UC Merced
School of Natural Sciences

Campus Resource Guide

2009-2010

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Principles of Community

The University of California, Merced is committed to learning, teaching and serving the people of the San Joaquin Valley, California, the nation, and the world, through excellence in education, research and public service. We strive to provide educational opportunities for all.

Our founding principles of community guide both the individual and collective behaviors of students, faculty, and staff. The university expects that all of its members will emulate these fundamental principles as individuals and as a community.

- We celebrate the spirit of academic excellence and strive to promote our University and its strengths through our daily interactions with students, staff, faculty and the community at large.
- We maintain a working and learning environment based on integrity, fairness, cooperation, professionalism and respect.
- We are a community comprised of individuals with multiple cultures, lifestyles, and beliefs. We celebrate this diversity for the breadth of ideas and perspectives it brings.
- We value the creativity of our students, staff, and faculty, and acknowledge both their individual and collaborative achievements.
- We encourage health and wellness and strive to develop a sense of environmental responsibility and stewardship among all the members of our community.
- We are committed to achieving tolerance in our community. All persons--faculty, staff, and students – regardless of background or lifestyle should participate and work together in a collegial atmosphere that we strive to make free of any and all acts of discrimination or harassment.
- We respect, support and value the civil and respectful expression of individual beliefs and opinions.

Note: These are the Founding Principles of Community of the University of California, Merced. In the years ahead, they will undoubtedly be reviewed and modified by future UC Merced faculty, students and staff.

University of California, Merced
Mission Statement

The University of California, Merced's mission is embodied in its proud claim of being the first American research university of the twenty-first century. As the tenth campus of the University of California, UC Merced will achieve excellence in carrying out the University's mission of teaching, research and service, benefiting society through discovering and transmitting new knowledge and functioning as an active repository of organized knowledge. As a key tenet in carrying out this mission, UC Merced promotes and celebrates the diversity of all members of its community.

A research university is a community bound by learning, discovery and engagement. As the first American student-centered research university of the twenty-first century, UC Merced's strong graduate and research programs will mesh with high quality undergraduate programs. New knowledge increasingly depends on links among the disciplines, working together on questions that transcend the traditional disciplines. UC Merced fosters and encourages cross-disciplinary inquiry and discovery.

Interdisciplinary practice in research will nourish undergraduate learning, building a foundation in connecting the ways that academic disciplines understand and grapple with society's problems. Undergraduates will experience education inside and outside the classroom, applying what they learn through undergraduate research, service learning and leadership development. As apprentice scholars, graduate students will build their understanding of and ability to do independent research in their chosen field, as the groundwork for entering professional life. Lifelong learners will continue to hone their knowledge and workplace skills.

The twenty-first century has opened with the promise of new ways of connecting people to new knowledge and to one another. UC Merced opens as a network, not simply a single place, linking its students, faculty and staff to the educational resources of the state, nation and world. The idea of network extends to UC Merced's relationships with neighboring institutions: educational, cultural and social. Born as a member of the distinguished network known as the University of California, UC Merced seeks strong and mutually supportive relationships with a variety of collaborators in its region: public and private colleges and universities; federal and state organizations that share UC Merced's educational and research goals; and cultural and social institutions.

The idea of network will also be realized through the physical and intellectual integration between UC Merced and its surrounding community. The campus is planned as a model of physical sustainability for the twenty-first century, inviting all members of the campus and surrounding community to think and act as good stewards of the environment that they will convey to future generations.

UC Merced celebrates its location in the San Joaquin Valley, reflecting the poetry of its landscape, history, resources and diverse cultures, while capitalizing on and expanding the Valley's connections to the emerging global society. UC Merced recognizes that research that begins with the natural laboratory at home can extend what is known in the state, nation and world.

Frequently Called Numbers

School of Natural Sciences

Maria Pallavicini, Dean	(209) 228-2969
Scott Stehle, Executive Assistant to the Dean	(209) 228-2969
De Acker, Assistant Dean	(209) 228-6984
Mireille Smith, Director of Operations	(209) 228-4162
Tammy Johnson, Student Affairs Manager	(209) 228-4004
Angie Salinas, Lead Student Advisor	(209) 228-6904
Jesus Jimenez, Student Advisor	(209) 228-4184
Erica Robbins, Pre-Health Advisor	(209) 228-4602
Katherine Brown, Instructional Support Assistant	(209) 228-4292
Jim Whalen, Natural Sciences Inst. Lab Coordinator	(209) 288-7642
Donna Jaramillo-Fellin, Phys. Sci. Inst. Lab Coord.	(209) 675-1498
Carrie King, Graduate Student Coordinator	(209) 228-4673
Mark Lutz, Sci & Eng Building Manager	(209) 228-7819

Campus Contacts

Center for Research on Teaching Excellence	(209) 228-7950
Campus Police, On-Campus Security	(209) 228-2677 (228-COPS)
Facilities Management	(209) 228-7877
Academic Personnel	(209) 228-7948
Bob Cat Bookstore	(209) 228-2665 (228-BOOK)
Career Services	(209) 228-7272
Communications Office	(209) 228-4432
Counseling Services	(209) 228-4276
Human Resources	(209) 724-4456
Information Technology	(209) 228-4357 (228-HELP)
Office of the Registrar	(209) 228-2734
Residence/Student Life	(209) 228-4663
Student Advising and Learning Center, Tutoring	(209) 228-7252
University Library	(209) 228-4444

Academic Calendar: 2009-2010

Fall 2009

Administrative Semester Start	Monday, 8/17
Housing Move-In	10am, Friday, 8/21
Fall Instruction Begins	Tuesday, 8/25
Last day to add on-line w/o signature	Friday, 8/28
Labor Day Holiday	Monday, 9/7
Last day to add w/Instructor signature	Friday, 9/11
Last day to drop on-line	Friday, 9/18
Veterans Day Holiday	Wednesday, 11/11
Spring 2010 Registration begins	Friday, 11/13
Thanksgiving Holiday	Thursday, 11/26 - Friday, 11/27
Fall Instruction Ends	Wednesday, 12/9
Final Exam Preparation	Thursday, 12/10
Final Exams	Friday, 12/11, - Thursday, 12/17
Fall Semester Ends	Thursday, 12/17
Housing Move-Out	12pm, Friday, 12/18
Winter Holiday	Thursday, 12/24 - Friday, 12/25
New Year Holiday	Thursday, 12/31 - Friday, 01/01/2010

Spring 2010

Administrative Semester Start	Tuesday, 01/12
Martin Luther King Jr. Holiday & Housing Move-In	10am Monday, 01/18
Instruction Begins	Tuesday, 01/19
Last day to add on-line w/o signature	Friday, 01/22
Last day to add w/Instructor signature	Friday, 02/05
Last day to drop on-line	Friday, 02/12
President's Day	Monday, 02/15
Housing Move-out	5pm, Friday, 03/19
Spring Recess	Monday, 03/22-25
Cesar Chavez Holiday	Friday, 03/26
Housing Move-in	10am, Sunday, 03/28
Fall 2010 Registration begins	Monday, 04/5-9
Instruction Ends	Friday, 05/07
Final Exam Preparation	Saturday, 05/08-9
Final Exams	Monday, May 10-14
Semester Ends	Friday, 05/14
Commencement	Saturday, 05/15
Housing Move-out	12pm, Saturday, 05/15

Summer Session 2010

8-Week Summer Session	June 7-July 30

For specific questions or concerns regarding add/drop deadlines, over-enrolling your course, etc... please contact **Angie Cendejas**, **Jesus Jimenez**, **Katherine Brown** or **Tammy Johnson** in Natural Sciences.

The Family Education Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

  -School officials with legitimate educational interest;
  -Other schools to which a student is transferring;
  -Specified officials for audit or evaluation purposes;
  -Appropriate parties in connection with financial aid to a student;
  -Organizations conducting certain studies for or on behalf of the school;
  -Accrediting organizations;
  -To comply with a judicial order or lawfully issued subpoena;
  -Appropriate officials in cases of health and safety emergencies; and
  -State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA.

Family Educational Rights& Privacy Act, http://www.ed.gov

Mid-Semester Grade Reporting

Mid-Semester Grade Reporting for all lower division courses is a UC Merced tradition. On May 16th, 2005 the Undergraduate Council (UGC) approved and adapted mid-semester grade reporting. The intent of mid-semester grades is to provide students in lower division courses early feedback (both positive and negative) regarding their academic performance. The reports will provide an opportunity to offer positive reinforcement and motivation to those who are doing well, in addition to identifying those who are struggling. Mid-semester grades also allow faculty, advisors, and services on campus to intervene with students, who are in academic difficulty, while there is still time in the semester to improve their performance and be successful.

Process/Logistics:

- Mid-Semester Grades are usually due by 4pm on the Friday of the eighth week of the semester.
- Mid-term Grades are submitted via the gradebook function of an instructors UCM CROPS course webpage.
- Grades are submitted as letter grades for all courses <u>except</u> courses for which P/NP is the <u>only</u> grading option.

Mid-semester grade reports are *temporary* and are replaced by final, permanent grade records at the end of the semester. Pre-registration for the following semester will begin approximately four weeks after Mid-semester grade reports are available to students. Students with one or more D or F grade(s) will have a block placed on their registration for the subsequent semester. All first-year students with a D or F grade on their mid-term report will have a hold placed on their registration and will be required to participate in an Academic Success Workshop. Sophomores with a D or F grade also will have a block, will be encouraged to attend an Academic Success Workshop, but can get their hold released by meeting with their academic advisor. This ensures that students, whose grades are poor, communicate with an advisor in case the former are in need of any special attention.

