

Undergraduate Council (UGC)

Wednesday, September 10, 2014, 3:00pm-4:30pm

KL 397

All documents available on UCMCROPS:  [UGC1415 Resources](#) / 9.10.14 Meeting Agenda & Materials

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- I. **Chair's Report – Jack Vevea** 10 min
- A. Welcome new, returning members, and guests
- B. Systemwide Representation:
- University Committee on Educational Policy: UGC Chair Jack Vevea**
UCEP considers the establishment or disestablishment of curricula, colleges, schools, departments, institutes, bureaus, and the like, and on legislation or administrative policies involving questions of educational policy.
- Board of Admissions and Relations with Schools: UGC Vice Chair Christopher Viney**
BOARS oversees all matters relating to the admissions of undergraduate students. BOARS regulates the policies and practices used in the admissions process that directly relates to the educational mission of the University and the welfare of students. The committee also recommends and directs efforts to improve the admissions process.
- University Committee on International Education: YangQuan Chen**
UCIE oversees all academic aspects of the UC Education Abroad Program, which operates in conjunction with offices on the campuses and serves all UC students. The committee is responsible for approving new programs, changes in programs, and all program courses and credits. The committee also oversees the regular formal review of programs and advises the President on the appointment of study center directors.
- University Committee on Preparatory Education: Sholeh Quinn**
UCOPE monitors and conducts periodic reviews and evaluations of preparatory and remedial education. In addition, the committee supervises the Entry Level Writing Requirement with special emphasis on establishing appropriate and uniform Universitywide standards for the Analytical Writing Placement Examination. Each year the Committee selects the essay/prompt that is to be used in administration of the Analytical Writing Placement Examination and also sets the passing standard for the exam.
- Systemwide Committee representatives will brief UGC on important systemwide issues during academic year 2014-15.
- C. UGC AY 14-15 Goals
- II. **Consent Calendar**
- A. Approval of the Agenda

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

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|------|---|---------------|
| III. | Report from Interim VC Student Affairs Nies | 10 min |
| IV. | Report from VPDUE Whitt | 10 min |
| V. | Report on GE Program Review – GE Committee Chair Zanzucchi | 10 min |
| VI. | Consultation with Amy Fenstermaker, Associate Director of the CRTE
<i>Scheduled for 3:40pm</i> | 10 min |
| VII. | UGC Slate of Subcommittees (p.4) | 10 min |

A. General Education

Current Membership:

- [Anne Zanzucchi](#), UGC Member, School of Social Sciences, Humanities, and Arts
 - [Kelvin Lwin](#), School of Engineering
 - [Rose Scott](#), School of Social Sciences, Humanities, and Arts
 - [Willem Van Breugel](#), Core One
 - TBD, School of Natural Sciences
- Ex-Officio (Non-Voting):
- [Elizabeth Whitt](#), Vice Provost and Dean of Undergraduate Education
 - [Laura Martin](#), Accreditation Liaison Officer and Coordinator for Institutional Assessment

Per its [charge](#), “the General Education Subcommittee of the Undergraduate Council consists of five voting members, two from UGC (one of whom serves as chair) and three from outside UGC. Among the voting members, each school should be represented. Ex-officio, non-voting membership include the Vice Provost and Dean of Undergraduate Education, the campus’ Accreditation Liaison Officer/Coordinator for Institutional Assessment, and a Core 1 coordinator (unless otherwise represented among the faculty committee members).”

B. Admissions/Financial Aid

Two to three UGC members

The subcommittee works with the Office of Admissions at UCM and UCOP and serves as advisor on policies related to admissions and awarding of Regents Scholarships.

C. Undergraduate Academic Programs, Policies and CRFs

Three members minimum

This subcommittee analyzes trends at other UC campuses and reports findings to UGC. Reviews and comments on policies related to undergraduate education and makes recommendations for new/revised courses to UGC for review and approval.

Action: Identify UGC members to serve on these subcommittees. Approve slate.

- VIII. **AY 2014-15 Academic Calendar and Deadlines (p. 5)**

Action requested: Review and approve the proposed calendar (prepared in consultation with the Registrar). Approved calendar will be published on the Senate website and distributed to the Schools, Registrar and others as appropriate.

