

Undergraduate Council (UGC)

Wednesday, January 28, 2015, 3:00pm-4:30pm

LOCATION **SE 300**All documents available on the [UGC1415 UCMCROPS site](#)

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| I. | Chair’s Report – Jack Vevea
A. DivCo Meeting – January 21, 2015 | 5 min |
| II. | Consent Calendar
A. Approval of the Agenda
B. Approval of the December 10 Meeting Minutes (pp. 3-7) | |
| III. | 1/9/2015 BOARS Meeting– Vice Chair Viney
▪ BOARS redacted agenda (p. 8) | 10 min |
| IV. | Update on 1/26/15 PROC Meeting – Vice Chair Viney and Dr. Kelvin Lwin
▪ PROC Agenda (pp. 9-11)
Access to hyperlinked documents is restricted to PROC members. | 5 min |
| V. | Update on General Education Program Review – GESC Chair Zanzucchi
http://senate.ucmerced.edu/node/344 | 10 min |
| VI. | Update on Grade Appeals Policy – Dr. Anne Zanzucchi
<i>Members: Elizabeth Whitt, Anne Zanzucchi, Carrie Menke, Christopher Viney, Charles Nies</i> | 10 min |
| VII. | Revised Proposal for a Minor in Community and Research in Service
The original proposal was reviewed in Fall 2014 by Standing Senate Committees, the VPDUE, the ALO, and the Provost.
SSHA submitted a revised proposal based on comments it had received.
UGC 10/29/14 memo and original CRS proposal are available on crops, in the 1/28/15 meeting folder .

<ul style="list-style-type: none"> ▪ Revised Proposal (pp. 12-75) ▪ Faculty’s summarized response (pp. 76-77) ▪ CAPRA Comments (pp. 78-80) ▪ COR Comments (pp. 81-82) ▪ FWDAF Comments (p. 83) ▪ GC and ALO Martin had no objections or comments (pp. 84-85) | 20 min |

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

Action: Discuss Proposal and send comments to Senate Chair. A deadline of January 26 was requested. The Senate Director was informed that UGC comments within the proposed deadline would not be possible.

- VIII. **Expansion of Admissions Subcommittee Charge** **10 min**
- Descriptions of UC Admissions Committees (**pp. 86-90**)
Membership was revised at the last meeting to include the BOARS representative.
Action requested: Revise Subcommittee's Charge and approve draft at the next UGC meeting
- IX. **Discussion: Reading, Review/Recitation Week (RRR Week)** **10 min**
- [UCB's policy](#) (pp. 91-100)
[UCB Registrar's website](#)
<http://registrar.berkeley.edu/CalendarDisp.aspx?terms=2013D>
- X. **Executive Session (if necessary)**

Undergraduate Council (UGC)**Draft Minutes**Wednesday, December 10, 2014

I. Chair's Report – Jack Vevea

Chair Vevea could not attend the December 3 Division Council. GE Subcommittee Chair Zanzucchi attended on his behalf and reported the following:

- VCPB Dan Feitelberg gave a presentation on the 2020 Project and there were considerable conversations about debts and spending, space planning etc. There was also some discussion about making the best use of space.
- COR's recommendation to DivCo that a Standing Library and Scholarly Communications Committee be promptly established. This could be a COR subcommittee or a task force. COR will write a proposal about it.
- Discussion about possible participation of Emeriti Faculty in Senate Committees.

II. Consent Calendar

The agenda and the November 12 Meeting Minutes were approved as presented.

III. BOARS – December 5 Meeting – Vice Chair Viney

- **Nonresident Outcomes and Compare Favorably Reports** – BOARS requested that BOARS members collaborate with their respective Admissions Committees and Admissions Offices to provide an assessment of the extent to which the compare favorably rule is being met with regard to nonresident admission. Comments are due to BOARS by 1/31/15.
- **Next Generation Science Standards (NGSS)** – The NGSS promote a way of teaching and learning that allows students to experience science by applying their knowledge, not just learn about it from textbooks. High Schools teachers are considering a modification of their courses to better align with the NGSS. BOARS may reconsider a realignment of the “d” area requirement to match closely the NGSS expectations.
- **Data on Honors-type College Courses** – UCOP is collecting data related to the use of AP, IB and Honors courses and how they affect students' performance.
- **Confidentiality of BOARS agendas and meeting packets** – In response to a question from Vice Chair Viney, BOARS responded that they prefer that agendas and supporting materials remain internal. Agendas that are typically published on the [BOARS website](#) are redacted.

IV. Admissions Updates

Guest: Chon Ruiz, Director, Office of Admissions

A. Update on 11/24 Admissions Subcommittee Meeting

The Admissions Subcommittee convened on November 24. Discussion items included management of the referral pool, enrollment targets. Meeting notes are available on [UGC Crops](#) site.

B. Expansion of Subcommittee Membership and Charge

Action requested: Endorse addition of BOARS representative to the membership of the subcommittee and consider expanding the charge of the subcommittee.

Current “charge”: 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.

Most systemwide BOARS representatives at sister campuses are members of their campus’s CUARS (equivalent of Admissions Subcommittee). The addition of the BOARS representative to the UCM Admissions Subcommittee would facilitate the work with BOARS and is in keeping with UGC’s plan to expand the Admissions Subcommittee.

A motion was made, seconded, and unanimously carried to endorse the addition of the BOARS representative to the membership of the Admissions Subcommittee.

The Admissions Subcommittee is in the process of revising its charge. Senate Analyst will provide a comparison of the charges of the various Admissions Committees across the system.

C. Update on Admissions Data – Interim VCSA Nies

UCOP will send a press release related to admissions data.

The campus’s target was 17000 applications and it has received 17608 for freshman students. Transfer students’ applications: 2321 (the target was 2000). The overall number of applicants is 19929 which represents over a 14% increase from last year. The numbers of out-of-state and international students have also increased.

V. GE Subcommittee Update – Chair Zanzucchi

The subcommittee main goals are to: a) build capacity for GE through outreach activities; b) prepare for the Program Review site visit scheduled to take place in early February. The subcommittee is also in the process of working with PROC on suggesting guidelines for the external review team. Currently, GE members have been reaching out to Bylaw Chairs to encourage engagement. Laura Martin and Jane Lawrence are working with SATAL to hear mainly from seniors about their aspirations for GE.

VI. Grade Appeals Subcommittee – Dr. Carrie Menke

Members: Elizabeth Whitt, Anne Zanzucchi, Carrie Menke, Christopher Viney

The subcommittee met on December 5. Dr. Menke provided the following update: The subcommittee is working on drafting a policy that accounts for cases when non-academic criteria are used. The subcommittee has a basic foundation and made progress with introducing criteria. Subcommittee is also trying to write a policy that accounts for procedures as well as non-academic criteria. The subcommittee is also consulting with GC and General Counsel.

A request was made and endorsed to add Interim VCSA Nies to the membership.

VII. Proposal for SNS and SSHA Undergraduate Chairs Two-Year Pilot Program

VPDUE Whitt provided some context and the motivations for this proposal: one immediate impetus was that the faculty in SOE voted last spring to have undergraduate chairs in their major programs. In SNS and SSHA, there are undergraduate leads and FAOs, and conversations started about the possibilities for similar positions in SNS and in SSHA. There are also some external factors, for example, WSCUC's very strong emphasis on undergraduate learning outcomes, undergraduate competencies, and concerns about retention and time to degree. All these elements created a platform to help provide some institutional coordination of multiple efforts with regards to undergraduate students' success. This program also provides an opportunity to formally recognize the work that is already being done by faculty, and offers opportunities to connect members of the administration with faculty who work with undergraduate students in the majors and in the schools.

VPDUE and ALO proposed to the Deans and the Provost/EVC this program as a two-year pilot program. It will be evaluated and, if in the end the consensus is that this is not a viable program, then it will not be implemented. The graduate programs' and the SOE undergraduate programs' structures were used as a model with the goal of combining all responsibilities under the undergraduate program chairs' umbrellas. In AY 13-14 funds were allocated to provide a one-time stipend to the FAOs. Funding for this program is provided by the Provost's Office and the program is focused only on majors.

This pilot proposal does not anticipate particular academic organizational structures; it is not intended to determine any academic structures; and aims at organizing responsibilities. There would be 21 undergraduate chairs.

VPDUE and ALO met with 24 faculty members and invited all SNS and SSHA FAOs to provide feedback on the proposal and subsequently revised it based on comments from faculty. The proposal was revised to propose two options: 1) a combined undergraduate chair/FAO and 2) a split FAO and undergraduate chair with separate but integrated responsibilities. VPDUE and ALO will manage the evaluation of the pilot in coordination with AP and Bylaw Unit Chairs.

VPDUE summarized the feedback she has received from faculty:

Pros:

- With the current emphasis on graduate education and in the context of the Strategic Academic Focusing conversations, some are concerned that the campus could lose sight of the undergraduates. This proposal offers a way to prevent it.
- Recognizes work that is already being done.
- Provides stipends to faculty.
- Raises the profile of undergraduate education.

Cons:

- Potential for splitting attention: could this proposal lead to the disconnection of the undergraduate aspects of a major?
- Possible overlap of responsibilities of the undergraduate chairs and those of AP or BL unit chairs.
- Increased workloads for assistant professors and L(P)SOEs, particularly as this pilot does not allow for course release.
 - Potential for splitting – could this in fact disconnect undergrad disciplines
 - o One of the themes was importance of communication and collaboration
 - o Concern about whether responsibilities of UGC chairs and BL chairs identified overlap

UGC Comments:

A member was concerned about this proposal only applying to majors and it is not clear how programs like GASP would be recognized and managed under this structure. The benefit is that this is a two-year pilot which will allow UGC to identify the pros and cons of this proposal in two years.

A concern was raised regarding this program as one model does not fit all majors. For example, the Biology major has 1500 students which represent a considerable task for one person to manage. It would be useful to provide some flexibility and possibly multiple leads for large majors. Proposal might not be adequate for BIO and may lead to failure if there is no flexibility to adapt the functionalities of the position.

VPDUE noted that programs have the option of opting out of the program.

