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Introduction

The purpose of these guidelines is two-fold: (1) provide a basic introduction to the co-curricular Intellectual Experience Badges, and (2) aid in completing the proposal template for efficient review and approval of your seminar. (The template for your proposal can be found at: <http://ue.ucmerced.edu/form/intellectual-badge-co-curricular-experience-form>.)

General Education Program Learning Outcomes

There are five learning outcomes associated with the General Education curriculum.

1. Life at the Research University: Asking Questions

UC Merced graduates take an inquiry-oriented approach to the world that reflects engagement with the mission and values of our research university.

- They can articulate the benefits of attending a research university for their development as scholars, citizens, life-long learners;
- They generate questions, identify problems, and formulate answers by applying appropriate theoretical, evidentiary, analytical and ethical frameworks from multiple intellectual perspectives;
- They demonstrate intellectual curiosity and an understanding of the nature of knowledge and of themselves as learners;
- They identify and act on their own values and talents through self-reflection;
- They are at ease with the ambiguity that is inherent in the process of discovery.

2. Reasoning: Thinking Critically

UC Merced graduates are equipped with multiple tools of analysis to support accepting or formulating an opinion or conclusion.

- They use analytical tools from scientific, social scientific, and humanistic disciplines;
- They are able to identify and evaluate sources of information;
- They identify, interpret and evaluate multiple kinds of data, including texts, media, observations, and experimental results.

3. Communication: Explaining and Persuading

UC Merced graduates communicate in a variety of ways to diverse audiences.

- They use written, visual, oral and numerical modes of communication to explore and convey ideas;
- They can adjust their communications depending on occasion, purpose and audience;
- They can work independently and collaboratively.

4. Cultural and Global awareness: Engaging with differences

UC Merced graduates see themselves in relation to local and global cultures and systems of power, past and present.

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- They engage with multiple belief systems, social structures, and ways of thinking through attention to societies, languages and cultures of the past and the present;
- They can identify the ways in which cultural, political, economic, technological, and environmental dimensions of society interact;
- They can place their own experiences in relevant analytical frameworks through attention to the relationships of diverse cultures to each other;
- They gain emotional maturity and resilience by understanding themselves in the world.

5. Citizenship: Contributing to the Public Good

UC Merced graduates are engaged with their communities for the benefit of society.

- They are engaged citizens, having contributed to the building of academic and co-curricular communities at UC Merced;
- They understand and work in diverse communities;
- They engage with the ethical dimensions of their various roles;
- They can articulate and act on their responsibilities to the multiple communities in which they participate.

Intellectual Experience Badges

Eleven Intellectual Experience Badges are required of all students as part of the General Education curriculum. The badges are designed to achieve the GE Program Learning Outcomes (PLOs) identified above. Each of the badges can be accomplished with curricular and/or co-curricular experiences. A description of each of the Intellectual Experience Badges follows.

Scientific Methods

Experience teaches a student how the scientific method leads to new knowledge about the natural world by correcting and integrating previous knowledge using empirical evidence. Students will generate questions, identify problems, and formulate answers by applying appropriate theoretical, evidentiary, analytical and ethical frameworks from multiple intellectual perspectives. At the conclusion of this experience they will be at ease with the ambiguity that is inherent in the process of discovery. Students will use analytical tools from scientific, social scientific, and humanistic disciplines; they will be able to identify and evaluate sources of information; and they will identify, interpret and evaluate multiple kinds of data, including texts, media, observations, and experimental results. *PLO1, PLO2*

Literary and Textual Analysis

Experience teaches how language creates meaning and ambiguity. Students will generate questions, identify problems, and formulate answers by applying appropriate theoretical, evidentiary, analytical and ethical frameworks from multiple intellectual perspectives. Through this experience, they are at ease with the ambiguity that is inherent in the process of discovery. Students are able to identify and evaluate sources of information and identify, interpret and evaluate multiple kinds of data, including texts, media, observations, and experimental results. They will use written, visual, oral and numerical modes of communication to explore and convey ideas. *PLO1, PLO2, PLO3*

Media and Visual Analysis

Experience explores how media and images create, shape, and express meaning. Students will use analytical tools from scientific, social scientific, and humanistic disciplines. Through this experience, they are able to identify and evaluate multiple sources of information and data, including texts, media, observations, and experimental results. Students will use written, visual, oral and numerical modes of communication to explore and convey ideas and should be able to adjust their communications depending on occasion, purpose and audience. *PLO1, PLO2, PLO3*

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Quantitative and Numerical Analysis