- IX. Entry-Level Writing Requirement – VPDUE Whitt** **15 min**
The ELWR statement is included in the 2011-2013 and 2013-14 Catalogs but was not reviewed or vetted by UGC.
- Current Catalog Statement (*pp. 6-7*)
- Senate Regulation 636 (*pp. 8-9*)
Actions Requested:
1) Discuss current Catalog statement and policy options
2) Propose a policy
3) Review and approve new policy
- X. Proposal for a Minor in Community and Research in Service** **15 min**
A request to review the proposal was sent to standing committees, the ALO/Coordinator of Institutional Assessment and the Provost.
Proposal (*pp. 10-50*)
ALO comments (*pp. 51*)
CAPRA comments (*pp. 52-53*)
GC comments (*pp. 54*)
Senate staff requested clarification regarding possible revision of effective date since this proposal was submitted last year with an effective date of Fall 2014. Pending response.

Action: review proposal and send recommendation to senatechair@ucmerced.edu
- XI. Senate Administration IT Council Charge** (*pp. 55-56*) – *if time permits*
Action requested: review proposed charge and send comments/edits to senatechair@ucmerced.edu by October 3, 2014.
- XII. Grade Appeals (Request from Campus Ombuds)** - *if time permits*
- Policy (*pp. 57-59*)
Action Requested: Review the current policy and clarify campus procedures for grade appeals.
- XIII. Executive Session – Voting UGC members only please**
Spanish Minor, Computer Science & Engineering, and Chemical Science Program Reviews
Materials will be distributed separately and will be discussed at the September 24 meeting.

UGC Slate of Subcommittees

General Education	Admissions/Financial Aid	Policies/Courses
<i>(2 UGC and 3 external)</i>	<i>3 members</i>	<i>3 members min.</i>
Anne Zanzucchi, Chair (SSHA)	TBD - SNS	TBD - SNS
Katie Brokaw (SSHA)	TBD - ENG	TBD - ENG
Kelvin Lwin (ENG)	Jack Vevea - SSHA	TBD - SSHA
Rose Scott (SSHA)	Chon Ruiz - Director of Admissions (non-voting)	
Wil Van Breugel (Core 1)		
TBD- SNS rep.		

UGC Members:

Jack Vevea, Chair and UCEP Representative (SSHA)

Christopher Viney, Vice Chair, BOARS and PROC rep. (ENG)

Anne Zanzucchi, GE Committee Chair (SSHA)

Carrie Menke (SNS)

Harish S. Bhat (SNS)

Katherine Steele Brokaw (SSHA)

Linda-Anne Rebhun (SSHA)

Marcos Garcia-Ojeda (SNS)

Mario Sifuentez (SSHA)

Nigel Hatton (SSHA)

Paul Gibbons (SSHA)

Sholeh A. Quinn, UCOPE Representative (SSHA)

YangQuan Chen, UCIE Representative (ENG)

TBD, Undergraduate Student Representative

Ex-Officio (Non-Voting):

Charles Nies, Interim Vice Chancellor for Student Affairs

Cristián Ricci, Senate Vice Chair, School of Social Sciences, Humanities and Arts

Elizabeth Whitt, Vice Provost and Dean of Undergraduate Education

Jian-Qiao Sun, Senate Chair, School of Engineering

Undergraduate Council (UGC)

2014-2015 Calendar for Academic Programs and Courses

Date	Action
<p>Wednesday, October 1, 2014</p>	<p>Last day to submit CRFs to Registrar for Spring 2015 and Summer 2015 courses (new and revised).</p>
<p>Monday, March 2, 2015</p>	<p>Last day to submit proposals for <u>new</u> majors, minors and all course changes for inclusion in the 2015 Catalog. Proposals must include draft Catalog copy.</p>
	<p>Last day to submit revisions to <u>existing</u> majors and minors for inclusion in the 2015 Catalog. Proposals must include draft Catalog copy.</p>
	<p>Last day to submit CRFs to Registrar (new and revised) for inclusion in the 2015 Catalog.</p>
	<p>Last day to submit proposals for approval of <u>new</u> majors and minors.</p>
	<p>Last day to submit CRFs to Registrar for Fall 2015 courses (new and revised), and revisions to <u>existing</u> majors and minors for Fall 2015.</p>

{Fall semester ends Friday, December 19, 2014}

{Spring semester ends Friday, May 15, 2015}

General Education and College One

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General Education

What is general education? All universities aspire to educate the whole student. General education provides you with the practical skills and diverse knowledge base that you will need to become an informed citizen and a good problem solver after graduation. You will be entering the workplace in an era of rapid change; your future career may ultimately be in a field that doesn't exist today. Through general education, you will craft for yourself the tools that will let you continue to grow in a world that demands lifelong learning for success.