Academic Success Workshops

Academic Success Workshops will be offered repeatedly during the period between Mid-Semester grade submission and the start of the registration period for the next semester.

At the workshop, students are asked to individually assess themselves using an Academic Success worksheet. This is followed by a general discussion where the advisors review with the group the policies relevant to academic probation and suspension, and they also answer students' questions.

Students then meet in small groups with an advisor and discuss some of the items that they selected on the self assessment. Students are asked to speak only about issues that they are comfortable discussing among peers, and they are invited to speak with a faculty member or advisor in private. The discussion leaders turn the conversation toward student services and general ideas for helping each participant's problems to be addressed.

Finally, students are asked to write out their newly formulated plans for success. Before leaving, each student reads his or her plan to the small group, and hands in the worksheet. The faculty or advisor sends a copy of the success plan to the student during the following days and calls, sends an e-mail or has an in-person appointment with each group member within 3-4 weeks of the session to keep in touch with the students and to find out if they need further assistance.

Students who fail to attend a workshop, yet who wish to be registered for the next term, may fill out a self assessment, which will be available in the Student Advising and Learning Center or online, and then visit their School advisor to discuss a success plan, individually.

Student Services

Office of the Registrar

Registrar: Laurie Herbrand
Contact: Kolligan Library, 1st Floor
(209) 228-2741
http://registrar.ucmerced.edu/

The Office of the Registrar handles all class scheduling and registration. Students wishing to add courses after the first week of class must fill out a "Course Additions or Changes" form that must be signed by the instructor of record and returned to the Registrar's Office for processing. A copy of this form is included in the Appendix of this Guide and is available at the registrar's website.

Tutoring Services

Director: Elizabeth Boretz
Contact: Student Advising and Learning Center, Kolligan Library, Room 172
(209) 228-2993
http://learning.ucmerced.edu/

Tutoring will be available as of the third week of classes. Tutors will be available for many of the introductory level lower division courses. Students can attend drop-in group sessions or schedule one-on-one appointments. Students can drop by the center to sign-up for tutoring. The tutoring schedule can also be found at the website or by visiting the Student Advising and Learning Center during the third week of classes.

Counseling & Psychological Services

Director: Debra Kotler
Contact: Kolligan Library, Room 113
(209) 228-4266
http://counseling.ucmerced.edu/

Counseling Services offers assistance for all students free of charge. Students are treated in a secure, confidential environment for any number of psychological and emotional health issues. These services will be crucial as students face the many challenges associated with college life. With this in mind, faculty and staff should feel free to refer any student to the Counseling Services, either by speaking directly with the student or passing the student's name onto Counseling Services staff. All information is kept confidential.

Disability Services Center

Disability Services Coordinator, Brad Neily
Contact: Kolligan Library, Room 109
(209) 228-7884
http://disability.ucmerced.edu/

Disability Services Center supports students with various forms of disability by providing opportunities to participate fully in the academic community. It is the responsibility of the student to self-identify if services or special considerations are needed; this information is strictly voluntary and must be kept confidential. Faculty members may give the students an opportunity to reveal any limiting condition that may affect their performance by including a statement on their syllabus such as "Any student who has a disability that might interfere with his/her work, please see me as soon as possible, at my office".

Office of Student Life

Assistant Vice Chancellor of Student Affairs, Charles Nies
Contact: Kolligan Library, Room 184
(209) 228-5433
http://studentlife.ucmerced.edu/

Students interested in co-curricular involvement on campus including leadership development, intercultural programs, community service, clubs and student government should visit the Office of Student Life. Student Life is also the starting point for the establishment of student clubs and programming. This office also houses judicial affairs and oversees student conduct and discipline.

Career Services Center

Assistant Director: Kelly Patterson
Contact: Kolligan Library, Room 127
(209) 228-4259
http://careerservices.ucmerced.edu/

The Career Services Center is the central location for students employment (on-and off–campus). The Center has a variety of assessment tools students can use to explore career options, develop career goals and develop job-search skills. In collaboration with the Student Advising and Learning Center, the staff will assist students in pursing post-baccalaureate education. The Career Services staff is also developing an extensive internship program.

Student Response Team

School of Natural Sciences Syllabus Requirements

A syllabus must be developed and provided to students on the first day of class for all courses, graduate and undergraduate, including for credit bearing entities like journal clubs, research units, independent study, etc. This syllabus must also be archived with the School. To do so, please e-mail your syllabus to Tammy Johnson, tjohnson2@ucmerced.edu and Katherine Brown, kbrown22@ucmerced.edu prior to the instructional start of each semester.

Although you should feel free to develop and organize your syllabus in ways that reflect your personal teaching philosophy, it must contain the elements listed below. Before drafting your syllabus, review the *Rubric for a Student-Centered Syllabus* that follows. At a minimum, your syllabus should comply with the 'developed' column. Doing so allows it to function as a teaching and learning document able to effectively guide student learning throughout the semester. A well-developed syllabus also safe guards against potential misunderstandings, as key policies and expectations are explicitly described and available to all.

Using the rubric to guide syllabus development will also ensure that your syllabus includes *prominently displayed, measurable student learning outcomes* as this is *required*

by our accrediting agency, the Western Association of Schools and Colleges (WASC). As we are currently undergoing accreditation review, WASC will be auditing for their inclusion in every syllabus as making learning expectations transparent to students is a hallmark of a student-centered institution. In addition to clearly listing learning outcomes on the syllabus, they should be woven into the fabric of the course. To do so, course activities, assignments and assessments should be designed around the learning outcomes. Faculty and teaching assistants should also regularly draw attention to the relationship of learning outcomes to course activities and student performance.

Key Elements of a Syllabus

Please find below a simple list of the key elements of a syllabus organized by general categories. Again, please feel free to organize your syllabus in a way that reflects the conceptualization and flow of your course.

Basic Course and Instructor Information:

- ☐ Your name, the course title and number, and the semester.
- ☐ Contact information for you and if you have them, your TAs.
- ☐ Office hours.

Course Goals and Student Learning Outcomes:

- ☐ Course description including the goals of the course (what it is you intend to teach) and how the course contributes to student education within the major or program.

- ☐ A clearly title section containing an enumerated or bulleted list of student learning outcomes.

Key Policies

- ☐ A description of how student learning will be assessed, including how grades are assigned.

- ☐ A chronological schedule of what material will be considered when, including the dates of major assessments.

- ☐ A disabilities policy section.

- ☐ A description of the academic honesty policy and how it applies to your course.

Resources for developing a meaningful syllabus, including student learning outcomes and example syllabi, are available on the Center for Research on Teaching Excellence (CRTE) website – crte.ucmerced.edu. The *Rubric for a Student-Centered Syllabus* and a syllabus template also follow. Once completed, please assess your syllabus against this rubric to ensure that it will be of great use to you and your students throughout the semester while simultaneously meeting our accreditation requirements. Syllabi should comply with the 'developed" column of the rubric.

If you would like further guidance or information on developing and using your syllabus as a teaching and learning document or to have your syllabus reviewed, please feel free to contact Laura Martin, lmartin@ucmerced.edu, or Anne Zanzucchi, azanzucchi@ucmerced.edu, of the CRTE. They are more than happy to help!

Sample Syllabus

UNIVERSITY OF CALIFORNIA, MERCED
[Course Title]
[Semester/Year]
[Class location]
[Class Meeting time(s)]

Instructor: [Name] [Office, e-mail, phone]
Office Hours: [scheduled + by appointment? Virtual Office Hours?]

I. Course Description: Why does this course exist? How does it fit in with the rest of the field/area's curriculum?

II. Course Goals and Outcomes:

a. ***Course Goals:*** What general learning goals is the course designed to achieve? A well stated goal has two components: substance (content/subject matter like osmosis or absorption) and form: what action must the student perform with regards to the substance (compare and contrast, evaluate, analyze, apply, etc.)

b. ***Learning Outcomes:*** By the end of this course, what do you want your students to be able to do? List as specifically as possible the learning outcomes the course is intended to produce. It is helpful here to think about the kinds of evidence you will need to assess the students' learning. Kinds of evidence can be manifest in what students say, do, think and/or feel. What they say (on their exam, paper, project, homework, etc., or in class discussion) is a reflection of their thinking. If certain psycho-motor skills are intended to be developed, the evidence will be in doing (as in a lab course where actions like titration, completing successful assays, collecting meaningful data and analyzing it are regular expectations) they should be articulated as clearly as possible.

III. Format and Procedures: How is the course structured and how will classes be carried out? What behavioral expectations does the instructor have for the students in class? This is where specifications for attendance, participation, respect for others, etc. should be spelled out to act as a behavioral guide. If the course has multiple formats (like lecture & recitation, lab and discussion, group learning projects and/or presentations) these should be explained clearly

IV. My Assumptions: This is a section where the instructor can communicate his or her personal assumptions and/or biases regarding the course content to set it off from other similar courses and other instructors. Does the instructor have a unique operational definition for some of the core course concepts? What principles and/or beliefs about either the content or how to effectively learn the content held by the instructor would it be helpful for the students to know up front?

V. Course Requirements:

a. Class attendance and participation policy:
b. Course readings:
c. Required and supplemental readings:
d. Course assignments and projects:

VI. **Grading Procedures:** Keep in mind, as you decide the weighting for the different assignments and tasks you give students it will have a major impact on their effort distribution. For example, if you have many homework assignments and/or quizzes, but not any one of them will count significantly toward the final grade, students may invest less time and commitment to doing them. If a certain percentage of the students' grades is based on class participation, what criteria will be used to make that assessment: quantity or quality? If quality, what determines quality?

