Analysis of the Implementation of the Undergraduate Council Policy for Review and Approval of Undergraduate Degree Programs
July 2010
Prepared by Laura E. Martin

Introduction:
This study examines the implementation of the Undergraduate Council (UGC) Policy for the Review and Approval of Undergraduate Degree Programs with respect to its efficacy in establishing key components of a sustainable system of program-level assessment, including periodic Academic Program Review. As described by the policy, these key components are 1) program learning goals and outcomes, 2) an articulation of how course requirements address intended learning outcomes, and 3) a discussion of how outcomes assessment will be accomplished (Appendix 1). This study considers new programs implemented since the policy revision of February 2009.

Results:
Four new minors[1] were approved during AY 2009-2010 (Appendix 2). Of these four, one is embedded within an established major; the remaining three are "stand alone", i.e. independent of any existing undergraduate major.

With respect to the three criteria identified in the Introduction above,

- 100% of approved proposals included explicit learning outcomes. 50% included descriptions consistent with program goals, for example a catalog description or questions central to the curriculum, but neither was titled as such nor explicitly connected to the learning outcomes.

- 0% of approved proposals articulated how course requirements address intended learning outcomes.[2]

- 0% of approved proposals discussed how outcomes assessment will be accomplished. [3]

UGC reviewers did attend to the quality of the program learning outcomes (PLOs), including their measurability, appropriateness with respect to the degree of expertise a student can expect to develop through a minor, and the workload associated with assessment. In at least

[1] No majors were considered.
[2] One included rationales for including courses in the minor that did not explicitly address the subject of the minor in their titles.
[3] One included an informal description referencing courses, stating "In the upper division courses, students, in final papers/projects, will be able to critically examine the concepts below [central questions of the minor program] as they tie to each particular course. " This description, however, was not explicitly linked to Program Learning Outcomes, which were articulated in a separate section of the proposal.

one case, the UGC requested, and received, revisions to the PLOs. (See highlighted sections of Appendix 3.)

Conclusions:

The UGC's Policy for the Review and Approval of Undergraduate Degree Programs expects proposals for programs to include program learning outcomes, to articulate how these outcomes are addressed by course requirements, and to discuss how outcomes assessment will be accomplished.

Currently, new program proposals for minors[4] are reviewed only with respect to the first of these three criteria, leaving new stand alone minors without two of the three foundational elements for a successful annual assessment process, and ultimately Program Review (Appendix 4). This omission may also leave the leadership of these new programs unaware of the need to engage in annual assessment, particularly as faculty and staff familiarity with finer-scale, policy-related assessment expectations is still evolving. Finally, programs, their faculty, and student learning would benefit from aligning the curriculum with the program learning outcomes during the process of developing the program as expected by this policy.

For these reasons, and to avoid having to retroactively inform faculty of annual assessment expectations, it is important to prepare new stand alone minors for assessment from inception. Suggestions to improve the process include:

1) Implementing a procedure to ensure regular attention to these policy elements during the UGC's review process.
2) Describing basic expectations for meeting these two overlooked criteria, for example, through the submission of a curriculum map and a standard multi-year assessment plan.

[4] Proposals for new majors currently require WASC Substantive Change Review, which requires programs to meet all three criteria by developing 1) Program Learning Outcomes (PLOs), 2) a curriculum map to demonstrate the alignment of course and PLOs, and 3) a multiyear plan for assessing the PLOs. Minors embedded in majors can be assessed as part of the major.

Appendix 1: Undergraduate Council Policy for the Review and Approval of Undergraduate Degree Programs

UNIVERSITY OF CALIFORNIA ACADEMIC SENATE - Merced Division

Undergraduate Council (UGC)

Review and Approval of Undergraduate Degree Programs

I. General Policy:

According to the UCM by-laws, the Undergraduate Council (UGC) is charged on behalf of the Division to approve proposals from Schools and Colleges for new, or substantive change to existing undergraduate majors, minors, and certificates. UGC's primary responsibility is to review the academic merit, value, and contribution of new majors or substantive changes to existing majors to undergraduate education at UCM. Because the delivery of major degree programs entails use of university resources, the Academic Senate Committee on Academic Planning and Resource Allocation (CAPRA) consults on the resource implications of the proposed program or other significant change. Following WASC guidelines, for the purposes of this document *substantive change* includes: (1) new undergraduate majors, including joint degree programs; (2) new modalities of degree delivery; (3) use of new off-campus sites; or (4) change in duration of a degree program.

II. Format for Proposals for New or Substantive Change to Undergraduate Degree Programs:

Academic units proposing a new degree program or substantive change to an existing degree should follow the format below:

1. New or substantively revised program description and rationale: Describe the focus of the proposed program or revision and discuss the rationale for the program as proposed. Describe how the new or substantively revised degree program will contribute to undergraduate education at UCM. If pertinent, include job market demand, graduate education/professional school prospects for majors, and expected student demand. If this is not a standard major in name or program design, or it is an interdisciplinary program, describe the program elements and provide justification for them. Discuss overlaps with, or complements to, existing undergraduate degree programs.

2. Program requirements: List lower division and upper division course requirements, including lower division preparatory courses required outside the major and upper division course requirements outside the major field. Enumerate program learning goals and outcomes, and articulate how course requirements or program changes address intended learning outcomes. Discuss how outcomes assessment will be accomplished. Indicate the minimum and maximum credits allowable for major. The proposal must include the following:

- A sample program for a major, showing all requirements and examples of elective courses within and outside the major.
- Demonstrate how a student can complete major, including all prerequisites, in four years. Describe how transfer students will be able to satisfy degree requirements in two years.

- Indicate the availability of suitable preparatory courses at community colleges.
- Indicate any unique courses that will be required for completion prior to the junior year.
- Draft text for the catalog description.

3. Accreditation (if applicable): Describe requirements for programmatic accreditation and plans for achieving that accreditation, if required or desirable.

4. Resource needs and plan for providing them:
    - Indicate faculty who will support the program, either current or under recruitment. The proposal should explicitly show how all required courses will be offered by faculty members and a course schedule for delivery.
    - Indicate needs for specialized staff (FTE amount).
    - Indicate amount of specialized space needed (e.g., teaching labs, studios, performance space, etc.) other than standard classroom or lecture space.
    - Indicate library resources needed and include a statement from University Librarian on plans for providing resources for the program.
    - If applicable, include needs for instructional computing resources.
    - If applicable, describe resource needs for field studies or other off-campus activities.
    - Include needs for any other specialized facilities or other resource needs, including special student support services.
    - If the proposal is for a change to an existing program, the resource implications of the change relative to the existing program should be discussed.

If resources for the program are to be provided by units other than the Dean of the School housing the program (e.g., by the Chief Information Officer, Vice Chancellor for Student Affairs, off-campus or non-UCM affiliates), documentation of the resources to be provided should be included.

5. Potential for non-majors to participate: Describe how non-majors may participate in the program at the lower division or upper division.

6. Timetable for implementation: Include plans and a timetable for initiating and building the program. Will the program be implemented at both the freshman and junior levels or phased in over a period of time?

III. Approval Process:

1. Prior to submission of a program proposal for UGC approval, it must be included in the University Five Year Perspectives report (submitted annually by the university to the Office of the President). A brief program description should appear in the report at least one year, but preferably two years, before implementation.

2. Faculty are responsible for developing the degree program proposal, in consultation with the School Dean. The proposed program must be approved by the faculty of the School (or other designated faculty unit). A memo from the School faculty reporting the vote of the faculty and any faculty discussion pertinent to the proposal should be included with the proposal. The Dean

submits the proposal to the Academic Senate with his/her endorsement. Schools are encouraged to submit proposals for new degrees to UGC at least 9 months prior to the desired date of degree initiation to allow sufficient time for review and approval by both UGC and WASC.

3. The proposal is reviewed by UGC for academic merit, and by CAPRA, in consultation with the Executive Vice Chancellor/Provost, on resource implications. If needed, UGC may consult with individuals external to the committee to provide additional expertise or comment.

4. Undergraduate Council either approves or disapproves program.

5. If approved, the Registrar, the Academic Senate, and the Office of the President are notified.

6. If approved, UGC notifies the responsible School or College which must, in turn, notify the campus WASC Academic Liaison Officer (ALO) and WASC Substantive Change Specialist.

7. With the assistance of the ALO and Specialist, the responsible faculty must prepare and submit required Substantive Change documentation for WASC review. Until such time as WASC has completed the substantive change review process and approval has been received, all public publications or announcements regarding new degree programs should contain an asterisk or footnote indicating that the program is "pending the review of our accreditation agency, the Western Association of Schools and Colleges (WASC)."

8. The ALO will notify UGC, the Registrar, and the School when WASC review is complete.

Appendix 2: Approved Minors AY 2009-2010

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January 26, 2010

KEITH ALLEY
EVC/ PROVOST

Re: Minor in Chemical Sciences

Dear Keith:

The Division Council has discussed the School of Natural Sciences proposal for a Minor in Chemical Sciences. The Undergraduate Council approved the proposal on January 13, 2010 with an effective date of spring 2010. DivCo approves it as well and do not see any negative resource implications. In addition, we have been informed that a new minor does not trigger a need for a substantive change report.

Sincerely,

Martha H. Conklin, Chair

cc: Divisional Council
Senate Office

Anne Myers Kelley
Professor of Chemistry
School of Natural Sciences
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To: Natural Sciences Curriculum Committee

From: Anne Kelley
Program Lead, Chemical Sciences

Date: 9 November 2009

On behalf of the Chemical Sciences faculty, I am submitting the attached proposal for a minor in Chemical Sciences. This proposal is driven by several discussions I have had with students who wish that we would offer this minor. While I do not expect that the numbers will be large, offering this minor will require no additional resources and minimal additional effort on the part of the faculty, administration, and advisors.

The listed course requirements have been slightly revised from what was submitted to this committee last spring, mainly to clarify the ramifications of the SNS minors policy that "only one course may be used to satisfy both a minor and a major requirement".

The prerequisites for the required courses are as follows:

CHEM 10 requires CHEM 2
CHEM 100 requires CHEM 8 and CHEM 10
CHEM 100L and 101L both require CHEM 100

Three upper-division CHEM courses are also required for the minor. The most likely choices are:

CHEM 120 (inorganic) requires CHEM 8 and 10
CHEM 111 (biochem I) requires CHEM 100
CHEM 122 (biochem II) requires CHEM 111
CHEM 112 (p-chem I) requires CHEM 10, MATH 24, and PHYS 9
The other currently offered upper-division courses require CHEM 112.

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January 15, 2010

To the Undergraduate Curriculum Committee,

I would like to forward for your attention the request of the School of Natural Sciences to include a Minor in Chemical Sciences. The Chemistry faculty have completed all requirements and the Natural Sciences Curriculum Committee has voted unanimously in favor of this addition to our curriculum offering.

Attached please find the other documentation in support of a Chemical Sciences minor.

Feel free to contact me if you need any further information on this matter.

Sincerely,

Patricia J. LiWang

Professor
Chair, Natural Sciences Curriculum Committee
University of California Merced
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MERCED School of Natural Sciences

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Survey Title NSCC Vote - Chem Minor Vote
Text displayed when survey is completed
Thank you
Survey Description
From Date: 12/01/2009 **To Date:** 12/04/2009
Begin Time: 3:30pm **End Time:** 5:00pm
Activate Survey no

Yes/No for: I APPROVE the proposed Chemical Sciences Minor.
yes 4

Those that abstained:

Chemical Sciences minor
School of Natural Sciences, UC Merced

Effective date: Spring 2010

Introduction

Chemistry is often known as "the central science" because of the key position it occupies in modern science and engineering. Most phenomena in the biological and earth sciences can be described in terms of the chemical and physical behavior of atoms and molecules, and chemical principles also underlie much progress in medicine and engineering. For these reasons, chemistry is a natural and useful minor for students majoring in other science and engineering disciplines. The Chemical Sciences minor allows students to pursue interests in chemistry in some depth without requiring the breadth of course work and extensive laboratory time required for the Chemical Sciences major.