General education at UC Merced will help you grow intellectually by:

Strengthening your abilities in quantitative reasoning and written, oral and other communication skills; and
Introducing and teaching you to integrate broad domains of knowledge: arts and humanities, social and cognitive sciences, natural sciences, and technologies and engineering methods.

Throughout your undergraduate years, UC Merced's general education program will assist you to fine-tune your ability to communicate through words, numbers, images, and actions, and will enable you to discover the many ways in which knowledge is created and put to good use.

General education at UC Merced places a high premium on demonstrating the ways in which different disciplines can make connections with each other. There also will be an emphasis on practicing and applying what you are learning in the classroom—an educational value also reflected in the undergraduate majors at UC Merced.

The faculty has created a set of principles that embody the kinds of learning to be achieved through general education at UC Merced. You will encounter these principles in action through [CORE 001](#), a unique opportunity for all UC Merced first-year students to share a common exploration of the issues that will affect your future.

Guiding Principles for General Education at UC Merced

UC Merced's educational experiences are designed to prepare well educated people of the 21st century for the workplace, for advanced education and for a leadership role within their communities. UC Merced graduates will be exceptionally well prepared to navigate and succeed in a complex world. The principles guiding the design and implementation of our academic program are envisioned within a continuum that ranges from preparatory and advanced curricula in general education and in the majors, through a variety of educational activities inside and outside the classroom.

All UC Merced graduates will reflect these principles, which provide the foundation for their education:

Scientific Literacy: To have a functional understanding of scientific, technological and quantitative information, and to know both how to interpret scientific information and effectively apply quantitative tools;

Decision Making: To appreciate the various and diverse factors bearing on decisions and the know-how to assemble, evaluate, interpret and use information effectively for critical analysis and problem solving;

Communication: To convey information to and communicate and interact effectively with multiple audiences, using advanced skills in written and other modes of communication;

Self and Society: To understand and value diverse perspectives in both the global and community contexts of modern society in order to work knowledgeably and effectively in an ethnically and culturally rich setting;

Ethics and Responsibility: To follow ethical practices in their professions and communities, and care for future generations through sustainable living and environmental and societal responsibility;

Leadership and Teamwork: To work effectively in both leadership and team roles, capably making connections and integrating their expertise with the expertise of others;

Aesthetic Understanding and Creativity: To appreciate and be knowledgeable about human creative expression, including literature and the arts; and

Development of Personal Potential: To be responsible for achieving the full promise of their abilities, including psychological and physical well-being.

General Education Requirements

The UC Merced general education program consists of courses that are informed by the Guiding Principles and that meet the following graduation requirements:

University requirements,
Campus requirements, and
School requirements.

In consultation with faculty, with advisors in the Student Advising and Learning Center, and with advisors in your School, you should keep track of your progress in fulfilling university, campus and school requirements for general education.

A. University Requirements

University of California Entry Level Writing Requirement
American History and Institutions

University of California Entry Level Writing Requirement (ELWR)/Analytical Writing Placement Exam

To succeed at UC Merced, you must be able to understand and to respond adequately to written material typical of reading assignments in freshman courses, including being able to structure and develop an essay that uses written English effectively. Any student who has not yet satisfied this requirement through one of the alternatives listed below will be required to complete it by the end of the second semester of enrollment at UC Merced. Failure to complete this requirement in the time allowed will result in a hold on a student's registration. After you enroll as a degree-seeking student at UC Merced, transfer work will not be accepted to meet the ELWR except by an appropriate course within UC approved by the Merritt Writing Program office. Students who leave UC Merced without satisfying ELWR and who return must complete the ELWR requirement at UC Merced.