VII. **Academic Integrity:**

a. Each student in this course is expected to abide by the University of California, Merced's Academic Honesty Policy. Any work submitted by a student in this course for academic credit will be the student's own work. [*Optional:* For this course, collaboration is allowed in the following instances: *list instances.*]

b. You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e mail, an e mail attachment file, a diskette, or a hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Policy can also be extended to include failure of the course and University disciplinary action.

c. During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

VIII. **Accommodations for Students with Disabilities:** The University of California Merced is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design and diversity. I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances. Students are encouraged to register with Disability Services Center to verify their eligibility for appropriate accommodations.

IX. **Tentative Weekly Schedule**: It's always strategic to include a "Subject to Change" clause to accommodate for necessary adjustment (i.e. guest presenters, student needs, cancelled classes, etc.) over the course of the semester.

Wk.	Weekly Topic & Learning Goals	Learning Outcomes	Readings	Assessments
1	Topics/major concepts covered & intended learning goals	Desired learning outcomes for students by end of the week	Required: [Text] Ch. # Supplemental: [Text] Ch. #	Quiz Journal entry Assignment
2				
3				
4				Midterm #1
5				
6				
7				
8				Midterm #2
9				
10				
11				
12				Midterm #3
13				
14				
15				In-class final exam and research paper due

Rubric for a Student-Centered Syllabus

Syllabus Element	Emerging	Developed	Highly Developed
Course Goals/Objectives	Repeats course description in catalog.	Course description includes a description of the instructor's intentions (i.e. course goals). May not include brief reference to the course's larger program/department context.	Course description, prerequisites, themes & purpose of course in relation to department/program described. Clear list of goals matched to both the course outcomes & program/department outcomes & goals.
Student Learning Outcomes (SLOs)	Syllabus contains a category for SLOs. Instructor indicates generally what the students are expected to do. SLOs may not be measurable or connected with assignments.	Syllabus contains SLOs expressed in active verbs indicating precisely what is expected of students in measurable terms; some assignments/key course activities are connected to the outcomes.	Syllabus contains SLOs expressed in active verbs indicating precisely what is expected of students in measurable terms. Relevant skills & knowledge are specified, & assignments, assessments & key course activities (discussion or labs sections) are connected (aligned) to the outcomes. SLOs are related to program goals and learning outcomes.
Contact information	Basic contact information provided. Office hours may be indicated or in TBA form.	Multiple avenues for contact provided, including for TAs. Office hours indicated and students encouraged to attend or to make appointment.	Students encouraged to attend instructor & TA office hours to gain learning benefits. Office hours scheduled to reach maximum number of students, appointments encouraged. Multiple avenues for contact provided.
Class Policies	Includes brief description of course policies/expectations.	Policies/expectations described to communicate & clarify student responsibilities. May include rationale describing relationship to learning goals.	Course policies/expectations of central importance to creating effective learning environments are described as is their connection to student learning outcomes/success.
Academic Integrity Policy	Campus policy is referenced or outlined briefly.	Campus policy outlined & includes some description of its meaning with respect to learning or its application in this specific course.	Campus policy outlined & its importance to learning articulated. Specific descriptions of its application with respect to course work/ learning outcomes included.
Disability Services Information	The campus policy is provided.	The campus policy is provided. Students with needs are urged to contact disabilities services and the instructor.	Campus policy provided with language making clear that course is inclusive of all students & richer for this inclusion. Students with needs are urged to contact disabilities services & the instructor in order to support their achievement of learning outcomes.
Course schedule/ Assignments/Resources & Library Information	List of key topics &/or assignments/assessments by date.	Daily or weekly topics, assignments & assessments are articulated by date. Some but not all are clearly linked to learning outcomes. Library resources referenced.	Course calendar outlined. Includes key topics, assignments & assessments, and other important course work clearly linked to learning outcomes. Specific information about Library resources and access to databases provided.
Assessments/Grading Policy	Provides brief description of criteria for final grade.	Includes description of the relative contributions assignments, assessments, & other course activities to overall grade & policies governing final grade assignments.	Final grade is linked to achievement of learning outcomes and includes some description of what student success looks like (ex. rubric). Includes description of the relative contributions assignments, assessments, & other course activities to overall grade.

ADVANCING TEACHING & LEARNING
CENTER FOR RESEARCH ON TEACHING EXCELLENCE @ UC MERCED

Karen Dunn-Haley & Laura E. Martin, WASC ARC 2009

Enrollment & Enrollment Limits

Enrolling in Courses

Registration allows students to enroll in courses at the University. UC Merced students must register each semester using the online web-based registration system named MyRegistration. The registration process includes enrolling in classes, paying fees and other financial obligations, filing a current address with the Office of the Registrar, and completing and filing other information forms.

MyRegistration is an interactive computer system that allows the student to enroll in classes via the Internet. With UC Merced's web registration a student will always receive the most up-to-date information regarding their registration and class enrollment. Pre-assigned appointments that are spread throughout the registration period regulate access to the web registration system. For security purposes, students are assigned a unique login user code and password that must be entered to access MyRegistration. They may then add and drop courses during the adjustment period, which starts one week before instruction and extends through the first three weeks of instruction.

Late Registration

Late registration begins after the first day of instruction and privileges extend through the 10th day of instruction, but students are assessed an appropriate fee. Registration after the deadline is allowed only if action or inaction on the part of the university delayed registration. A recommendation from the student's school is required.

Adding a Course

During the first week of instruction students may add a course (s) provided that space is available. During the second and third weeks of instruction, a student may add courses only with the permission of the instructor. After the third week of instruction, students may add a class only with the permission of both the instructor and the appropriate Dean. A fee will be assessed for adding a course after the third week.

1st week students may add if space available (students enroll themselves)
2nd – 3rd week with instructor's approval (instructor's signature on form required)
After 3rd week fee assessed and only with instructor's and appropriate Dean's approval (signatures of instructor and Dean required)

Dropping a Course

During the first three weeks of instruction, students may drop a class(es) without paying a fee and without the appropriate Dean's approval. After the third week of instruction, a student may drop only if the student is not failing the course, is not subject to disqualification, and if dropping the course would be to the educational benefit of the student. For courses dropped after the 3rd week of instruction, a student must receive the appropriate Dean's approval, a fee will be assessed, and a notation indicating the week of the term in which the course was dropped will appear on the student's transcript. The Undergraduate Council may designate certain courses to have a drop date that is shorter than three weeks.

1st - 3rd week no penalty
After 3rd week fee assessed and only with the appropriate Dean's approval

Course Substitutions

Students may petition the appropriate dean to substitute a suitable course in place of a required course (for a general education course: petition the Dean of College One; for a major course: petition the dean of the School in which the major resides). Petition forms are available on the Publications and Forms portion of this web site or at the following web sites: Student Advising & Learning Center, College One, and Schools.

Retroactive Add

In some rare circumstances, students are allowed to add a course after the course is completed. Petitions for retroactive adds are available from the Publications and Forms portion of this web site. Each petition must include the reason for the student's failure to add the course during the semester in which it is offered. The petition must be supported by the instructor's signed approval, together with a statement from the instructor indicating knowledge of the student's participation and performance during the presentation of the course in question and the instructor's understanding as to the reason for the student's failure to add the course before the end of the semester. Once the petition is complete, it should be forwarded to the appropriate School Dean for review and approval. A course grade must be assigned by the instructor. A fee is applicable on all retroactive adds.

Retroactive Drop

Occasionally, in exceptional circumstances, students are allowed to drop a course after the course is completed. Reasons for seeking a retroactive drop are very specific: medical problems, severe emotional difficulties, or recent death or severe illness in the immediate family. Petitions are available from the Office of the Registrar and should include a detailed account of the problem, appropriate documentation and an adequate explanation of why an I grade or late drop was not taken during the semester in which the problem occurred. The instructor's signature is required on the petition. Once the petition is complete, it should be forwarded to the appropriate School Dean for review and approval. A fee is applicable on all retroactive drops.

Repetition of Courses

A student may repeat only those courses in which a grade of D, F, U, or Not Passed was received. Undergraduate courses in which a grade of D or F has been earned may not be repeated on a Passed/Not Passed basis. Similarly, a graduate course in which a C, D or F grade is received may not be repeated with the S/U option.

Repetition of a course more than once requires approval by the appropriate Dean in all instances. Degree credit for a course will be given only once, but the grade assigned at each enrollment shall be permanently recorded.

In computing grade-point average of an undergraduate who repeats courses in which the student received a D or F, only the most recently earned grade and grade points shall be used for the first 16 units repeated. In the case of further repetitions, the grade-point average shall be based on all grades assigned and total units attempted.

http://registrar.ucmerced.edu

Examinations

Midterm Examinations

The number of midterm examinations varies at the discretion of the instructor. In undergraduate courses for which a midterm examination is required, each student has the right to take the midterm (or submit the take-home examination as opted by the instructor) during one of the regularly scheduled meetings of the class as defined in the Class Schedule. The scheduling of a midterm examination at a time other than a regularly scheduled class meeting requires mutual consent of the instructor and each student registered in the course. A student who does not consent in writing to the different time must be permitted to take the examination (or submit the take-home examination) at the officially scheduled time. A student who consents in writing to the change of examination time waives the right to take the midterm at the officially scheduled time.