Program Learning Outcomes for the Chemical Sciences minor

Students are able to describe the major concepts and theoretical principles in chemistry. They can identify the central ideas underlying the principal subfields of chemistry--analytical, inorganic, organic, and physical chemistry--as well as the broader interdisciplinary subfields of biological, environmental and materials chemistry. Students are able to operate modern chemical instrumentation, perform chemical syntheses and carry out other essential chemical experiments with strict adherence to sound laboratory techniques as well as good safety and hygiene practices. They know how to use modern web-based methods to effectively search the scientific literature.

Requirements for the Chemical Sciences (CHEM) Minor

To receive a minor in Chemical Sciences, a student must complete the following requirements:

General guidelines for Natural Sciences minors

To declare a minor, students must have an overall grade-point average of 2.0 (C) or better. Students should consult an advisor in the School of Natural Sciences 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.
- 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.

Required Lower Division Chemistry Course (4 units):

CHEM 10: General Chemistry II [4]

Required Upper Division Chemistry Courses (4-5 units):

CHEM 100: Organic Synthesis and Mechanism [3]
CHEM 100L: Organic Chemistry Laboratory [1] *or* CHEM 101L: Advanced Synthetic Laboratory [2]

Additional Upper Division Chemistry Courses (9-12 units):

Any three additional upper division CHEM courses, other than research and independent study, each worth at least 3 units. Graduate level CHEM courses may be substituted with instructor approval.

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

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April 22, 2010

KEITH ALLEY
EVC/ PROVOST

Re: Minor in Chicano/a Studies

Dear Keith:

The Undergraduate Council reviewed the SSHA proposal for a new minor in Chicano/a Studies and approves the proposed program based on its academic merit. Senate Standing Committees (in this case Committee on Rules and Elections and Committee on Academic Planning and Resource Allocation) reviewed the proposal and had no dissenting comments.

The Divisional Council, on behalf of the Academic Senate, recommends approval of the proposed minor.

Sincerely,

Martha H. Conklin, Chair

cc: VPUE Viney
Divisional Council
Senate Office

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April 20, 2010

To: Undergraduate Council

RE: Chicano/a Studies Minor

On April 20, 2010, the voting period to consider the *Chicano/a Studies Minor* concluded with the proposal being approved by the SSHA faculty. The *Chicano/a Studies Minor* was also approved unanimously by the SSHA Curriculum Committee on April 12, 2010. Additionally, the Dean's Office has reviewed the proposal for resource implications and has determined that there are none for the School. Therefore, on behalf of the School of Social Sciences, Humanities and Arts, I submit to you the *Chicano/a Studies Minor* (33 votes for; 2 vote against; 2 Abstentions; 9 ballots not returned).

A copy of the Chicano/a Studies Minor is attached for your review.

Thank you for your consideration.

Mark Aldenderfer
Dean, SSHA

Proposal for a *Minor in Chicano/a Studies* in the School of Social Sciences, Humanities, and Arts, University of California, Merced

1. Faculty Associated with the Program

The following ladder-rank faculty have agreed to participate in the proposed program at inception:

- Robin M. DeLugan, Assistant Professor, Anthropology
- Ignacio López-Calvo, Professor, Literature
- Sean Malloy, Assistant Professor, History
- Manuel M. Martín-Rodríguez, Professor, Literature
- Cristián Ricci, Assistant Professor, Literature
- Simón Weffer-Elizondo, Assistant Professor, Sociology

As well as non-ladder faculty:

- Virginia Adán-Lifante, Lecturer SOE, Coordinator Spanish Language Program
- Loren Qualls, Lecturer, Writing Program
- Christopher Ramirez, Lecturer Writing Program
- Nicholas Valdez, Lecturer, Writing Program

The program will remain open to the participation of other interested existing and newly hired faculty whenever their courses are relevant to the goals of the program.

2. Rationale for the Program

The proposal for a *Minor in Chicano/a Studies* is based on a set of several perceived needs and opportunities that suggest the convenience of adding this program to the offerings currently available to UC Merced students. These include:

- **Maximizing existing curricular offerings** by bringing existing courses together to form a cohesive plan of studies. UC Merced faculty currently offers at least fifteen courses that speak directly to concerns addressed by Chicano/a Studies (see section 4, below). With the addition of one required course (LIT 060: Introduction to Chicano Culture and Experiences), that will serve as an introduction to the field and to the program, the proposed minor will offer students at UC Merced the opportunity to pursue a plan of studies that transcends the individual disciplines represented, so as to explore Chicano/a Studies as a focus.
- **Fostering interdisciplinarity.** Chicano/a Studies, *since its inception*, has been conceived of as an interdisciplinary field in which different areas interrogate and illuminate each other. A study of Chicano/a literature, for example, will always produce better results with attention to social, linguistic, and political issues and, by the same token, literature has contributed in fundamental ways to anthropological and sociological studies on the Chicano/a population. Fundamentally, this minor will give students a set of analytical tools from a multitude of disciplines to critically examine

what it means to be Chicano/a, the impacts of Chicanos/as on social institutions, the cultural impacts of Chicanos/as on U.S. culture, and all other intersectionalities of being Chicano/a in U.S. society. Considering UC Merced's overall commitment to interdisciplinarity, the minor in Chicano/a Studies appears to be a natural fit.

- **Fostering diversity.** UC Merced's guiding principles include awareness of self and society and recognizing the value of diversity. Chicano/a Studies, as a field, concentrates on a rather diverse social group, not only in the sense that it studies the largest minority group in the country but, also, because the population it studies includes traditional rural societies that have lived in this country for centuries, recent and not so recent immigrants, the descendants of multiple Native American groups, groups that speak several different languages, among other differences. Without the intellectual guidance of a Chicano/a Studies program, these differences often end up subsumed into a homogenizing identity, promoted by or derived from mass media simplifications. Moreover, in this climate of hatred that seems to be pervading the UC system as a whole, establishing Chicano/a studies on this campus will send a strong signal to the campus and system as a whole of SSHA's (and by extension UC Merced's) commitment to diversity.
- **Aligning UC Merced offerings with other Research Universities.** Chicano/a Studies programs have a presence in most (if not all) major research universities. At the University of California system, the following programs in Chicano/a Studies exist: Ph.D. (UCSB, UCI[1]), M.A. (UCSB), Major (UCB, UCD, UCI,[3] UCLA, UCSB), Minor (UCD, UCI,[3] UCLA, UCR, UCSD[2]). The following campuses have Departments of Chicano/a Studies: UCD, UCI,[3] UCLA, and several campuses (e.g. UCLA, UCSB, UCSC) have Chicano/a Studies Research Centers. As of this writing, UCLA is waiting for approval of a proposal to implement graduate programs in Chicano/a Studies. Chicana/o studies programs can also be found at peer institutions outside the UC system such as Stanford, University of Texas-Austin, University of Minnesota, University of Arizona, and the University of Wisconsin-Madison.
- **Student demographics**. Chicano/a and Mexican American enrollment at UC Merced is the highest (percentage-wise) in the system at 33%[4]. The percentage of Chicano/a and Mexican American residents is also high in Merced as a city (48.5%), Merced County (52.4%) throughout the entire Central Valley, and in the State of California as a whole (38%). The *Minor in Chicano/a Studies* will be a valuable asset for UC Merced in order to fulfill its mission to serve the population of the state, and its vision to educate and train the youth of the Central Valley. Moreover, as a Hispanic Serving Institution, UC Merced will benefit from additional programs (such as this proposed minor) that directly serve this large part of its student population.
- **Student demand**. For several years, students at UC Merced (both Chicanos/as and students from other Ethnic groups) have expressed their strong interest in an academic program in Chicano/a Studies. Student leaders have collected more than four hundred signatures in support of academic degrees in Chicano/a Studies (appended), which suggests the proposed minor will benefit from very healthy

[1] Emphasis in Chicano/Latino Studies available in conjunction with multiple Ph.D. programs.
[2] Combined with Latino/a Studies and Humanities.
[3] Combined with Latino/a Studies.
[4] Data from UCM Institutional Planning and Analysis.

enrollments. The students have also written a letter of support to reinforce the petition and their commitment to, and interest in, Chicano/a Studies.

- **Maximizing synergies with existing faculty research programs.** As attested by the list of courses below (section 4), the minor will have linkages with several research programs directed by faculty participating in the minor. This, in turn, will offer students in the program ample opportunities to participate in research projects and to gain hands-on experience on research methods and procedures. The relevant research programs (and their directors) include: Social Mobilization in California (Weffer-Elizondo), Community Health in San Joaquin Valley rural locales and urban neighborhoods (DeLugan and Weffer-Elizondo), Indigenous migration from Latin America to California (DeLugan), the Chicano/a Literature Intertextual Database (Martín-Rodríguez), and the Chicano/a Readers Oral Project (Martín-Rodríguez). Additional programs that may offer students in the minor opportunities for research include the Latino Obesity in the Central Valley (Rudy Ortiz, Biology, and Weffer-Elizondo) and the interdisciplinary Center of Excellence in Health Disparities, which encompasses faculty from Anthropology, Biology, Psychology and Anthropology to examine Health Disparities in the Central San Joaquin Valley. Students enrolled in the minor will also have the opportunity to analyze Chicano/a cultural representations on a comparative perspective that involves migration, bilinguism, and transculturation of Latin American, Maghrebi and Sub-Saharan peoples to Europe (Ricci), *Social Spatializations and Anxieties in Latino Los Angeles' Cultural Production*, which focuses on the evolution of the imaging of Los Angeles as depicted in Chicano cultural production from different theoretical perspectives, including ecocriticism, post-nationalism, gender studies, and cultural studies (Lopez-Calvo).

3. Resources

The *Minor in Chicano/a Studies* has been designed with special attention to UC Merced's existing strengths and resources. We are conscious of the current fiscal hardships affecting UC Merced's ability to obtain new resources, and are mindful of those potential constraints. The proposed minor is a financially responsible program that uses resources already in place with no additional needs in personnel, space, equipment, or library materials.

The *Minor in Chicano/a Studies* is based on existing courses, taught in regular intervals by current ladder-rank faculty, and it only requires the creation of one new course. The rationale for creating this new course (LIT 060: Introduction to Chicano Culture and Experiences) is simple: from a pedagogical standpoint, we believe that the minor would benefit from an introductory lower-division course. Rather than relying on a course already in existence (e.g. LIT 061: Hispanic/Latino Children's Literature and Film), the creation of LIT 060 makes sense as it allows it to be built from scratch to serve the dual purpose of required introductory course for the *Minor in Chicano/a Studies* and as an elective for the *Major in Literatures and Cultures*. The CRF for this new course is being submitted concurrently with this proposal. LIT 060 will offer a thoroughly interdisciplinary approach to Chicano/a culture. All participating faculty have agreed to offer guest lectures, and we anticipate inviting others as well.

In addition, the writing faculty have developed a course WRI 40: Ethnic Writing: Chicana/o Rhetoric and Writing and a corresponding upper division course WRI 140. The course will be an examination of composition and rhetoric through ethnic writing. Students will refine their ability to write in correspondence with cultural literacies. This class will develop a mode of rhetoric that is distinctive to academic reasoning beyond the formal praxis of the Western canon. The upper division course will also include the creation of a portfolio by each student in the course.