Students may satisfy the University of California Entry Level Writing Requirement in any of the following ways:

Score 3 or higher on the College Board Advanced Placement Examination in English (Language or Literature);
Score 30 or higher on the ACT combined English/Writing Test;
Score 680 or higher on the College Board SAT Reasoning Test, Writing Section;
Score 5 or higher on the International Baccalaureate Higher Level English A1 exam;
Score 6 or higher on the International Baccalaureate Standard Level Examination English A1 exam;
Prior to enrolling in the University, complete with a grade of C or better a transferable college course in English composition worth four quarter or three semester units;
Achieve a passing score on the University's writing proficiency examination, called the University of California Analytical Writing Placement Exam; or
Complete an acceptable writing course at UC Merced ([WRI 001](#) or other acceptable course).

The University offers the University of California Analytical Writing Placement Exam each spring on the second Saturday in May at test centers throughout the state for students who plan to enroll in the University the following fall. California residents who will enter the University as freshmen must take the exam if they have not otherwise satisfied the requirement (by one of the methods listed above). Students must pay a nonrefundable fee to cover test administration costs. Students who received admission application fee waivers will automatically have this fee waived. Admitted freshmen will receive detailed information about the exam in April. Students who are not from California may take an equivalent exam in the fall after enrolling at the University.

Comprehensive information about the University of California Entry Level Writing Requirement and Analytical Writing Placement Exam is available at www.ucop.edu/elwr/index.html.

[UC Senate Regulation 636](#). University of California Entry Level Writing Requirement (Am 19 Feb 2004; Am Jan 2008)

- A. University of California Entry Level Writing Requirement is a reading and writing proficiency requirement. Each student must be able to understand and to respond adequately to written material typical of reading assignments in freshman courses. This ability must be demonstrated in student writing that communicates effectively to University faculty. (Am 30 Nov 83; Am 23 May 96; Am 19 Feb 2004)
- B. There are three ways a student may satisfy the University of California Entry Level Writing Requirement prior to enrollment at the University of California: by passing the University of California Analytical Writing Placement Examination, by attaining an acceptable score on another approved test of Writing, or by earning at least 3 semester credits or 4 quarter units of transferable college credit in English composition. (Am 19 Feb 2004; Am 30 Jan 2008)
 1. The content of the University of California Analytical Writing Placement Examination shall be approved by the University Committee on Preparatory Education, which shall also set the passing standard on the University of California Analytical Writing Placement Examination.
 2. The list of approved tests of Writing shall be determined by the University Committee on Preparatory Education, with the concurrence of the Academic Council of the Academic Senate. The acceptable scores for each test of Writing shall be determined by the University Committee on Preparatory Education. (The current list of approved tests and the corresponding acceptable scores is on the [University of California, Office of The President web site](#).)
 3. The student must earn a letter grade of at least C in any transferable college English composition course used to satisfy the University of California Entry Level Writing Requirement. (Am 6 Mar 74; Am 28 May 80; Am 26 May 82; Am 30 Nov 83; Am 4 May 86; Am 23 May 1996; 30 Jan 2008)
- C. There are two ways a student may satisfy the University of California Entry Level Writing Requirement subsequent to enrollment at the University of California: by passing the University of California Analytical Writing Placement Examination, or by successfully completing a course or program of study approved for that purpose by an appropriate agency of the Academic Senate Division of the student's campus. (Am 28 May 80; Am 26 May 82; Am 19 Feb 2004; AM 30 Jan 2008)
 1. To satisfy the University of California Entry Level Writing Requirement by means of a course, the student must earn a C or above or its equivalent. A student who receives a final grade of C- or below has not fulfilled the University of California Entry Level Writing Requirement and may repeat the course(s). (Am 30 Jan 2008)
 2. Any award of baccalaureate credit for University of California Entry Level Writing Requirement course(s) must be consonant with [SR 761](#). (En 30 Nov 83; Am 19 Feb 2004; Am 30 Jan 2008)
- D. A student who has not satisfied the University of California Entry Level Writing Requirement prior to enrollment at the University of California must do so as early as possible during the first year in residence. A student who has not satisfied the University of California Entry Level Writing Requirement after three quarters or two semesters of

enrollment will not be eligible to enroll for a fourth quarter or third semester. Exceptions to this requirement may be made by an appropriate agency of the Academic Senate Division of the student's campus. (Am 26 May 82; Am 23 May 96; Am 19 Feb 2004; Am 19 Feb 2004; Am 30 Jan 2008)

E. Once enrolled at the University of California, a student must satisfy the University of California Entry Level Writing Requirement before earning transfer credit for the purpose of satisfying any subsequent University of California writing requirements by taking courses at other institutions. (Am 30 Jan 2008)

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SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS

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April 23, 2014

To: Undergraduate Council

Re: Minor in Community Research and Service Proposal

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

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

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

Thank you for your consideration.



