group research projects in music studies.
TIE Code	T: Seminar-Topical
Reasons for Request	Other
Brief Explanation of Change(s)	CRF updated to be cross-listed with ARTS 152.
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	15
Maximum Enrollment Reason	----
Cross-listing	ARTS 152
Conjoined	
Cross-listed Schools	SSHA
Can this course be repeated?	No
How many times?	
Resource Requirements	Equipment for CDs (sound reproduction), DVDs (projections screen), laptop (Apple PowerBook)

	connectivity. TA requested.
Does this satisfy a General Education Requirement?	Yes
Course Outline and/or Additional Documentation	ARTSGASP152.pdf (36Kb)

ARTS/GASP 152

Topics in Music Studies

COURSE DESCRIPTION
This course is intended as an advanced seminar on a specific topic in the study of music, which may change from semester to semester.

LEARNING GOALS
• _Gain an understanding of the scholarly issues and concerns in music studies
• _Enhance music listening skills

COURSE LEARNING OUTCOMES (CLOs)
After taking this class, students should be able to:
• Read, interpret, and critique scholarly writing on music
• Describe aural texts in sophisticated terms—both theoretical and technical
• Analyze musical and visual texts within their historical and conceptual contexts
• Understand the role played by music in society
• Use professional scholarly research methods.

These CLOs support students in meeting the Program Learning Outcomes (PLOs) for the completion of the Arts Minor, specifically PLOs 1, 2, and 4:
1. Describe visual and aural texts in technical and theoretical terms.
2. Become familiar with multiple schools of thoughts in art history/visual studies and/or musicology/ethnomusicology.
4. Integrate theory into creative practices.

COURSE REQUIREMENTS
• _Combines reading, listening, written assignments, and participation in class discussion.
• _Most classes will consist of a short presentation on the readings and music examples followed by in-depth discussions of the material.

REQUIRED BOOKS AND MATERIALS
• _Online articles will be uploaded to UCMCrops
• _Changing series of texts and musical examples

GUIDING PRINCIPLES FOR GENERAL EDUCATION
This course will address the guiding principle of aesthetic understanding and creativity by giving each student the tools to develop the ability to form his or her own understanding of the cultural and social significance of the arts. The course will go beyond teaching simple appreciation of the arts to emphasize critical thinking and importance of inclusiveness of diverse perspectives in discourse, thus addressing the guiding principles of communication and self and society**.** To further develop communication skills, students will be taught the distinction between history and theory and will be asked to do research and to write essays utilizing both of these models of inquiry.

ARTS 031: Critical Popular Music Studies

Course Title	Critical Popular Music Studies
Abbreviated Course Title	Critical Popular Music Studies
Course Subject	ARTS
Course Number	031
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	This course will introduce students to current concerns in critical popular music studies, including issues of identity (e.g., race, gender) and representation. Students will learn a variety of theories used in critical analyses of popular music. They will also learn various methodological approaches used to research popular music.
TIE Code	T: Lecture
Reasons for Request	New Course Other
Brief Explanation of Change(s)	The course already exists in GASP; we are adding it here for cross-listing with ARTS.
Total Contact/Non-contact Hours Per Week	Lecture: 4 contact, 8 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	100
Maximum Enrollment Reason	----

Cross-listing	GASP 031
Conjoined	
Cross-listed Schools	SSHA
Can this course be repeated?	No
How many times?	
Resource Requirements	Equipment for CDs (sound reproduction), DVDs (projection screen), laptop (Apple PowerBook) connectivity. TA requested.
Does this satisfy a General Education Requirement?	Yes
Course Outline and/or Additional Documentation	ARTSGASP031.pdf (74Kb)

ARTS/GASP 031

Critical Popular Music Studies

COURSE DESCRIPTION
This course will focus on current concerns in popular music studies, including issues of identity (e.g., race, gender) and representation. Students will learn a variety of theories used in critical analyses of popular music. They will also learn various methodological approaches used to research popular music.

LEARNING GOALS
• _Gain an understanding of the scholarly issues and concerns in popular music studies
• _Enhance music listening skills
• _Acquire a sense of the ethical issues involved in ethnographic fieldwork and writing

COURSE LEARNING OUTCOMES (CLOs)
By the end of this course, students will demonstrate the following:
• _Discuss and analyze scholarly issues and concerns in popular music studies
• _Generate analysis and deconstruct music from listening to musical compositions
• _Interpret ethical issues involved in ethnographic fieldwork and writing

These CLOs support students in meeting the Program Learning Outcomes (PLOs) for the completion of the Arts Minor, specifically PLOs 1, 2, and 4:
1. Describe visual and aural texts in technical and theoretical terms.
2. Become familiar with multiple schools of thoughts in art history/visual studies and/or musicology/ethnomusicology.
4. Integrate theory into creative practices.