In addition to the required introductory course, students in the program must take four upper-division courses from a list of fifteen courses (in Anthropology, History, Literature, and Sociology) included in section 4 (below), all of which are taught, at least, every other year.

4. <u>Program Curriculum and Description</u>

The *Minor in Chicano/a Studies* is an interdisciplinary program that introduces students to the complex experiences, history, cultural practices, and social interactions of one of the largest ethnic groups in the United States. The program has been designed around conceptual and theoretical units that are central to Chicano/a Studies as a field. This approach has three significant advantages: 1) it allows us to maximize interdisciplinary approaches by having faculty from different disciplines consider a similar set of issues from their respective fields of expertise; 2) it permits us to give the program a definite UC Merced identity and flavor, based on current faculty expertise, research interests and projects; 3) it facilitates transitioning in new hires in the future, regardless of their disciplinary homes or new courses from the current faculty.

In the upper division courses, students, in final papers/projects, will be able to critically examine the concepts below as they tie in to each particular course. UC Merced's *Minor in Chicano/a Studies* is organized around the following central questions that the program will explore, and students will address, from multiple disciplinary perspectives:

- the role that race and ethnicity play and have played in shaping the experiences of different ethnic groups in the United States, with an emphasis on Chicanos/as;
- the dynamics of migration and immigration, and the ensuing changes in identity, language, social and cultural practices, and national (or transnational) allegiances; particular attention will be paid to the borderlands and its role in defining a Chicano/a identity over the years;
- cultural contact and conflict in a historical context, including an in-depth examination of activism and its role in raising consciousness, political mobilization (both contentious and non-contentious behavior), building a sense of community, and advancing Chicano/a civil and human rights;
- literature and the ways in which it reflects and advances social changes, produces artistic renditions of Chicano/a and non-Chicano/a life, facilitates a sense of community, and interacts with readers from different cultural backgrounds;
- language, with special attention to bilingualism, the social and the artistic uses of mixing languages, as well as the tension between spoken and written versions of those languages;

- the indigenous component of the Chicano/a identity; Chicanos/as are the descendants of multiple indigenous groups from present-day Mexico and the United States, and exploring that descent is central to Chicano/a studies.

General Academic Information:

- To complete this minor, students must complete a minimum of five courses, at least four of which must be upper division.
- All courses must be taken for a letter grade.
- A minimum overall grade point average of 2.0 (C) in upper division courses is required.
- At least four of the five required courses must be taken at UC Merced.
- Only one course may be used simultaneously to satisfy requirements for two minors.
- Only one course may be used to satisfy both a minor and a major requirement.
- Students must consult the UC Merced General Catalog for prerequisites to required courses.
- Topics courses (such as LIT 150 and LIT 180) will be approved on a case by case basis, as the material is related to Chicanos/as.
- Only one topics course may be used in satisfying the requirements for the minor.

Requirements:

A. LIT 060: Introduction to Chicano/a Culture and Experiences [4]
B. Four upper-division courses from the following list:
- ANTH 110: Migration, Diaspora and Transnational Belonging [4]
- ANTH 116: Indigenous Activism in the Americas [4]
- HIST 119: Topics in the History of Migration and Immigration [4]
- HIST 123: Comparative Race and Ethnicity in the United States [4]
- LIT 111:Empire, the Postcolonial and Representation: Reading East and West[4]
- LIT 150: Topics in Hispanic Literature: The Mexican Revolution[4]
- LIT 162: Bilingualism and Borders in Hispanic Literatures [4]
- LIT 168: Chicano Literature [4]
- LIT 169: US Latino Literature [4]
- SOC 110: Social Movements, Protest and Collective Action [4]
- SOC 131: Urban Inequality
- SOC 180: Advanced Issues in Race and Ethnicity [4]
- SOC 181: Chicanos in US Society[5]
- SPAN 180 Topics on Spanish Language and Culture.
- WRI 140: Ethnic Writing: Chicana/o Rhetoric and Writing [4]

We have included a teaching matrix for AY 2010-11 and AY 2011-12 so that it can be clear how students may complete the minor in a timely fashion. Appendix A also includes a rationale for the courses we included as part of the minor which are not *explicitly* in their title Chicana/o.

[5] This course is currently in development.

Proposed Teaching Matrix for Chicana/Chicano Studies Fall 2010-Spring 2012

Fall 2010	Spring 2011	Fall 2011	Spring 2012
ANTH 110	LIT 60	HIS 123	WRI 40
LIT 150 (Mexican Revolution)	SOC 180	SOC 131	SOC 181
SPAN 180	SOC 110	ANTH 116	LIT 60
	LIT 168	WRI 140	LIT 111
			LIT 169

5. <u>Learning Outcomes</u>

Students who complete the minor in Chicano/a Studies will develop an understanding and appreciation of Chicanos/as as a group with a particular history, social and cultural experience, aesthetics, politics, and linguistic practices.

More specifically, the program's learning outcomes are as follows:

- Students will be able to identify and analyze (both verbally and in writing) Chicano/a cultural practices, including an understanding of their origins, historical development, and social contexts;
- Students will understand the role that race, gender and ethnicity have played in defining Chicanos/as as a group, and they will be able to apply that knowledge to specific academic areas (e.g. literature, anthropology, etc.);
- Students will be able to recognize and discuss internal differences within the Chicano/a group, and to relate those differences to processes of migration, diaspora, transnationalism, and other forms of geographical displacement, as well as to their indigenous roots in the Americas;
- Students will understand the role that activism and struggle have played in building a Chicano/a consciousness;
- Students will be able to recognize the main elements of a Chicano/a aesthetics, as manifested in literature and language, as well as in cultural practices and rituals.
- For upper-division courses, students will be able to produce research papers exploring topics salient to Chicano/a Studies.

6. <u>Timetable for Implementation</u>

Since the program does not require any additional resources, our goal is to begin offering the degree in Fall 2010, pending all necessary approvals. The program will be open to students in both junior and senior levels.

7. <u>Appendices</u>

Rationale of proposed courses for Chicano/a studies; student letter of support.

Appendix A. Rationale for Proposed Courses for Chicano/a Studies.

Please find below the rationale for courses to be included in the Chicano/a Studies minor, if they are not *explicitly* titled as Chicano/a Studies courses.

ANTH 110: Migration, Diaspora and Transnational Belonging: Examines migration, and immigration using the Anthropological lens to understand topics such as Diaspora and transnational belonging as well as topics such as cultural citizenship. Chicano's complicated migration history, where the land was annexed by the United States changing their citizenship status, to the ever present push-pull dynamics of US and Mexico immigration is examined.

ANTH 116: Indigenous Activism in the Americas: Highlights the concept of indigenous rights and indigenous activism that was fundamentally part of the Chicano movement in the late 1960's and early 1970's. This connection to the indigenous peoples of Mexico pre-Spanish Conquest is a crucial part of the construction of the *mestizo* identity and expressions of indigeneity that Chicanos embrace both historically and currently.

HIST 119: Topics in the History of Migration and Immigration: Discusses how historians understand the issues of migration and immigration and it's impacts on Chicanos/as in the United States.

HIST 123: Comparative Race and Ethnicity in the United States: Approximately 1/3 of the course material deals directly with Chicano/a-Latino/a topics. Overall course theme involves racial formation in the U.S. in a comparative context and thus provides relevant theoretical and historical tools for understanding the formation of Chicano/a identity.

LIT 111: Empire, the Postcolonial and Representation: Reading East and West: This course uses texts by Chicana/o writers and scholars to understand issues of borders, migration, being "the other", and other topics faced by Chicano's in a transnational comparative context.

LIT 150: Topics in Hispanic Literature: The Mexican Revolution

LIT 162: Bilingualism and Borders in Hispanic Literatures: Chicanos/as are one of the principle examples of issues of bilingualism and cultural hybridism as manifested in art and culture when contact occurs in borderland areas. The issue of "the boarder" is a central theme throughout Chicana/o literature and film.

LIT 169: US Latino Literature: Examines literature from pre-Colonial to the present, and examines how socio-historical process effect the major Latino groups in a comparative context, and thus Chicana/o literature is compared to that of Puerto Ricans, Cubans, and Central-Americans.

SOC 110: Social Movements, Protest and Collective Action: This course explicitly examines the Chicano movement of the late 1960's and 1970's as well as more contemporary movements that effect Chicano's such as the Immigration Rights Movement, the Minuteman Movement

(anti-immigration), transnational social movements in border areas (such as El Paso and Ciudad Juarez), as well as its connection to identity movements more broadly.

SOC 131: Urban Inequality: This course specifically addresses the differences in Chicana/o poverty relative to African-Americans, and how issues such as race, ethnicity, nativity, and citizenship differentially impact Chicanos, as well as differences by region (i.e. Southwest vs. Midwest).

SOC 180: Advanced Issues in Race and Ethnicity: This course examines the multitudes of intersections between race and ethnicity in both US society and internationally. An examination of how issues such as the construction whiteness/blackness, the role of environmental racism, disadvantage in institutional settings (i.e. politics, education), health outcomes, and other social phenomena are examined for Chicano's as well as other racial and ethnic minorities.

SPAN 180 Topics on Spanish Language and Culture: Rotating topics on Hispanic culture/Spanish Language. Past topic have included Hispanic Film, and Translation. Among the future topics that will be offered are the Mexican Corrido, and Varieties of Spanish in the USA .

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April 2, 2010

KEITH ALLEY
EVC/ PROVOST

Re: Minor in Environmental Science and Sustainability (ESSU)

Dear Keith:

The Division Council has discussed the School of Natural Sciences proposal for a Minor in Environmental Science and Sustainability (ESSU). On March 10, 2010 the Undergraduate Council approved the academic component of the proposal with an effective date of spring 2010. On March 18, CAPRA addressed the potential resource implications and found none. DivCo transmits these approvals and also recommends approval.

Sincerely,

Martha H. Conklin, Chair

cc: VPUE Viney
Divisional Council
Senate Office

Environmental Science and Sustainability minor
School of Natural Sciences, UC Merced

Environmental science is an interdisciplinary academic field that focuses on application of concepts and methods from the physical, chemical, biological, and social sciences to the study of the natural environment, and seeks solutions to environmental problems. Sustainability science aims to improve the quality of human life within the carrying capacity of supporting ecosystems. The Environmental Science and Sustainability minor at UC Merced will allow students from diverse backgrounds to pursue interests in earth and environmental sciences in some depth without requiring the breadth of course work and extensive laboratory and field time required for the Earth System Science major.

Program learning outcomes

Graduates with a minor in Environmental Science and Sustainability will be able to:

- Use knowledge and techniques from three to four areas of Environmental Science and Sustainability (Earth and Atmospheric Sciences; Environmental Biology; Society and Environment; and Research, Communication, and Design Skills) to gather and report environmental data using appropriate measurement tools.
- Analyze information on environmental quality and recommend appropriate technical, political, or economic solutions to environmental problems.
- Communicate to diverse stakeholders the major concepts and principles of Environmental Science and Sustainability, such as how elements of the Earth system are interconnected, the carrying capacity of natural systems, and how governmental policy and economics can both perpetuate and solve environmental problems.

Requirements for the Environmental Sciences and Sustainability minor

To receive a minor in Environmental Science and Sustainability, a student must complete the following requirements.

General guidelines for Natural Science Minors

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 Natural Sciences 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.
- 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.