Mark Aldenderfer
Dean, SSHA

CC: Sholeh Quinn, Chair, SSHA Curriculum Committee
James Ortez, Assistant Dean, SSHA
Megan Topete, Manager of Instructional Services, SSHA
Morghana 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:

Support Staff

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.

Teaching Resources

The Global Poverty & Practice Minor has created agreements to buy out faculty participation; and funding is required to hire lecturers.

Stipends or honorariums have been provided to visiting professors who have also assisted with course development.

GSI/TA's assist with large intro class and with some local project coordination.

Money for Students [For UCM: Money to support Projects/Partnerships]

One fundamental difference in the two programs, based in part on the campus culture and the students served, is that in general the UCB team is less involved with ensuring that there are field projects for student participation...students set this up on their own.

At UCM resources will be required to develop courses linked to robust community-based research projects. Similar to the current staff support for Engineering Service Learning (funded by a combination of gift and university general funds), staff to help coordinate Community Research and Service projects (see above) will be necessary to institutionalize the experiences for SSHA students in substantially larger numbers. Other resources such as stipends for community partners would also be useful for developing ongoing and robust community-based research projects, but these obviously must be derived from external sources of funding.

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

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

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

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

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

The following three themes define the minor:

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

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

Two courses define the minor:

CORE 1:

This course provides foundation for UC Merced's general education program with a strong emphasis on writing, quantitative reasoning, critical thinking, and understanding events in their historical and cultural contexts. Core 1 is designed to introduce students to UC Merced's faculty, our research, and the academic fields in which we work.

There will be no impact on enrollment in CORE 1. There will be no specialized sections of CORE 1. Faculty affiliated with the Minor offer to donate time to provide lectures regarding our specific research areas and available research opportunities

CRS 195: Community Research and Service Experience (1-5 units variable)

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

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

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

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

Program learning outcomes

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

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

Faculty Advisory Committee

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

Resources

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

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

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

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

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

Requirements for the Community Engaged Research minor

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

General guidelines

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

The following guidelines must be adhered to:

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

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

Course work requirements*:

1. Two core courses: CORE 1; Community Research and Service 195 [or equivalent SSHA disciplinary 195's (Directed Group Research) and Engineering 197 (Engineering Service Learning)] [8 units]
 2. One upper division course in the area of methods [4 units]
 3. Two upper division courses for eight units that explore sustainability, analytics of prosperity or community engaged innovation.[8 units]
- As new courses become available they will be added as options to the upper division electives. Students may be able to satisfy the requirements for the minor using additional courses that are not listed below. However, students must receive approval the Community Research and Service Minor Faculty Advisory Committee before completion of their course work.

*Community Research and Service Minor**

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

				171. <i>Permission of instructor required.</i>
		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	
<i>Program Learning Outcome</i>	<i>Direct</i>	<i>Indirect</i>	<i>Timeline</i>	<i>Performance Goals/Standards (For Direct Evidence)</i>
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

<p>3. Organize scholarly questions of significance and synthesize evidence to answer those questions</p>	<p>Final written paper from CRS 195 and a methods course from the curriculum map</p>	<p>Exit survey results; focus group</p>	<p>Data analyzed in 2017-2018 and again in 2022-2023</p>	<p>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</p>
<p>4. Communicate scientific and scholarly information to academic and non-academic audiences</p>	<p>Final written paper from CRS 195 and a methods course from the curriculum map</p>	<p>Exit survey results; focus group</p>	<p>Data analyzed in 2018-2019 and again in 2023-2024</p>	<p>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</p>

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.

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.

A handwritten signature in blue ink that reads "Juan C. Meza".

Juan C. Meza, Dean, School of Natural Sciences

A handwritten signature in black ink that reads "Elizabeth Whitt".

Elizabeth Whitt, Vice Provost and Dean, Undergraduate Education

A handwritten signature in black ink that reads "E. Daniel Hirleman".

E. Daniel Hirleman, Dean, School of Engineering

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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

A handwritten signature in cursive script that reads "E. Daniel Hirleman".

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 year beginning 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 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 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 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.