Final Examinations

Scheduling

The Schedule of Classes lists the times that final examinations are to be held. These are set up according to the day-and-hour periods in which the classes are given during the semester. This information is available online or in the Schedule of Classes each term so that students can avoid final examination conflicts. A student who has multiple exams on the same day may discuss the situation with the instructors of the courses. There is no regulation mandating a change.

Disabilities

Students with documented disabilities may be entitled to in-class accommodations. The student shall provide the instructor with a letter from the Disability Services (DS) recommending those academic accommodations that the instructor is responsible for providing. Students must request accommodation as soon as possible, to allow the university reasonable time to evaluate the request and offer necessary adjustments. No accommodations shall alter the nature of the academic demands made of the student nor decrease the standards and types of academic performance, nor require facilities or personnel that cannot reasonably be provided. The instructor should consult with the student and DS on any questions or concerns.

Grading

Grades: The work of all students on the UC Merced campus is reported in terms of the following grades:

A (excellent)
B (good)
C (fair)
D (barely passing)
F (not passing)
P (passed at a minimum level of C- or better by an undergraduate student)
S (satisfactory - passed at a minimum level of B or better by a graduate student)
NP (not passed)
U (unsatisfactory)
I (incomplete)
IP (in progress)
NR (No report, when an instructor fails to report a grade for a student)

Grades of A, B, C and D may be modified by a plus (+) or minus (-).

Credit toward Degree Requirements: A course in which the grade A, B, C, D, P, or S is received is counted toward degree requirements. A course in which the grade F, NP, or U is received is not counted toward degree requirements. Grades of I or IP are not counted until such times as they are replaced by grades A, B, C, D, P, or S.

Grade Points: Grade points are assigned as follows: A+ = 4.0, A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, D-= 0.7, F = 0.0, I= 0.0, P/NP = N/A. The grades P, S, NP, U, I, and IP carry no grade points and the units in courses so graded are excluded in determination of the grade-point average.

Grade-Point Average: A student's grade-point average is computed on courses undertaken in the University of California, with the exception of courses undertaken in University Extension. Grades A, B, C, D, and F are used in determining the grade-point average; grades I, IP, P, S, NP, and U, carry no grade points and are excluded from all grade-point computations. The Grade of I, is excluded from computations.

Change of Grade: All grades except Incomplete and In-Progress are considered final when assigned by an instructor at the end of a term. An instructor may request a change of grade when a computational or procedural error occurred in the original assignment of a grade, but a grade may not be changed as a result of re-evaluation of a student's work. No final grade may be revised as a result of reexamination or the submission of additional work after the close of term.

Grade I (Incomplete): The grade of I may be assigned when the instructor determines that a student's work is of passing quality and represents a significant portion of the requirements for a final grade, but is incomplete for a good cause. (Good cause may include current illness, serious personal problems, an accident, a recent death in the immediate family, a large and necessary increase in working hours or other situations of equal gravity). It is the student's responsibility to obtain written permission from the instructor to receive an I grade as opposed to a non-passing grade. An Incomplete petition is available from the Office of the Registrar's web site and must be filed prior to the end of the final examination period. If, however, extenuating circumstances exist where submission of the I grade petition is not possible before the end of the final examination period, an instructor may submit an I grade; however, the petition, including student and instructor signatures,

must be submitted to the Office of the Registrar before the first day of instruction of the next semester (which would include the summer sessions). If the petition is not received by the Office of the Registrar before the first day of instruction of the next semester, then the I grade will revert to an F, NP, or U.

If an I grade is assigned, students may receive unit credit and grade points by satisfactorily completing the coursework as specified by the instructor. Students should not re-enroll in the course; if they do, it is recorded twice on the transcript. Once an I grade is assigned, it remains permanently on the transcript along with the passing grade students may later receive for that course.

I grades are not counted in computing the grade point average. An I grade received in the fall term must be replaced by the first day of instruction in the following fall term. An I grade received in the spring or summer terms must be replaced by the first day of instruction in the following spring term.

Except as noted below, any I grade that has not been replaced within the deadlines above will be converted to grade F (or NP/U if taken passed/not passed). After that time, but not retroactively, the grade is counted in computing a student's grade point average.

Exception: If a degree is conferred before the end of the deadlines above following the assignment of an I grade, the grade will not be converted to an F (or NP/U). However, the student still has the option of removing the I grade within the deadlines above. Students with 15 or more units of I on their record may not register without permission of the appropriate dean.

Grade IP (In Progress): For a course extending over more than one term where the evaluation of the student's performance is deferred until the end of the final term, provisional grades of In Progress (IP) shall be assigned in the intervening terms. The provisional grades shall be replaced by the final grade if the student completes the full sequence. The grade IP is not included in the grade point average. If the full sequence of courses is not completed, the IP will be replaced by a grade of Incomplete. Further changes in the student's record will be subject to the rules pertaining to I grades.

Passed/Not Passed (P/NP): Undergraduate students in good standing who are enrolled in at least 12 units may take certain courses on a passed/not passed (P/NP) basis. Students may enroll in one course each term on a P/NP basis (two courses if they have not elected the P/NP in the preceding term), not including Freshman Seminars which are always P/NP courses.

Changes to and from the P/NP option must be made during the enrollment period. No changes can be made after the first two weeks of classes without the approval of the appropriate dean. A student may not repeat on a P/NP basis a course that was previously taken on a letter-graded basis.

The grade P is assigned for a letter grade of C- or better. If the student earns a grade of D+ or below, the grade will be recorded as NP. In both cases, the student's grade will not be computed into the grade point average.

Credit for courses taken on a P/NP basis is limited to one-third of the total units taken and passed on the UC Merced campus at the time the degree is awarded.

A course that is required or a prerequisite for a student's major may be taken on a P/NP basis only upon approval of the faculty. Schools may designate some courses as passed/not passed only. Students do not have the option of taking these courses for a letter grade.

Satisfactory/Unsatisfactory (S/U): The grade of S is awarded to graduate students for work in graduate courses that otherwise would receive a grade of B or better.

Graduate students, under certain circumstances, may be assigned grades of S or U, but units earned in this way will not be counted in calculating the grade point average. Petitions to elect S/U grading are available from the Graduate Division's web site at gradstudies.ucmerced.edu and must be signed by the student's graduate advisor. Graduate students may petition to take no more than one course per semester on an S/U grading basis. A graduate course in which a C, D or F grade is received may not be repeated with the S/U option.

In specific approved courses, instructors will assign only Satisfactory or Unsatisfactory grades. Such courses count toward the maximum number of units graded S allowable toward the degree, as specified by each degree program.

Grading Options

Unless otherwise stated in the course description, each course is letter graded with a P/NP or S/U option (unless required for your major or graduate program), not including Freshman Seminars which are always P/NP courses.

Students have until the end of the second week of each semester to change the grade option on a course via MyRegistration, accessible through MyUCMerced. After the second week of each semester and up until the last day of instruction for that semester, a student may only change the grade option on a course with the approval of their School dean using the Course Addition/Change form. Students in good standing who are changing a grade option for a course from a letter grade to a P/NP option must conform to the rules guiding the taking of courses on a P/NP basis (see section on Passed/Not Passed).

Retroactive Grade Changes

All grades except I and IP are final when filed by an instructor at the end of the semester. No final grade except I may be revised by examination or the submission of additional work after the close of the semester.

If a clerical or procedural error in the reporting of a grade by the instructor can be documented, the student may request a change of grade with a petition available from school dean's office. The request must be made by the fifth week of the following semester.

Grade changes for "clerical" errors (such as incorrect addition of points), upon documentation, are automatically granted. Requests to interchange P, NP, S or U grades with normal letter grades based upon student need (such as to allow graduation or to meet entrance requirements for professional school) do not involve clerical or procedural errors and are automatically denied. Thus, students should exercise the Passed/Not Passed or Satisfactory/Unsatisfactory grading options with caution.

Students are reminded of their responsibility to be aware of the procedures and regulations contained in this catalog and the Schedule of Classes, to verify their class schedule and to familiarize themselves with the expectations of their instructors. No changes, except completion of an I grade as noted above, can be made to the student's record once he or she has graduated.

CHAPTER VIII: ACADEMIC HONESTY POLICY

Preliminary Statement

Academic integrity is the foundation of an academic community. Academic integrity applies to research as well as undergraduate and graduate coursework.

800.00 Definitions

Academic misconduct includes, but is not limited to cheating, fabrication, plagiarism, altering graded examinations for additional credit, having another person take an examination for you, or facilitating academic dishonesty or as further specified in this policy or other campus regulations.

Cheating is the unauthorized use of information in any academic exercise, or other attempt to obtain credit for work or a more positive academic evaluation of work through deception or dishonesty. Cheating includes, but is not limited to: copying from others during an examination; sharing answers for a take-home examination without permission; using notes without permission during an examination; using notes stored on an electronic device without permission during an examination; using an electronic device to obtain information during an exam without permission; taking an examination for another student; asking or allowing another person to take an examination for you; tampering with an examination after it has been corrected, then returning it for more credit than deserved; submitting substantial portions of the same academic work for credit in more than one course without consulting the second instructor; preparing answers or writing notes in a blue book before an examination; falsifying laboratory, or other research, data or using another person's data without proper attribution; allowing others to do the research and writing of an assigned paper (for example, using a commercial term paper service or downloading a paper from the internet); and working with another person on a project that is specified as an individual project.