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

Course work requirements*:

1. One lower division core course
2. One upper division core course
3. One upper division course each in at least three of the four areas listed below
    i. One course in the area of Earth and Atmospheric Sciences
    ii. One course in the area of Environmental Biology
    iii. One course in the area of Society and Environment
    iv. One course in the area of Research, Communication, and Design skills

* 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 (a) using additional courses that are not listed below or (b) by swapping some of the core upper division and area courses. Students must receive approval for the conditions listed above (a and b) before completion of their course work.

Environmental Science and Sustainability Minor

	Area	Course	Units	Pre-requisites (as listed in the 2008-2009 Catalogue)
Required Lower-Division Core Courses, 4 units (Choose 1)		ESS 1 – Introduction to Earth System Science	4	No pre-req
		ESS 2 - Sustainability Science	3-4	No pre-req
		ESS 10 – Earth and Society	4	No pre-req
		ENVE 20 – Environmental Science and Technology	4	CSE 021, CHEM 002 and MATH 032
Required Upper Division Core Courses, 4-5 Units (Choose 1)		ESS 100 – Environmental Chemistry	4	CHEM 010 and (MATH 022, ICP 001B or PHYS 008)
		ENVE 160 – Sustainable Energy	4	ENVE 020 or ESS 020
		ESS 141 – Environmental Science and Policy	4	WRI 010 and (any course in BIO, ESS, ENVE, POLI or ECON)
Additional Upper Division Courses, 9-12 Units (Choose 1 from each of 3 areas)	Earth and Atmospheric Science	ESS 170 – Soil Science	4	ESS 1 or BIO 1 and CHEM2
		ESS 103 – Geochemistry of Earth Systems	3	ENVE 100 or ESS 100
		ESS 105 – Biogeochemistry	3	ENVE/ESS 100 and ENVE/ESS 110
		ESS/ENVE 110 – Hydrology and Climate	4	ENVE 20, ESS 20, or one semester of calculus
		ENVE 114 - Subsurface hydrology	4	ENVE 110 or ESS 110
		ENVE 116/ESS 132 – Applied Climatology	4	ENVE 110 or ESS 110
		ENVE 176 - Water and Wastewater Treatment	4	(ENVE 020 or ESS 020) and (ENVE 100 or ESS 100) and ENGR 120
		ESS 134 - Air Pollution and Resources	3	ESS 100 or ENVE 100
	Environmental Biology	ESS /ES 148 – Ecology	4	BIO 1 or BIO 5 or ESS 1 or ESS 5
		ESS124/ES 224 – Ecosystem Ecology	3	Junior standing and (BIO 148 or ESS 025).
		ESS 120 – Microbial Ecology	4	CHEM 010 and either (ESS 001, or BIO 001, or ENVE 020)
		ESS/BIO 149 – Conservation Biology	4	BIO 001 and (MATH 018 or MATH 032). BIO 148 recommended
		ESS 147 - Astrobiology	4	CORE 001 and (BIO 001, BIO 005, PHYS 006, CHEM 002 or ESS 001), or consent of instructor
	Society and Environment	GEOG 142 – Geography of Resource Management	4	Any course in HIST, LIT, PUBP, BIO, ENVE or ESS, or consent of instructor
		ENVE 164/ES 264 - Energy Policy	4	One course in economics (ENGR155 or ECON100) and MATH 24, 140

		ENVE 140 - Water Resources Planning and Management	3	ENVE 020 and ENGR 155
		ECON 120: Economics of the Environment and Public Policy	4	No pre-req
		ENVE155/MGMT155 Decisions Analysis in Management	4	ECON 100 or MGMT 100) AND (ECON 010 or POLI 010)
	Research, Communication, and Design skills	LIT 180 – American Nature Writing and Literature of the Environment	4	LIT 031
		ARTS 170: Urbanism & Sustainable Design	4	No-pre req
		ENVE 162: Modeling and Design of Energy Systems	3	ENGR 135, ENGR 160 and ENVE 160.
		ENVE 105 - Environmental Data Analysis	3	(ICP 001A or MATH 021) and (ICP 001B or PHYS 008)
		ENGR 180 - Spatial Analysis and Modeling	4	MATH 021 or ICP 001A
		ANTH 170 – Ethnographic Methods	4	ANTH 001 or junior standing, or consent of instructor
		ESS 180 - Field Methods in Earth Systems	4	CHEM 010 and (MATH 022, ICP 001B or PHYS 008)
		ENVE 181 - Field Methods in Snow Hydrology	1-3	ENVE 110 or ESS 110
		ENVE 183 - Field Methods in Subsurface Hydrology	1-3	ENVE 110 or ESS 110

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April 2, 2010

KEITH ALLEY
EVC/ PROVOST

Re: Minor in Interdisciplinary Public Health

Dear Keith:

The Division Council has discussed the School of Social Sciences, Humanities and Arts proposal for a Minor in Interdisciplinary Public Health. On March 10, 2010 the Undergraduate Council approved the academic component of the proposal with an effective date of spring 2010. On March 18, CAPRA addressed the potential resource implications and found none. DivCo transmits these approvals and also recommends approval.

Sincerely,

Martha H. Conklin, Chair

cc: VPUE Viney
Divisional Council
Senate Office

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SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS

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5200 N. Lake Rd. Building A
MERCED, CA 95344
(209) 228-SSHA
FAX (209) 228-4007

February 26, 2010

To: Undergraduate Council

RE: Public Health Minor

On February 22, 2010, the voting period to consider the *Public Health Minor* concluded with the proposal being approved by the SSHA faculty. The *Public Health Minor* was also approved unanimously by the SSHA Curriculum Committee on February 26, 2010. Therefore, on behalf of the School of Social Sciences, Humanities and Arts, I submit to you the *Public Health Minor* (30 votes for; 1 vote against; 15 ballots not returned).

A copy of the Public Health Minor is attached for your review.

Thank you for your consideration. JRO

Mark Aldenderfer

Mark Aldenderfer
Dean, SSHA

Proposal for a *Minor in Interdisciplinary Public Health* in the School of Social Sciences, Humanities, and the Arts

Faculty Work Group and Consulting Members

Jan Wallander, Professor, Psychology, SSHA, Chair
Miriam Barlow, Assistant Professor, Biology, SNS
Hans Bjornson, Interim Dean, SSHA
Andy LiWang, Associate Professor, Biology, SNS
Paul Mills, Professor, Epidemiology, UCSF-Fresno
Rudy Ortiz, Assistant Professor, Biology, SNS
Maria Pallavicini, Dean, SNS
Linda-Anne Rebhun, Professor, Anthropology, SSHA
Steve Roussos, Instructor, Public Health, SNS
Anna Song, Assistant Professor, Psychology, SSHA
Nella Van Dyke, Associate Professor, Sociology, SSHA

Rationale for Minor

This proposal is for a minor curriculum in Interdisciplinary Public Health with a focus on health disparities to be offered in SSHA. Many students enter UC Merced with the goal of pursuing higher education in health-related fields, such as medicine and clinical psychology. This is one reason that Biology and Psychology are the two most popular majors on campus. Yet relatively few students are able to realize this goal, but retain a strong interest in and a commitment to working in the health field. A public health curriculum can prepare students to compete for a range of health-related employment after the Bachelors degree. One such health employment market is the area of public health, where many public and private agencies seek qualified workers.

A public health curriculum can also enhance students' competitiveness for different post-college health-related education and training, such as in nursing, counseling, environmental health, and medicine. Of course, the area of public health itself is one area of higher education that is rapidly expanding (e.g., M.P.H and related degrees). There are currently at least eight institutions in California offering this degree.

Additionally, UC Merced was established in part to address challenges in the region of the Central Valley (of California). One of the major challenges is the high prevalence of most major health conditions (e.g., heart disease, diabetes, asthma, alcohol and drug abuse) and the disparities in health experienced by specific populations defined by socioeconomic, cultural, and linguistic characteristics. A public health curriculum that focuses on health disparities in the region will make a larger portion of our college graduates knowledgeable about and interested in addressing such health disparities, either professionally or as citizens.

Experiences from other campuses, including recently at UC Berkeley and UCLA, indicate that an undergraduate public health curriculum quickly becomes highly popular, evidently responding to unmet student demand. It appears that such a curriculum becomes a desirable educational adjunct to students majoring in, not only Biology and Psychology, but also a range of other majors such as Sociology, Anthropology, Cognitive Sciences, Management, Economics, and Engineering. All indications are that the same will occur at UC Merced.

Finally, this curriculum connects to the major theme of Health identified in UC Merced's Academic Vision and the recent developments in the health sciences on campus, such as the establishment of the Health Sciences Research Center and the Center of Excellence on Health Disparities. At least 20 faculty currently work in the health sciences, broadly defined, at UC Merced.

Resources

In light of the challenging budget circumstances faced by UC Merced, indeed the UC system, it is imperative that a new curriculum will require few additional resources. The proposed minor in interdisciplinary public health has been designed strongly with this in mind. Foremost, the proposed curriculum is based primarily on existing courses.

In fact, only *two new courses* are being proposed. CRFs have been submitted or are currently being prepared for these. One of these courses, (PSY 124) Health Disparities, is a required course in this curriculum that will be taught by a current ladder-rank faculty in Psychology, Anna Song. Because she already teaches a graduate course on this topic, this course is a logical extension of Dr. Song's teaching portfolio. The remaining new course, (PH 100) Introduction to Epidemiology, is also required in the curriculum. UC Merced is currently recruiting to fill a senior faculty position in public health, who is expected to be teaching this course as one of his/her undergraduate offerings starting in 2010-11.

All other required and elective courses are already listed in the UC Merced Catalog. The course BIS 003: To Know Ourselves: Molecular Basis of Health and Disease, which will be the most common way for students to meet the requirement for a course in human health and disease, is scheduled to be offered in 2010-11. Likewise, the courses identified to meet the statistics requirement are being offered at least once each academic year and in some cases every semester.

In addition to courses in these four areas, the curriculum then requires the completion of two elective courses from an extensive list that draws on nine existing disciplines. These elective courses are offered commonly once each academic year, some every other year, such that in any given semester there will be a selection available for the students pursuing this curriculum.

Currently no new library or computer resources are needed. This curriculum will use existing library resources broadly in the biomedical and social sciences.

Program Learning Outcomes

Students who complete the minor in Interdisciplinary Public health will demonstrate

1. Disciplinary Content: Knowledge of the key substantive content regarding epidemiology, major health conditions, and health disparities.
2. Self and Society: Knowledge about key influences on health and disease related to differential status experienced by some population groups.
3. Scientific Literacy: Ability to access, understand and synthesize empirical studies from the scientific literature on public health and disparities.
4. Decision-making: Ability to conduct and interpret findings from basic analysis of data on health or disparity issues.
5. Communication: Ability to communicate orally and in writing about concepts in epidemiology and health disparities.

Background for Specific Curriculum Proposed Below

As noted, it was important to prepare a curriculum that drew as much as possible on existing courses at UC Merced. Significant faculty discussion identified four core areas in which students graduating with a minor in interdisciplinary public health with a focus on health disparities would need to be knowledgeable: (A) epidemiology, (B) health disparities, (C) biological mechanisms of disease, and (D) statistical analysis. Therefore, students are required to take one specific course for (A) and (B), respectively, that have been developed for this minor, and choose from among some specific existing courses for (C) and (D). The remaining two courses, for a total of six courses constituting the minor, are elected from a list of possible courses in nine disciplines. These elective courses were identified to have at most one course pre-requisite (many have none) and expose students to selected issues in health, disease, and/or disparities in society from various perspectives.

