

Undergraduate Council (UGC)

Wednesday, November 12, 2014, 3:00pm-4:30pm

KL 362

All documents available on the UGC1415 UCMCROPS site

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|--------------|--|---------------|
| I. | Chair’s Report – Jack Vevea
- DivCo Meeting (11/5/14) | 5 min |
| II. | Consent Calendar
A. Approval of the Agenda
B. Approval of the October 22 Meeting Minutes (pp. 3-7) | |
| III. | Systemwide Committee Reports
Agendas are hyperlinked below and available on pp. 8-11
- 10/17/14 UCIE Meeting – YangQuan Chen
- 11/3/14 UCEP Meeting – Chair Vevea
- 11/7/14 BOARS Meeting – Vice Chair Viney | 15 min |
| IV. | General Education – Anne ZanZucchi and Katie Brokaw
A. 11/6 GE Subcommittee Meeting
B. Discussion of GE Retreat Synthesis (pp. 12-16)
<i>UGC Members were asked to review the document and be prepared to discuss on 11/12.</i> | 10 min |
| V. | Report on the 10/27 Grade Appeals Subcommittee Meeting
<i>Elizabeth Whitt, Jack Vevea, Anne Zanzucchi, Carrie Menke, Christopher Viney</i> | 10 min |
| VI. | Report on the 11/10 CRF Subcommittee Meeting
<i>Jack Vevea, Christopher Viney, Carrie Menke, Sholeh Quinn</i> | 10 min |
| VII. | Approval of SSHA CRFs
ENG 051: The Bible as Literature (pp. 17-20)
GASP 155: Film Theory and Criticism (pp. 21-22)
GASP 035: Film History (pp. 23-28)
ARTS 035: Film History (pp. 23-28)
Action Requested: Discuss CRF subcommittee recommendation and approve proposed CRFs. | 10 min |
| VIII. | SNS Honors Proposal
- Proposal (pp. 29-36)
- CAPRA Comments (pp. 37-38) | 10 min |

This agenda may contain confidential and privileged material for the sole use of UGC Members.

- Provost Comments (p. 39)

Action Requested: Discuss and send recommendation to SNS.

IX. Request from BIOE (p. 40)

10 min

The BioE program is requesting to change the current program learning outcomes to the ABET (Accreditation Board for Engineering and Technology) A-K outcomes, in preparation for programmatic accreditation. ABET requires that engineering programs regularly assess the A-K learning outcomes.

UGC Chair and Analyst consulted ALO who recommended that UGC ask for evidence that the program's curriculum will adequately support development of these outcomes by the time of graduation.

Action: Discuss and send a response to Professor Wei-Chun Chin.

Action: Draft Guidelines for reviewing PLOs.

X. Informational Item: SSHA Memo regarding Standardized CRFs Guidelines (p. 41)

XI. Executive Session – UGC Voting Members and VPDUE Whitt only please

10 min

**Undergraduate Council
Minutes of Meeting
October 22, 2014**

I. Meeting

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

II. Chair's Report

The Psychology program review site visit took place on October 14-15. The review team report will be delivered to the Academic Senate by mid-November.

Chair Vevea encouraged UGC members to attend the November 14 Meeting of the Division.

III. Consent Calendar

- Agenda was approved as presented.
- Minutes of September 24 were unanimously approved as presented.
- Minutes of October 8 were unanimously approved with a minor edit.

IV. Systemwide Committee Reports:

A. UCIE – Professor YangQuan Chen

Professor Chen will report on UCIE activities at the November 22 UGC meeting.

B. BOARS Eligibility Construct – Vice Chair Viney

Vice Chair Viney asked UGC members to send him comments on the BOARS revised eligibility construct (please refer to 10/8 minutes for a description of the proposal).

Senate analyst will remind UGC members to send their comments on the proposal to Vice Chair Viney by November 6, for discussion at the November 7.

V. GE Subcommittee report – Anne Zanzucchi

The subcommittee is working on the GE self-study. Chair Zanzucchi encouraged UGC members to provide feedback on GE future directions.

The subcommittee is also developing an outreach initiative with the goal of receiving recommendations from the May Retreat participants to confirm that what was discussed at the Retreat is represented in the Retreat synthesis. The goal is also to give those who did not have the opportunity to participate to weigh in and share ideas.

The general purpose of the Retreat was to envision what GE should look like in light of the campus's mission.