COURSE REQUIREMENTS
• _Combines reading, listening, written assignments, and participation in class discussion.
• _Most classes will consist of a short presentation on the readings and music examples followed by in-depth discussions of the material.

REQUIRED BOOKS AND MATERIALS
• _Online articles will be uploaded to UCMCrops
• _Changing series of texts and musical examples

GUIDING PRINCIPLES FOR GENERAL EDUCATION
This course will address the guiding principle of aesthetic understanding and creativity by giving each student the tools to develop the ability to form his or her own understanding of the cultural and social significance of the arts. The course will go beyond teaching simple appreciation of the arts to emphasize critical thinking and importance of inclusiveness of diverse perspectives in discourse, thus addressing the guiding principles of communication and self and society**.** To further develop communication skills, students will be taught the distinction between history and theory and will be asked to do research and to write essays utilizing both of these models of inquiry.

ARTS 152: Topics in Music Studies

Course Title	Topics in Music Studies
Abbreviated Course Title	Topics in Music Studies
Course Subject	ARTS
Course Number	152
School Submitting Request	SSHA
Division	Upper Division
Effective Term	Spring 2015
Discontinuance Term	----
Lower Unit Limit	4
Upper Unit Limit	
Prerequisites	None
Prerequisites with a Concurrent Option	
Corequisites	
Major Restrictions	
Class Level Restrictions	Junior/Senior
Course Description	This course will focus on a combination of individual and group research projects in music studies.
TIE Code	T: Seminar-Topical
Reasons for Request	New Course Number
Brief Explanation of Change(s)	The course already exists as GASP 152; we are adding it here for cross-listing with ARTS.
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	15
Maximum Enrollment Reason	----
Cross-listing	GASP 152
Conjoined	
Cross-listed Schools	SSHA
Can this course be repeated?	No
How many times?	
Resource Requirements	

	Equipment for CDs (sound reproduction), DVDs (projection screen), laptop (Apple PowerBook) connectivity. TA requested.
Does this satisfy a General Education Requirement?	Yes
Course Outline and/or Additional Documentation	ARTSGASP152.pdf (36Kb)

ARTS/GASP 152

Topics in Music Studies

COURSE DESCRIPTION
This course is intended as an advanced seminar on a specific topic in the study of music, which may change from semester to semester.

LEARNING GOALS
• _Gain an understanding of the scholarly issues and concerns in music studies
• _Enhance music listening skills

COURSE LEARNING OUTCOMES (CLOs)
After taking this class, students should be able to:
• Read, interpret, and critique scholarly writing on music
• Describe aural texts in sophisticated terms—both theoretical and technical
• Analyze musical and visual texts within their historical and conceptual contexts
• Understand the role played by music in society
• Use professional scholarly research methods.

These CLOs support students in meeting the Program Learning Outcomes (PLOs) for the completion of the Arts Minor, specifically PLOs 1, 2, and 4:
1. Describe visual and aural texts in technical and theoretical terms.
2. Become familiar with multiple schools of thoughts in art history/visual studies and/or musicology/ethnomusicology.
4. Integrate theory into creative practices.

COURSE REQUIREMENTS
• _Combines reading, listening, written assignments, and participation in class discussion.
• _Most classes will consist of a short presentation on the readings and music examples followed by in-depth discussions of the material.

REQUIRED BOOKS AND MATERIALS
• _Online articles will be uploaded to UCMCrops
• _Changing series of texts and musical examples

GUIDING PRINCIPLES FOR GENERAL EDUCATION
This course will address the guiding principle of aesthetic understanding and creativity by giving each student the tools to develop the ability to form his or her own understanding of the cultural and social significance of the arts. The course will go beyond teaching simple appreciation of the arts to emphasize critical thinking and importance of inclusiveness of diverse perspectives in discourse, thus addressing the guiding principles of communication and self and society**.** To further develop communication skills, students will be taught the distinction between history and theory and will be asked to do research and to write essays utilizing both of these models of inquiry.