Action: Senate Analyst will draft a memo summarizing UGC's comments.

VIII. Requests from Provost/EVC Peterson

A. Steering Committee for WSCUC Reaffirmation of Accreditation

The Provost requested a UGC representative to serve on the Steering Committee for WSCUC Reaffirmation Accreditation. The term of service is three years. The committee

will report to the Provost and will oversee, coordinate, and ensure successful completion of all aspects of UC Merced’s reaffirmation of accreditation process.

Chair Vevea asked members to contact him and Senate Analyst, if interested in serving.

B. Task Force on University Honors

UGC Chair Vevea and Member Mario Sifuentez have agreed to serve on this task force.

IX. Request from PROC: Revisions to the Undergraduate (and Graduate) Academic Program Review Policies

In its 12/5/14 memo, PROC recommended that the UGC and GC Policy Subcommittees each join the PROC Subcommittee for collaborative revisions of the undergraduate and graduate program review policies. PROC asked UGC (and GC) to endorse one of the following three possible approaches to advancing the revision process:

- a) The UGC and GC Policy Subcommittees each join the PROC Subcommittee for collaborative revisions of the undergraduate and graduate program review policies.
- b) That GC and UGC Policy Subcommittees themselves undertake all revisions, or
- c) The GC and UGC Policy Subcommittees vest the PROC Subcommittee, which is co-chaired by GC vice-chair Dawson and UGC vice-chair Viney, with the authority to undertake major revisions.

UGC members unanimously recommended option a) “The UGC and GC Policy Subcommittees each join the PROC Subcommittee for collaborative revisions of the undergraduate and graduate program review policies”.

Action: Senate Analyst will draft a memo on behalf of UGC for transmittal to PROC.

X. Executive Session

No minutes are taken in executive session.

Upcoming Business: UGC to consider the establishment of a dead week.

UNIVERSITY OF CALIFORNIA ACADEMIC SENATE
BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS)
Notice of Teleconference Meeting

Friday, January 9, 2015
10:00 a.m. – 1:00 p.m.

AGENDA

I. Consent Calendar

- BOARS draft minutes of December 5, 2014

Action Requested: Approve consent Calendar.

II. Announcements

- Ralph Aldredge, BOARS Chair

III. Consultation with Academic Senate Leadership

- Mary Gilly, Academic Senate Chair
- Dan Hare, Academic Senate Vice Chair

Senate leaders discuss current issues before the Senate.

IV. Consultation with UCOP – Office of Admissions

- Stephen Handel, Associate Vice President, Undergraduate Admissions
- Michael Treviño, Director of Undergraduate Admissions
- Monica Lin, Associate Director of Undergraduate Admissions
- Adam Parker, Admissions Policy Coordinator

V. Annual Report on Undergraduate Admissions Requirements and Comprehensive Review

VI. Review of Statway Course

VII. Campus Reports

PROC Agenda
January 26, 2015, 1:00-2:30pm
Location – KL232
Call Number: 1-866-740-1260 Access code: 7244980

- I. **Announcements – Co-Chairs Peterson and Ricci** **5 min**
- II. **Principles of Assessment - Professor Mike Dawson** **15 min**
- III. **Global Arts Program (GASP) request to change Annual PLO Assessment Report from March 1 to July 31, 2015 – CIA/ALO Martin** **10 min**
- A. Action Requested: Approval of GASP request
 - B. Discussion: Consider process for handling similar requests in the future.
- IV. **Administrative Reviews – CIA/ALO Martin** **15 min**
Action Requested: Review the current administrative review [schedule](#) (pp. 4-5) and revise as needed
- V. **Undergraduate Academic Program Reviews – Co-Chairs Peterson and Ricci** **30 min**
- A. **General Education**
 - GESC [Memo](#) to PROC (pp. 6-13)Action Requested: Authorize distribution of self-study to groups identified in the 1/21 GESC's memo.
[pp. 14-15 of the policy](#): "CONFIDENTIALITY: Undergraduate Program Reviews will be treated with confidentiality until they are closed. The self-study, the review team report, and the final implementation plan are open to examination after the Review is closed. The results of student and faculty surveys are available only in summary form. Particular documents and sections of the report may be maintained as confidential documents available only as needed for particular reasons at the request of either the Program or the PRC. Petitions to review confidential material will be reviewed by the PRC."
 - B. **Management**
 - Program [self-study](#) (pp.14-58)
 - Review Team [Report](#) (pp. 59-67)
 - [Corrections](#) to the Report provided by FAO (pp. 68-69)
 - Economics and Management Faculty [Response](#) to the Review Team Report (pp. 70-81)

Action Requested: Review program's response and determine if it adequately addresses the review team recommendations. Send recommendation to UGC.

Relevant section of the program review policy (p. 14): "The program response, including the action plan, are both approved by the Dean, and submitted to the PRC by the end of November. When the PRC determines that the response adequately addresses the concerns of the report, it

proposes to UGC that the Program Review be closed. A Program Review is not closed until the PRC agrees that the response to the review is adequate. If a review is not closed, the PRC and UGC may implement curricular sanctions, and may recommend administrative sanctions to the Dean and EVC. Sanctions may include a moratorium on faculty appointments, undergraduate admissions or other actions. In the following months, the recommendations will be implemented as appropriate through revisions to the Program Strategic Plan, the Dean's budget requests to the EVC/Provost, and any revisions of policy/ies and program(s) that are submitted to UGC."

C. Psychology

- Self-Study (**pp. 82-289**)
- Review Team [Report](#) (**pp. 290-295**)
- [Corrections](#) from the PSYCH faculty (**p. 296**)

The Senate has received the review team report and corrections from the Psychology faculty. As stated in the program review policy, "After the review team report is received, the PRC Chair will send a copy to the program coordinator. The Program Chair will have the opportunity to review the report for factual inaccuracies and misperceptions; any corrections should be submitted to the PRC within two weeks. The PRC will forward the review team report, along with any corrections submitted by the program, to UGC. UGC will receive the report, and forward it to the Chair of the Program, the relevant Dean, the VPUE, the EVC, and any other relevant parties." Action Requested: PROC forwards the review team report and Committee comments to UGC.

D. Chemistry

- [Self-Study and Appendices](#) (**pp. 297-461**)
- Review Team Report (**pp. 462-471**)
- Faculty's Response (**pp.472-476**)
- Dean's Response (**p. 477**)
- [UGC Memo to PROC](#) (9/25/14) (**p. 478**)
- [PROC Response to UGC](#) (11/18/14) (**p. 479**)
- [UGC Memo to PROC](#) (1/22/15) (**pp. 480-481**)

PROC recommended that the CHEM review be closed with the provision that the program faculty and SNS Dean re-engage in discussing the review team recommendations and report back to PROC. In its memo dated 1/22, UGC recommended that the review not be closed. Action Requested: Discuss UGC's response and plan of action for this review.

E. Earth Systems Science (ESS)

On 10/28/13, ES was notified of review and was asked to submit its self-study by 3/3/14. The self-study has not been submitted.

In response to a request for an update on this review, the ES faculty wrote:

"The ESS undergrad program review did not happen last year because we had no staff support in SNS to gather data (no staff assessment manager). SNS has just hired someone

for this position. [...] I suggest simply re-starting the process from the beginning since no data was assembled last AY.”

Action Requested: Send second notification to program.

VI. Executive Session – PROC Members Only Please

15 min



SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS
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November 20, 2014

TO Undergraduate Council
Academic Senate

From: Mark Aldenderfer, Dean, SSHA

Re: SSHA commitment and support for the undergraduate minor
in Community Research and Service

On behalf of the School of Social Sciences, Humanities and Arts (SSHA), I offer my strongest support for the newly proposed minor in Community Research and Service (CRS). Once approved, the minor will be housed in SSHA and SSHA staff will support the administration of the minor including academic advising, marketing and assessment activities related to the minor. My office and the Blum Center, in coordination with other campus offices, will co-fund a new full-time Academic Coordinator responsible for the development and implementation of CRS 10: Introduction to Community-Engaged Research (the required introductory course) and for the daily operations of activities related to the minor. The Academic Coordinator will have a joint appointment as follows: 33% academic appointment as lecturer of CRS 10 (Fall and Spring) and 67% for marketing, advising and assessing the minor, and to support faculty in designing and delivering community research and service field experiences that count for the minor.

The adoption of the CRS minor is an important contribution to undergraduate education at UC Merced. It will further undergraduate research training and experience while demonstrating the role of research for our region. I am committed to ensuring the successful launch of this opportunity. Please do not hesitate to contact me with any questions.

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 (CEnR) 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 CRS 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 CRS 10, 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.

One course defines the minor:

CRS 10: Introduction to Community Engaged Research (CEnR)

This course taught by the CRS academic coordinator in Fall and in Spring with guest lectures from UC Merced faculty will have three learning objectives: 1) to introduce students to the conditions and contexts for CEnR in the San Joaquin Valley-Sierra Nevada region and analogous communities nationally and internationally, 2) to introduce students to the fundamental principles and approach of CEnR, and 3) to introduce students to fundamental skills necessary to work with community members as educators and peers in their CEnR field experiences. A draft course outline is attached (see Appendix A).

Complementing this core class 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. 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 CRS will become affiliated “Blum 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 regional poverty.

Program learning outcomes

Graduates with a minor in CRS 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 the core class is 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 allocating research support stipends to faculty teaching community-based research experiences.

Resources

One CRS Academic Coordinator will be hired with initial resources provided by SSHA, the Office of Research and the UCM Blum Center.

The Academic Coordinator will have a joint appointment as follows: 33% academic appointment as lecturer of CRS 10 (Fall and Spring) and 67% for marketing, advising and assessing the minor, and to support faculty in designing and delivering community research and service field experiences.

The Academic Coordinator will interface with advisors in three schools to ensure that students in the CRS minor are not double-counting courses required for their major(s) or other minor(s), and to provide assistance to students in SOE and NS to integrate the minor into their curricula. Because courses and experiential learning with the level of intense community engagement envisioned for this minor are beyond the norm, the Academic Coordinator will ensure maximum effectiveness and impact, by providing support to faculty who wish to offer students relevant community-based research experiences..