VPDUE Whitt provided a summary of the Retreat, which is available [here](#).

It was noted that it would be timely to revisit GE when the campus receives the review team report and that a possible outcome could be the generation of a GE mission statement.

Next steps:

- Identify ways to engage more faculty with the Retreat synthesis. The November 14 Meeting of the Division was identified as a venue to discuss GE.
- Engage students in conversations about GE.

Action: UGC to review the Retreat summary and discuss at the November 22 meeting.

VI. Academic Integrity Task Force – VPDUE Whitt

The task force inaugural meeting was held on October 16. The task force was created last year, in response to concerns about the campus's policy being too general, unclear and very punitive. The task force will review all UC policies and continue its work this semester

The task force is co-chaired by VPDUE Whitt and Professor Kara McCloskey.

Charge of the task force is available [here](#).

VII. Report from the CRFs Subcommittee

ENGR – all engineering CRFs effective Spring 2015

1. [BIOE 104: Biotransport](#) – Approved
2. [BIOE 114: Tissue Engineering Design](#) – Approved
3. [ENGR 190: Engineering Capstone Design](#) – Approved

SNS – effective Spring 2016

4. [MATH 146: Numerical Linear Algebra](#) – Approved

SSH

5. [HIST 142: Topics in Latin American History](#) (Spring 2015) – Approval contingent on refining the description of HIST 142 since it will be used in the catalog -- emphasizing different foci as a bonus rather than it simply resulting from different instructors.
6. [ENG 151: Advanced Shakespeare](#) (Summer 2015) – Approved
7. [ENG 066: Literary Romance](#) (Fall 2015) – Approved
8. [HIST 042: The Body in Health and Disease – An Introduction to the History of Medicine](#) (Spring 2015) – Approved
9. [ENG 186: Language, Gender, and Culture](#) (Spring 2015) – Approved
10. [CCST 113: Latino and Immigrant Health](#) (Spring 2015) – Approved

11. [PH 190: Topics in Public Health](#) (Spring 2015) – Approved as satisfying GE requirement.
12. [PH 113: Latino and Immigrant Health](#) (Spring 2015) – Approved

Update on CRFs that were reviewed via email the week of 10/13:

1. [CHEM 010H: Honors General Chemistry II](#) and [CHEM 008H: Honors Principles of Organic Chemistry](#)
 UGC previously noted that these courses state they serve as GenEd requirements, but include no supporting documentation in their course syllabi/outlines.
 Update: Chemistry faculty expressed that they did not think many students, if any, were taking these courses as general education and that it might not be accurate to classify them as general education courses. GE classification has been removed.
 UGC recommended approval.
2. [ESS 001: Introduction to Earth Systems Science](#) – Course states it serves as GenEd requirement, but includes no supporting documentation in its course syllabi/outline. The course learning objectives seem quite thorough, so listing the applicable guiding principles and including (Principle XX) within the course learning objectives would suffice.
 Update: ESS 001 syllabus was revised to offer more details on how the course relates to the Principles of General Education.
 UGC recommended approval.
3. [BIO 148F: Ecology Field and Lab Course](#) – UGC requested information about how student work will be graded; how will learning outcomes be assessed/graded? What is the breakdown of contributions to the final grade?
 Update: CRF was revised and subsequently approved.

UGC members associated with the proposed courses recused themselves from voting.

VIII. Proposal for a Minor in Community Research and Service

This proposal was previously discussed by UGC. Plans for development of the proposed minor and availability of resources are not clear. The Provost's comments mirrored the committee comments.

UGC recommended revisions that more directly address the resource issues and plans for growth. Since this is a cross-disciplinary program, UGC also recommended that the SOE and SNS Deans be copied on the Council's memo to the SSHA Dean.

Action: Senate analyst will draft a memo summarizing UGC's comments and circulate for review and approval.

IX. SNS Honors Proposal

Proposal was sent to CAPRA and the Provost/EVC for assessment of resource implications. In its memo, CAPRA did not support the implementation of the program until the resource issues are adequately addressed.

Comments:

- The proposal was also shared with SNS Faculty prior to being submitted the UGC.
- The proposers state that the long-term goal of the program is to have about 100-150 students by 2020 but it is unclear how many students would actually be accepted into the program under the proposed eligibility rules and whether the requirements would actually yield 100-150 students.
- SNS Dean's endorsement is very brief and straightforward and does not address resources.
- There is questionable buy-in from the SNS faculty.
- The program's eligibility criteria seem to have a very high bar for entry. UGC wonders how and if enrollment numbers would be affected should the eligibility standards be lowered.