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 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 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

3/27/2014

RE: Community Research and Service Minor "Methods" Requirement - Robin DeLugan

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, if 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 Business 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 "Community.." 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 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 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	
Chulvin Park	History/wisn +	
Amy Bower	Applied Mathematics	
Rebecca Bright	Sociology	
Sonamtsolama	Management	
Diana Rodriguez	Biology	
Ailla Dallar	Biology	
Yvette Guzman	Biology	
Dini Pabhan	Biology	
Melander Presdew	CSE	


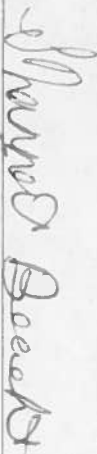



Yes, I am interested in the Community Research and Service Minor

Name	Major	Signature
Shava Vary	Management	
Marisa Medina	Bio engineering	Mrs Mrs
Dicks B. Koff	M /	
Rita Kingomys		
Roderic Ramirez	ESS	
Samantha Garrison	biology	
Bryan Suarez	ESS	
LaTrece Crawford	Bio	
Tony Chen	CSF	
Maquinde Tom	Bio	

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

Name	Major	Signature
Shreya Gupta	Cognitive Science	Shreya Gupta
Tori Palmberg Luis Gonzalez Harris	Psychology Management	Tori Palmberg Luis Gonzalez Harris
Peter Racco	History	Peter Racco
Timothy Kim	Economics	TK
Dorothy McCall	See	Dorothy McCall
Sebastian Daibura	Biology	Sebastian Daibura
Kyla Gilmore	anthropology	Kyla Gilmore
Brittany Beckman	Biology	Brittany Beckman
Chiquita Williams	Psychology	Chiquita Williams

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

Name	Major	Signature
Sukhyi Gill	Bio	
Shanni Beach	Psychology	
Rocco Romano	History	
Luz E. Garcia	Biology	
Amarin 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

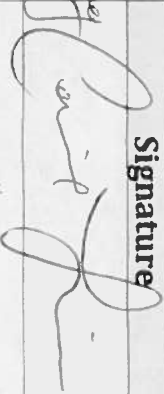

Name	Major	Signature
Christina Cruz	Environmental Engineering	<i>Christina Cruz</i>
Mett Simpson	History	<i>Mett Simpson</i>
Camila Vega	CROSS	<i>Camila Vega</i>
Marionne Mendoza	psych	<i>Marionne Mendoza</i>
Bria Carter	COGS	<i>Bria Carter</i>
Vanessa Rubio	SOC	<i>Vanessa Rubio</i>

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 Ramo	Bio Science	Javier Ramo	Not of my interest
Dana Stubblefield	undeclared	Dana Stubblefield	does not fit my interests -
Dawcia Summers	computer science	Dawcia Summers	not necessary, will learn in my own time major already has research requirements
Sam Wilson	Illcrine Bio	Sam Wilson	just not doesn't fit my interest in research Don't need education to help community major already has research requirements
Christopher Chin	Biology	Christopher Chin	Not my cup of tea
Santino Zamora	Political Science	Santino 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 Huynh	Biochem w/ Bio emph		lack of time because emphasize already feels like a minor

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SANTA BARBARA • SANTA CRUZ

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 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



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

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
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

Proposed Charge: Senate Administration IT Advisory Council

The Senate-Administration IT Advisory Council for IT Governance supports UC Merced's Information Technology functions through its advisory role to the Chief Information Officer. In executing its charge the Council informs the CIO's decision-making, and management of budget and staff resourcing, necessary to prioritizing campus-wide IT academic and administrative projects and advancing UC Merced's IT capacity and value as a resource for learning and research. The Council meets for a minimum of four times per calendar year.

Specifically, the Council is charged to

1. Adopt and disseminate standard processes and criteria for developing, submitting, reviewing, prioritizing and acting on proposed IT initiatives and recommends resolution to issues or conflicts that, if unresolved, would jeopardize the successful completion of approved IT initiatives.
2. Advise the CIO on strategic goals, tactical objectives and institutional policies in the following areas as they relate to UCM information technologies:
 - a. Security and identity management
 - b. Funding models, including resource planning
 - c. Strategic technology plans for classroom and academic needs
 - d. Research Computing
 - e. Disaster recovery planning
 - f. University-wide technology systems that support university business and communication needs
3. Develop and recommend IT policy development, review, and dissemination,
4. Reviews and understands the financial context for IT, forwarding recommendations for project funding levels to the Provost/EVC and Budget Advisory Committee in an effort to optimize investments in technology.
5. Tracks initiative progress throughout their lifecycle, and reporting on whether the stated benefits are realized.
6. Works with the CIO to communicate the status of IT initiatives to the University community.
7. On an as needed basis, establishes task forces to deal with pressing, immediate issues such as:
 - a. Protecting e- data from unauthorized access and disclosure.
 - b. Developing a plan to recover critical business services if a major IT disruption occurs.
 - c. Internal Audit actions