Plagiarism refers to the use of another's ideas or words without proper attribution or credit. This includes, but is not limited to: copying from the writings or works of others into one's academic assignment without attribution, or submitting such work as if it were one's own; using the views, opinions, or insights of another without acknowledgment; or paraphrasing the ideas of another without proper attribution. Credit must be given: for every direct quotation; when a work is paraphrased or summarized, in whole or in part (even if only brief passages), in your own words; and for information which is not common knowledge. The requirement to give credit applies to published sources, information obtained from electronic searches, and unpublished sources.

Collusion is when any student knowingly or intentionally helps another student to perform any of the above acts of cheating or plagiarism. Students who collude are subject to discipline for academic dishonesty. No distinction is made between those who cheat or plagiarize and those who willingly facilitate cheating or plagiarism.

801.00 Notice to Students

Instructors (faculty, lecturers, TAs and so forth) should explain to students at the outset of a course and on the syllabus the behavior expected of them when taking examinations or preparing and submitting other course work.

In some courses, instructors will announce that it is allowed for students to work together. In such cases, all students should write up their work independently of one another, unless explicit approval has been given to a common write-up. Students should write on their paper the names of other students with whom they have collaborated.

Any member of the university community who suspects that a violation of the academic honesty policy may have occurred may report it to the instructor of record. If the instructor of record is unavailable, or the case is outside the scope of the course, it should be reported to the dean of the School/College/Graduate Division offering the course.

802.00 Approaches to Violations

Discipline for academically dishonest behavior is exercised on two levels:

1. Stage 1 (Instructor-Led Process)

The instructor of record for the course has the authority to handle an incident of student academic misconduct directly, by any of the following means:

a. assigning a failing grade for the course

b. assigning a failing grade for the course, with additional notation placed on the student's transcript that the failing grade was the result of a violation of the Academic Honesty Policy

c. assigning a failing or zero grade for the piece of work

d. lowering the grade on the piece of work

e. assignment of additional work or reexamination

If any violation of the UCM Academic Honesty Policy is suspected in a course, the instructor of record must fill out the Faculty Report for Academic Misconduct and then meet formally with the student(s) involved to explain the suspected misconduct and the academic sanctions the instructor is recommending. If the student(s) admits to the violation and accepts the sanctions, the instructor and student sign the Faculty Report Form and the instructor submits the form to Judicial Affairs. If the student refuses to admit that a violation has taken place or refuses to meet with the instructor, the instructor must provide written notification to the student and the dean of the School/College/Graduate Division offering the course outlining what remedies the instructor elects to impose. In addition, the instructor must submit a copy of the written notification and the Faculty Report Form to Judicial Affairs. The Form will be kept on file in Judicial Affairs for the duration of the student's enrollment at UCM.

A student may ask for a review of the action taken by the instructor by submitting a written request to the dean of the School/College/Graduate Division offering the course. The dean may either respond to the request or refer the matter to the Office of Judicial Affairs for an advisory opinion. If the dean is the instructor of the course, the request for review should be forwarded to the Executive Vice Chancellor and Provost. Students have ten working days to submit a written request for review; the dean/EVC has ten days to review the request and respond to the student in writing. The dean/EVC may take action to revise or revoke the action of the instructor on the basis that the instructor failed to follow the procedures set forth herein, or that the instructor's action was based on impermissible criteria (for example, discrimination on the basis of race, ethnicity, national origin, or sex).

2. Stage 2 (Formal Disciplinary Procedures)

If the instructor of record believes that the academic misconduct was especially serious, he/she can recommend in writing that action be taken by the dean of the School/College/Graduate Division offering the course. If dean agrees that the conduct is especially serious, he/she will refer the case to the Office of Judicial Affairs for investigation.

The Office of Judicial Affairs may conduct interviews that may include the reporting party, all witnesses, and any person(s) alleged to have violated the University regulation. All persons accused will be informed in writing of the nature of the charge, his/her rights, and the procedures to be followed.

If the preliminary investigation does not result in the withdrawal of charges by the Office of Judicial Affairs, in consultation with the dean, the case will be heard by the Faculty/Student Academic Conduct Board. The dean or his/her designee will serve as the chair of the Academic Conduct Board. The Faculty/Student Academic Conduct Board will be comprised of: three faculty members nominated by the Committee on Committees, one undergraduate, one graduate student, and a staff member from the Office of Judicial Affairs or designee. At least five members of the Board must be present for a hearing to take

place. The University's case will be presented by the a staff member of the Office of Judicial Affairs or designee.

All hearings for alleged academic or behavioral conduct violations will respect students' due process rights. Detailed instructions about how hearings will be conducted are included in Chapter VII of the Student Handbook.

In sum, persons involved in the Conduct Hearing process have the following rights and responsibilities:

The Student:

1. Shall be served with a written notice of the specific charges, the time and the place of the hearing, and a copy of the procedures which will govern the hearing at least five calendar days prior to the hearing.
2. May be accompanied by an advisor, however, students will be expected to speak for themselves.
3. Is entitled to be present during the hearing while evidence is being presented and may remain until the Board begins confidential deliberations.
4. Shall have the right to produce witnesses and confront and cross-examine all witnesses.

The Academic Conduct Board:

1. Shall base its findings upon the preponderance of evidence.
2. Shall keep summary minutes of the hearing which will be available to the student within seven working days following the hearing.

The student shall receive written notice, by registered mail, within five working days following the hearing informing him/her of any decision, including recommended sanctions, if applicable.

803.00 Sanctions for Stage 2 (Formal Disciplinary Procedures)
Individuals found responsible by the Faculty/Student Academic Conduct Board for violating University policies or regulations regarding academic honesty may receive the following sanctions:

803.01 Disciplinary Probation:
A status imposed for a specified period of time during which a student must demonstrate conduct that conforms to University standards. Conditions restricting the student's privileges or eligibility for activities may be imposed. Misconduct during the probationary period or violation of any conditions of the probation may result in further disciplinary action, normally in the form of Suspension or Dismissal. The sanction of probation is normally limited to a student's first violation.

803.02 Loss of Privileges and Exclusion from Activities:
Specific exclusions or loss of privileges for a specified academic term or terms.

803.03 Suspension:
Termination of student status for a specified term or terms. This sanction will be noted on the student's academic transcript during the term(s) of suspension.

803.04 Dismissal:
Termination of student status from the University for an indefinite period. Students who are dismissed may not return to UCM without the express permission of the Chancellor. This sanction will be noted on the student's academic transcript.

Disciplinary sanctions may be imposed instead of or in addition to the sanctions listed above and may include, but are not limited to, the following.

1. In cases where a determination of academic misconduct has been made and where close supervision of a student's academic conduct seems appropriate, course instructors may be requested to specifically monitor or separately test that student for a specified period of time.

2. Work, research projects, or community service projects may be assigned.
3. Violations of any of the conditions imposed under this section can be cause for further disciplinary action, usually in the form of loss of privileges and exclusion from activities, suspension, or dismissal.
Sanctions are assigned with the intent of correlating the sanction with the extent and severity of the violation(s) as well as any past violations.

804.00 Appeals

Appeals by a student, following Stage 2 sanctions, must be directed to the Executive Vice Chancellor and Provost. The EVC will only review written materials regarding the case including hearing documents provided by the chair, the appeal letter provided by the student outlining the rationale for the appeal, and any new evidence provided by the student which was previously unavailable at the time of the hearing. Appeals shall be limited to the following:

1. Whether there is substantial evidence to support the finding(s) of violation of university policies or campus regulations for which the discipline was imposed.

2. Whether there is evidence, which could not be adduced at the time of the original hearing and which is likely to change the result.

3. Whether there was procedural unfairness at the conduct of the hearing.

4. Whether the sanctions imposed were too harsh given the findings of fact and relevant circumstances.

Any appeal to the Executive Vice Chancellor and Provost must be made in writing and received by the EVC within 10 working days after the student receives the decision of the Academic Conduct Board. The decision of the Executive Vice Chancellor and Provost or his/her designee is final and shall be conveyed to the student and the student's dean in writing within 15 working days of receipts of the appeal letter. The EVC or his/her designee will then formally notify all other parties involved in the case of the outcome of the appeal.

If an academic honesty case whose outcome would affect the student's grade remains under investigation or appeal at the time final grades are due, the instructor of record shall assign a grade of "NR" until the case is resolved.

805.00 Maintenance of Disciplinary Records
Disciplinary records regarding academic misconduct will be maintained in the Office of Judicial Affairs as long as the student is enrolled and for a minimum of five years thereafter. Records will then be destroyed unless the Office of Judicial Affairs determines there is good reason to retain the records beyond that date.

University of California, Merced

New Instructor Handbook

School of Social of Social Sciences, Humanities & Arts

[updated 01/09]

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ENROLLMENT

What do I do if a student attended class all semester and then I find out s/he is not enrolled?

Please check your class lists regularly, particularly the first through fourth week of instruction, and ask students to make necessary adjustments in their class schedule before the deadline. If you discover before the last day of instruction that a student is not properly enrolled, inform the student that she may appeal to the dean for a late add of the class. Late adds are rarely approved.

What do I do if a student's name doesn't appear on my UCMCROPS course roster?

If the student's name is not on the UCMCROPS roster, the student is not enrolled in the course. Through week three, the student can enroll by filing the appropriate paperwork (see "Deadlines"). After week three, inform the student that he needs to appeal to the dean of the appropriate school to add the course. Please keep in mind that requests to add courses after the fourth-week deadline are rarely approved.

DEADLINES

What's the last day students can change their class schedules?