Experience evaluates data and develop students' quantitative reasoning skills. Students will use analytical tools from scientific, social scientific, and humanistic disciplines. Through this experience, they are able to identify and evaluate multiple sources of information and data, including texts, media, observations, and experimental results. Students will adjust their communications depending on occasion, purpose and audience. *PLO2, PLO3*

Societies and Cultures of the Past

Experience explores the interactions between multiple dimensions of past societies. Students will engage with multiple belief systems, social structures, and ways of thinking through attention to societies, languages and cultures of the past and the present; they will identify the ways in which cultural, political, economic, technological, and environmental dimensions of society interact; and they can place their own experiences in relevant analytical frameworks through attention to the relationships of diverse cultures to each other. *PLO4*

Diversity and Identity

Experience considers how multiple kinds of difference--ethnic, racial, gender, and sexual--impact individuals and societies in the past and present. Students will engage with multiple belief systems, social structures, and ways of thinking through attention to societies, languages and cultures of the past and the present. Students will identify the ways in which cultural, political, economic, technological, and environmental dimensions of society interact. They will place their own experiences in relevant analytical frameworks through attention to the relationships of diverse cultures to each other. Finally, students should understand and work in diverse communities and engage with the ethical dimensions of their various roles. *PLO4, PLO5*

Global Awareness

Experience teaches about environments, cultures, and issues in nations and regions outside the U.S. Students will engage with multiple belief systems, social structures, and ways of thinking through attention to societies, languages and cultures of the past and the present. Students will identify the ways in which cultural, political, economic, technological, and environmental dimensions of society interact. They will place their own experiences in relevant analytical frameworks through attention to the relationships of diverse cultures to each other. They will gain emotional maturity and resilience by understanding themselves in the world. They are engaged citizens, having contributed to the building of academic and co-curricular communities at UC Merced. Students will understand and work in diverse communities, engage with the ethical dimensions of their various roles, and can articulate and act on their responsibilities to the multiple communities in which they participate. *PLO4, PLO5*

Sustainability

Experience explores the ways in which humans affect and are affected by the natural world. Students will identify the ways in which cultural, political, economic, technological, and environmental dimensions of society interact. They gain emotional maturity and resilience by understanding themselves in the world. They are engaged citizens, having contributed to the building of academic and co-curricular communities at UC Merced. Students can articulate and act on their responsibilities to the multiple communities in which they participate. *PLO4, PLO5*

Practical and Applied Knowledge

Experience carries out field works, laboratory experimentation, or artistic practice. Students use analytical tools from scientific, social scientific, and humanistic disciplines. They identify, interpret and evaluate multiple kinds of data, including texts, media, observations, and experimental results. *PLO2*

Ethics

Experience investigates the ethical implications of research, policy, or behavior. Experience will specifically focus on ethics, or be a methods course in the major that makes research ethics a central theme. Students generate

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questions, identify problems, and formulate answers by applying appropriate theoretical, evidentiary, analytical and ethical frameworks from multiple intellectual perspectives. They are at ease with the ambiguity that is inherent in the process of discovery. Students engage with the ethical dimensions of their various roles. *PLO1, PLO5*

Leadership, Community, and Engaging the World

Experience should take the student off-campus in one of multiple ways: community engaged research or service, or an off-campus internship. Students are engaged citizens, having contributed to the building of academic and co-curricular communities at UC Merced. They engage with the ethical dimensions of their various roles and can articulate and act on their responsibilities to the multiple communities in which they participate. *PLO5*

Criteria for Co-Curricular Experiences to Satisfy GE Intellectual Experience Badges

For a co-curricular experience to satisfy an Intellectual Experience Badge, it must:

- Be associated with the specific Intellectual Experience Badge and support student development of the associated GE Program Learning Outcome(s);
- Take place over a timeframe similar to the length of an academic semester (16 weeks) or have a time commitment similar to a one unit course (48 contact and non-contact hours); and
- Require a reflection exercise for the student at the end of the experience that can be uploaded to the e-Portfolio.

To prepare your experience to be certified as satisfying a co-curricular badge, you must have:

- Clear Program Learning Outcomes that support student development of the associated GE Program Learning Outcome(s);
- Developed a co-curricular syllabus that outlines experience expectations, which must include a minimum of one reflection assignment that can be uploaded to the student e-Portfolio at the conclusion of the experience;
- Created a rubric for scoring the submitted reflection exercise(s);
- A written agreement with the community partner, if the experience will take place off-campus; and
- A UC Merced staff partner who is responsible for reviewing the reflection assignment.

Designing your Experience for Submission

Once you have determined you would like your experience or program to satisfy one of the Intellectual Experience Badges, use these steps to prepare your experience for review and inclusion in the General Education program.