(Continue next page)

(Proposed Catalogue Copy)

Minor in Interdisciplinary Public Health

Public health can be defined as an approach to promote health, prevent disease, prolong life and improve quality of life through organized efforts of society. Focusing on the health and wellbeing of populations, public health complements medicine's concern for individuals with diseases. Through activities ranging from basic research, to frontline efforts such as vaccination programs, promotion of healthy lifestyles and environments, and disease control, and leadership on health policy formation, public health issues and outcomes touch the lives of people throughout the world. Public health is an interdisciplinary field drawing on the natural and social sciences as well as the humanities. One of the most important themes in public health is the disparities in health observed in different groups, for example related to economic resources and race/ethnicity, which is a focus in this curriculum.

- To complete this minor, students must complete a minimum of six courses, at least four of which must be upper division.
- All courses must be taken for a letter grade.
- A minimum overall grade point average of 2.0 (C) in upper division courses is required.
- At least four of the six required courses must be taken at UC Merced.
- Only one course may be used simultaneously to satisfy requirements for two minors.
- Only one course may be used to satisfy both a minor and a major requirement.
- Students must consult the UC Merced General Catalog for prerequisites to required courses.

Minimum Requirements

A. PH 100: Introduction to Epidemiology [4 units]

B. PSY 124: Health Disparities [4 units]

C. One course providing an overview of mechanisms underlying human health and disease, from the following [4 units]:
   - BIO 003: To Know Ourselves: Molecular Basis of Health and Disease
   - BIO 161: Human Physiology

D. One course addressing statistics, from the following [4 units]:
   - BIO 175: Biostatistics
   - ECON 010: Statistical Inference
   - MATH 018: Statistics for Scientific Data Analysis
   - POLI 010: Analysis of Political Data
   - PSY 010: Analysis of Psychological Data
   - SOC 010: Statistics for Sociology

E. Two courses that address topics in health, disease, and disparities, from among the following [6-8 units]:
   - ANTH 005: Introduction to Biological Anthropology
   - ANTH 120: Introduction to Medical Anthropology

- ANTH 121: Ethnomedicine
- ANTH 150: Race and Human Variation
- ANTH 142: Archaeology of Colonialism
- ANTH 155: Paleodemography
- BIO 001: Contemporary Biology
- BIO 010: Genetics, Stem Cells and Development
- BIO 050: Human Development
- BIO 051: Cancer and Aging
- BIO 060: Nutrition
- BIO 125: Public Health Threats
- BIO 140: Genetics
- BIO 185: Biomedical Ethics
- COGS 130: Cognitive Neuroscience
- COGS 153: Judgment and Decision Making
- ECON 142: The Economics of Gender and Poverty
- ECON 145: Health Economics
- ES 040: Air Quality, Air Resources and Environmental Health
- HIST 119: Topics in the History of Migration and Immigration
- MGMT 153: Judgment and Decision Making
- POLI 127: Race, Gender, and Politics
- POLI 106: Urban Politics
- PSY 140: Clinical Psychology
- PSY 142: Abnormal Psychology
- PSY 143: Abnormal Child Psychology
- PSY 144: Clinical Neuropsychology
- PSY 145: Human Sexuality
- PSY 147: Health Psychology
- PSY 146: Alcohol, Drugs, and Behavior
- PSY 150: Psychological Perspective on Culture, Racial, and Ethnic Diversity
- PSY 151: The Psychology of Stereotyping and Prejudice
- SOC 030: Social Inequality
- SOC 130: Advanced Social Stratification
- SOC 131: Urban Inequality
- SOC 160: Sociology of Gender
- SOC 161: Sociology of Health
- SOC 180: Advanced Issues in Race and Ethnicity

More course options may be added to this list over time. Please check with the SSHA Advising Office for updates. Substitutions and waivers are subject to approval by the Interdisciplinary Public Health Coordinator.

Appendix 3: UGC Request for PLO Revisions

Laura Martin <lemucm@gmail.com>

FW: NS Catalog Changes - UGC recommendations

Fatima Paul <fpaul@ucmerced.edu> **Thu, May 6, 2010 at 9:02 AM**
To: Laura Martin <lmartin@ucmerced.edu>

Hi Laura,

Please see my message below to Tammy Johnson related the PLOs.

Best,

Fatima.

From: Fatima Paul [mailto:fpaul@ucmerced.edu]
Sent: Monday, March 08, 2010 3:50 PM
To: 'Tammy Johnson'
Cc: 'samussen@ucmerced.edu'
Subject: RE: NS Catalog Changes - UGC recommendations

Hi Tammy,

I wasn't sure if you had done it.

There is nothing to do for the "co-convened" – it was just a general comment.

Thanks,

Fatima.

From: Tammy Johnson [mailto:tjohnson2@ucmerced.edu]

Sent: Monday, March 08, 2010 3:48 PM
To: Fatima Paul
Cc: samussen@ucmerced.edu
Subject: RE: NS Catalog Changes - UGC recommendations

Hi Fatima,

I already summarized this and sent it to them last Thursday… sorry… I thought I was supposed to do it!

I'm not sure what to do with "co-convened" in the ESS wording since it's just their summary memo and not catalog text. I did miss the Econ 120 issue for ESS and will forward that on to them!

Tammy

From: Fatima Paul [mailto:fpaul@ucmerced.edu]
Sent: Monday, March 08, 2010 2:56 PM
To: Tammy Johnson; samussen@ucmerced.edu
Subject: NS Catalog Changes - UGC recommendations

Hi Tammy,

Here are UGC recommendations for the NS Catalog changes. Susan, please let me know if you disagree with this summary.

Thank you,

Fatima.

Catalog changes requested by the School of Natural Sciences:

1- Page 75 of the Catalog (School of Natural Sciences Requirements):

"All courses required for completion of a major (or minor) in Natural Sciences must be passed with a grade of C- or better, not to include general education courses taken outside of Natural Sciences and Engineering. **Students must maintain a minimum 2.0 GPA in all major coursework**."

UGC comments: What is meant by "all major coursework"? Does this mean that overall

gpa for all the classes from the major needs to be above 2.0?

This could become an issue if students get C- in major requirements.

UGC recommendation: UGC would like to discuss this further at its March 10 meeting.

2- Addition of MATH 11 as an option in the Preparatory Curricula section where it currently lists MATH 21 only. (MATH 21 approved at today's meeting)

Action: UGC recommends approval.

3- Applied Math Major: MATH 125, Intermediate Differential Equations needs to replace MATH 121 in the Math major requirements and in all sample plans. Math 121 is being discontinued. (Math 125 and 121 were approved today).

Action: UGC recommends approval

4- Page 82: Math 12-Calculus II to replace Math 30 in the Biology Major Requirements and in the Biology sample plans. (Math 12 was approved at today's meeting).

Action: UGC recommends approval

5- Changes to the Earth System Science BS Degree:

a) Delete ESS 70 as a lower division requirement

UGC recommends the use of the term "conjoined" instead of "co-convened"

b) Change lower division requirement to one lower division ESS (e.g., ESS 1, ESS 10, ESS 34, ESS 50) course and two other lower division Science and Engineering courses (e.g., ESS 1, ESS 10, ESS 34, ESS 50, BIO 1, BIO 34, BIO 43, BIO 46, ENVE 10, ENVE 20)

Action: UGC recommends approval

c) Add ECON 120 as an option for the ECON requirement and to list of electives.

Action: UGC recommends approval

6- New Minor in Environmental Science and Sustainability

UGC is concerned about the minor's Program Learning Outcomes specifically:

Graduates with a minor in Environmental Science and Sustainability will be able to:

1. *Understand* major concepts and principles in Environmental Science and Sustainability, including the interdependence of elements of the Earth system, the carrying capacity of natural systems, and the role of policy and economics in both perpetuating and solving environmental problems.

UGC comment: In terms of assessment of a program, the use of the verb "understand" is too weak. What is meant by "understanding?"

2. Develop upper division *expertise* in three to four central areas of Environmental Science and Sustainability – Earth and Atmospheric Sciences, Environmental Biology, Society and Environment, and Research, Communication, and Design Skills.

UGC comment: Expertise implies a very high level of knowledge. Measuring expertise is very subtle.

3. Apply and analyze appropriate solutions to a variety of environmental problems

4. Select appropriate measurement tolls and gather environmental data using common instrumentation

5. Effectively analyze environmental data and communicate environmental science issues to a wider community of stakeholders.

UGC recommendation:

PLOs 3, 4, and 5 would emerge from taking the courses and would be examples of upper division expertise. They would also demonstrate understanding major concepts. If these could be clarified, it would alleviate the faculty workload when the time for assessment comes.

NSED Catalog Changes

UGC recommendation:

- Remove "comprehensively" (first learning outcome)

- Add some language about student reflection on the appropriateness of teaching as a future profession.

Physics Major Catalog Changes

Comments:

- The learning outcomes presented in the Physics major could be used as a model for other programs. There is a clear parallel in the structure and a clear differentiation among those learning outcomes. The learning outcomes can be measured in a very efficient fashion.

- Emphasis tracks – Biophysics: UGC recommends the addition of biochemistry courses BIO 101 and BIO 161

Applied Math Catalog Changes

1. Math 125 replaces former Math 121

2. Math 126 replaces Math 142 in the curriculum. Math 142 will remain in the catalog as an upper division elective course but anywhere Math 142 was formerly a requirement, Math 126 will be the requirement beginning in Fall 2010.

3. Addition of the following language prohibiting enrollment in lower level courses after the completion of more advanced courses:

   No credit is allowed for completing a less advanced course after successful completion (C- or better) of an equally or more advanced course in Applied Mathematics.

   In the Calculus sequence, the order of courses is 5, 11, 21, 12, 22, 23, with Math 24 on par with Math 23. In the probability and statistics sequence, the order is 18, 32.

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4. Math 11 and 12 to replace Math 21 and 22 in the Biology catalog and sample plans.

5. Math 11 and 12 to be included in the ESS catalog as options along with Math 21 and 22

Recommendation:

In order to avoid confusion, UGC recommends the deletion of "Mechanics" in the "Additional requirements for Engineering Mechanics Emphasis Track" as this is not a mechanical engineering emphasis. Discussions on the AMS requests will continue at the March 10 meeting.

Appendix 4: Undergraduate Program Review Guidelines

UNDERGRADUATE PROGRAM REVIEW GUIDELINES

UNIVERSITY OF CALIFORNIA

MERCED

Section 1. Program Review General Information

1.1 UC Merced Undergraduate Reviews

One of the mandates of the Undergraduate Council (UGC) of the Academic Senate is to conduct regular reviews of current undergraduate programs for their quality and appropriateness. The purpose is to promote excellence in undergraduate education. It is an opportunity for undergraduate programs to evaluate past achievements, current status, and plans for the future.

Each undergraduate program is normally reviewed every five years. There is a 2.5- to 3-year period for self-review and external review. Thus, the full cycle for program review is 8 years. The first review begins five years subsequent to UGC program approval. Annual assessment and data collection is ongoing throughout this process. A program may be reviewed more frequently by administrative request or where problems have arisen that require UGC's consideration. Where opportunity for improvement is identified, the review will give guidance to the program and to administrators about how such opportunities may be pursued. Where programs are inadequate, the review will suggest concrete steps to rectify weaknesses and enable a return to an acceptable standard. In some cases, UGC may recommend suspension of admission that could lead to the closure of the undergraduate program. For those programs that are healthy, the review process will endorse the program's operation and direction.

The Program Review Committee (PRC), a standing subcommittee of the UGC to be created in the near future, conducts the Undergraduate Program Review. The PRC consists of 3 to 5 Academic Senate members, one undergraduate student representative, and two ex-officio members. The ex-officio members are the Vice Provost for Undergraduate Education (VPUE) and an Academic Senate staff analyst.