Beginning Fall 2006, the following add/drop deadlines are in effect:

Adding a course:
First week of courses: Students may add if space available
Third week of courses: Students may add only with instructor approval
Beyond the third week of courses: Students may add only with instructor and dean's approval; fee assessed

Dropping a course:
First through fourth week of courses: Students may drop with no penalty
After the fourth week of courses: Students may drop only with the instructor and appropriate dean's approval; fee assessed

Changing grading options:
First and second week: Students may change grading options as the course allows
Third week and beyond: Students may change grading options only with the appropriate dean's approval

Please help us by reminding students to check and update their schedules early in the term. Lack of attendance or lack of knowledge about course enrollment does not constitute sufficient grounds for an exception to the deadline.

For courses taken during the summer, deadlines vary. Refer to the Summer Sessions website for specific dates.

What are the dates of this semester's holidays?

See the campus academic calendar, found online at http://registrar.ucmerced.edu. All holidays are noted on this page.

When do classes start next term?

All information about semester start/end dates, holidays, and exams is noted on the campus academic calendar, found online at http://registrar.ucmerced.edu.

GRADES

When should I give an Incomplete? How do I determine whether or not an Incomplete grade is justified?

You may assign an Incomplete grade if the student's work in your course has been of passing quality but is incomplete for reasons beyond the student's control (e.g., sudden illness). A student should make prior arrangements with you concerning the Incomplete grade, as you may be required to specify the reason for the Incomplete grade to the School chair or on the course report. An Incomplete grade is given at your discretion. Please refer to the general catalog for further information on Incomplete grades.

What happens when an Incomplete lapses?

Any Incomplete grade that has not been replaced before the deadline will, at that time, lapse to a grade of F (or NP if taken passed/not passed). After that time, but not retroactively, the grade is counted into the student's grade-point average. Once the grade has lapsed a student is allowed to repeat the course under the repeat rules of the University.

How do I submit a grade when a student has finished an Incomplete?

The student should give you a form called "Petition to Remove an Incomplete" at the time she finishes the final work for the course. The student should fill in the information on the top half of the petition and the petition should have a stamp from the Registrar indicating the five-dollar processing fee was paid. Please complete the lower half of the form, noting the student's grade. The petition should then be sent to the Registrar. Students can download a PDF version of the petition from the Registrar's website.

How much time are undergraduates given to make up an Incomplete? Are there extensions?

For an Incomplete given in the fall semester students have until the first day of classes the following fall to complete the work. For an Incomplete given in spring or summer the student has until the first day of classes for the following spring to complete the work.

Can a student remove an Incomplete by repeating the course?

No, a student cannot remove an Incomplete by repeating the course. If the student repeats the course the incomplete will lapse to an F or NP. A student should not enroll in a course in order to make up an Incomplete. She should arrange to audit the course informally if that is required in order make up the missing work for the course.

Under what circumstances should or may I change a grade that I already submitted? How do I do it? Is there a form to change a student's grade?

You may change a grade due to a clerical or procedural error. Grade changes may not be made on the basis of a reassessment of the quality of the student's work. A grade change can be done either via petition or by a memo on School letterhead to the Registrar. Please provide an explanation for the change in grade. In SSHA you would contact the Instructional Services Coordinator who would provide the confidential form and envelope to you.

What do I do if a student comes to me with a complaint about the grade a TA assigned?

If you are the instructor of record for this course, you must be involved in the grade appeal. Grade grievances can be brought by a student if she feels that issues such as race, politics, religion, sex or sexual harassment affected her grade or if her work was evaluated by other criteria that did not directly reflect her performance of the course requirements. More commonly students will challenge a grade based on academic grounds. Please refer to the question "What if a student wants to grieve a grade" for further information on grade grievances procedures.

What if a student wants to grieve a grade? What rights do students have? What rights do I have as the instructor? What are the procedures? If it happens at the end of the semester, what grade do I assign?

A student has a right to bring a grade grievance if he or she believes that "improper academic criteria" were used to evaluate his or her work.

If a grade grievance comes at the end of the term, please assign the grade you believe is appropriate based on your grading policy and your evaluation of the work submitted by the student. However, more commonly students will contest a grade based on academic grounds, i.e., they disagree with the grade assigned. If a student has a grade grievance based on academic criteria it is suggested that you either meet informally with the student to try to resolve the dispute or ask him to address his concerns in writing. If you disagree with the student's challenge, you might offer to write a letter for the student's file describing in detail the reasons for the grade and any extenuating circumstances that may have influenced your grading.

If a challenge arises, you can expedite its resolution by preparing a written description of course content, measures used to evaluate student performance, and a complete record of the individual student's work.

Grade changes can occur only as the result of clerical or procedural errors. Grade changes should not occur as result of a re-examination or the submission of additional work after the close of the term. We would encourage you to help students understand that academic integrity and fairness to the other students in the course prevent you from re-evaluating their individual work with an eye towards a grade change. You are under no obligation to re-evaluate papers or exams except for clerical or procedural errors.

Clearly written grading policies on your syllabus will help to avoid grade disputes. Also, if you make changes to the written grading policy during the semester it is recommended that you put the changes in writing and distribute them to your students. Finally, careful record keeping throughout the semester will help in any grade challenge.

Can I let the TA decide on a contested grade?

As the instructor of record you should be involved in any grade disputes. Remember that grades are to be adjusted only to correct errors in procedures or clerical mishaps, not due to a re-evaluation of the student's work. Whether you determined the final grade or not, any grade dispute in a course for which you are the instructor of record does involve you.

Do I have to give all the students, even the ones taking the course P/NP, a letter grade?

No, you can assign these students either a P, NP or Incomplete as appropriate. However, it is helpful to record the letter grades, as they will come in handy in situations such as a retroactive change of grading option request.

What is the lowest passing grade for a student taking my course P/NP?

A student must complete work of C- quality (or better) to qualify for a Pass grade.

What is the deadline for students who want to change their grading option?

Students may change their grading option from P/NP to letter grade through Friday of the second week of instruction. Summer Session deadlines vary. The deadline dates for this term are available on the Office of the Registrar website.

When should or may I give a No Report (NR)?

Please do not assign a No Report grade under any circumstances. This designation is reserved for the Registrar only; it's used to note that the instructor for this course did not submit a grade. It should not be used in lieu of assigning a grade. Please assign an F or NP grade if the student has not attended your class nor turned in assignments. An F or NP grade will not penalize students who have dropped the course by the fourth-week deadline of the semester or have withdrawn from the University.

This student was never in my class. What grade should I give her?

It is likely that the student intended to drop the course and did not do so in the appropriate timeframe. Please assign the student a failing grade. An F or NP grade will not penalize a student who has dropped the course by the fourth-week deadline or withdrawn from the University.

What constitutes failing a course?

A grade of F is failing grade. Grades of D, D+ or D- are given unit credit towards graduation. The General Catalog describes the grading policy.

Am I doing a student a favor by giving him or her an F instead of a D?

You are not necessarily doing the student a favor by assigning an F rather than a D grade. A grade of D is considered a passing grade and the student will receive unit credit towards his or her degree while a grade of F is a failing grade and carries no unit credit. A student may repeat the course whether he received a D or an F, following the repeat guidelines of the University.

When the student repeats a course, the grade received in the course the second time will replace the original grade in the calculation of the student's grade point average. In effect the GPA will reflect the most recent grade. Whether the student received a D or an F, if he repeats the course and does better the second time, he will improve his GPA. A student can repeat up to 12 units to improve his or her GPA in this manner. For additional courses repeated after the 12 units the two grades will be averaged together.

The student hasn't turned in her final paper yet. How can I give her a final grade?

If the student has not contacted you regarding the final paper you should award her the grade she would earn in the course if she does not submit the final paper. If, after grades are submitted to the Registrar, you determine that the student's failure to submit the paper and to contact you regarding the final paper was due to circumstances beyond the student's control you can submit a grade correction memo to the Registrar, and assign the student an Incomplete grade. In order to receive her final grade after that, the student must obtain a Petition to Remove an Incomplete Grade (download a PDF version of the form from the Registrar's website) and file it along with completing the final paper within the deadlines for removal of an incomplete grade.

Are there guidelines for assigning grades?

There are no campus-wide standards. In large lecture courses, however, instructors are expected to help section or lab leaders reach a consensus about grading as well as policies on such things as late assignments and student requests to submit revised work or earn extra credit. Within reasonable limits, the way of assessing the quality of student's performance in a course and the guidelines for assigning grades in a course are determined by the instructor in accordance with School practices.

What do I need to know about UCMCROPS?

At a minimum, you should be familiar with the grading feature in UCMCROPS. This feature allows instructors to submit their final grades electronically. This system replaced the use of pre-printed course reports and eliminated the need to pencil in students' final grades on paper. UCMCROPS is the only mechanism for reporting final (and midterm) grades.

What do I report on UCMROPS if a student stopped attending class or did not take the final exam?

If the student stopped attending the course at some point during the semester it is possible that she has dropped the course. Unfortunately, students are not required to inform you that they are dropping your course. If the student's name appears on your final electronic or paper course report you should assign whatever grade is appropriate for the student based on work completed

(if any) and on all assignments, tests, etc that were missed. Please remember that an F or NP grade will not penalize a student who has dropped the course by the fourth week of the term or withdrawn from the University.