Faculty Research Support Stipends: The CRS minor will have resources to provide faculty who offer students relevant community-based research experiences a stipend of \$2,000 per course. A maximum of 5 stipends per semester will be allotted for the first two years. The unrestricted research stipend will allow faculty to better connect research goals to the community-engaged research teaching experience.

We have resources committed for administering, advising and delivering the minor for the first two years. We can accommodate a maximum of 80 students each year. 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, and there is a strong possibility that additional gifts to support the minor are forthcoming. 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). All of these resources can contribute to developing student community research experiences that would apply to the CRS 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.

Requirements for the CRS minor

To receive a minor in CRS, 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 CRS minor. All of these courses must be taken for a letter grade. At least four of these courses must be unique to the CRS minor, i.e. they may not be also used to satisfy a major requirement. If more than one of the required courses for the CRS 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. One core course: CRS 10: Introduction to Community Engaged Research [4 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]
 4. One community-based undergraduate research experience [satisfied through SSHA discipline-based 195 courses (Upper Division Undergraduate Research); PH 181: Public Health Research; or Engineering Service Learning 197 [4 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 CRS Minor Faculty Advisory Committee before completion of their course work.
 - *Because workload policy is decided at the school level not at the level of academic programs, we are not able to comment on how the teaching of community-based undergraduate research experiences will count for faculty. We know that these courses are already routinely being taught by faculty who are committed to providing undergraduate research experiences. The CRS minor will recognize faculty effort by providing \$2000 research stipends and also staff support to those who teach CRS relevant undergraduate research experiences each semester.

*Community Research and Service Minor**

	Area	Course	Units	Pre-requisites (as listed in the 2011-2013 Catalogues)
Required Lower-Division Core Course, 4 units		CRS 10: Introduction to Community Engaged Research	4	No pre-requisite
Required Upper-Division Core Course, 4 units total	Community-based Undergraduate Research Experience	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 Threats	4	BIO 001 or BIO 003 or BIO 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 Promotion	4	PH 001 or consent of 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

*This list is illustrative though not exhaustive and will be updated annually as new course offerings become available.

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 CRS 10: Introduction to Community Engaged Research, 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				
<i>Program Learning Outcome</i>	Lines of Evidence		Actions	
	<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 SSHA discipline-based 195 courses (Upper Division Undergraduate Research); PH 181: Public Health Research; or Engineering Service Learning 197 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 SSHA discipline-based 195 courses (Upper Division Undergraduate Research); PH 181: Public Health Research; or Engineering Service Learning 197 and a methods 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 SSHA discipline-based 195 courses (Upper Division Undergraduate Research); PH 181: Public Health Research; or Engineering Service Learning 197 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 SSHA discipline-based 195 courses (Upper Division Undergraduate Research); PH 181: Public Health Research; or Engineering Service Learning 197 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)
<p>Problem Definition and Solution Process (planning, specification, refinement, subsystem definition, design vs. prototype, relevant standards, innovation)</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
<p>Technical Content (specifications, basis in engineering fundamentals, appropriate modeling & tests, standards & other constraints, proposed solutions)</p>	<p>Confusing, lacks sufficient detail, or provides excessive irrelevant details. Shallow modeling work. Unclear and inaccurate</p>	<p>Too little relevant content, may be difficult to follow and contains inaccuracies. Weak engineering analysis supporting the design.</p>	<p>Good level of relevant technical content, fairly clear and accurate. Very good level of appropriate engineering analysis</p>	<p>Ideal level of technical content, innovative, clearly and accurately explained. Strong engineering analysis, excellent application of modern tools</p>
<p>Community Engagement & Inspiration</p>	<p>No implied or explicit appreciation for challenges unique to the partner community or region</p>	<p>Infrequent evidence for having adapted to the community context rather than apply understandings from their own cultural background</p>	<p>Some appreciation of "one size does not fit all" and that developed world approaches and solution cannot be directly applied in economically-deprived communities</p>	<p>Effective communications with community, obvious cases where a non-obvious approach was created to meet local context</p>
<p>Communication (organization, graphics, presentation style)</p>	<p>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</p>	<p>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</p>	<p>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.</p>	<p>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</p>

Participants

The CRS 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 work with the CRS Academic Coordinator who 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 ensure that assessment reports are produced a timely fashion. The Academic Coordinator will also work with faculty offering community-based research courses to ensure that the experience can be assessed in terms of the minor's learning objectives and outcomes. The Faculty Advisory Committee will also review requests and distribute research stipends to faculty teaching community-based field experiences that count for the minor.

Curriculum Map

Course #/ OUTCOMES	1	2	3	4
CRS 10	D	D	D	D
Community-based Research Experience	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:

- CRS 10: Introduction to Community Engaged Research [4 units]

Upper Division Minor Requirements [16 units]

Complete the following courses:

- Community Research Experience Satisfied through equivalent SSHA 195 OR PH 181 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 the Community Research and Service (CRS) Academic Coordinator, 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 of the Community Research and Service Minor Faculty Advisory Committee before completion of their course work.

APPENDIX A
DRAFT 11-20-14
CRS 10: INTRODUCTION TO COMMUNITY ENGAGED RESEARCH (CEnR)
(4 UNITS)

Course Description:

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 students, staff, and faculty at UC Merced to focus on ways to transform our region's poverty. Community-engaged research (CEnR) 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.

This course is designed to develop a basic understanding for Community Engaged Research (CEnR) and its implications and applications to the San Joaquin Valley and Sierra Nevada as well as analogous regions nationally and internationally. This introduction will prepare students to engage in the CRS Minor, including required CEnR field experiences. Readings and lectures from diverse sources and faculty will be used to examine the conditions, needs, resources, and opportunities of the region and how CEnR across academic disciplines can inform solutions to urgent problems in human and community development.

This course is required for the Community Research and Service minor and must be taken prior to completing the community-based field research experience for the minor.

COURSE OBJECTIVES

1. Learn the conditions and contexts for CEnR in the San Joaquin Valley-Sierra Nevada region and analogous communities nationally and internationally.
2. Learn to apply the fundamental principles and approach of CEnR, and
3. Learn the fundamental skills necessary to work with community members as educators and peers in their CEnR field experiences.

COURSE LEARNING STRATEGIES

- 1) Interactive, discussion method of teaching. Each class will include active participation of students. Each class will use the didactic and Socratic methods to engage students as they master ideas and develop competence.
- 2) Multi-media methods. Throughout the course, reading materials will be complemented with video, music, artwork, and other media to offer a more comprehensive view and more fully engage all learning methods of students.
- 3) The Internet and Intranet. Nearly all course materials will have some connection to web-based content (either because it will be located on the Internet or require the use of the Internet to expand the value of non-web content. A course "intranet" that

- requires a user name and password will be used to complete and monitor assignments.
- 4) Off campus activities. Occasional course assignments will require participation in activities off campus and interaction with community leaders and content experts outside of UC Merced. The content and objectives of a CEnR curriculum are difficult to master without some exposure to the broader public. All off campus activities will be planned with attention to safety of participants and to accessibility by all participants.
 - 5) Group interaction and projects. The work of CEnR requires excellence in facilitating and working in groups. Group activities and projects in and out of class time will be used to develop team leadership and collaboration skills.

PRODUCTS RESULTING FROM PARTICIPATION IN THE COURSE

- 1) A professional report and presentation on a community concern impacting Merced County. Student teams in collaboration with community experts will apply the competencies from the course to identify, analyze, and critically report on a specific community concern. The report will be presented in class as a course requirement. Community organizations and partners interested in this concern will be invited to the presentation.
- 2) Short public publication. The content from the course report will be used by each student team to prepare and submit for publication to a community-based source (e.g., newspaper, school newsletter). This publication will allow students to translate the technical language of their report for a lay audience in order to help community members understand data and research relevant to community concerns.

COURSE MATERIALS

Required

CEnR Course Reader

Currently under development in collaboration with UCSD and UCSC colleagues. The readers will include academic and non-academic publications regarding the region and the CEnR approach. Each reading is accompanied by a brief problems and exercises to test and enhance overall mastery of the content.

Optional

Additional reading, viewing and other activities will be recommended throughout the semester. These are optional and will not be explicitly discussed in or including in testing for the course. However, they will be designed to reinforce and facilitate learning of content and skills necessary for success in the course.

ANTICIPATED SCHEDULE

Week(s)	Content/Activities
1 – 3	Broad overview of CEnR as scientific approach to address public problems

Introduction to the nature and purpose of secondary data sources to understand and describe a community.