For each review, a review team is recruited that is composed of an ad hoc committee and at least one external reviewer. The review team is selected from lists generated with input from the program chair (or other designated program faculty representative) and faculty, relevant deans, and PRC members. The ad hoc committee is chaired by the PRC liaison (an active member of the PRC) and two other UC Merced faculty members in related fields who are not members of the undergraduate program under review. External reviewers are selected from a list of prominent members of the appropriate field(s) who are outside UC Merced. (Normally there is one external reviewer, but in the case where conflicts of interest make it difficult to identify 3 UC Merced faculty members for the ad hoc review committee, more than one external reviewer may be included.)

Systematic, regular review of undergraduate academic programs is intended to ensure that students are learning what we intend to teach, that our students experience the benefits of learning in a research university, that our educational efforts are appropriate to a diverse student body, and that scholarly inquiry will inform educational processes and outcomes. Review gives undergraduate programs an opportunity to evaluate past achievements, current status, and plans for the future in order to ensure that UC Merced's undergraduate experience improves and remains pertinent to student, university and societal needs.

The undergraduate review process requires documentation and self-evaluation, including:

- the program's self-review;
- confidential questionnaires completed by the undergraduate program's faculty and students;
- a two-day meeting by the review team with the faculty and students of the program;
- reports from the review team;
- the program's corrections of fact to the review team's reports;
- the PRC's report and UGC's letter of transmittal;
- responses from the program and administrators to the PRC report;
- the PRC's assessment of the responses from the program to the PRC report;
- a recommendation to UGC for closure of the review or for further action; and
- a conclusion of the process with a vote by the UGC.

1.2 Criteria for Evaluating and Prioritizing Undergraduate Programs

Approved by Undergraduate Council on May 27, 2009

It is the UGC's responsibility to evaluate the academic components of undergraduate programs and to identify those that best define the distinctive character of UC Merced's mission as a research university.

Guidelines, Standards, and Measures: Criteria to be considered in identifying and prioritizing undergraduate programs that contribute to the quality of the campus include:

- the quality of the curriculum
    - a clear statement of mission and goals;
    - a curriculum that is appropriate to the mission and reflects current thinking in the discipline or field;
    - members contributing to the establishment and attainment of program goals;
    - appropriate, assessable and aligned statements of student learning goals and outcomes at the course and program levels;
    - faculty, students, and staff engaged annually in assessment processes and using expert feedback and student learning results to inform programmatic practices.
    - effective advising; and
    - effective support services specific to the curriculum (e.g., tutoring, internship placements).
- the quality of the faculty
    - consistently good teaching in courses;[1]

[1] See APM 210-1-d for definitions and for required documentation in personnel actions

    - effective advising; and
    - actively engaged in significant research or other relevant creative endeavors
- the record of achievement of the program:
    - most students are:
        - successful in achieving the learning outcomes of the program at expected levels;
        - successful in meeting the requirements of the program in a timely fashion; and
        - successful in competing for appropriate placements after graduation.
    - some faculty may be noted for excellence in teaching as well as in research;
    - the program may be known for public service relevant to disciplinary potential;
    - the program honors the University's goals of diversity in its student cohorts and in its faculty;[2]
    - the program provides the facilities necessary for student learning and research;
    - the program works to improve student retention and completion rates; and
    - an effective assessment process to improve programmatic practices related to student attainment of education and outcomes
- the contribution and centrality of the program to the missions and goals of the campus and the state;
- the contribution of the program to other fields of study at UC Merced;
- the anticipated future of the program and its discipline(s);
    - reflects academic vitality and is engaged with distinctive or emerging intellectual directions;
    - recognizes and prudently adopts new approaches to undergraduate education; and
    - provides an education that will allow program graduates to pursue post-baccalaureate education or current and future employment opportunities
- the FTE, financial and facilities resources required in developing or maintaining the strength of the program.

As teaching and scholarship are dynamic, it is expected that the faculty will propose new undergraduate programs in the future. The criteria for evaluating newly proposed programs differ from those used in evaluating existing programs in that a new program would not have a record of accomplishment.

The paramount criterion on which all academic programs are to be judged must be quality, which is the excellence of achievements. This includes quality of the faculty, entering students, graduates, and the overall quality of the academic experience, as perceived by those associated with the program and by external evaluators.

Priorities: These guidelines will be used by the UGC, the PRC, and the review teams in reviewing existing programs, and by the UGC in establishing new programs. The UGC will use these measures in recommendations of establishment, continuation, or discontinuation of individual programs. The degree to which programs demonstrate success in meeting these

[2] University of California Diversity Statement, adopted by the Assembly of the Academic Senate May 10, 2006; endorsed by the President of the University of California June 20, 2006.

guidelines will be used to recommend resource allocations and to determine the viability of programs within the broad context of undergraduate education on the campus.

Practicalities: UC Merced is a new and developing campus with multiple undergraduate programs in various stages of development. As such, it is expected that some review activities and/or criteria will be impossible to complete or unavoidably poorly developed when undergoing undergraduate program review. In such cases, the limitations on the assessment possible should be stated succinctly. For example, some statistical measures may simply have sample sizes that are too small to be interpreted confidently.

The burden of program review may be large for small undergraduate programs, in which case existing methods of assessment should be used and independent metrics should be co-opted in the circumstances in which this makes sense.

Section 2. Guidelines for the Review Team

2.1 Basis of the Review

The review will be based on the guidelines established by UGC that are contained in the Guidelines Evaluating and Prioritizing Undergraduate Programs in Section 1.2 of this document.

2.2 Meetings

The review team will meet with the program faculty (including the Chair, when applicable), students, staff and relevant dean(s). The PRC expects a minimum of 75% of the faculty and a representative group of students to participate in the review meetings.

2.3 Review Questions

The review team may address any questions its members deem appropriate. The following questions are provided to the review team as a guide and to assist the program members in their preparation for the review. Of the suggested questions, only those that are relevant to the program should be addressed.

2.3.1 General

1. What are the program's educational goals and outcomes? What role is it expected to play on campus in terms of its educational offerings and research? How do the program's goals and outcomes align with those of the University of California as a whole? Is the program meeting its educational goals and outcomes, as well as the expectations of others? How do you know?

2. Does the program fulfill its role in:
   (a) attracting and retaining students of promise?
   (b) recruiting and retaining faculty members of quality, following its University and campus affirmative action plans?
   (c) justifying the instructional resources it requires?
   (d) flexibility in accommodating changes in the campus mission?

3. How does the quality of the program compare with other programs in the same discipline?

4. Using relative standards of comparison from the most outstanding programs in the discipline (indicate comparison within the University of California and nationally), how does the program compare in:
   (a) breadth of faculty (collectively) and their professional reputations?
   (b) facilities, library holdings, and financial support for further development?

(c) providing a learning environment conducive to student achievement of program learning outcomes and excellence, including co-curricular programming and learning support as relevant?
(d) the quality and number of students in view of the facilities, the size of the faculty, and post-baccalaureate education or career opportunities for graduates?
(e) student demand?
(f) placement of graduates?

6. What special characteristics does the program possess in relation to other analogous programs within the University of California? Does the program pursue opportunities for interaction with related programs on the campus or within the University? What is the impact on other campus programs and on the other programs within the university?

7. Has the program changed or developed special emphases to incorporate new knowledge and skills to meet the changing needs of students and the University?

8. What are the plans for future growth and investments?

9. Is the program meeting the needs of the discipline(s)? Of the students? Of the state? Of society?

10. What is needed to improve the program significantly?

2.3.2 Faculty

1. What is the state of faculty morale?

2. Has the program motivated and enabled faculty members to use and develop new knowledge in the discipline(s)?

3. Is there sufficient faculty FTE to support the program?

4. To the degree that courses are delivered by non-senate faculty, are these faculty included in the development of curriculum and assessment in such a way as to ensure that the courses they offer and the education they deliver supports the objectives of the program?

5. Is the faculty participation adequate to support the objectives of the program, including those related to learning outcomes assessment?

6. Does the faculty receive appropriate credit for participation in undergraduate education?

7. Are faculty regularly evaluated for teaching effectiveness, including student course rating and at least one other form of evidence?

1. Do faculty take advantage of opportunities for enhancing their teaching effectiveness (e.g., workshops offered by the CRTE, off- or on-campus seminars, colloquia, and conferences on teaching and learning)?

2.3.3 Student Education

1. What is the state of the student morale?

2. Are students knowledgeable about the program's student learning expectations (outcomes), at both the course and program levels, and related assessments?

3. Are the students demonstrating achievement of learning outcomes at expected levels? How do you know? If not, what plans exist to improve student achievement? How will the success of these plans be assessed?

4. Has the program motivated students to participate fully in research in the discipline(s) (e.g., through the writing of senior or honor theses, etc.)?

5. Are the students being mentored and advised in a manner that is appropriate for the discipline(s)?

6. Does the program ensure that consistent information is provided to students as well as advising on program requirements?

2.3.4 Course Curriculum

1. Are course and program learning goals and outcomes aligned, giving rise to a cohesive curriculum focused on student achievement of appropriate skills and knowledge? Is the program curriculum aligned with institutional goals?

2. Are the core course curriculum, the number or types of courses/regularity of offerings, and the number of electives appropriate for the discipline(s)?

3 Is a multi-year assessment plan in place requiring annual assessment of student learning outcomes? Are annual assessments conducted, modifications implemented and complete reports filed as expected? Who receives these reports? Are they integrated into budgeting and planning processes? Are the reports reviewed by a knowledgeable person or committee that offers timely and constructive feedback that is used by the program as appropriate?

4 In preparation for this review, have the faculty evaluated the multi-year assessment plan and the associated assessment results? How has this evaluation been used to revise the multi-year assessment plan?

2.3.5 Resources and Infrastructure

1. Are sufficient resources being allocated by the University to the undergraduate program in order to allow it to meets it goals, such as financial resources, space, facilities, and equipment?

2. Are the resources allocated to it used efficiently and effectively?

3. Is the number of faculty FTEs appropriate for the existing size of the program? How many FTEs will be needed to realize future objectives?

4. Is there sufficient administrative support?

5. Is there sufficient technical support?

6. Is adequate infrastructure and financial support in place for annual assessment of student learning?

7. Are the program's plans for improvement, based on annual assessment, supported by the institution?

Section 3. Program Review Stages

- **Stage I: Notification of Review**

In the early Fall semester, UGC will initiate the reviews of undergraduate programs for the subsequent academic year. Notification of pending review will be sent to the program the previous spring semester.

The program chair (or other designated program faculty representative) is responsible for the review of the undergraduate program and will be considered by PRC as the main contact person for the review. In order for the self-review document to be completed on schedule, PRC encourages the chair or designated faculty representative to establish an ad hoc committee of faulty and staff from the undergraduate program to assist in preparing the self-review document.

It is emphasized that while staff could be responsible for gathering data for the review, it is the responsibility of the faculty to compose the Executive Summary for the self-review, which includes the Mission Statement and the Strategic Plan.

- **Stage II: Orientation Meeting**

In the Fall, the PRC chair will host an orientation meeting with the chairs of the undergraduate programs to be reviewed. The purpose of the meeting will be to answer questions regarding the self-review process and the self-review document. Once the meeting has been held, the undergraduate program chair (or designated faculty representative) should notify the program's faculty and students of the review; explain the importance of participating in the preparation of the self-review document, the confidential questionnaires, and the review meetings; and direct them to UGC's Program Review web page (to be developed in the near future) that describes the review process.