If the student did not take the final exam, but has completed other work for the class, again please assign the student a grade based on the work completed, averaged in with the F for the missed final exam. If there are extenuating circumstances for this student, it is the student's responsibility to contact you regarding the missed final. You are under no obligation to assign an Incomplete grade and are encouraged not to do so unless you have spoken with the student and determined that this is the appropriate course of action.

When are grades due?

Grades are due 72 hours after the final exam, please consult the published final exam schedule (online at registrar.ucmerced.edu). If no exam is given, grades are due 72 hours after the last day of instruction.

What happens if I turn in my grades after the deadline?

If grades are turned in after grade processing is complete, the delay may affect the student's academic status. If you know you will not be able to make the deadline, you MUST arrange an extension with the Registrar's Office.

The Registrar's Office no longer accepts class lists with grades or memos for an entire course from an instructor who did not submit grades via UCMCROPS. Instructors are required to write an individual memo for each student whose grade is not processed electronically.

What is the purpose of the mid-semester grades? Do I have to turn them in? What if I haven't given a midterm or graded any assignments yet?

Mid-semester grades provide students in lower division courses with early feedback (both positive and negative) about their academic performance. Mid-semester grades provide an opportunity for students to receive positive reinforcement and motivation if they are doing well, and to identify those who are struggling. Mid-semester grades for all lower division courses only are reported at the end of the seventh week of the semester, and all grades are submitted as letter grades for letter-graded courses (regardless of whether the student has elected to take the course as P/NP). If a course is P/NP only, all grades will be submitted as P/NP. Mid-semester grades are notational grades which are used to help ensure the academic success of UC Merced students in lower division courses. These grades are not recorded in any permanent record or on a student’s academic transcript.

Why should I bother with mid-semester grades?

Mid-semester grades are mandated for all lower-division courses. Mid-semester grades are used to alert a student to academic difficulty. The SALC, as well as the individual Schools, are

informed when a student receives a notification. Your participation in this process allows the advising office to reach out to students who are having difficulties.

How do I submit my students' mid-semester grades electronically?

You can use the e-grading system of UCMCROPS to assign midterm grades for fall and spring during the eighth week of the semester. The Registrar's Office will notify your School when the system is open. Your School should then notify you that you can submit midterm grades. The actual process for assigning midterm grades is the same as for assigning final grades.

What do I do if I don't like the date set for my final exam?

The date and time of final exams are based on the day and time the course is offered. Talk to your School Instructional Services Coordinator about your needs before the Schedule of Classes is finalized. After the schedule is set, if you would like to change your exam date, you are required to make a formal written request, which is unlikely to be approved – except in extenuating and unanticipated circumstances.

What do I tell students who want to take my final at a time different from the one listed?

Except for students who are registered with the Disability Services Center (DSC) and who have been approved by DSC for such accommodations, *you are under no obligation to offer a final exam except at the stated time in the Schedule of Classes*. If you wish to offer an exam at an alternate time you will be responsible for finding a location and appropriate supervision for the exam. Check with your School's Instructional Services Staff to see if it offers such options. If the student has a DSC recommendation for either extended time or a different location, the DSC Program Specialist for that student can provide necessary location and proctoring services. The student must make prior arrangements with both you and his or her DSC specialist for test accommodations. Please see information on the DSC website regarding accommodations for testing.

A student says that the final exam day is a religious holiday. For which religious holidays should I make accommodations?

UC Merced's campus' policy for accommodation of students who miss exams because of their religious commitment is distributed annually at the beginning of each fall semester. The policy follows:
"ACCOMMODATION OF RELIGIOUS CREED: In compliance with Education code, Section 92640 (a), it is the official policy of the University of California at Merced to permit any student to undergo a test or examination, without penalty, at a time when that activity would not violate the student's religious creed, unless administering the examination at an alternate time would impose an undue hardship which could not reasonably have been avoided. Requests to accommodate a student's religious creed by scheduling tests or examinations at alternative times shall be submitted directly to the faculty member responsible for administering the examination. Reasonable common sense, judgment and the pursuit of mutual goodwill should result in the

positive resolution of scheduling conflicts. The regular campus appeals process applies if a mutually satisfactory arrangement cannot be achieved."

Are instructors required to keep final exams and grading records? For how long?

Instructors may opt either to return final exams (or copies of them) or to retain them. If final exams are not returned, then instructors should retain final exams for thirteen months after the date of the final exam. The grading records also play a very important role in the dispute or challenge should one arise. Since students have two semesters after the completion of a course to file a grade grievance, it would be wise to save records for the same 13 month period as required for final exams.

Can I assign a final exam or course assignment to be due after my scheduled final exam date?

All due dates for course assignments/exams must be assigned no later than the course's scheduled final exam date.

CONFIDENTIALITY

I'd like to inform my students of their grades on an exam, or for the course. If I post a list of student ID numbers and grades outside my office door, am I violating any laws by doing this?

ID numbers and grades are confidential information, and posting such information (without prior written consent from every student on the list) is a violation of FERPA regulations. Particular care should be taken with the student ID number, because it is now one of two keys used for accessing student records electronically. Students can easily look up their course grades on UCMCROPS—and you'll be doing them a favor when you encourage them to use that system.

Is it ok to leave my students' graded midterms in a bin outside my office door for them to pick up?

No. Exams are considered student records.

A parent of one of my students wants to know what history courses her daughter has taken, what scores she has received, her overall GPA, and her current academic status. How should I respond to her request?

Under no circumstances may you release to any third party, including a student's own parents, information of this nature, unless you have written authorization from the student to release the information.

A parent has telephoned my office in desperation. He said, "I need to contact my son because his sister has been seriously injured in an accident. Can you please give me his class schedule so I can locate him?" How should I respond?

In emergency situations, refer the caller to the UC Merced Police Department at (209) 228-2677. At the discretion of the police and the Office of the Registrar, disclosure of a limited amount of information may be made to appropriate parties in connection with an emergency when the information is necessary to protect the health and safety of the student or other persons.

Under what circumstances am I allowed access to a student's file?

Faculty may have access to public information that the student has not restricted, and to confidential information for which the student has provided an appropriate written authorization, or under Legitimate Educational Interest/need to know. Faculty members may view their own class lists and e-mail addresses of students enrolled in their classes via UCMCROPS.

Can I get a list of the email addresses for the students in my class?

Yes, UCMCROPS has a built in messaging system that allows you to email enrolled students. The student email addresses are pulled automatically from the campus directory. To comply with FERPA regulations, the student email addresses are suppressed in the outgoing message. You

can also send email to individual students by clicking the linked email address in the student roster available on UCMCROPS.

You have access via UCMCROPS to the email addresses of students enrolled in your class. Since you have what's termed a Legitimate Educational Interest in this information, you may email your students messages related to the course even if some of them have asked that their email addresses not be released. Please put the students' email addresses in the "bcc" line (not the "to" line) of your message, so you won't inadvertently reveal their addresses to anyone without a legitimate educational interest.

Is it ok if I send my students their grades by email?

If a student, whom you can positively identify, has submitted a written request (signed and dated) to you in person, authorizing you to send him his grades electronically, you may do so. Please inform the student that you will use only the official email address on record with the university, which you can get from UCMCROPS. If the student submits the request by email, the Registrar recommends that you not provide the grade electronically: it can be difficult to know for sure that the email really came from the student. However, the best and easiest response to such a request would be to refer students to UCMCROPS.

ACADEMIC DIFFICULTIES

I have a student who can't write a paragraph—where can I send him for help?

Refer students to the Student Advising & Learning Center. The SALC offers workshops and tutoring for students who need assistance with writing and many other subjects.

I have a student who doesn't have the mathematical preparation necessary for my course. What should I do?

Alert the student to your concerns and refer him to the Student Advising & Learning Center for more assistance. The student may need to drop your course. If you believe the student could succeed in your course with some additional support, direct him to the Student Advising & Learning Center. The SALC offers study groups, tutoring, workshops, and adjunct courses for students enrolled in a variety of Math courses.

What is probation? Dismissal?

Students are placed on *academic probation* if their cumulative UC GPA falls below 2.0. If the student does not bring her cumulative UC GPA up to a 2.0 the following semester, she becomes *subject to academic dismissal*. Students are also *subject to academic dismissal* if their UC Merced GPA for a given term falls below 1.5. Students in the latter category must attain both a 2.0 cumulative GPA by the end of the probationary term and a 2.0 GPA for the individual term itself.

STUDENT CONDUCT

What are a faculty member's best resources in cases of academic dishonesty?

Academic dishonesty strikes at the heart of a university's function and self-definition. When you suspect academic dishonesty, it is your obligation to investigate and, if suspicions are confirmed, to confront the student with the fact and determine an appropriate penalty. Of assistance at such times is the Office of Student Judicial Affairs (SJA), formerly the Office of Student Conduct. At the request of the instructor, SJA will investigate and help resolve suspected violations of the Code of Student Conduct, including both academic and non-academic issues.

Even if you don't engage SJA to help you resolve a violation, you are encouraged to report cases of academic dishonesty to SJA so that its files will be as complete as possible.

What steps can I take to prevent academic dishonesty?

The SJA recommends the following measures:
• Inform students of academic standards for scholarship and conduct;
• Explain how cheating harms students and describe campus sanctions;
• Minimize the opportunities for cheating and plagiarism;
• Take visible actions to detect dishonesty so that students know you will not tolerate cheating;
• If cheating occurs, respond swiftly with disciplinary measures.

What is plagiarism?