UGC notes that admissions into an Honors program can be a tremendous tool for recruitment and faculty have expressed interest in a University Honors Program.

Action: Senate analyst will draft memo recommending actions discussed and circulate memo for review and approval.

X. CAPRA Space Principles

Background: In response to the crisis of research and laboratory space for faculty, researchers, and graduate students, CAPRA drafted a statement of space principles. These principles were sent to all Senate standing committees and School Executive committee chairs for review and comments. UGC comments:

The document states "Ideally, all UCM employees would have office and laboratory space on campus". *Employees* is too broad a term, because it encompasses all staff (gardeners, chefs etc.). Some of these staff members certainly do need office space, but surely they do not need laboratory space; however, narrowing the focus to faculty and instructional staff would clarify focus here.

The first bullet states that "*all faculty* should have a private office and, as appropriate, laboratory and/or computational facilities on the main campus." As written, this statement suggests to the reader that this includes Senate and Non-Senate faculty (or Unit 18 lecturers). UGC will request clarification on how faculty is defined here and will encourage the campus leadership to consider and address the severe shortage of office space for Unit18 Lecturers, which can have a severe impact on teaching and learning, which is the exclusive focus of Unit 18 appointments. UGC also notes that Unit18 Lecturers deliver a significant portion of the undergraduate curriculum and thus are closely linked to undergraduate students'

experience and success. In its memo, UGC will encourage the campus leadership to provide private, on-campus offices to Unit18 Lecturers.

One of the most important sections of the document is the second bullet point: "All graduate students, postdocs, and research staff should have a private desk in a shared office ideally in the same building as his/her major professor, main laboratory, or computational facilities". UGC notes that space for graduate students is a major campus issue. For example, for some SSHA disciplines, lab spaces are partly used for housing graduate students. Given the current space constraints, it is unclear how future faculty hires will be accommodated and if space will need to be consolidated or reconfigured.

With regard to Senate representation and participation, UGC will urge the Senate leadership to encourage an adequate, active, and transparent Senate involvement and representation on all space committees.

It is unclear how the space principles document will be used, who the audience will be, and what actions will emerge once these principles are adopted. UGC will encourage the Senate leadership to draft guidelines for space allocation and decision-making, and to provide an inventory and analysis of current space usage for both Senate and non-Senate faculty. This would help identify critical areas and optimize the use of available space, and would serve as a basis for future space allocations.

Action: A memo will be circulated for review and approval before transmittal to DivCo.

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

Attest:

Jack Vevea, Chair

Minutes prepared by Fatima Paul.

Notice of Meeting
Friday, October 17, 2014

<http://www.universityofcalifornia.edu/senate/committees/ucie/>

AGENDA

Item

- I. Chair's Comments/Executive Session**

 - II. Consent Calendar**
 - A. Approval of the Agenda

 - III. UCEAP Director's Report**

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

Working Lunch

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

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

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

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

 - IX. Study Center Director Announcements**

 - X. Executive Session**

 - XI. New Business**
-

XII. General Executive Session

UNIVERSITY OF CALIFORNIA
ACADEMIC SENATE
UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY
Notice of Meeting
Monday, November 3, 2014, 10:00 a.m. – 4:00 p.m.

MEETING AGENDA

Item

- I. Updates and Announcements
- II. Consent Calendar
- III. Consultation with the Office of the President
- IV. Cross-Campus Enrollment System
- V. Consultation with the Office of the President
- VI. Member Items/Campus Reports
- VII. Consultation with the Academic Senate Office
- VIII. Meaning of a UC Degree
- IX. International Students at UC
- X. January 2015 Undergraduate Completions Conference

**UNIVERSITY OF CALIFORNIA ACADEMIC SENATE
BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS)**

Notice of Meeting

Friday, November 7, 2014
10:00 a.m. – 4:00 p.m.
UC Office of the President
Senate Office Phone: 510-987-9143

AGENDA

- I. Consent Calendar**
 - BOARS draft minutes of October 3, 2014

- II. Announcements**
 - Ralph Aldredge, BOARS Chair

- III. UCEP/UCOPE Letter on AP Credit**

- IV. Consultation with Academic Senate Leadership**
 - Mary Gilly, Academic Senate Chair
 - Dan Hare, Academic Senate Vice Chair