- **Stage III: Self-Review Preparation**

The process for preparing the self-review includes three steps:

1. Gathering and compilation of the data for the program review (to be performed by the appropriate administrative units, including the VPUE's office, the relevant Dean's office, Institutional Planning and Analysis, and other campus administration offices);
2. Review by the faculty of the program's curriculum, degree requirements, learning goals and outcomes, faculty membership, advising guidelines, and the program's website and other promotional materials;
3. Analysis of annual assessment results, including implemented changes, and articulation of an updated multi-year assessment plan.

4. Preparation by the faculty of the Executive Summary, based on their analysis of the data collected.

- **Stage IV: Review Team Nominations and Recruitment**

In Fall or early winter, letters requesting nominations for the review team members will be e-mailed to the undergraduate program chairs (or faculty representatives) and relevant deans (the chair and deans will submit separate lists). The review team will consist of a three-member ad hoc committee and two external reviewers. At least one member will be sufficiently knowledgeable about learning outcomes assessment to be able to evaluate the program's assessment efforts. Programs must not contact people they are nominating. The nominations for the review team should consist of:

1. a list of five or more members of the campus faculty from outside the program to serve on the *ad hoc* committee; and
2. a list of three to five individuals who would be best suited to serve as the external reviewers in order to provide an independent assessment of the program. The lists of names should be in ranked order and the following information provided for each nominee:
   (a) nominee's address, phone number and email address;
   (b) a brief statement detailing the important or unique qualifications of each nominee regarding her/his potential service as a reviewer to the undergraduate program.

The list should be prepared in accordance with the conflict of interest policy below. It will be the responsibility of the program chair (or faculty representative) to notify the PRC of all conflicts of interest. Based on the information received, the PRC could decide that the conflict of interest is minor and does not present a concern for the nominee's service on the review team. However, even in such a case, all parties will be informed of any associations that have been raised as potential concerns. The request of nominations from the deans includes instructions to supply their potential names to the program chair (or faculty representative) before submission to PRC so that the program can identify any conflicts of interest. The PRC will recruit the review team from a final list of nominees provided by the undergraduate program, the relevant deans and the PRC members, or add internal or external members as seen fit.

Conflict of Interest Policy: The program chair (or faculty representative) is expected to consult with the program's faculty regarding the individuals to be nominated and ensure that there is not potential conflict of interest for any of the nominees, in accordance with the Conflict of Interest Policy below.

In the case of a perceived conflict of interest, nominees may still be submitted along with an explanation of the potential conflict. The PRC will review the information and make a determination whether a meaningful conflict of interest exists.

Ad Hoc Committee:

Internal Reviewers: Nominees should be faculty members on the UC Merced campus with expertise appropriate for assessing the program being reviewed, but who are not members of the undergraduate program under review. To avoid a potential conflict of interest, *ad hoc* committee members should not have been involved in teaching or advising in the program being reviewed. If potential *ad hoc* committee members have collaborated in research with any faculty in the program within the past five years, are currently listed as a co-PI on a proposed grant, or as co-instructor on a proposed course, the PRC will review the nomination for conflict of interest.

External Reviewers: Nominees may be from any college or university outside UC Merced. To avoid a conflict of interest, the individuals nominated as external reviewers cannot have been involved in an active collaboration in either teaching, research, or have been a co-author on any research publications with faculty in the program within the past five years, be currently listed as a co-PI on a proposed grant, or co-instructor on a proposed course.

- **Stage V: Confidential Questionnaires**

At the beginning of the spring semester, the PRC will provide program chairs (or faculty representatives) with information regarding the questionnaire process. It is important that programs provide accurate and current email information on the faculty (ladder-rank and non ladder-rank) and on the students enrolled in the program. Obtaining accurate and current email information is essential to the process. Before the email lists are submitted to the PRC, the program is responsible for testing the email addresses to confirm that they are correct and active.

During the month of March, PRC, with support from the offices of the program dean(s) and the VPUE, will solicit confidential and anonymous comments from the faculty and students of the undergraduate program under review, via an online questionnaire. A minimum 50-75% response rate is expected. The Review Team depends heavily on these comments to discover what is going well and what needs improvement in the actual delivery of undergraduate education described in the program's materials. The response rate also signals to the Review Team the engagement or disengagement of faculty and students in the program.

- **Stage VI: Submission of Self-Review Documents**

In July, the self-review documentation, consisting of the Executive Summary and the Data Section, is submitted to the PRC analyst.

- **Stage VII: Review of Program**

Once the review team is recruited, the PRC analyst will coordinate the scheduling of the review dates with review team members and the program chair.

The review team meets during a two-day period with the program's faculty (including the chair (or faculty representative), advisers, and the executive committee, if applicable), the

undergraduate students, the undergraduate program staff, relevant dean(s), and others, as appropriate.

Upon confirmation of the review date, the program chair (or faculty representative) shall notify the undergraduate program's faculty and students of the dates, the names of the review team members, the 50-75% expected attendance at the review meetings, and convey the importance of participating in meetings.

While the responsibility for coordination of the review lies with the PRC chair, the scheduling of the review meetings is performed by academic senate and/or VPUE staff. The staff will meet with the program chair to develop the review itinerary and explain the process for the review meetings.

- **Stage VIII: Reports**

There are three reports associated with an undergraduate program review:

1. The *ad hoc* committee (AHC) report;
2. The external reviewer (ER) report; and
3. The PRC report. This is the final report of the review to which the program and administrators will need to prepare a response to specific recommendations.

The ACH and ER reports are submitted to the PRC chair within at least 4 weeks from the date of the review. Once the reports are received, a request for correction of fact only to the reports will be forwarded to the program chair (or faculty representative). The purpose of the correction of fact is to look for errors only, not to make text changes or to respond to a recommendation.

Once the correction of fact is received from the program, the PRC report will be drafted. This report is a summary of the ad hoc committee and external reviewer reports and the correction of fact, if any. The report will be presented to the PRC for final edits and approval, and then to the UGC for final approval.

UGC's letter of transmittal and the PRC report will be forwarded to the program chair (or faculty representative) and administrators to whom the recommendations are addressed. UGC's letter may address specific recommendations or may provide additional recommendations. The program and the administrators will be asked to respond to the PRC report by a set date.

- **Stage IX: Follow-up Phase**

The Follow-up phase begins once the PRC report has been forwarded to the addressees of the recommendations. It provides the opportunity for various parties to communicate regarding the review recommendations and to then implement the recommendations or provide a justification as to why this is not possible. The Program Review Closure Committee (PRCC) is charged with the follow-up and recommendation of action to UGC. The PRC Chair chairs the committee.

Members include current and past chairs of the UGC, the past Chair of the PRC, the VPUE, and appropriate staff.

The PRCC will review the responses to the recommendations and follow up with those individuals as needed. Typically, not only the program under review is asked to provide a response. The PRCC will make a recommendation only after all parties have been given an opportunity to respond. The PRCC chair will forward a recommendation to the UGC to either close the review of for further action to be taken. The following recommendations may be made to UGC:

1. Closure of a review and initiation date for the program's next review: A program (and the relevant administrators) have satisfactorily responded to the recommendations and implemented them to the best of their ability.

2. Closure of a review with a status report required or early initiation of the next review (instead of on the 8-year cycle). A program (and the relevant administrators) have responded to the recommendations but concerns remain regarding some unresolved issues in the program.

3. Further action recommended: If a program (and the relevant administrators) have not complied with the recommendations of the PRC report, have refused to respond to the report, or PRCC's concerns have not been addressed, a recommendation will be forwarded to UGC for further action. The process is as follows:

   The PRCC may ask the chair of UGC to forward a letter to the program chair (or faculty representative) outlining the concerns of the UGC and requesting a detailed response to outstanding issues. The program's response would be reviewed by PRCC and then forwarded to UGC to consider the matter and determine whether a recommendation is needed to the relevant Dean(s) for further action.

   Actions that might be recommended to the Dean(s) include:

   - review of the program chair's (or faculty representative's) service
   - placement of the program under receivership
   - suspension of admissions to the program
   - closure of the program.

- **Stage X: Finalizing the Date of the Next Review**

Typically, the undergraduate program's review cycle initiation date will be reset to fall eight years from the academic year that the program's response to the PRC report was due. UGC retains the right to make regular adjustments to the schedule in order to balance the annual workload. In rare cases a review will be moved one year earlier. More typically a review will be moved back one year. The date of the next review will be confirmed once PRCC has completed

the follow-up phase for the program review. This date will be reflected in UGC's letter to the program regarding closure of the review or further action.

Section 4. Self-Review Document: Executive Summary

The Executive Summary should be able to stand alone as a relatively brief, concise document of the larger self-review. The composition of the Executive Summary is the responsibility of the faculty, and not that of the staff. It is a valuable opportunity for the faculty to have a conversation about the strengths, weakness and challenges of the undergraduate education they are delivering. The Executive Summary should be based on the data in the self-review, and thus should be prepared only after the self-review data have been compiled. Experience at other UC campuses suggests that the best result is obtained if the chair (or faculty representative) prepares the Executive Summary based on consultations with the faculty.

Great care should be taken in preparing the Executive Summary as:

- the review team will use it as the foundation for its interviews with faculty, students, and administrators and the foundation for their assessment and recommendations; and

- it will become part of the official record that will be included in the Self-review Data section of subsequent reviews.

Undergraduate programs at UC Merced vary considerably; the features of the program that might not be clear to colleagues outside of the program should be explained. For example, explain the role of tracks or emphases in the program or the relationship between the undergraduate program and other undergraduate or graduate programs.

The Executive Summary must be less than twenty-five pages, single-spaced, and summarize the strengths, weaknesses, and challenges faced in the program. The document should follow exactly the sequence of topics listed below. The writing should be concise and address all topics. *Do not simply refer readers to the more detailed sections in the Self-Review Data section.*

- **Section 1: Mission Statement**

  A review provides the occasion for an undergraduate program to revisit its mission statement or to write a new one. The mission statement should concisely declare a distinct purpose for the program in both teaching and research. At its best, the mission statement embodies the faculty's philosophy regarding this field of study.

- **Section 2: Learning Goals and Outcomes**

  1. Review of program's learning goals and outcomes in relation to School and/or campus-wide educational mission. Are they aligned?
  2. Review of the program's stated learning goals and outcomes based on assessment results and the ways in which these have changed in response to review of assessment results.
  3. Summary of faculty involvement in annual assessment of student learning, including review of student work and assessment results and the identification and implementation of programmatic changes based on these results.

4. Summary of student awareness of learning expectations and related assessments at course and program level.
5. General review of student learning achievements relative to expectations based on collective results of annual assessment plans. Address as appropriate, benchmarking against other programs.
6. Summary of any changes that have been made to curriculum or the program as a result of assessment.
7. Review alignment of course and program learning outcomes.
8. Review of multi-year assessment plan implementation, including
    a. annual report submissions
    b. timeliness and frequency of constructive feedback by assessment committee or specialist
    c. institutional support for and program follow-through on intended improvements based on annual learning results, including efficacy of steps taken
    d. identification of strengths and weaknesses of the assessment plan and proposed modifications/update based on collective results of annual assessment of student learning.

- **Section 3: Curriculum**

In this section summarize the rationale for the curriculum design (include a full explanation and all supporting documentation, such as catalogue copy, advising materials if any, etc., in the Data Section). Present information for the last five years:

1. Core courses: For each course provide:
    a. course title;
    b. frequency of offering; and
    c. a sentence or two about the course.
2. Electives: Provide a list of electives;
3. Briefly describe changes to the curriculum since the last review. If there have been no changes, provide a statement to that fact.