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SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS

UNIVERSITY OF CALIFORNIA, MERCED
5200 N. Lake Rd. Building A
MERCED, CA 95343
(209) 228-SSHA
FAX (209) 228-4007

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.

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, Pol. 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 ngineering	
Vicki Bickett	M /	
Rita Kiguoya		
Presley Ramirez	ESS	
samantha Gaerlan	Biology	
Bryan Juarez	ESS	
LaTriece Crawford	Bio	
Tony Chen	CSE	
Manvinder Toor	Bio	

Thursday, February 20th 2014

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	[illegible]
Daralynn McCall	Soc	Daralynn McCall
Sebastien Dalbouze	Biology	Sebastien [illegible]
Kyla Gilmore	anthropology	Kyla Gilmore
Brittany Beckinor	Biology	Brittany [illegible]
Chiqoz millbeckem	psychology	[illegible]

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-engineering	Javier Ramos	Not of my interest
Dana Stubblefield	undeclared	Dana Stubblefield	does not fit my interest, sorry.
Daricia Simmons	computer science	Daricia Simmons	not necessary. will learn on my own through volunteering. Major already has research requirements
Sam Wilson	Marine Bio	Sam Wilson	just not doesn't fit my interest. Major already has research requirements
Christopher Chin	Biology	Christopher Chin	Dont need education to help community. Not my cup of tea
Santiago Zamora	Political Science	Santiago Zamora	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 emphases already feels like a minor

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UNIVERSITY OF CALIFORNIA,
MERCED 5200 NORTH LAKE ROAD
MERCED, CA 95343
(209) 228-4629

May 5, 2014

To: Ignacio López-Calvo, Chair, Academic Senate
From: Laura Martin, Accreditation Liaison Officer (ALO) & Coordinator for Institutional Assessment

Re: Proposal for a Minor in Community Research and Service

As the campus' Accreditation Liaison Officer, I thank you for the opportunity to comment on the proposal for a minor in *Community Research and Service*. There are no accreditation-related implications to establishing the minor, including in in relation to substantive change.

CC: Tom Peterson, Provost and Executive Vice Chancellor
Susan Sims, Chief of Staff, Office of the Provost and Executive Vice Chancellor
Elizabeth Whitt, Vice Provost and Dean of Undergraduate Education

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ACADEMIC SENATE, MERCED DIVISION
COMMITTEE ON ACADEMIC PLANNING AND RESOURCE ALLOCATION
ANNE KELLEY, CHAIR
amkelley@ucmerced.edu

UNIVERSITY OF CALIFORNIA, MERCED
5200 NORTH LAKE ROAD
MERCED, CA 95344
(209) 228-4369; fax (209) 228-7955

May 6, 2014

To: Ignacio López-Calvo, Chair, Division Council

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

Re: CAPRA's Comments on Proposed Community Research & Service Minor

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Per Division Council's request, CAPRA reviewed SSHA's proposed minor in Community Research and Service. A majority of CAPRA supports the establishment of the minor but has the following comments:

The minor requires a minimum of four units of CRS 195, a research/service learning course (upper-division research or service learning may substitute for it). This type of course is faculty time-intensive, and it seems that having several dozen students in this minor will either greatly increase the teaching burden on the SSHA faculty or require that new faculty be hired to support this minor. It is not clear whether faculty will receive teaching credit for CRS 195, and if so, how much. CAPRA would like to see a clear statement of the number of faculty who will be participating in the 195 course, the number of students each of these faculty will be expected to supervise, and whether this 195 supervision will be in addition to or in place of the faculty members' other teaching assignments.

CAPRA also notes the statement in the proposal "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." However, we do not yet know which research foci have been identified as "strategic" by the Strategic Academic Focusing working group. Finally, there is also a question of other kinds of resources SSHA will need in order to connect the students with the community groups with which they are supposed to be interacting.