8. On an as needed basis, establishes task forces to inform a review of IT services or campus-wide application upgrades or migrations, such as the:
 - a. Learning Management System
 - b. Lecture Capture System
 - c. Portal Application and Strategy

Membership:

Academic Senate	Administration
1	1
2	2
3	3

The committee will be chaired by the Chief Information Officer. The Chief Information Officer does not vote.

Convening Committee:

For the committee to be convened, a minimum of two of three designated faculty seats must be filled to establish a “working representation” of faculty.

Quorum:

A vote requires a balanced representation of the Senate and the Administration. A majority of members present at the meeting constitutes a quorum. In the absence of a quorum the Council may discuss business and vote on action items electronically.

Reporting:

As a joint Senate-Administration body, the Council shall report its recommendations to the Administration (through the Provost’s Office), the Academic Senate (through Division Council), and to the Schools (through the Executive Committee representatives and Dean), and/or as indicated in the charge.

Grade Appeals

A.

1. If a student believes that nonacademic criteria have been used in determining his or her grade in a course, he or she may follow the procedures described in this regulation.
2. Nonacademic criteria means criteria not directly reflective of academic performance in this course. It includes discrimination on political grounds or for reasons of race, religion, sex, sexual orientation, or ethnic origin.
3. Appeals to this committee [see (B)(4)] shall be considered confidential unless both the complainant and the instructor agree otherwise. They may agree to allow the student representatives to the committee to participate in the deliberations of the committee, or they may agree to open the deliberations to members of the university community.

B.

1. The student may attempt to resolve the grievance with the instructor within the first month of the following regular academic semester.
2. If the grievance is not resolved to the student's satisfaction, he or she may then attempt to resolve the grievance through written appeal to the dean of the school responsible for the course or equivalent, who shall attempt to adjudicate the case with the instructor and the student within two weeks.
3. If the grievance still is not resolved to the student's satisfaction, he or she may then attempt to resolve the grievance through written appeal to the vice chancellor for Student Affairs (or dean of Graduate Studies), who shall attempt to adjudicate the case with the instructor, the chair and the student within two weeks.
4. If the grievance is not resolved to the student's satisfaction by the provost or dean, the student may request consideration of the appeal by an Undergraduate (or Graduate) Council subcommittee chosen by the appropriate Council Chair (hereafter the committee). This appeal will be according to the procedures outlined below. This request must be submitted before the last day of instruction of the semester following the semester in which the course was taken.

C.

1. The student's request for committee consideration should include a written brief stating the nature of the grievance, including copies of any and all documents in his or her possession supporting the grievance. The submission of the brief to the committee places the case before it and restricts any change of the challenged grade to a change initiated by the committee, unless the committee determines that all other avenues of adjudication have not been exhausted.
2. Upon receipt of the student's request, the committee immediately forwards a copy of it to the instructor involved and asks the instructor, the dean of the school offering the course or equivalent, and the vice chancellor for Student Affairs (or dean of Graduate Studies) for written reports of their attempts to resolve the complaint.
3. The committee, after having determined that all other avenues of adjudication have been exhausted, shall review the brief and the reports to determine if there is substantial evidence that nonacademic criteria were used.
 - If the committee finds substantial evidence that nonacademic criteria were used, it shall follow the procedure in paragraph (D) below.

- If the committee decides the allegations are without substance, it shall serve written notification of its findings to the complainant and to the instructor within two weeks. Within 10 days the complainant or the instructor may respond to the findings and any member of the committee may appeal the committee's findings to the full Undergraduate (of Graduate) Council. If there are no responses, or if after consideration of such responses the committee sustains its decision, the grade shall not be changed.

D.