4 – 9	Case studies of community concerns to illustrate: A) the conditions, needs, resources, and opportunities of the region, and B) use of CEnR to understand and address public concerns
10 – 15	Deeper examination of specific CEnR approaches to gain practice in methods and how to interact with community and academic members in CEnR.
16 – 18	In class group presentation with community guests Final

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SCHOOL OF ENGINEERING
E. DANIEL HIRLEMAN, DEAN

UNIVERSITY OF CALIFORNIA, MERCED
5200 N. LAKE ROAD
MERCED, CALIFORNIA 95344
PHONE: (209) 228-4311
FAX: (209) 228-4047

March 25, 2014

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

Colleagues,

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

Juan C. Meza, Dean, School of Natural Sciences

Elisabeth Whitt, Vice Provost and Dean, Undergraduate Education

E. Daniel Hirleman, Dean, School of Engineering

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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,

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

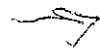
Subject: Re: Community Research and Service Minor "Methods" Requirement

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


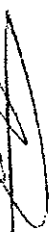


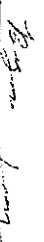


Yes, I am interested in the Community Research and Service Minor

Thursday, February 20th 2014

Name	Major	Signature
Yesenia Herrera	Physics major	<i>Yesenia Herrera</i>
Chulsun Park	History/writing	<i>Chulsun Park</i>
Amy Bauer	Applied Mathematics	<i>Amy Bauer</i>
Becca Bright	Sociology	<i>Becca Bright</i>
Samantha Lema	Management	<i>Samantha Lema</i>
Diana Rodriguez	Biology	<i>Diana Rodriguez</i>
Allila Dallas	Biology	<i>Allila Dallas</i>
Yvette Swannan	Biology	<i>Yvette Swannan</i>
Dini Pabbar	Biology	<i>Dini Pabbar</i>
Alexander Pineda	CSE	<i>Alexander Pineda</i>



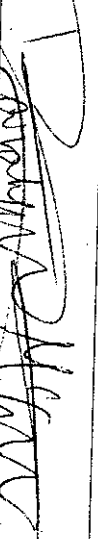


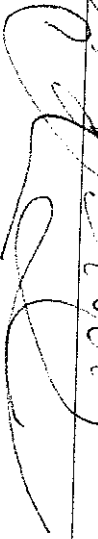
Yes, I am interested in the Community Research and Service Minor

Thursday, February 20th 2014

Name	Major	Signature
Shova Varg	Management	
Marica Medina	Bioengineering	Mrs Mrs
Dicks B. Koff	M.E.	
Rita Kingkong	Bio	
Rostey Fomivet	ESS	
SOMNANTHA ACHARIOM	biology	Sompornachary
Brian Duane	ESS	
LaTrece Crawford	Bio	
Tony Chen	OSE	Tony Chen
Mauricio Tom	Bio	

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

Thursday, February 20th 2014

Name	Major	Signature
Shreya Gupta	Cognitive Science	
Tori Palmbers Luis Gonzalez Harris	Psychology Management	Tori Palmbers Luis Gonzalez Harris
Peter Rocco	History	Peter Rocco
Timothy Kim	Economics	
Darayn McCall	See	
Sebastian Darbaze	Biology	
Kyla Gilmore	anthropology	Kyla Gilmore
Brittany Becklin	Cell Biology	
Anique Willardem	Psychology	

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

Thursday, February 20th 2014

Name	Major	Signature
Sulhyrd Gill	Bio	Sulhyrd Gill
Shamir Beach	Psychology	Shamir Beach
Rocco Summers	History	Rocco Summers
Luz E. Garcia Amanda Summers	Biology English - Interested in having it as a minor, but not as <u>my</u> minor.	Luz E Garcia Amanda Summers

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

Thursday, February 20th 2014 15

Name	Major	Signature
Christina Cruz	Environmental Engineering	<i>Christina Cruz</i>
Matti Simpson	History	<i>Matti Simpson</i>
Camila Vega	COGS	<i>Camila Vega</i>
Marionne Mendoza	psych	<i>Marionne Mendoza</i>
Erica Cortez	COGS	<i>Erica Cortez</i>
Vanessa Rubio	SOC	<i>Vanessa Rubio</i>



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

Monday, February 24th 2014
 Thursday, February 20th 2014 5:51

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)
Janice Ramo	Bio Science	Janice Ramo	Not of my interest
Dana Stubblefield	Undeclared	Dana Stubblefield	Does not fit my interest, sorry =
Dawson Simmons	Computer Science	Dawson Simmons	not necessary: will learn on my own through my major already has research requirements
Sally Wilson	Illcrine Bio	Sally Wilson	Just not interested in it why
Christopher Chin	Biology	Christopher Chin	Don't need education to help community
Santiago Zamora	Political Science	Santiago Zamora	Not my cup of tea doesn't seem to fit my interests

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

Thursday, February 20th 2014

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

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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.

Handwritten signature of Juan C. Meza in cursive.

Juan C. Meza, Dean, School of Natural Sciences

Handwritten signature of Elizabeth Whitt in cursive.

Elizabeth Whitt, Vice Provost and Dean, Undergraduate Education

Handwritten signature of E. Daniel Hirleman in cursive.

E. Daniel Hirleman, Dean, School of Engineering

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SANTA BARBARA • SANTACRUZ

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,

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.

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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

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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

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,


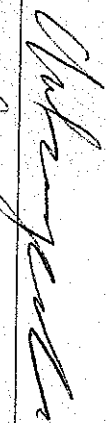





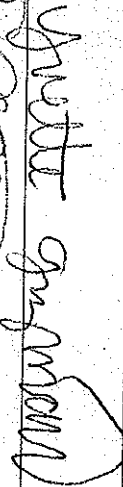
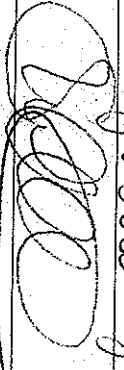
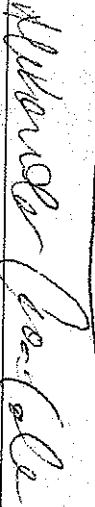
With Alex Whalley, Elliott Campbell (Engineering), Steve Roussos (UCM Blum Center/ReCCES), I am developing a new minor "Community Research and Service". We [plan for the minor to be administered by SSHA and will soon begin the formal submission and review process.

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.







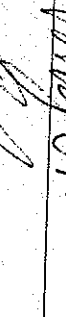
The Community Research and Service minor provides students with the opportunity to apply the concepts and research methods they have learned in engineering, natural

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




Name	Major	Signature
Yesenia Herrera	Physics major	
Chul van Park	History/writing	
Amy Bower	Applied Mathematics	
Becca Bright	Sociology	
Samaritso Llama	Management	
Diana Rodriguez	Biology	
Allila Dallar	Biology	
Yvette Guzman	Biology	
Demi Robbaker	Biology	
Melander Cresde	CSE	

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

Thursday, February 20th 2014 70


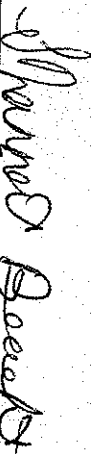



Name	Major	Signature
Shava Vary	Management	
Marca Medina	Bioengineering	Mrs Mrs
Wick B. Koff	M/E	
Rita Kingomys	Bio	
Rosty Fournier	ESS	
Samantha Garrison	Biology	Sampersbury
Bryan Suarez	ESS	
LaTrece Crawford	Bio	
Tony Chen	CSE	Tony Chen
Manvinder Tom	Bio	

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

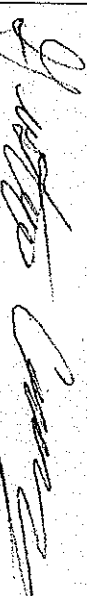

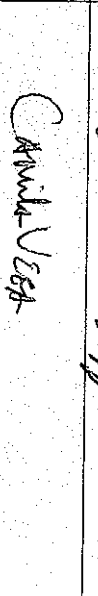
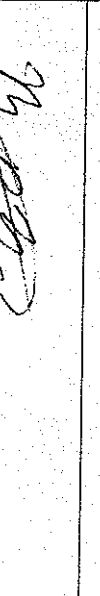


Name	Major	Signature
Shreya Gupta	Cognitive Science	
Tori Palmberg Luis Gonzalez Harris	Psychology Management	Don Pal Luis Gonzalez Harris
Peter Racco	History	Pete Racco
Timothy Kim	Economics	
Dorothy McCall	See	Dorothy McCall
Sebastian Darbuse	Biology	Sebastian Darbuse
Kyla Gilmore	anthropology	Kyla Gilmore
Britany Beckler	Biol Biology	Britany Beckler
Amigos Wilfredo	Psychology	

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

Thursday, February 20th 2014

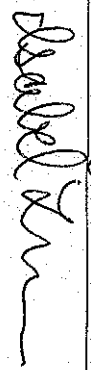

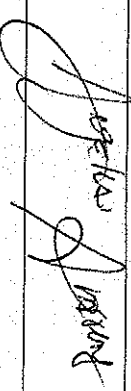

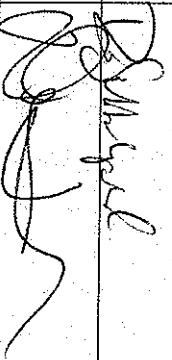




Name	Major	Signature
Sukhyi Gill	Bio	
Shammi Beach	Psychology	
Rocco Summers	History	
Luz E. Garcia Amanda Summers	Biology English: Interested in having it as a minor, but not as my minor.	 

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


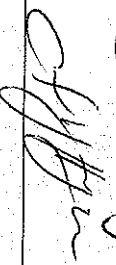
Name	Major	Signature
Christina Cruz	Environmental Engineering	
Madd Simpson	History	
Camila Vega	COGS	
Marionne Mendoza	psych	
Bria Cortez	COGS	
Vanessa Rubio	SOC	

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		Doesn't fit my interests.
Belen Caldera	Undeclared		doesn't fit my interests.
Angelica Andrews	Economics		does not fit my interests. (not marketable in that world)
Javier Domoi	Bio-science		Not fit my interest
Dana Stubblefield	Undeclared		Does not fit my interest, sorry = not necessary; will learn on my own through volunteer work
Dawcia Summers	computer science		major already, has research requirements
Sarah Wilson	McCrone Bio		just not doesn't fit my interest major already has research requirements
Christopher Chin	Biology		Don't need education to help community Not my cup of tea
Santiago Zamora	PHILICALDIA		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 Hynh	Bchem w/ Bio emph		lack of time because emphasis already feels like a minor

1. *Potential problems launching the minor with CORE 1, a course that is already required, and how to prevent students from “double dipping” a course to satisfy two requirements, given that the CRS Minor is based almost entirely on existing GE and major coursework (with the exception of CRS 195)*

To address this comment, we have eliminated CORE 1 as the lower-division course for the minor and instead propose CRS 010: Introduction to Community Engaged Research. The course will be taught by a Community Research and Service Academic Coordinator who will have a 33% academic appointment to teach the course in Fall and Spring. The Academic Coordinator will be responsible for advising students in the minor, marketing, and assessing the minor. Further the person will be a resource for faculty who are teaching the community-engaged research field experiences. Funds for this position have been committed by SSHA, Office of Research, and the UCM Blum Center.

2. *Concerns about large student enrollment for CORE 1 and the impact on its sustainability and on the students’ academic achievement. Transfer students have the potential to impact CORE 1’s scope, both in terms of enrollment and design (since CORE 1 is by policy and practice a first-year course).*

See above.