- **Section 4: History of the Program**

Provide a brief history of the program in the order listed below.

1. date the program was approved and date admissions were open;
2. name changes or mergers of the program and dates associated with those changes;
3. administrative home of the program;
4. degree(s) offered;
5. program learning goals and outcomes;
6. degree requirements - date of the last version approved by UGC and the URL where posted;
7. advising guidelines; and

8. dates the last review was initiated and closed.

- **Section 5: Comparison Programs**

  Provide a comparison with other comparable programs nationally and within the University of California system.

- **Section 6: Strategic Plan**

  Comparing the mission statement and learning goals at both programmatic and institutional levels with the present state of the undergraduate program provides the basis for a strategic plan aimed at accomplishing the mission and goals. The strategic plan must be developed in consultation with the program's membership and approved by them.

  The strategic plan section should focus on those aspects related to the undergraduate program, but the strategic plan itself may be more comprehensive, including ties with other graduate and/or undergraduate programs. This section should project actions over the next five to seven years and address:

  1. curricular evolution;
  2. changes in the student population (in number and/or quality);
  3. plans to shift programmatic emphasis or learning outcomes;
  4. approaches to developing new strengths or addressing weaknesses (including assessment instruments); and
  5. plans to merge or subdivide to achieve programmatic focus.

- **Section 7: Faculty**

  The Self-review Data section will provide detailed information on individual ladder-rank faculty members' research and teaching interests and strengths. In this section summarize the following information:

  1. Provide the total number of faculty in the program for the last three years that held membership in the undergraduate program.
  2. Include information on makers of quality such as teaching awards, research support, awards, prizes, etc. The review team realizes that these markers will vary considerably by discipline and area.
  3. Include information on faculty contributions to curriculum development, pedagogical practices, and any other teaching and learning-related matters, including contributions to campus-wide General Education and/or to other programs.
  4. Include numerical aggregate data from student evaluations for all courses taught during the period under review; this information should be organized by course number, not by faculty name.

- **Section 8: Students**

  An important way to measure educational effectiveness is to analyze retention and time-to-degree data in context of student profiles and benchmarked to national norms. With the cooperation of IPA:

  - insert tables that show retention, time-to degree, and GPA data for students in the program over the last 5 years;
  - disaggregate the data by programmatic track and by student profiles (i.e. disaggregate data by ethnic, gender, family income, family educational background, first language, transfer, and disability profiles);
  - having compared these data to national norms, assess the program's efficacy in retention and time-to-degree.

  Also provide teaching evaluations and assessment.

- **Section 9: Diversity**

  Diversity, as defined by the Assembly of the Academic Senate in the University of California Diversity Statement in 2006, is a core component of excellence and quality in undergraduate education. As part of judging of excellence, an assessment is required of steps a program is taking to yield a diverse undergraduate population. Diversity in undergraduate education will be judged with the context of the findings of the University of California Regents Study Group on University Diversity report published in 2007.[3] In this section, the self-review report of diversity must address the following topics:

  1. evidence of a strategy for recruiting a diverse pool of students and faculty;
  2. demonstration that the faculty are committed to the academic success of all students and are sensitive to the special challenges face by underrepresented and first-in-family undergraduate students;
  3. evidence of a culture of commitment to supporting a diverse undergraduate student population, with relevant incorporation of learning-support services; and
  4. quantitative documentation of success in achieving diversity in applications, admissions, enrollment and completion.

- **Section 10: Alumni**

Undergraduate programs are strongly encouraged to keep track of their alumni, and seek their advice and input on their undergraduate programs. The alumni section of the Self-Review Data Section will provide detailed information. In this section summarize information on the

[3] Undergraduate Diversity Work Team Report at http://www.universityofcalifornia.edu/diversity/documents/07-diversity_report.pdf

placement record of your alumni for the last five years, including graduate programs, professional schools, and professional positions

- **Section 11: Status Report**

For programs previously reviewed provide:

1. Status of PRC report recommendations: Briefly provide the status of each of the recommendations form the previous PRC report.

    - Format: Each recommendation must reflect the same numbering and wording as in the PRC report.
    - The status of the recommendations as of the date of the current review. Do not reiterate the response the program made to the recommendation during the previous review.
    - Describe briefly each remedy and evaluate its present effectiveness.
    - If any recommendations were not addressed, explain why.

2. Other Key Changes: Briefly describe any key developments that have not been already addressed in the previous section.

3. Briefly outline any limitations on assessment due to the stage of development of the program.

For programs being reviewed for the first time:

1. Briefly address how the program has evolved since the program proposal was approved.
2. Other key changes: Briefly describe these changes.

3. Briefly outline any limitations on assessment due to the stage of development of the program.

Section 5. Self-Review Document: Data Section

5.1 Documents from the Previous Program Review

This section contains either the documents from the program's previous review or the program's approved proposal (for programs being reviewed for the first time). The PRC and/or VPUE analyst will provide one copy of the documents. The program is responsible for making the appropriate copies for the self-review binders.

For programs previously reviewed:

- The PRC and/or VPUE analyst will provide one copy of the documents from the last review that must be included "as is" in this section.

For programs that are being reviewed for the first time:

- Change the tab and section title to: "Approved Undergraduate Program Proposal."
- The PRC analyst will provide one copy of the approved program proposal, which must be included "as is" in this section.

5.2 Program Administration

5.2.1 Administrative Profile

The Administrative Profile is an overview of the organizational structure of the program. Provide the following information:

- *Program name:* If the name of the program has changed since the program was approved, provide the history of the name.
- *Officers:* List any current and past officers for program's committees, and/or for any other aspects of program administrations (e.g., Chair, if applicable, advisor, etc.)

5.2.2 Faculty Membership List

Provide a list of the ladder-rank faculty who has held membership in the program for the last three years, their academic title, and school affiliation.

Format:

- *Name:* Provide first and last names of the faculty member
- *Academic Title:* Provide the current academic title for each member

- *School Affiliation:* Note any joint appointments.

5.3 Student Information

5.3.1. Current Undergraduate Students

Provide a summary of current enrollments by class status, entering GPA, current GPA, standardized test scores, number of double majors, number of students participating in undergraduate research projects, number of students participating in Honors tracks, and diversity. The appropriate administrative units (e.g. Admissions office, Dean's office, VPUE's office) are responsible for furnishing this information to the faculty.

5.3.2 Alumni

Provide a list of students who have graduated since the last review and include the following information:

- Student name;
- Year graduated; and
- Most recent placement information: Graduate program or employer, job title, city/state/country.

5.3.3. Benchmark Data

A benchmark data report will be provided to the program to be inserted in the self-review. This report is generated from Banner and includes the number of applicants and the number of degrees conferred. The report should be inserted in the self-review document. No other action is required for this section.

5.4 Admitting and Advising Students

5.4.1 Advising Guidelines

1. Provide a copy of the advising guidelines for the program. Note: If a program has no advising guidelines, then the chair (or faculty representative) should discuss with the program faculty the need for the development of such guidelines.

2. Provide an example of the announcement that annually notifies the faculty and students of the program advising guidelines and the location of the URL.

5.4.2. Degree Requirements

Each undergraduate program must have a document approved by the UGC that contains all of the degree requirements for the undergraduate degrees that it offers and must share this document with its students. **A program may not impose requirements that have not been approved by UGC.**

Provide a copy of the program's most recently approved degree requirements[4] and a copy of the approval letter from UGC. If you do not have a copy of these documents contact the PRC and/or VPUE analyst for assistance. Note: if the information is posted on the undergraduate program's website it must include:

- the date the degree requirements were approved by UGC; and
- the exact wording as the document approved by the UGC.

In the event that is determined during the self-review preparation that the program's degree requirements need revision the following policies and procedures must be followed: While a program is in the "review phase"[5] degree requirements will not be reviewed by the UGC until the PRC report and UGC's transmittal letter have been forwarded to the program. Once the program review has been conducted and is in the "follow-up phase," degree requirement changes may be submitted for review and UGC will consider them as a priority item. It is expected that the undergraduate program and the UGC will work together to expedite the review, revision and approval process.

5.4.3 Courses Taught

Provide a list of the program's core and elective courses, when they were taught and by whom for the past five years. Also provide a list of courses taught by program faculty for other programs, including general education This information should be organized by year.

5.4.4 Recruitment Materials

Provide a copy of the program's current recruitment materials:

- current recruitment materials, such as brochures and website print-outs; and
- sample letters to applicants and admitted students and/or email messages used in a place of a letter.
- include copies of letters and materials used by the School.

5.5 Faculty Information

[4] This must be a verbatim version of that approved by UGC

[5] The "review phase" covers the period from the date the program's self review is submitted to the PRC to when Undergraduate Council sends the PRC report back to the program.

5.5.1 Abbreviated CVs

For each faculty member of the undergraduate program, provide an abbreviated CV (two pages at the most) that span over the last five years. Provide the following information:

- name
- highest degree, institution, year of degree;
- area of expertise (two lines);
- membership it the program's committees and other services to the program or university;
- number of publications, performances, and exhibits and five key publications or works.
- professional awards and honors (three lines maximum);
- conference participation and lectures; and
- service to the profession (including consulting, where appropriate).

5.6 Learning Outcomes Assessment.

Include all assessment plans, annual reports, and a significant sample of direct evidence used to support the conclusions in the annual reports. Tabular presentation of the alignment between the learning outcomes of core and elective courses and the program learning outcomes.

Section 6. Format of Self-Review Document

6.1 Number of Copies Needed

In keeping with UC Merced's standards for environmental sustainability, Self-Review Documents will be presented electronically, posted in a secure site as technology allows. Otherwise, size copies of the Self-Review document are needed

6.2 Presentation

The information must be presented precisely in the format described next.[6] The Executive Summary and the Data section must be presented in two separate electronic folders, titled appropriately.

The presentation of **Data Section** document shall be as follows:

- Cover page: Include the **Data Section**, name of the graduate program, and the year in which the review was initiated.
- Major headings: Each section and subsection must be present in following order and separated by tabs and a colored sheet of paper with the title of the section or subsection:

1. Documents from the Previous Program Review[7]
2. Program Administration
   a) Administrative Profile
   b) Faculty Membership List
3. Student Information
   a) Current Undergraduate Students
   d) Alumni
   e) Benchmark Data
4. Admitting and Advising Students
   a) Advising Guidelines
   b) Degree Requirements
   c) Courses Taught
   g) Recruitment Materials

   Faculty Information
   a) Abbreviated CV
   b) Undergraduate teaching evaluations

[6] If it is not in the required format, the PRC analyst will return the documents to the program for correction.
[7] If the program is being reviewed for the first time, the section title and tab should be **Approved Undergraduate Proposal**

6. Learning Outcomes Assessment

Section 7. Deadlines and Contact Information

7.1 Deadlines for 201X-1Y

1. January, 201Y: Review Team Nominations due to PRC analyst.

2. March, 201Y: Faculty and student information submitted for the confidential questionnaire process.

3. April, 201Y: The confidential questionnaire process is initiated.

4. May, 201Y: Optional – Programs can submit a draft of the self-review to be checked for format by the PRC and/or VPUE analyst. Content will not be reviewed.

5. July, 201Y: Deadline for submitting the self-review. Copies of the self-review should be submitted to the PRC and/or VPUE analyst.

7. July, 201Y: Submission of any changes to the Degree Requirement. While the requirements may be reviewed by UGC, the changes will only go into effect after the PRC submits their report to UGC on the program review, and after UGC communicates it findings to the program.

7.2 Contact Person

For questions regarding the format and procedures used during the review, contact the PRC and/or VPUE analyst.