- V. Consultation with UCOP – Office of Admissions**
 - Judy Sakaki, Vice President, Student Affairs
 - Stephen Handel, Associate Vice President, Undergraduate Admissions
 - Michael Treviño, Director of Undergraduate Admissions
 - Monica Lin, Associate Director of Undergraduate Admissions
 - Adam Parker, Admissions Policy Coordinator

- VI. Annual Report on Undergraduate Admissions Requirements and Comprehensive Review**

- VII. BOARS Proposal for Adjusting the Eligibility Construct**

- VIII. Campus Reports**

- IX. Executive Session**

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

Retreat Process: Overview

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

Specific Goals:

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

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

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

Process:

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

1. What is the meaning of a baccalaureate degree at UC Merced? Identify goals, aims, aspirations, expectations and hallmarks of our baccalaureate graduates in the context of our institutional mission.
2. Given those hallmarks, what should General Education contribute to the baccalaureate degree of every UC Merced student?
3. Given the role of GE in UC Merced baccalaureate degrees, what should GE "look like"? What experiences should it include?

Retreat Results: Summary

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

Distinctive Institutional Context:

A Small Research University

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

In Merced, California

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

With An Undergraduate Student Body Unique in the UC System

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

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

1. *Depth and breadth in academic and intellectual preparation, consistent with the values of UCM as a small research university, such that UC Merced graduates*
 - Demonstrate a strong disciplinary foundation
 - Engage in interdisciplinary thinking which could include appreciating different approaches to problem solving, informed by an understanding of humanities, arts, STEM, social sciences
 - Bring a critical, evaluative lens to problems, questions, situations
 - Employ effective problem-solving skills in multiple settings
 - Evaluate facts, knowledge and information, applying the varied aspects of information literacy
 - Know what they know, as well as *how* they know it, and monitor and guide their own learning
 - Describe the origins of knowledge, informed by cultural and disciplinary epistemological and ontological assumptions
 - Take an inquiry-oriented approach to the world; possess curiosity, employ inquiry, and take appropriate and creative action in response to ambiguity
2. *Cultural awareness, sensitivity, and responsiveness, such that UC Merced graduates*
 - Respect and value diversity
 - Seek and recognize new cultures; join a new community anticipating and engaging in potential cultural differences or intersections.
3. *Community engagement and citizenship -- local and global--, such that UC Merced graduates*
 - Understand what it means to be a member of a community, including an academic community
 - Contribute to the communities of which they members
 - Possess a sense of place, and the ability to determine own place within local community and global context, and affect own community through giving back
 - Act ethically, including in the realm of environmental stewardship and sustainability
 - Are responsive to the needs of society – through application of knowledge and research to address problems, challenges, and opportunities
4. *Self-awareness and intrapersonal skills, such that UC Merced graduates*
 - Demonstrate initiative, including an entrepreneurial, innovative, pioneering spirit
 - Respond with resiliency to obstacles and challenges, and learn from failure
 - Assume responsibility for their own education and develop the skills and attitudes of lifelong learners.
5. *Interpersonal skills necessary to the outcomes identified above, as well as to lead productive lives after graduation, such that UC Merced graduates*
 - Are proficient in collaboration and teamwork
 - Possess strong communication skills, oral, written, and visual, academic and professional
 - Are leaders in their professional and civic lives
 - Are ethically aware and proficient in ethical reasoning

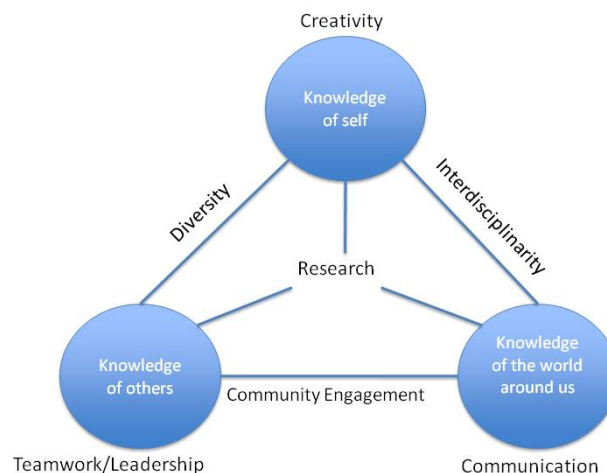
2. Given those hallmarks, what should General Education contribute to the baccalaureate degree of every UC Merced student?