3. *Requirements for the proposed minor include CRS 195 or equivalent SSHA disciplinary 195’s and Engineering 197. It is unclear what mechanisms are in place in the Schools to avoid double counting the courses. How will some classes apply to fulfill the units for the major and the required units for the minor?*

The hiring of a Community Research and Service Academic Coordinator will address this issue. The Academic Coordinator will coordinate with academic advisors in the three schools to ensure that students minoring in CRS are counting their courses correctly. This person will also work with CRS faculty advisors to update the list of courses that can count for the minor.

4. *Faculty teaching credit. We request a description and analysis of how faculty teaching credit in the program will be managed.*

Because workload policy is decided at the school level, not at the level of academic programs, we are not able to comment on how the teaching of community-based undergraduate research experiences will count for faculty. We know that these courses are already routinely being taught by faculty who are committed to providing undergraduate research experiences. The CRS minor will recognize faculty effort by providing \$2000 research stipends and also staff support (for example, through the Academic Coordinator) each semester to those faculty who teach CRS relevant undergraduate research experiences. Initially we anticipate being able to support a maximum of 5 courses per semester [5 x \$2,000 = \$10,000]. If the minimum number of enrolled students in these courses is 8—then a minimum of 40 students per semester/80 students per year will be engaged in the CRS field experience.

5. *Like the Provost, UGC notes that results of the vote in SSHA could lead the reader to believe that there was very low faculty buy-in, although information from SSHA leadership suggests that the response rate is not atypical. Clear evidence of faculty interest in participation would strengthen the proposal.*

We understand that UGC has been apprised of the SSHA voting procedures wherein this item was considered a consent item unless faculty objected to the proposal. We are confident that the CRS minor has support of our HWC and broader SSHA faculty colleagues.

6. *There are some resource concerns about the administration and management of the program. Although the proposers state that external funding will be provided to help launch the minor, it is unclear if an alternative plan (such as limiting the growth of the program) is in place if funding does not come through or is insufficient.*

SSHA, Office of Research, and the UCM Blum Center have made commitments to fund the launch of the minor.

7. *The program's long-term expansion plans are not clear and need to be described in more detail.*

We anticipate a successful minor. However, we do not have immediate plans to expand beyond the approximately 80 students per year that the minor hopes to serve. Long-term expansion will depend on the results of programmatic assessment and review of the success of the minor as well as available funds. We do see this minor as having the potential to be a signature of undergraduate education at UC Merced.

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SANTA BARBARA • SANTA CRUZ

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

January 23, 2015

To: Jian-Qiao Sun, Chair, Division Council

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

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

Per Division Council's request, CAPRA reviewed SSHA's revised proposal to establish a minor in Community Research and Service.

CAPRA was pleased to see that its two main concerns in the original proposal (attached) regarding faculty teaching workload and resources surrounding the unresolved strategic academic focusing initiative were addressed.

While CAPRA still has minor concerns about teaching workload and the distribution of the \$2,000 faculty stipends, the committee endorses the revised proposal. We believe that this minor is a creative endeavor and will be beneficial to students in all three schools, especially in light of the campus being granted classification for community engagement by the Carnegie Foundation.

cc: CAPRA Members
DivCo Members
Senate office



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



ACADEMIC SENATE, MERCED DIVISION
COMMITTEE ON RESEARCH
DAVID C. NOELLE, CHAIR
dnoelle@ucmerced.edu

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(209) 228-4369; fax (209) 228-7955

January 23, 2015

To: Jian-Qiao Sun, Chair, Division Council

From: David C. Noelle, Chair, Committee on Research (COR) *David C. Noelle*

Re: Revised Community Research and Service Minor Proposal

COR reviewed the revised proposal from SSHA to establish a minor in Community Research and Service. While COR believes this minor would be beneficial to students, the committee echoes Undergraduate Council's earlier concerns about faculty teaching credit and resources. While the revised proposal clearly contains material intended to address these concerns, COR is not convinced that issues concerning sustainability with regard to resources have been resolved by this modified proposal.

COR would also like to point out that the revised proposal's plan to offer unrestricted faculty research support stipends to faculty who deliver relevant community-based research experiences may be in violation of APM 662-16, if those stipends may be taken as additional compensation. To review, APM 662-16 states:

662-16 Restrictions

Teaching activities ineligible for additional compensation are:

a. Any course assigned by the department chair as part of the faculty member's assigned teaching load, including:

- (1) A course in a self-supporting degree program (funds from the self-supporting degree program are used to pay for this portion of the faculty member's assigned teaching load);
- (2) Extra teaching duties assigned in place of research and/or service; or

(3) Courses taught in less common modes or locations (e.g., online, off-site, at another campus).

b. Extra courses that are taken on voluntarily are ineligible for additional compensation.

Violation of APM 662-16 may be easily avoided by placing appropriate restrictions on the use of the proposed stipends.

COR looks forward to seeing the aforementioned concerns addressed by SSHA.

cc: COR members
Division Council members
Senate Office

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

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January 23, 2015

To: Jian-Qiao Sun, Chair, Division Council

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

A handwritten signature in black ink, appearing to read "R. Ortiz", is placed below the "From:" line.

Re: Revised Community Research and Service Minor Proposal

Per Division Council's request, FWDAF reviewed the revised proposal from SSHA to establish a minor in community research and service. FWDAF echoes the concerns raised by CAPRA and Undergraduate Council as to faculty teaching workload, student enrollment, and resources needed to deliver the minor.

FWDAF looks forward to endorsing the revised proposal if the aforementioned concerns are addressed.

cc: Division Council members
FWDAF members
Senate office

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ACADEMIC SENATE, MERCED DIVISION
GRADUATE COUNCIL (GC)
KATHLEEN HULL, CHAIR

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

January 22, 2015

To: Jian-Qiao Sun, Senate Chair

From: Kathleen Hull, Chair, Graduate Council (GC)

Re: GC Response- Revised CRS Minor Proposal

In response to DivCo's request, the Graduate Council reviewed the documents related to the revised proposal to establish the SSHA Community Research and Service (CRS) Minor. Members had no objections or comments.

We appreciate the opportunity extended to opine.

Cc: Graduate Council
Division Council
Academic Senate Office

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January 19, 2015

To: Jian-Qiao Sun, Chair, Academic Senate

From: Laura Martin, Accreditation Liaison Officer (ALO) & Coordinator for Institutional Assessment

Re: Revised Proposal for a Minor in *Community Research and Service*

Thank you for the opportunity to comment on the revised 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

UC System – Admissions Committees

UC Berkeley

Admissions, Enrollment and Preparatory Education (AEPE)

AEPE considers and reports on policies, and practices affecting the composition of the Berkeley undergraduate student population.

Charge and Membership: [Bylaw 31](#)

A. Membership

This Committee consists of at least six Senate members, normally serving three year staggered terms, the Assistant or Associate Vice Chancellor-Admissions and Enrollment, as a voting member, two student members, the Director of Undergraduate Admissions, as a non-voting member. The student members are appointed, and shall serve, in accordance with the provisions of Bylaw 13C.

B. Duties

- This Committee considers and reports on matters involving admissions and enrollment at Berkeley.
- This Committee exercises in the Division responsibilities regarding preparatory education that are assigned by the systemwide Senate Committee on Preparatory Education and by the Division. (EC 6.00)

Link to Bylaws: http://academic-senate.berkeley.edu/sites/default/files/committees/re/berkeley-division-manual/bylaws_10.29.14.pdf

Meeting frequency: twice a month

UC Davis

Admissions and Enrollment

Charge and Membership: [Bylaw 50](#)

A. This committee shall consist of the Admissions Officer at Davis, ex officio, and five additional members, two undergraduate student representatives, one graduate student representative, and one representative appointed by the Davis Academic Federation. The chair of this committee, or the chair's designate from among the Senate members of the committee, excluding the Admissions Officer, shall be the representative on the Board of Admissions and Relations with Schools (BOARS). (Am. 6/9/92; 10/20/97) (Am. 12/15/1967)

B. The duties of the committee shall be to consider matters involving admission and enrollment at Davis. (En. 1/21/69) (Am. 12/15/1967)

Meeting frequency: Twice a month

UC Irvine

[Council on Undergraduate Admissions and Relations with Schools \(CUARS\)](#)

Charge

1. Make recommendations regarding policies on admissions, enrollments, and outreach activities to the administration and to the Academic Senate, and provide faculty coordination for outreach activities.
2. Monitor outreach programs directed toward academic enrichment of the campus through a diverse student body, and advise the campus administration on the disbursement of any funds designated for such programs.
3. Maintain liaison with the systemwide Board of Admissions and Relations with Schools (BOARS) in overseeing all matters relating to the admissions of undergraduate students.

Membership:

The Council on Undergraduate Admissions and Relations with Schools and Colleges shall consist of one (1) member from each Faculty offering an undergraduate degree, along with the Director of the Office of Admissions and Relations with Schools, and Ex-Officio.

Subcommittees:

Board of Admissions & Relations with Schools (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.

Meeting frequency: once a month

UCLA

[Council on Undergraduate Admissions and Relations with Schools \(CUARS\)](#)

Charge

CUARS advises the Office of Undergraduate Admissions and Relations with Schools and the Chancellor's Office on matters pertaining to undergraduate admissions policy and helps formulate guidelines for admission to be used during the admission process. In order to learn what is involved in making actual admissions decisions, committee members read some sample student applications during the regular fall or winter quarters.

CUARS establishes the holistic review parameters for selecting UCLA admittees from the larger pool of those who are UC eligible, while policies concerning admissibility to the University of California are made by [The Board of Admissions and Relations with Schools \(BOARS\)](#), the officers of the University, [The Regents](#), and the voters of the state. [Office of Undergraduate Admissions \(UARS\)](#) makes the actual decisions with CUARS oversight. In addition, CUARS serves the Admissions Office as a conduit for faculty concerns and a reservoir of classroom experience, advising the Admissions Office about such matters as outreach efforts directed at the high schools and qualifications needed for success in particular disciplines.