Naming your Experience

The name of your experience will appear in the Catalog and the degree audit. Limit your name to 30 characters, including spaces.

Experience Description

The description of your experience will be available on [GE website](#). There is no word limit, but the General Education Subcommittee (GESc) recommends no more than one (1) paragraph.

Program Learning Outcomes

If you haven't already, develop Program Learning Outcomes (PLOs). The experience should be designed in such a way that students can achieve and demonstrate these PLOs. Be prepared to list your PLOs when you

Guidelines for Designing and Proposing an Intellectual Experience Co-Curricular Badge begin to complete the [Intellectual Badge Co-Curricular Experience](#) form. You will also need to include your PLOs in your required syllabus.

Mapping onto the Intellectual Experience Badges

Begin by reviewing the different [Intellectual Experience Badges](#) and determine how your experience and PLOs supports this badge. Be prepared to describe the way(s) in which your experience/program satisfies the Intellectual Experience Badge(s) you are proposing it meet.

Aligning your Program Learning Outcomes with the General Education Program Learning Outcomes

Once you have identified which Intellectual Experience Badge(s) your experience/program satisfies, use this matrix to determine which of the five General Education Program Learning Outcomes (GE PLOs) your program/experience also supports.

	PLO1	PLO2	PLO3	PLO4	PLO5
Scientific Methods	X	X			
Literary and Textual Analysis	X	X	X		
Media and Visual Analysis	X	X	X		
Quantitative and Numerical Analysis		X	X		
Societies and Cultures of the Past				X	
Diversity and Identity				X	X
Global Awareness				X	X
Sustainability				X	X
Practical and Applied Knowledge		X			
Ethics	X				X
Leadership, Community, and Engaging the World					X

An abridged list of the GE PLOs is below.

- **GE PLO 1: *Life at the Research University: Asking Questions***
 - UC Merced graduates take an inquiry-oriented approach to the world that reflects engagement with the mission and values of our research university.
- **GE PLO 2: *Reasoning: Thinking Critically***
 - UC Merced graduates are equipped with multiple tools of analysis to support accepting or formulating an opinion or conclusion.
- **GE PLO 3: *Communication: Explaining & Persuading***
 - UC Merced graduates communicate in a variety of ways to diverse audiences.
- **GE PLO 4: *Cultural and Global awareness: Engaging with differences***
 - UC Merced graduates see themselves in relation to local and global cultures and systems of power, past and present.
- **GE PLO 5: *Citizenship: Contributing to the Public Good***
 - UC Merced graduates are engaged with their communities for the benefit of society.

Be prepared to articulate which of your PLOs support at least one of the five GE PLOs. This will be needed when you begin to complete the [Intellectual Badge Co-Curricular Experience](#) form.

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Experience Activities

The program's activities should be designed such that students can achieve and demonstrate the PLOs. The activities and learning outcomes should be aligned so that students learn what is intended and the assessments measure what the students have learned.

Written Agreement with Community Partner ([Appendix C](#)): If the experience will take place off campus, a signed written agreement with the community partner is required. However, this document is not required for UC Education Abroad, UC Washington Center Program, or UC Sacramento Center.

Timeframe

For an experience to satisfy an Intellectual Experience Badge, it must take place over a timeframe similar to the length of an academic semester (16 weeks) or have a time commitment similar to a one unit course (48 contact and non-contact hours).

Assignment

Each experience must require a reflection exercise for the student at the end of the experience that can be uploaded to the e-Portfolio that describes what evidence the student has generated that demonstrates their achievement of the experience. That is the assignment students should upload to their e-portfolio [<https://catcourses.ucmerced.edu/dashboard/eportfolios>]. The e-portfolio is a requirement of the General Education program and is separate from an e-portfolio you may use within your program. Be sure, within your syllabus, that it is clear to the student which assignment should be uploaded to the e-portfolio.

Creating an Experience Syllabus

Each experience submitted for inclusion in the General Education program must have a developed co-curricular syllabus that outlines experience expectations. [Appendix A](#) includes a template you can use in the development of your syllabus. The key elements are included below. Everything in the syllabus should match what was submitted on the [Intellectual Badge Co-Curricular Experience](#) form.

Experience Title: You should ensure that your syllabus include the title of your experience.

Experience Description: Include a general description. Also include information about the length of the program. For an experience to satisfy an Intellectual Experience Badge, it must take place over a timeframe similar to the length of an academic semester (16 weeks) or have a time commitment similar to a one unit course (48 contact and non-contact hours).

Experience Program Learning Outcomes

Include a list of all Program Learning Outcomes that students will achieve at the conclusion of this experience.