General Education at UC Merced:

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

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

ESSENTIAL EDUCATION



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

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

General Education at UC Merced:

Connects ladder-rank Senate faculty to the delivery of GE

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

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

Creates synergy between major programs and GE

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

Provides undergraduates with research skills and experiences

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

Builds GE experiences and outcomes from lower to upper division courses

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

Provides GE programming that connects courses *and* experiences

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

Retreat Participants

School of Engineering

Valerie Leppert
Christopher Viney
Linda Zubke

School of Natural Sciences

Miriam Barlow
Michael Dawson
Kamal Dulai
Arnold Kim
Erik Menke
Erica Robbins
Jay Sharping

School of Social Sciences, Humanities, and Arts

Virginia Adan-Lifante
Susan Amussen
Alisha Kimble
Nathan Monroe
Kurt Schnier
Michael Spivey
Peter Vanderschraaf
Jack Vevea

Academic Affairs

Donald Barclay
Tom Hothem

Student Affairs

Vernette Doty
Lezley Juergenson
Charles Nies
Martin Reed

GE Subcommittee Members:

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

ENG 051: The Bible as Literature

Course Title	The Bible as Literature
Abbreviated Course Title	The Bible as Literature
Course Subject	ENG
Course Number	051
School Submitting Request	SSHA
Division	Lower Division
Effective Term	Summer 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 the Judeo-Christian Bible as literary text, of its influence on later works, and of issues of translation, politics, and canonization.
TIE Code	T: Seminar-Topical
Reasons for Request	New Course
Brief Explanation of Change(s)	New lower division seminar to serve the English major and minor, and the GE requirements of the university. 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 Contact/Non-contact Hours Per Week	
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

English 051: The Bible as Literature

Course Description

No other collection of writing has influenced Western Civilization more than the Judeo-Christian Bible. The Hebrew Bible/Old Testament stories, Psalms, prophecies, and proverbs and the Christian New Testament's tenets of love and obedience have shaped social, cultural, political, environmental, and gender norms throughout the last several millennia. It is no surprise, then, that many of the Western world's arts and letters have also been inspired by or created in response to these sacred texts. This class engages the larger cultural-historical contexts of the Judeo-Christian sacred canons, reads many of the most influential books within each, identifies the literary styles that influenced their creation and likewise influenced later texts, considers linguistic and theological issues related to its translation from original Greek, Hebrew, and Aramaic, and identifies its contemporary influence on each facet of society listed above. It also considers issues of canonization—which books have made it into the Bibles and Torahs read today and which are considered apocryphal. Other key ideas explored include the varying theological understandings of the nature of God; problems and politics of translation; the natures of prophecy, free will, and existentialism; and the uses of feminist theory and ecocriticism in understanding sacred texts.

Course Goals

The goals of this class are to develop a fluency with Judeo-Christian narratives principles, imagery, style, and infrastructure; to learn about cultural and historical contexts of Old/Hebrew and New Testament writings; to make connections between ancient and contemporary styles and metaphors; and to identify sources of societal norms.

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 stylistic patterns shared by Biblical and later texts. (Addresses PLO 1,2,3,5)
2. Identify contemporary societal norms sourced in Biblical tenets. (Addresses PLO 3,5)
3. Interpret passages of writing in its stylistic and cultural context. (Addresses PLO 1,2,4,5)
4. Find coherence in the influence of ancient written texts on postmodern society. (Addresses PLO 2,3)
5. Study passages in their original languages, acknowledging the complexities and nuances of translation. (Addresses PLO 1,2,4,5)
6. Articulate the various intentions, techniques, and aesthetics of various books within the Bible. (Addresses PLO 1,2,4,5)

7. Apply critical approaches to biblical literature such as feminist theory and ecocriticism. (Addresses PLO 1,4,5)
8. Possess a fluency with biblical imagery, metaphor, style, and narrative structure. (Addresses PLO 3)

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 of the Bible and responses to it as forms of communication; and communicating responses to that writing to the class and faculty member.

Aesthetic understanding: appreciating the unique qualities various books of the Bible, including stories, poems, and proverbs; and appreciating how these ancient texts effecting the aesthetics of later texts.