Membership

The committee consists of eight faculty, one faculty is also a member of the UC [Board of Admissions and Relations with Schools \(BOARS\)](#), and two undergraduate student representatives.

Meeting frequency: once a month

UC Riverside

Undergraduate Admissions Committee

Charge

The Undergraduate Admissions Committee advises the division and the administration on matters having to do with admissions and enrollment on the Riverside campus.

It is the duty of the Undergraduate Admissions Committee to advise the Division and the administration on matters having to do with admissions and enrollment on the Riverside campus. These matters, which are the primary concern of the Undergraduate Admissions Committee, include but are not limited to: recruitment and outreach; special action admissions; articulation with community colleges; and relations with high schools and community colleges. (Am 5 Nov 87)(Am 19 May 09)

Membership

The Committee consists of seven members of the Division, one of whom shall be the Chair; one Divisional representative to the Board of Admissions and Relations with Schools; one undergraduate student representative, who shall not have the right to vote; and the Vice Chancellor for Student Affairs, ex officio, or his/her designee. The Chair can also serve as the Division representative in addition to his or her Chair duties.

Meeting frequency: twice a month

UC San Diego

Admissions Committee

This Committee considers and reports on matters involving undergraduate admissions.

Charge (Bylaw 175 Admissions)

A) This committee shall consist of nine ordinary members of the Division, including ex officio a College Provost, who shall be selected by the Council of Provosts, and the Assistant Vice Chancellor Enrollment Management/Registrar at San Diego, ex officio. It shall also have two undergraduate student representatives, who shall not have the right to vote. The Director of Admissions and Outreach and the Director of Student Research and Information may serve as consultants to the committee without vote, at the request of the committee. One member of this committee, excluding the College Provost and the Assistant Vice Chancellor Enrollment Management/Registrar, shall be the San Diego member of the Senate Board of Admissions and Relations with School (BOARS). The BOARS member shall normally serve in that capacity for a minimum of three years, not to exceed four years, after having served at least one year on the Divisional Committee, and shall remain a member of the Divisional Committee throughout the term of service as a member of BOARS. [...]

B) This committee shall consider and report on matters involving undergraduate admissions at San Diego.

Membership

9 Academic Senate members including ex officio a College provost and the Assistant Vice Chancellor Enrollment Management.

One Senate member serves on the University Board of Admissions and Relations with School (BOARS). Chair serves as a member of the Senate Council, the Senate-Administration Council, the Representative Assembly, and the Enrollment Planning Committee

Meeting frequency: once a month

UC Santa Barbara

[Committee on Admissions, Enrollment & Relations with Schools \(CAERS\)](#)

CAERS sets standards for undergraduate admissions and advises the Senate and the administration regarding policy and procedures related to admissions, enrollment, access, and relations with schools.

Charge and Membership: [Bylaw 87](#)

A. Purpose.

To set standards and criteria for undergraduate admissions and monitor campus efforts to recruit and enroll an excellent and diverse undergraduate student body.

B. Membership

Members are selected to ensure broad representation of the academic departments and colleges that offer undergraduate curricula. The Committee consists of at least eight (8) Senate members with vote, appointed by the Committee on Committees. The Director of Admissions serves ex officio. One undergraduate student representative is appointed by the Associated Students. The Committee on Committees designates the chair and appoints one member to the Board of Admissions and Relations with Schools. The Committee may invite consultants and guests to meetings as deemed appropriate.

C. Duties

The Committee:

1. determines criteria for undergraduate admissions;
2. advises the Division and the administration regarding policy and practices related to admissions, access, enrollment, and relations with schools;
3. requests the development of and analyzes institutional data needed to fully inform decisions;
4. maintains liaison with the Board of Admissions and Relations with Schools and the Campus Enrollment Committee. (En 17 Oct 13)

Meeting schedule not published

UC Santa Cruz

[Committee on Admissions and Financial Aid \(CAFA\)](#)

CAFA considers admissions related matters such as eligibility requirements, financial aid, relations with schools, and sets campus admissions policy. CAFA considers the weighting of academic and non-academic criteria for the admissions process and appeals to eligibility, admissions, and financial aid decisions. The committee interfaces with multiple campus administrative units which implement and manage admissions related policies on an ongoing basis throughout the year. CAFA meets every other week.

Charge ([Bylaw 1.13.11](#))

13.11.1 There are no fewer than seven and no more than nine Santa Cruz Division members. In addition, there are one non-senate teaching faculty representative, and no more than three student representatives. (Am 3 Dec 69, 24 May 72, 17 Nov 75, 7 Nov 01, 21 May 04; CC 31 Aug 98; EC 18 Oct 91, 31 Aug 99, 31 Aug 04, 31 Aug 04)

13.11.2 The Committee on Committees nominates a member to serve on the Board of Admissions and Relations with Schools. (EC 31 Aug 04)

13.11.3 The Committee considers and reports on matters involving admissions, financial aid, and relations with schools. Its responsibility extends beyond the actual selection of applicants to include all matters within the purview of this Division concerning the procedures, policy, and criteria of selection. It is also responsible for formulating and evaluating campus policies governing financial aid and relations with schools. The Committee consults with campus and statewide administrations on these matters, and provides liaison among the various campus agencies. In the process of student selection, the Committee may obtain the assistance of other members of the University staff, including those who are not members of the Academic Senate. (Am 22 May 74; CC 31 Aug 98, 31 Aug 04)

Meeting frequency: twice a month

Campus Policies and Guidelines Concerning the Academic Calendar, RRR Week, Exams, and Commencement

THE ACADEMIC CALENDAR

[Current Academic Calendar \(link\)](#)

- **What guides the structure of the UC Berkeley Academic Calendar?**

A Joint Task Force on Exams was convened in September 2008 by Executive Vice Chancellor and Provost George Breslauer and Academic Senate Chair Mary Firestone to investigate and address a set of intertwined problems surrounding exam policies and exam administration on campus. The implementation of Task Force recommendations resulted in changes to the Academic Calendar intended to:

- (1) clarify, modernize, and streamline Senate procedures for approving alternative forms of final student assessment (other than the traditional three-hour written final exam),
- (2) refine campus policies for midterm and final exam scheduling,
- (3) revise the academic calendar to accommodate student desire for a longer reading period prior to final exams and to reduce scheduling conflicts for students (such as religious observances and commencement ceremonies), and
- (4) improve the communication and dissemination of information related to final exams to instructors, students, and administrators.

In Spring 2014, following the campus open comment period, the following adjustments were made: begin Fall semester on a Wednesday; create a non-instructional day the Wednesday before the Thanksgiving holiday. Together, these adjustments allow the number of instructional days to remain at 73.

- **What are some of the policies that pertain to conflicts with the Academic Calendar?**

1. *Accommodation of Religious Creed:*

In compliance with Education code, Section 92640(a), it is the official policy of the University of California at Berkeley to permit any student to undergo a test or examination, without penalty, at a time when that activity would not violate the student's religious creed, unless administering the examination at an alternative time would impose an undue hardship that could not reasonably have been avoided. Requests to accommodate a student's religious creed by scheduling tests or examinations at alternative times should be submitted directly to the faculty member responsible for administering the examination by the second week of the semester.

Reasonable common sense, judgment and the pursuit of mutual goodwill should result in the positive resolution of scheduling conflicts. The regular campus appeals process applies if a mutually satisfactory arrangement cannot be achieved.

2. *Conflicts between extracurricular activities and academic requirements:*

The link to the complete guidelines is available on the Academic Senate website: <http://tinyurl.com/schedconflictguidelines>.

A useful checklist to help instructors and students comply with the guidelines is available on the Center for Teaching and Learning website: <http://teaching.berkeley.edu/checklist-scheduling-conflicts-academic-requirements> .

The Academic Senate has established Guidelines Concerning Scheduling Conflicts with Academic Requirements to address the issue of conflicts that arise between extracurricular activities and academic requirements. They specifically concern the schedules of student athletes, student musicians, those with out-of-town interviews, and other students with activities (e.g., classes missed as the result of religious holy days) that compete with academic obligations. The guidelines assign responsibilities as follows:

-It is the instructor's responsibility to give students a schedule, available on the syllabus in the first week of instruction, of all class sessions, exams, tests, project deadlines, field trips, and any other required class activities.

-It is the student's responsibility to notify the instructor(s) in writing by the second week of the semester of any potential conflict(s) and to recommend a solution, with the understanding that an earlier deadline or date of examination may be the most practicable solution.

-It is the student's responsibility to inform him/herself about material missed because of an absence, whether or not he/she has been formally excused.

READING/REVIEW/RECITATION (RRR) WEEK

The Academic Senate has posted new Reading, Review, and Recitation (RRR) Guidelines. Please review them at the following [link](#).

- **What is RRR Week?**

Reading, Review, and Recitation (RRR) Week is the week following the end of formal class instruction and preceding the start of final exams and is intended for students to have free time to prepare for exams, to work on final papers and projects, and to participate in optional review sessions and meetings with instructors. RRR week is based on the pedagogical principle that students benefit from time devoted to synthesizing the course material learned over the course of the semester.

- **Do all undergraduate courses (including special studies courses) fall under the RRR policy?**

Yes. All undergraduate courses, including special studies courses, fall under the RRR policy.

- **Do graduate courses fall under the RRR policy?**

Graduate courses do not necessarily follow the same system-wide or campus regulations as those for undergraduate courses, and more instructor discretion in the scheduling and duration of assignments and exams is allowed. However, instructors of graduate courses are encouraged to give their students the benefits of RRR week for synthesis and review and to avoid formal class sessions during RRR week. They should also be aware that graduate students who are GSIs may have teaching responsibilities during RRR week, including ones on a schedule different from that of the formal class instruction period.

- **Do professional school programs fall under the RRR policy?**

Professional schools with programs on unique academic calendars are exempted from RRR week policy. Undergraduate courses in professional school programs on the regular academic calendar are subject to the RRR policy. Graduate courses in professional school programs on

the regular academic calendar are encouraged to give their students the benefits of RRR week for synthesis and review; however, they do not necessarily follow the same system-wide or campus regulations as those for undergraduate courses (see the preceding FAQ on graduate courses).