1. If the committee determines that there is evidence that nonacademic criteria were used, it shall interview any individual whose testimony might facilitate resolution of the case. The complainant shall make available to the committee all of his or her work in the course which has been graded and is in his or her possession. The instructor shall make available to the committee all records of student performance in the course and graded student work in the course which is still in his or her possession. The complainant and the instructor shall be interviewed. At the conclusion of the case each document shall be returned to the source from which it was obtained.
 2. The committee shall complete its deliberations and arrive at a decision within two weeks of its determination that evidence of the use of nonacademic criteria had been submitted. A record of the committee's actions in the case shall be kept in the Senate Office for three years.
 3. If the allegations of the complainant are not upheld by a preponderance of the evidence, the committee shall so notify the complainant and the instructor in writing. Within one week of such notification, the complainant and the instructor shall have the opportunity to respond to the findings and the decision of the committee. If there are no responses, or if after considering such responses the committee sustains its decision, it shall so notify the complainant and the instructor in writing and the grade shall not be changed.
 4. If the committee determines that nonacademic criteria were significant factors in establishing the grade, it shall give the student the option of either receiving a grade of P or S in the course or retroactively dropping the course without penalty. A grade of P or S awarded in this way shall be acceptable towards satisfaction of any degree requirement, even if a minimum letter grade in the course had been required, and shall not be counted in the number of courses a student may take on a P/NP basis. If the student elects to receive a grade of P or S, the student may also elect to have a notation entered on his or her transcript indicating that the grade was awarded by the divisional grade appeals committee.
- The committee shall serve written notification of its finding and its decision to the complainant and the instructor. The complainant and the instructor may respond in writing to the findings and the decision of the committee within one week of such notification.
 - If there are no responses, or if after considering such responses the committee sustains its decision, the grade shall be changed; the committee shall then instruct the registrar to change the grade to P or S or, if the student elected the drop option, to retroactively drop the course from the student's record. Copies of the committee's instruction shall be sent to the complainant and the instructor.

E. These procedures are designed solely to determine whether nonacademic criteria have been used in assigning a grade, and if so to effect a change of that grade.

1. No punitive actions may be taken against the instructor solely on the basis of these procedures. Neither the filing of charges nor the final disposition of the case shall, under any circumstances, become a part of the personnel file of the instructor. The use of nonacademic criteria in assigning a grade is a violation of the Faculty Code of Conduct. Sanctions against an instructor for violation of the Faculty Code may be sought by filing a complaint in accordance Merced Division By-Laws. A complaint may be filed by the student or by others.
2. No punitive actions may be taken against the complainant solely on the basis of these procedures. Neither the filing of charges nor the final disposition of the case shall, under any circumstances, become a part of the complainant's file. The instructor may, if he or she feels that his or her record has been impugned by false or unfounded charges, file charges against the complainant through the office of the vice chancellor for Student Affairs (or the dean of Graduate Studies.)

	9/10	9/24	10/8	10/22	11/12	12/10			
	KL397	KL362	KL362	KL362	KL362	KL362			
Voting Members									
1	Jack Vevea, Chair & UCEP Rep.								
2	Christopher Viney, Vice Chair, BOARS Rep. & PROC Member								
3	Harish Bhat								
4	Katie Brokaw								
5	YangQuan Chen, UCIE Rep.								
6	Marcos Garcia-Ojeda								
7	Paul Gibbons								
8	Nigel Hatton								
9	Carrie Menke								
10	Sholeh Quinn, UCOPE Rep.								
11	Linda-Anne Rebhun								
12	Mario Sifuentez								
13	Anne Zanzucchi, GE Committee Chair								
Ex Officio, Non-voting Members									
	Jian-Qiao Sun, Division Council Chair								
	Cristian Ricci, Division Council Vice Chair								
	Charles Nies, Interim VC Student Affairs								
	Elizabeth Whitt, Vice Provost/Dean of Undergraduate Education								
Student Representative, Non-voting Member									
	TBD								
Unit 18 Lecturer Representatives									
	TBD								
	TBD								
Agenda Recipients, Non-Members									
	Laurie Herbrand, Registrar								
	Shannon Adamson								
	Carrie Klifford								
	James Ortez								
	Megan Topete								
	Rebecca Sweeley								
Guests									
Staff									
	Fatima Paul								

X= present
T= joined via teleconference

****=absent

SNS SSHA SOE