All written work submitted for a course, except for acknowledged quotations, must be expressed in the student's own words. It must also be constructed upon a plan of the student's own devising. Work copied without acknowledgement from a book, from another student's paper, from the internet, or from any other source is plagiarized. Plagiarism can range from wholesale copying of passages from another's work to using the views, opinions, and insights of another without acknowledgement, to paraphrasing another person's original phrases without acknowledgement.

What steps can I take to help prevent plagiarism?

The Office of Student Judicial Affairs (SJA) has many good suggestions, including the following. Please see the SJA faculty handbook available on the SJA website for many other useful strategies (http://studentlife.ucmerced.edu/2.asp?uc=1&lvl2=121&contentid=170).
• Clarify the distinctions between plagiarism, paraphrasing and direct citation;
• Ask students to seek permission before resubmitting previous academic work to you;
• Change your paper topics and exam questions as often as is practical;
• Request that students submit rough drafts before or along with final versions of papers;
• Assign a variety of short in-class papers during the term.

What is the penalty for plagiarism?

The submission of such work will, under University rules, render the offending student subject to an F grade for the work in question or for the entire course, at the discretion of the instructor, and will also make the student liable for referral to the SJA.

Should I confront a student whom I suspect of plagiarism?

If possible, yes. Students who have plagiarized often confess when the evidence is clear, or after judicious questioning about their topic, style, etc. If you feel threatened or for some other reason uncomfortable, refer the matter to the Office of Student Judicial Affairs (SJA).

What if I strongly suspect but have not proved plagiarism?

You may not lower a grade or fail a student on a suspicion of plagiarism.

What if the instructor is a TA?

The TA is no different from any other instructor and may follow the course of action outlined above, including referral of an uncertain case.

How can I find out about other forms of academic dishonesty not covered above?

Please see the Office of Student Judicial Affairs' Instructor's Guide for the following transgressions, with helpful subheadings:
• Furnishing false information in the context of an assignment;
• Creating an unfair advantage for oneself or a disadvantage to another, e.g. contaminating a lab sample;
• Theft or damage to intellectual property, e.g another student's paper;
• Selling or distributing course lecture notes, etc. without the permission of the instructor.

What can I do to stop a student from disrupting class?

Such cases are among the most distressing of an instructor's experiences in the classroom, not to mention the effect on the class as a whole.
If the student exhibits threatening behavior towards you or other members of the class, call the UC Merced Police Department at (209) 228-2677.

If the disruption is non-threatening, try to meet privately with the student to review what is and is not acceptable behavior. Document all contacts with the student, including dates, times, and locations when incidents occurred, and your response. It is your right to expel a disruptive student from your classroom—but only for that day's session. He has the right to return to class the following day, and may remain so long as the disruptive behavior is not repeated. If it is, the instructor should contact Office of Student Judicial Affairs, which can coordinate campus-wide resources to assist the instructor and the student involved.

SPECIAL ARRANGEMENTS

A student with a disability is enrolled in my class. What adjustments or other accommodations should I make?

There are many kinds of disabilities, and they affect students in many different ways. Specific answers about what an instructor must do will depend on an individualized analysis of each student's need. You have the resources of the Disability Services Center (DSC) for help with this, and it is in your best interest (logistically, legally, etc.) to use that help.

DSC will make sure that a student is indeed entitled to accommodations in your class, and perform the professional assessment of what those accommodations should be. All you have to do is refer the student to DSC and request that he acquire a "letter of accommodation" from a DSC professional. Once you have a "letter of accommodation" from DSC, you need only follow the recommendations in that letter.

What if I am concerned about, or object to, a recommendation in DSC's "letter of accommodation"?

If you are concerned that the recommendation is not appropriate for your particular class, then you should contact the signatory. The Disability Services Center advisors know that their recommendations can occasionally inadvertently compromise the purposes or standards of a class, and are ready to discuss such concerns with you.

The goal is to find a way to accommodate the student in a manner that does not fundamentally alter the essential performance standards of your class. If there is an unresolved disagreement after a good-faith effort, there is a process for pursuing the matter. Note, however, that the DSC Advisor's recommendations must be followed until they are overturned or modified.

How far in advance must students with disabilities inform an instructor about needed accommodations?

Students who work with the Disability Services Center are strongly urged to communicate with instructors as soon as possible. However, the University must make every feasible effort to accommodate students regardless of the notice.

A specific answer to this question would need to be given in the context of the necessary accommodation. For example, a student who has a vision impairment may need to use a dark pen and write in large print. Perhaps she will need to write the short answers on a separate sheet of paper instead of in the blank spaces on the test document itself. This accommodation really doesn't require any advance preparation, so not much advance notice may be needed. On the other hand, if a student's accommodation requires the arrangement of a separate, quiet room, a proctor, or both, then more time is obviously needed. For such matters, especially when a proctor must be arranged, it is reasonable to expect advance notice of three to five working days.

What can I do to help prevent problems related to students with disabilities in my classes?

Fundamentally, your responsibilities are to assure equal opportunity in your classes for all students with disabilities who are qualified to be in your classes, and to protect students' confidentiality in the process. Here are a few things you can do:

1. Include guidance in your syllabi and other course-related handouts, websites, and the like. Consider announcing similar information in your first days of class. Here's some recommended wording:

   If you need disability-related accommodations in this class, if you have emergency medical information you wish to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class or at my office.

   Students who need academic accommodations (for example, a note taker) should request them from the Disability Services Center. DSC is the campus office responsible for verifying disability-related need for academic accommodations, assessing that need, and planning accommodations in cooperation with students and instructors as needed and consistent with course requirements.

2. Make sure all course-related websites are accessible to users with various disabilities. For a discussion of various disabilities and web usability, see the World Wide Web Consortium's (W3C) How People with Disabilties Use the Web.

How do I obtain exam room and proctoring assistance?

If you are provided with a TA, they should be your primary resource for proctoring assistance. If you do not have a TA, please contact the School's Instructional Services Staff for proctoring assistance.

ENRICHMENT

How do I set up a basic course website?

UCMCROPS automatically generates a basic site for every lecture course. You may enhance your basic site with links to your photograph, personal web page, syllabus, office hours, etc.

How can I learn more about using web-based instructional technology in my courses?

Information Technology's Classroom AV Support Unit offers orientation sessions to introduce faculty to the course website options available, training sessions to teach instructors the basic skills necessary to use course management tools, and consultations to work with instructors on individual solutions.

I'd like to videotape my class and put it up on the web. How do I do that?

In certain instances, Information Technology can work to produce live webcasts of selected courses. For information contact IT.

How do I get a classroom with media equipment?

All classrooms are equipped with an AV package designed to allow the instructor to project audio and video (DVD or computer images).

How do I get the library to make special arrangements for a class text?

Contact the Kolligian Library for special arrangements.

How do I get the library to digitize supplemental course materials for my course?

The Kolligian Library has a special page dedicated to digitizing additional course materials (http://ucmercedlibrary.info/scr/index.html).

How can I be sure that my undergraduates know how to use the library for research?

Make your undergraduates confident researchers by sending them to a library workshop. Better yet, ask a librarian to tailor a presentation to the exact needs of your class. Contact the Library for more information**.**

What do I do if I want to team teach with someone in another School?

You and your teaching partner need to talk to your School chairs about teaching load and possible compensation issues. Will you cross-list your course, that is, offer it for credit in two or more Schools? If so, you may need special scheduling arrangements. If it is a new or cross-listed course it will need to be approved by the School faculty as well as UGC before the schedule of classes goes to the printer.

What is a Freshman Seminar? How do I offer one? (And why should I?)

A Freshman Seminar is a one-unit course, usually meeting one hour per week and enrolling no more than 15 first-year students. The program enables meaningful contact between faculty and freshmen and allows both to participate in the thoughtful exploration of a research topic.

Students tell me they need a sponsor for an internship, that the agency offering the position requires them to receive units as a condition of the internship. Should I sponsor them for units? Is it appropriate to enroll them in a 199 course?

Check with your School Advising Office. Some Schools have courses that are specifically designated for internships or experiential learning, and special requirements for enrollment. These "field studies" are usually numbered 191. A 199 course is usually reserved for independent study or research.

Students ask me, "What can I do with this degree?" I know about academia, but I'm not really familiar with the market experience of recent graduates. How can I help these students?

The Career Center also offers services, including workshops that give students an opportunity to hear from graduates in their field who have gone into various sectors.

How can I get undergraduates to assist me with my research?

In many instances, students may enroll in a section of 199 as they pursue research with faculty. Remember that "Supervised Independent Study" courses (199) are intended for student-initiated research, so while the student project may be closely allied to your research, the student goals should take precedence in the contract for 199 units.

If you have funds to pay a student, you should see your School personnel manager about steps necessary to advertise and hire a student assistant.

A student approaches me with an interesting research project. How does she get units for her research?

All Schools offer a 199 course, usually called "Supervised Independent Study." This is appropriate for many projects but is available only on a P/NP basis. For more involved projects, where a grade would be appropriate, many Schools have a special research and/or senior thesis course. Check with your School for local restrictions on enrollment in these courses.

How do I submit my course materials request?

Your School's Instructional Services Staff will send you notification via email of deadlines for course materials requests. Please note that it is important to submit your requests before or by the deadline.

How do I connect to a network printer?

Please follow the directions located on the UC Merced IT website (http://it.ucmerced.edu/docs/guides/printing/ucm1200_printer.cfm).

How do I use the copy machines?

Please obtain a copy code from your School's staff at the front desk of the Dean's Suite as you will not be able to make copies without it. Directions for use of the copy machines are located in the Classroom and Office Building, 2nd and 3rd floor copy rooms.