- **When is the "last day of instruction"?**

The "last day of instruction" corresponds to the last day of the RRR period, since RRR days are counted as days of instruction by the state legislature and in federal financial aid guidelines. The academic calendar includes a notation for the end of formal classes as well as for the "last day of instruction" to mark this distinction.

- **How is RRR week different from the previous UC Berkeley "dead days" or "dead week"?**

On the previous calendar, the term "dead days" referred colloquially to the two days between the end of classes and the start of final exams. "Dead week" referred for some to the 15th week of classes, based on the 1984 and 1991 Academic Senate recommendations that instructors not present any new material the 15th week of classes. This reconfirmed earlier [guidelines](#) issued by the UC Office of the President in 1954. In contrast, the new RRR week is intended both to provide more time for students to study between the end of classes and the beginning of final exams and to serve as a time of active engagement between instructors and students for consultations, reviews, and feedback. Instructors are expected to be in attendance as during other days of instruction and to interact with students through individual consultations and/or optional activities that may vary depending on the nature of the course. Thus, RRR days are counted as days of instruction, even though formal classes do not meet during this period.

- **What types of learning and teaching activities are encouraged during RRR week?**

Instructors are encouraged to use the RRR week for the following activities:

- Synthesis and review of course material by students on their own or in study groups.
- Work on final projects and papers by students.
- Optional review sessions.
- Optional recitation activities such as poster sessions, oral presentations of research and debates.
- Required submission of papers, projects, or other homework assignments that are not substitute forms of final assessment.

Activities may include both face-to-face and electronic modes of contact and communication. Activities should be optional, except in special cases noted in the exceptions below.

Instructors are encouraged to schedule recitations outside RRR week whenever possible, but time and venue constraints may make the RRR period the only feasible time to do so. In such cases, instructors should maximize flexibility and scheduling options because students are likely to have other academic commitments during the RRR week.

- **What types of activities should not be scheduled during RRR week?**

The following activities should not be scheduled during RRR week:

- Mandatory exams, quizzes, or activities (exceptions noted below).
- Required submission of papers or projects that are assigned in lieu of a written final exam.

Instructors are encouraged to give students the full benefit of the RRR week for consultation with their instructors and revision. Due dates should ideally be set for the day on which the

written final exam would have been given and may not be set any earlier than the first day of the final exam period.

- **Are there any exceptions granted for mandatory scheduled activities during RRR week?**

A limited number of exceptions are automatically granted for "special format" courses, such as performance- or studio-based courses, and for courses that require a capstone presentation that cannot be scheduled prior to RRR week due to time and venue constraints. Instructors are encouraged to schedule these activities outside of RRR week whenever possible. However, the campus recognizes that such courses may need to use the flexible scheduling opportunities presented by the RRR week for mandatory culminating performances, studio critiques, or capstone presentations that count toward students' final grades, particularly those activities that may require special venues.

Additionally, an exception may be granted for make-up classes necessitated by lengthy disruptions such as campus closure (see also COCI's Guidelines for Single-Incident Disruptions of Classes).

- **Are there campus resources for instructors seeking to strategize classroom activities around RRR Week?**

The Center for Teaching and Learning provides a number of suggestions that instructors may find useful when planning a syllabus (<http://teaching.berkeley.edu/ideas-rrr-week>).

- **As a student, what recourse do I have if my instructor is not following the RRR week policies for my undergraduate course?**

Students are encouraged to discuss the activity, assignment, or due date under question with their instructor(s), either individually or as a group. Good communication between instructors and students is an important first step.

If you do not feel comfortable approaching the instructor or if such discussion does not provide a satisfactory outcome and if it still seems that RRR week activities for a particular course violate campus policy, students have several options. Students may follow up with:

- the Chair of the department in which the course is taught
- The [Ombuds Office For Students and Postdoctoral Appointees](#) – this office provides an informal dispute resolution process and can be contacted at any point, including consultation before talking with the instructor or the department chair
- The [ASUC Student Advocate's Office](#), Academic Division – a student-run organization that can help students with academic disputes.

- **I am an instructor and I would like to hold an optional review session for my class during RRR week. Can I use my regularly scheduled class time and room for the review session?**

Instructors may request their regularly-scheduled room for holding optional activities during RRR week through the "opt in" process. Instructors must inform the department scheduler of all RRR week classroom needs by the 9th week of the semester. **If an instructor does not opt-in to reserve a room, a room will not be held.** An instructor may also request a room reservation that differs from their regularly-scheduled place and time through the same opt-in process.

First priority will be given to instructors in their regularly-scheduled classrooms, provided they indicate their needs by the 9th week of the semester. The Academic Senate views this "opt in" policy as important because it clearly differentiates the RRR week from regular instruction and

frees up rooms for instructors to hold RRR activities outside of their normally scheduled class times.

- **How will the RRR days affect the work of GSIs? What types of activities will be expected of GSIs during this period?**

During the RRR period GSIs are expected to work the number of hours stipulated by their official Letter of Appointment.

The faculty member serving as the Instructor of Record for the course should convey to GSIs what activities will be required of them during the RRR week. Possible activities may include conducting voluntary face-to-face or online review sessions, meeting with study groups, offering additional face-to-face or electronic office hours, responding to individual student questions, and giving student feedback on written work.

In the event that the activities required of GSIs during the RRR week are significantly different from those outlined in the Letter of Appointment or Supplemental Documentation, an updated Supplemental Documentation letter reflecting these changes must be sent to the GSI as soon as reasonably possible.

As with faculty, GSIs teaching in undergraduate courses may not introduce new material during the RRR week, nor may they administer final exams or have due dates for final written work during RRR week. They should also be made aware that student participation in all activities during the RRR week is voluntary (except in those courses with pre-approved exemptions).

In considering the activities that will be required of GSIs, faculty must ensure that the number of hours required for assigned activities falls within the hours relating to the percentage of the Academic Student Employee (ASE)'s appointment. For more information, see [Article 31, "Workload,"](#) of Collective Bargaining Agreement for ASEs.

- **Can written final examinations in undergraduate courses be given before or during RRR week?**

No. Academic Senate and campus policies prohibit the scheduling of written final examinations before or during the RRR week.

- **Can written final exams or alternative forms of final exams for undergraduate courses be administered or be due before the final exam period?**

No. Academic Senate and campus policies regarding undergraduate courses prohibit written final exams or alternative forms of final exams from being administered or due before the final exam period. A limited exception is provided for "special format" courses, such as performance- or studio-based courses, that require a capstone presentation as an alternative form of final exam that cannot be held during the final exam period due to venue or time constraints.

Can final papers or final projects in undergraduate courses that are assigned in lieu of a written final exam be due before or during RRR week?

No. Papers or projects that are assigned in lieu of a written final exam cannot be due before or during the RRR week, according to Academic Senate and campus policies. Instructors are encouraged to give students the full benefit of the RRR week for consultation with their instructors and revision. Due dates for final papers or projects that substitute for final exams should ideally be set for the day on which the written final exam would have been given and may not be set any earlier than the first day of the final exam period. The only exception is several special cases noted [above](#).

- **Can papers, projects or other homework assignments that are not substitute forms of final assessment be due during the RRR week?**

Yes. Papers, projects or other homework assignments that are not substitute forms of final assessment may be due during the RRR week.

- **Can written final exams or alternative forms of final exams for undergraduate courses be administered or be due before the final exam period?**

No. Academic Senate and campus policies regarding undergraduate courses prohibit written final exams or alternative forms of final exams from being administered or due before the final exam period. A limited exception is provided for "special format" courses, such as performance- or studio-based courses, that require a capstone presentation as an alternative form of final exam that cannot be held during the final exam period due to venue or time constraints (see the [Academic Senate Guidelines for RRR Week](#) for more information).

FINAL EXAMS

- **What is the campus final exam schedule? When and where is this information available?**

The four exam periods are 8-11 am, 11:30 am-2:30 pm, 3-6 pm, and 7-10 pm, during five days of exams, given Monday through Friday.

The final exam group is listed on the Online Schedule of Classes during Tele-BEARS enrollment for all formally-approved undergraduate courses with written final examinations, and for graduate courses in which written final exams are typically given.

Instructors must also state the date and time of the written final exam or the due date for the final paper, project, or other alternative final assessment in the course syllabus given out during the first week of classes.

- **Why does the campus use a four-final-exams-per-day schedule?**

By following a four-per-day exam schedule, the campus is able to create a full week of RRR days, eliminate Saturday exams (and thus conflicts with Saturday religious observances and weekend family obligations), and eliminate conflicts between commencement activities and final examinations. In addition to these many benefits, this academic calendar brings the Berkeley campus exam schedule in line with other UC campuses, all of which use a four-exam-per-day schedule successfully (except for UC Irvine with a five-exam-per-day schedule).

- **The evening exam may end as late as 10 pm. What are my options for night safety?**

Safety Patrol Officers (SPOs) will be assigned to patrol venues where evening final exams are taking place.

UCPD's Night Safety Services are FREE to all, 365 nights a year, and will be fully staffed during finals week. For info, call 2-WALK, [(510) 642-9255], or visit [Bearwalk 2.0 Night Safety Services](#).

- **Do large numbers of students have three or more final exams per day?**

On the four-exam-per-day schedule, less than 4% of students (984 of 25,540) had three exams scheduled in one day in fall 2010, and only a very small handful of students (20 of 25,540) had four exams scheduled in one day. These numbers represent an upper-limit of students. The actual numbers are likely lower for two reasons:

- The numbers do not include instructors who assigned an alternative form of final exam (paper or project) and did not hold an in-class final, but did not have an exemption.

- They also do not take into account students who received voluntary accommodation from instructors.

The percentages are also less than what we might expect from a random distribution, suggesting that, for the most part, students are able to optimize their exam schedules successfully. In addition, an effort is made to distribute exam groups across the week to minimize these percentages, particularly for students taking large, lower division courses in which written final examinations are common. Instructors can help maintain these low percentages by not requesting a change in final exam times except under exceptional circumstances; if such circumstances do apply, instructors should request such a change at least two weeks before the first day of instruction for that semester (see [Final Exam Time Change FAQ](#) below).