Creativity: both appreciating the creativity of various Biblical 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 of the Bible's books, different as they are from our own, and thinking about how the particular contexts of that time and place shaped the writing of these texts, while also considering how their writing in turn has affected other world authors in myriad ways.

GASP 155: Film Theory and Criticism

Course Title	Film Theory and Criticism
Abbreviated Course Title	Film Theory and Criticism
Course Subject	GASP
Course Number	155
School Submitting Request	SSHA
Division	Upper Division
Effective Term	Fall 2015
Discontinuance Term	----
Lower Unit Limit	4
Upper Unit Limit	
Prerequisites	GASP 035 OR ARTS 035 OR GASP 003
Prerequisites with a Concurrent Option	
Corequisites	
Major Restrictions	
Class Level Restrictions	JUNIOR & SENIOR
Course Description	Examines film theory and criticism from the inception of cinema to the contemporary period.
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	20
Maximum Enrollment Reason	----
Cross-listing	
Conjoined	
Cross-listed Schools	----
Can this course be repeated?	No
How many times?	
Resource Requirements	Classroom space suited for film viewing.
Does this satisfy a General Education Requirement?	Yes
Course Outline and/or Additional Documentation	 GASP 155 Course Outline Revised.pdf (13Kb)

Course Description:

The course examines film theory and criticism from the inception of cinema to the contemporary period. Film, at first, was regarded merely as a spectacular display of modern technology and entertaining toy for the masses without any artistic quality. But soon this perception changed with the rise of thinkers that engaged cinema as a machine for new ideas. Emerging at the time when psychology as a discipline was gaining public and academic attention, theorizing film became an intellectual preoccupation of psychologists and philosophers to contemplate the nature of human consciousness and perception. Today, the status of cinema as an art form is undeniable but the nature of the medium remains mysterious, prompting many to ruminate on the very difficulty of thinking about cinematic movement and photographic reproduction.

The course will cover multiple writers and theorists including Hugo Munsterberg, Rudolf Arnheim, Siegfried Kracauer, Walter Benjamin, Roland Barthes, Jean-Louis Baudry, Laura Mulvey, Mary Ann Doane, Sergei Eisenstein, Gilles Deleuze, Jacques Ranciere, Jean-Luc Godard, Andre Bazin, Stephen Heath, Christian Metz, Tom Gunning, Bela Balazs, Teresa de Lauretis, and Francesco Casetti.

Course Goals:

Students will gain a general knowledge of film theory and criticism.

Course Learning Outcomes (CLOs):

- 1) Closely analyze filmic text in specific historical, theoretical, and cultural contexts in which they were produced and received.
- 2) Recognize specific language employed to create desired aesthetic effects.
- 3) Explain and detect how visual signs function to produce visual narrative.
- 4) Precisely describe complex non-verbal texts in clear writing.

The above CLOs fulfill these aspects listed in ARTS/GASP Program Learning Outcomes (PLOs):

- 1) Describe visual and aural texts in technical and theoretical terms.
- 2) Analyze cultural, visual texts within their historical and conceptual contexts.
- 3) Become familiar with multiple schools of thoughts in visual studies.
- 4) Acquire research methodologies specific to critical studies of the arts.

General Education:

Decision-making: The course provides students with skills to analyze filmic texts.

Communication: The course provides students with technical language to convey their thoughts and opinions about cinema in writing and speech.

Aesthetic understanding: The survey of cinema theory and criticism will provide students with skills to dissect texts at a sophisticated level.

Creativity: By giving students theoretical knowledge of cinema, the course provides them with a deeper understanding of how creativity functions socially.

Assignments/Evaluation:

Attendance/participation (20%); Mid-term (20%); Comparative paper (10%); Film analysis paper (25%); Final (25%).

Pre-requisites:

GASP 3 Introduction to Visual Culture or GASP 35/ARTS 35 Film History

GASP 035: Film History

Course Title	Film History
Abbreviated Course Title	Film History
Course Subject	GASP
Course Number	035
School Submitting Request	SSHA
Division	Lower Division
Effective Term	Fall 2015
Discontinuance Term	----
Lower Unit Limit	4
Upper Unit Limit	
Prerequisites	
Prerequisites with a Concurrent Option	
Corequisites	
Major Restrictions	
Class Level Restrictions	
Course Description	Examines the history of cinema from its inception to the contemporary period. It also deals with cinema's relationship to new media and digital technology. Students will acquire general knowledge of film language that developed in multiple historical and cultural contexts.
TIE Code	T: Lecture
Reasons for Request	New Course
Brief Explanation of Change(s)	
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	49
Maximum Enrollment Reason	----
Cross-listing	ARTS 035
Conjoined	
Cross-listed Schools	SSHA
Can this course be repeated?	No
How many times?	
Resource Requirements	Classroom must be equipped with a projector and a screen.