Some CAPRA members believe that the minor has sufficient short-term support even if it is unclear whether the minor can be sustained beyond the next few years in light of the teaching burden on faculty and required resources. This minor would be a positive addition as it would enable students to add to learning their disciplinary major and receive formal recognition for gaining valuable, real world

experiences while completing their college education. Perhaps an option would be to offer the course for credit as an elective until enrollment is sufficient to justify a minor.

cc: CAPRA Members
DivCo Members
Senate office

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ACADEMIC SENATE, MERCED DIVISION
COMMITTEE ON RESEARCH
RUTH MOSTERN, CHAIR
rmostern@ucmerced.edu

UNIVERSITY OF CALIFORNIA, MERCED
5200 NORTH LAKE ROAD
MERCED, CA 95344
(209) 228-4369; fax (209) 228-7955

May 7, 2014

To: Ignacio López-Calvo, Chair, Division Council

From: Ruth Mostern, Chair, Committee on Research (COR)

Re: Request to Review Proposed Minor in Community Research and Service

---

Per Division Council's request, COR reviewed SSHA's proposed minor in Community Research and Service. COR appreciates that the minor facilitates community-based research and therefore endorses the proposal.

cc: COR members
DivCo members
Senate office

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ACADEMIC SENATE, MERCED DIVISION
COMMITTEE ON FACULTY WELFARE, DIVERSITY & ACADEMIC FREEDOM
RUDY ORTIZ, CHAIR
rortiz@ucmerced.edu

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5200 NORTH LAKE ROAD
MERCED, CA 95344
(209) 228-4369; fax (209) 228-7955

May 7, 2014

To: Ignacio López-Calvo, Chair, Division Council

From: Rudy Ortiz, Chair, Committee on Faculty Welfare, Diversity, and Academic Freedom (FWDAF)

Re: Request to Review Proposed Minor in Community Research and Service

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Per Division Council's request, FWDAF reviewed SSHA's proposed minor in Community Research and Service. The committee endorses the proposal.

cc: FWDAF members
DivCo members
Senate office

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ACADEMIC SENATE, MERCED DIVISION
GRADUATE COUNCIL (GC)
VALERIE LEPPERT, CHAIR

UNIVERSITY OF CALIFORNIA, MERCED
5200 NORTH LAKE ROAD
MERCED, CA 95343
(209) 228-6312

May 8, 2014

To: **Ignacio López-Calvo, Senate Chair**

From: **Valerie Leppert, Chair, Graduate Council (GC)**

Re: **GC response to the proposed SSHA Community Research and Service Undergraduate Minor**

In response to DivCo's request, the Graduate Council reviewed the School of Social Sciences, Humanities and Arts proposed minor in Community Research and Service. A positive aspect of the proposed program is that it cleverly leverages existing programs and courses in SSHA and SOE to create a distinctive cross-campus minor that can become a signature program at UC Merced – an advantageous outcome given our desire to obtain Community Engagement Carnegie Classification (endorsed by DivCo earlier this Academic Year).

It should also be noted that the SOE component of this program (Engineering Service Learning) serves to train SOE students in professional skills (communication, project management, team work, ethics, etc.) that employers are interested in. It can be envisioned that parallel courses in SSHA may also provide the same training in professional skills to students there, which may give undergraduate students in the Humanities and Social Sciences a competitive edge in seeking employment. At the same time, SSHA graduate students with teaching responsibilities for the program will gain experience in this form of pedagogy, which may also give them a competitive edge in the academic job market. A further advantage of the program is that it will likely expand the number of disciplines involved in team-based community engagement projects already underway, and this ability to function on multi-disciplinary teams is a skill that employers value.

We note that the Engineering components of the program are already in place and covered by internal and external funding, and that the proposers have detailed a plan to limit enrollment in the minor while the program grows its funding for parallel activities in SSHA. Several support letters also detail courses, which appear to have the capacity to accept additional students that may be used in support of the minor. The plan to initially limit enrollment, fundraising plans, and monitoring of the resource impact of the program, will be important in ensuring it has the resources it needs to succeed.

We appreciate the opportunity to opine.

Cc: Graduate Council
Division Council
Academic Senate Office

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Office of Undergraduate Education

UNIVERSITY OF CALIFORNIA, MERCED
P.O. BOX 2039
MERCED, CALIFORNIA 95344
(209) 228-7951

September 29, 2014

TO: Jack Vevea, Chair, Undergraduate Council

FROM: Elizabeth Whitt, Vice Provost and Dean for Undergraduate Education

RE: Proposed Minor: Community Research and Service

Thank you for the opportunity to comment on the proposed Minor in Community Research and Service (CRS).