- **What can students do to optimize their final exam schedules?**

First, consider the exam schedule when planning your class schedule and enrolling in classes. Each class is assigned to a final exam group that you will see on Tele-BEARS and the [Online Schedule of Classes](#). You may be able to avoid having multiple final exams in one day by enrolling in a different lecture section of the same course, if available. It is also possible that one or more of the courses may have an alternative form of final exam, such as a final paper or project, which should be announced in the syllabus at the first class meeting. If you confirm that sit-down final exams are required and that you will in fact have three or four exams on the same day, you should speak with your instructor right away (during the first two weeks of class) to see if alternate exam arrangements can be made. Instructors are not obligated to provide an alternate exam day for you, but they may be able to assist you if they have sufficient advance notice.

- **I am an instructor and I would like to have alternate seating for my final exam. How do I request this?**

All classes are assigned an exam room with seats equal to the enrollment by the end of the seventh week, unless alternate seating (i.e., one empty seat between students) is requested. To secure alternate seating for an undergraduate exam, instructors must notify departmental schedulers of their needs at the earliest possible date (and no later than the fifth week of class). The department scheduler will work with the Office of the Registrar to make the appropriate accommodation and room assignment. Requests for "double alternate seating" (i.e., two empty seats between students) cannot be accommodated due to space limitations.

- **Are all undergraduate courses required to have a written final exam?**

UC System-wide Academic Senate Regulations 770 and 772 stipulate that all undergraduate courses require a written (when practicable) final exam [[SR 770 & 772](#)]. However, these regulations also stipulate that exemptions from these regulations for individual courses may be approved by each campus' Committee on Courses of Instruction (COCI). The Joint Task Force on Exams, with input from key Academic Senate committees, recommended that campus procedures for approving alternative forms of final student assessments be clarified, modernized, and streamlined in order to reflect changes in pedagogy in a number of academic disciplines and to facilitate compliance with the system-wide regulations. These new procedures are described in the following FAQs.

- **Are special studies courses numbered 98/198, including but not limited to DE-Cal courses, required to have a final exam?**

No, the Committee on Courses of Instruction (COCI) has approved a permanent exemption from the final exam requirement for special studies courses numbered 98/198, including but not limited to DE-Cal courses. Assignments may be due in the last week of classes, as long as they are not designated as final exams or assessments. In general, such assignments should not have significantly more weight than other assignments given during the semester.

- **Are graduate courses required to have a final exam?**

No, final examinations are not required in graduate courses; they are optional at the discretion of the instructor.

- **What alternatives are there to written final exams for undergraduate courses?**

As methods of pedagogy have changed in a number of academic fields over the years, alternative forms of final assessment, such as final projects or papers, have increasingly been substituted for a traditional, three-hour written final exam. The Center for Teaching and Learning provides a number of recommendations for [alternative methods of final assessment](#). The COCI procedures for approving new courses or for making changes to existing courses recognize that such methods of assessment are not exceptional or unusual and may indeed be preferred in many disciplines.

- **As an instructor, how do I request a temporary or permanent alternative to a written final exam in an undergraduate course?**

Instructors have several means of establishing, either for a given semester or permanently, a final student assessment other than the traditional in-person three-hour final exam:

To change the format of a final student assessment for a course for a given semester, the instructor need only inform the students in the syllabus given out during the first week of classes and obtain approval from the chair of the department and, if applicable, the department's teaching and curriculum committee. The chair will then inform the Registrar (via the departmental scheduler) before the first day of classes that s/he has approved this form of final student assessment and that a room for a written final exam will not be needed. Such approvals by the chair can occur on a semester-by-semester basis indefinitely.

To request a permanent change to the final student assessment format for a course or to eliminate a final exam all together, a Course Approval Form (CAF) should be completed and submitted to COCI for approval. The CAF form reflecting this new policy and procedure is now available on the [UC Berkeley Academic Senate](#) website and is explained in the updated [COCI Handbook](#). Note that a permanent change goes with the course and not the instructor. Thus, if a different instructor wishes to change the final assessment format of a course, either the department chair can approve such a change for the course for that semester or another CAF for the change needs to be submitted to COCI.

- **Can an instructor change the day and/or time of a written final examination for an undergraduate course from that officially scheduled by the Registrar?**

In general, no. Under exceptional circumstances, an instructor may request a change to the exam group for a course from that originally scheduled by the Office of the Registrar and published in the [Online Schedule of Classes](#). To do so, s/he should submit this request at least two weeks before the first day of instruction for that semester to the Office of the Registrar and COCI on the [Petition for Exam Group Change form](#) in order for COCI to review the request prior to the start of instruction. Note that COCI will not review requests after the fifth week of classes. If the request for a change in final exam time is received by COCI too late to review the request before the start of instruction (but in any case no later than the fifth week of classes) and it is approved, the final exam must also still be given at the originally scheduled time in addition to the new time. This is intended to ensure fairness for students who have carefully planned the distribution of their final examinations based on information in the [Online Schedule of Classes](#) and on the syllabus given out the first week of classes and to prevent students from feeling coerced into joining a "unanimous" class vote to change an exam time. Instructors may accommodate religious or other scheduling conflicts that a student or a small group of students in their course may have with the official final exam time without obtaining COCI approval (see, for example, the [Religious Creed Policy](#) and the [Checklist for Scheduling Conflicts with Academic Requirements](#)).

- **Can an instructor change the method of final student assessment for an undergraduate course after the first week of classes?**

If an instructor wishes to change the method of final student assessment (e.g., paper, project, or written exam) after the first week of classes for an undergraduate course, the department chair must give approval (as noted above) and students must be given the option of being evaluated by the method originally described in the syllabus given out the first week of classes. [[Back](#)]

- **Can an instructor change the day and/or time of a written final examination for a graduate course from that officially scheduled by the Registrar?**

As noted above, final examinations are not required in graduate courses; they are optional at the discretion of the instructor. Changes to the schedule of a graduate course's final examination do not require COCI's approval, but the department must notify Classroom Scheduling at osoc@berkeley.edu.

- **As a student, what recourse do I have if my instructor is not following the campus final exam policies for my undergraduate course?**

Students are encouraged to discuss issues with final exam scheduling or format with their instructor(s), either individually or as a group. Good communication between instructors and students is an important first step.

If you do not feel comfortable approaching the instructor or if such discussion does not provide a satisfactory outcome and if it still seems that RRR week activities for a particular course violate campus policy, students have several options. Students may follow up with:

- the Chair of the department in which the course is taught
 - The [Ombuds Office For Students and Postdoctoral Appointees](#) – this office provides an informal dispute resolution process and can be contacted at any point, including consultation before talking with the instructor or the department chair
 - The [ASUC Student Advocate's Office](#), Academic Division – a student-run organization that can help students with academic disputes.
- **As a member of the UC Berkeley community, how do I find out more about my rights and responsibilities surrounding final exams?**

Students, instructors, department chairs, the Registrar, and other campus groups have certain rights and responsibilities with regard to final examinations. Knowledge of these will help keep the system running smoothly and minimize conflicts and misunderstandings. Please visit the Office of the Registrar's [Final Exam Responsibilities](#) website (which is also accessible from the [Online Schedule of Classes](#)) for concise and up-to-date information as well as links to more detailed discussions of campus policies and procedures.

MIDTERM EXAMS

- **As an instructor, what are my responsibilities in scheduling midterm examinations?**

The specific date and time of midterm exams that will be held outside the regularly scheduled class time must be stated in writing in the syllabus distributed by instructors during the first week of classes. Conflicts should be handled as outlined in the [Religious Creed Policy](#) or [Checklist for Scheduling Conflicts with Academic Requirements](#) for extracurricular activities.

- **As an instructor, how do I request a room for a midterm examination I want to schedule at a time and place different from that of the class?**

A large number of high enrollment classes combine midterms exams for sections into one date necessitating alternate seating in campus auditoriums. As enrollment increases for these large classes, there may not be enough seats within the available auditoriums to accommodate alternate

seating Faculty should contact your departmental scheduler as early as possible to request a room for a midterm exam, since the campus is now at capacity for large rooms during key weeks in the semester. **It is highly recommended that requests are submitted prior to Tele-BEARS enrollment to avoid student schedule conflicts.** Your scheduler will submit the request to the Office of the Registrar. In some cases, the Office of the Registrar may be able to notify you of potential conflicts with other large enrollment courses.

- **As a student, what are my responsibilities in regard to midterm exams?**

Students are responsible for making sure they check their class syllabus and/or [Midterm Exam Search](#) for midterm exam dates that will be held outside of regularly scheduled class time and must resolve any class conflicts. Midterm exams held within regularly scheduled class time will be communicated to the students via the faculty.

- **Where can students search for information about midterm exams that have been scheduled outside of the regularly-scheduled class time?**

The Office of the Registrar maintains a searchable schedule ([Midterm Exam Search](#)) for courses that will have midterms *outside of the regularly-scheduled class time*.

- **As a student, what are my responsibilities if I have a conflict with a midterm examination?**

Students are responsible for notifying instructors within the first two weeks of classes about foreseeable conflicts and for proposing potential solutions to the conflicts. For unanticipated conflicts, students should contact their instructor as soon as possible. Conflicts should be resolved according to the [Religious Creed Policy](#) or as outlined in the [Checklist for Scheduling Conflicts with Academic Requirements](#) for extracurricular activities. Be aware that multiple, unresolvable conflicts with extracurricular activities may prohibit you from taking a particular course.

COMMENCEMENT

- **Can commencement ceremonies be held during final exam week?**

Campus policy requires that graduation ceremonies must take place after final examinations have concluded, with the exception of professional schools with graduate students only.

- **I am a graduating student. How do I find out when the Commencement Convocation and my departmental commencement ceremony will be held?**

Information about Commencement Convocation, the campus-wide event for all graduating students hosted by the Chancellor, is posted online: [Commencement](#).

Information about departmental commencement activities will be posted on this site as they are confirmed. If your department's information is not listed, please contact the unit directly.