Does this satisfy a General Education Requirement?

Course Outline and/or Additional Documentation

Yes

 [ARTS_GASP 035 Course Outline Revised.pdf](#)
(14Kb)

ARTS 035: Film History

Course Title	Film History
Abbreviated Course Title	Film History
Course Subject	ARTS
Course Number	035
School Submitting Request	SSHA
Division	Lower Division
Effective Term	Fall 2015
Discontinuance Term	----
Lower Unit Limit	4
Upper Unit Limit	
Prerequisites	
Prerequisites with a Concurrent Option	
Corequisites	
Major Restrictions	
Class Level Restrictions	
Course Description	Examines the history of cinema from its inception to the contemporary period. It also deals with cinema's relationship to new media and digital technology. Students will acquire general knowledge of film language that developed in multiple historical and cultural contexts.
TIE Code	T: Lecture
Reasons for Request	New Course
Brief Explanation of Change(s)	
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	49
Maximum Enrollment Reason	----
Cross-listing	GASP 035
Conjoined	
Cross-listed Schools	SSHA
Can this course be repeated?	No
How many times?	
Resource Requirements	Classroom must be equipped with a projector and a screen.

Does this satisfy a General Education Requirement?

Course Outline and/or Additional Documentation

Yes

 [ARTS_GASP 035 Course Outline Revised.pdf](#)
(14Kb)

GASP 35/ARTS 35: Film History

Course description:

This course covers the history of cinema from its inception to the contemporary period. It also deals with cinema's relationship to new media and digital technology. Students will acquire general knowledge of film language that developed in multiple historical and cultural contexts. The historical study begins in Europe and the United States where cinema was first developed and the course will move across various regions including Asia, Latin America, the Middle East, and Africa.

Course Goals:

Students will gain a general knowledge of film history.

Course Learning Outcomes:

- 1) Closely analyze filmic texts in specific historical, theoretical, and cultural contexts in which they were produced and received.
- 2) Infer and analyze the intricate relationships between film and other media formats.
- 3) Explain and detect the transnational dialogues that manifest themselves on recorded images.
- 4) Precisely describe complex non-verbal texts in clear writing.

The above points fulfill these aspects listed in ARTS Program Learning Outcomes:

- 1) Describe visual and aural texts in technical and theoretical terms.
- 2) Analyze cultural, visual procedures within their historical and conceptual contexts.
- 3) Become familiar with multiple schools of thoughts in visual studies.

General Education:

Decision-making: The course provides students with skills to analyze filmic texts.

Communication: The course provides students with technical language to convey their thoughts and opinions about cinema in writing and speech.

Aesthetic understanding: The historical survey of cinema's history will give students the capacity to evaluate and understand aesthetic contributions.

Creativity: By giving students technical and historical knowledge of how film has evolved over the years, the course provides them with a deeper understanding of how creativity functions socially.

Appreciation of diverse perspectives in both global and community contexts: The focus on historically and geographically diverse history of cinema will give students insight into how global politics can affect film.

Assignments/Evaluation:

Attendance/participation (20%); Mid-term (20%); Short analysis paper (10%); Film analysis paper (25%); Final (25%).

Course Materials:

There will be a textbook assigned for this class.

Prerequisites:

None.

Course Schedule:

Week 1: Early Cinema in Europe and the U.S.

Week 2: Soviet Cinema

Week 3: Experimental Cinema

Week 4: Sound Cinema

Week 5: Wartime Propaganda Films (1930-1945)

Week 6: Postwar American Cinema

Week 7: Italian Neo-Realism

Week 8: Japanese Cinema

Week 9: French New Wave

Week 10: Indian Cinema

Week 11: Latin American Cinema

Week 12: Chinese Cinema

Week 13: Korean New Wave

Week 14: Middle Eastern Cinema

Week 15: Contemporary Hungarian and Scandinavian Cinema

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](tel:(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 assess. 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.