To prepare this memo, I studied materials provided by Senate Assistant Director Fatima Paul. In addition – as further context for my comments --, I was involved in early Blum Center discussions about the CRS minor, including ways to incorporate CORE 001 into its curriculum. More recently, Jesus Cisneros, Director of the Undergraduate Research Opportunities Center, and I have been part of a group focused on creating connections among the various campus sources of support for undergraduate research, including support for the CRS minor, if it is approved. Finally, I attended the UGC meeting on September 24, where Robin DeLugan and Steve Roussos discussed the minor.

I see three reasons to support approval of the CRS minor. First, it offers an innovative approach to involving students in undergraduate research and linking undergraduate research to service to local and regional communities, both of which are consistent with the mission of UC Merced. Second, the plan for assessing student learning outcomes for the minor is thorough. Third, the proposers identify many potential sources of support for the minor, both on campus and off.

That last argument in favor of the proposal also is the basis of my main question about it: What evidence is there that the minor can be supported, over the long term, with adequate financial and human resources? In their comments about the CRS minor, CAPRA voiced similar concerns. First, CAPRA stated, “The minor requires a minimum of four units of CRS 195 . . . [It] seems that having several dozen students in this minor will either greatly increase the teaching burden on the SSHA faculty or require that new faculty be hired to support this minor.” They went on to say, “CAPRA would like to see a clear statement of the number of faculty who will be participating in the 195 course, the number of students each of these faculty will be expected to supervise, and whether this 195 supervision will be in addition to or in place of the faculty members’ other teaching assignments.” Second, CAPRA raised concerns about the sustainability of the minor beyond the first two years, particularly if enrollments grow as anticipated. In its memo, CAPRA noted that the proposers of the minor stated they would seek additional resources, including via the Strategic Academic Focusing process, but CAPRA noted, too, that the outcomes of that process still are uncertain.

At the UGC meeting on September 24, 2014, the proposers of the minor said they do not, at present, have a financial plan to support expansion of the program. I am reluctant to endorse this, or any, minor – or major -- in the absence of such a plan. I believe a long-term view – that is, beyond two years – is necessary for good stewardship of institutional resources and to sustain high-quality academic programs.

Thank you again for the opportunity to comment on the proposed CRS minor. Please let me know if you have any questions or need additional information.

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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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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September 12, 2014

To: Jian-Qiao Sun, Chair, Division Council

From: Rudy Ortiz, Chair, Committee on Faculty Welfare, Diversity, and Academic Freedom (FWDAF)

Re: Proposed Split of FWDAF

FWDAF would like to recommend that starting in AY 2015-2016, FWDAF split into two separate standing Senate committees: the Committee on Faculty Welfare and Academic Freedom and the Committee on Diversity and Equity. We feel a number of factors have precipitated that justify the development of this independent committee: **1)** the faculty welfare issues being discussed at the system-wide and campus-wide level are of sufficient magnitude and importance that a separate committee is warranted to provide the dedicated attention these issues deserve, **2)** the increased workload to adequately cover diversity (e.g., hiring practices) and academic freedom (e.g., online courses) combined detracts from the attention needed for faculty welfare and together the needed attention to all issues is being diluted, and **3)** the appropriate and necessary dedication of a UC Merced representative to the UCFW is becoming increasingly difficult to identify from FWDAF, which negatively impacts the Merced Division's voice at the system-wide level. Also, it should be noted that Faculty Welfare, Diversity, and Academic Freedom are three independent committees on 7 of the 9 other UC campuses. [1]

Given these factors, we propose a new Faculty Welfare and Academic Freedom committee that starts with 4 members (at least 1 member from each School) in AY 2015-2016 and increases as necessary to adequately address faculty welfare and academic freedom issues. Members of this committee would then be responsible for representing the Merced Division at the system-wide level (representative and the alternate). Because of the significant meeting schedule of this UC committee and the significance of the issues being discussed at the system-wide level, we recommend that the committee be comprised of

[1] UCI has a Council of FWDAF with three corresponding subcommittees. UCSB has a Committee on Faculty Welfare and Academic Freedom and a Committee on Diversity & Equity.

more senior faculty with significant UC experience. We also recommend that the initial committee members serve at least 2 academic years to provide some stability at the onset.

The existing FWDAF committee will become the Committee on Diversity and Equity, will be reduced to 3 members (1 member from each School), and will continue to represent UCM at the system-wide level (UCAAD).

Thank you for your consideration of our proposal and we look forward to working with you to produce the most impactful format to ensure that UCM's interests with respect to faculty welfare are being properly represented.

cc: FWDAF members
DivCo members
Senate office