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

October 14, 2014

To: Jack Vevea, Chair, Undergraduate Council

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

Re: Request to Review Proposed SNS Honors Program

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

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

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

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

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

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

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

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

-----Original Message-----

From: Tom Peterson

Sent: Wednesday, November 05, 2014 9:42 AM

To: Simrin Takhar

Cc: Susan Sims; April Banda; UCM Senate Office; Juan Meza; Elizabeth Whitt; Erik Rolland; Mark Aldenderfer; Marjorie Zatz

Subject: RE: (CAPRA) (Provost) request for review: SNS honors program

Simrin, here are my brief comments. Tom

Overall, I applaud the school of natural sciences for taking the initiative to establish an honors program for our high-performing students. I think this is an important step in demonstrating to our best students that Merced provides educational opportunities for them in the same way that our sister UC campuses do for their top students. My hope is that the establishment of this program within SNS is a precursor to a University wide honors program.

To that end, I hope we can think about how best to establish criteria for both admissions and continuing status that will be consistent for all schools, once a University wide program is established. These could include expectations such as an honors thesis, independent study project, a minimum number of honors courses taken, a service component, etc. Importantly, we should ensure that a precursor honors program in SNS isn't put in the awkward position of having to 'change the rules' substantially if we expand this program to the other schools as well.

As some of the comments have illustrated, there can be a concern about resource limitations, as there is with any new programs being proposed. I believe an honors program should have a high priority, and we need to take a careful look at what are reasonable expectations with respect to ladder rank faculty participation in the undergraduate program, both honors and otherwise. If the LRF are truly overextended with respect to their participation in undergraduate activities, then it will be incumbent on the University (i.e., the schools and the Office of the Provost) to provide additional resources.

In sum, I am supportive of the SNS proposal to establish an honors program. It is my intention to engage the Deans very quickly in a discussion about how we can move this idea to a common University-wide program.

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Wei-Chun Chin, Ph.D.
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September 24, 2014

RE: Bioengineering Program Learning Outcome Change

Professor Jack Vevea
Chair, Undergraduate Council

Dear Prof. Vevea:

The BioE program is requesting to change the current program learning outcomes to the ABET (Accreditation Board for Engineering and Technology) A-K outcomes, in preparation for programmatic accreditation. ABET requires that engineering programs regularly assess the A-K learning outcomes, which are as follows:

- a) an ability to apply knowledge of mathematics, science, and engineering
- b) an ability to design and conduct experiments, as well as to analyze and interpret data
- c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- d) an ability to function on multidisciplinary teams
- e) an ability to identify, formulate, and solve engineering problems
- f) an understanding of professional and ethical responsibility
- g) an ability to communicate effectively
- h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- i) a recognition of the need for, and an ability to engage in life-long learning
- j) a knowledge of contemporary issues
- k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

If you need additional information, please do not hesitate to contact me.

Sincerely,

Wei-Chun Chin, Ph.D.
Associate Professor
Bioengineering

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SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS

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November 5, 2014

To: Undergraduate Council

Re: Standardized Guidelines for CRFs

On October 29, 2014, the School of Social Sciences, Humanities and Arts Curriculum Committee met to discuss the current Curriculum Committee and UGC policies and procedures for approving new and revised course request forms (CRFs).

The SSHA Curriculum Committee sends our full endorsement of the UGC plan to create standardized guidelines for CRF review and approval/disapproval. As the first committee to which a CRF comes following school vetting and by law approval, we provide a significant link and welcome an opportunity to work with and/or hear your ideas. While we have some concerns that guidelines written too narrowly might intrude upon faculty expertise and thus intervene in basic academic freedoms of already overworked faculty, we trust your guidelines will be in line with guidelines the faculty are following as they work to create the CRFs.

Since the vetting process in bylaw units, school approval, and even school-based curriculum committees has not been standardized in the wake of the many new requirements via WASC and simple shifts in needs and hiring, we look forward to a clear, standardized measure from UGC. If we can be of any help, please let us know.

Jan Goggans
Chair, SSHA Curriculum Committee

CC: Mark Aldenderfer, Dean, SSHA
James Ortez, Associate Dean, SSHA
Megan Topete, Manager of Instructional Services, SSHA
Morghana Young Alfaro, Manager of Student & Program Assessment, SSHA