General Education Program Learning Outcomes

Include a description of which GE Program Learning Outcomes are being satisfied by completing this experience.

Assignments

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Provide a description of each of the assignments the students must complete as a part of this program. At least one of these assignments should be a reflection exercise that demonstrates the achievement of the Program Learning Outcomes.

Activities

Include a weekly activities list, if this is an experience that will last an entire semester. If it is an experience that has a time commitment, but will not take place over the course of a semester, include a breakdown of the activities with the time commitment of each of the activities.

Creating a Rubric for Scoring the Submitted Reflection Exercise

It is important, before you get too far in designing your experience activities or assignment, that you develop a rubric for scoring the submitted reflection exercise. The development of a rubric ensures that you have a guide listing specific criteria for grading or scoring the submitted reflection exercise. You will be required to upload this rubric when completing the [Intellectual Badge Co-Curricular Experience](#) form. An example of a basic rubric that could be used is included in [Appendix B](#), however you may choose a different matrix as long as it includes the basic elements.

Submission Process

The audience for the proposal is reviewers across the campus (i.e. GESC, UGC, etc.), whereas the audience for a syllabus is the students. The [Intellectual Badge Co-Curricular Experience](#) form is designed for easy copy-and-paste to/from your syllabus.

1. **Timeline:** For the fall 2018 term, unless otherwise announced, submission of the form to the GESC for approval must be submitted no later than February 15, 2018.
2. **The Form:** The form summarizes the content, intended Program Learning Outcomes (PLOs), and how the intended outcomes connect to the relevant GE PLOs. The content of the form aids reviewers in understanding whether proper learning assessment tools are part of the course and assessing student workload. The proposal form provides a foundation for the syllabus, distinguishing general features of an experience design.
3. **Completed forms are submitted to GESC for review:**
 - a. Submit the Intellectual Badge Co-Curricular Experience form: <http://ue.ucmerced.edu/form/intellectual-badge-co-curricular-experience-form>.
 - b. If the experience is approved to satisfy a General Education Intellectual Experience Badge, you will be notified by the Senate Analyst. The experience will automatically be included in the Catalog by the Office of the Registrar.
 - c. If GESC requires further information or indicates that modification of the experience is needed for inclusion in the General Education program, the Senate Analyst on behalf of GESC, will notify you of the request. It is your responsibility to provide the requested modification in a timely fashion.

Appendix A: Experience Syllabus Template and Example

Experience Title: 30 Character **Example: Literacy Intervention in TK-3**

Experience Description

Include a general description. Also include information about the length of the program. For an experience to satisfy an Intellectual Experience Badge, it must take place over a timeframe similar to the length of an academic semester (16 weeks) or have a time commitment similar to a one unit course (48 contact and non-contact hours).

Example: A powerful, short-termed intervention, that provides daily, intensive, small-group instruction to students in transitional kindergarten through third grade. This instruction supplements classroom literacy teaching. The goal of intervention is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. UC Merced students will engage with students in TK-3rd grade over the length of a semester, for a least one hour per week. This experience also includes a three hour on-boarding training and reflection assignment.

Experience Program Learning Outcomes

Include a list of all Program Learning Outcomes that students will achieve at the conclusion of this experience.

Example: At the conclusion of this experience, you will:

1. Have an understanding of the minimum grade level reading requirements for elementary aged students in TK-3rd grades.
2. Have an understanding of the skills needed to teach elementary aged students how to read or advance their reading skills.
3. Demonstrate the importance of being a citizen that engages and contributes to the local community.

General Education Program Learning Outcomes

Include a description of which GE Program Learning Outcomes are being supported by completing this experience.

Example: By achieving Program Learning Outcome 3, above, you will have satisfied the Leadership, Community, and Engaging the World Intellectual Experience Badge. You will also have satisfied a piece of GE PLO5, Citizenship: Contributing to the Public Good.

Assignments

Provide a description of each of the assignments the students must complete as a part of this program. At least one of these assignments should be a reflection exercise that demonstrates the achievement of the Program Learning Outcomes.

Example:

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Assignment 1: Intake Reflection—at the start of this experience you will write a one page reflection on the experience you think you will have. Prompts:

1. What do you think you will learn from this experience?
2. Do you think it is important to contribute and give back to the local community?

Journal: After each weekly classroom experience, you will need to spend five minutes reflecting on that experience. Write down at least one sentence in your provided journal that summarizes your experience each week.

Assignment 2: Out-take Reflection—at the conclusion of this experience you will write a one page reflection on this experience. Prompts:

1. What have you learned from this experience?
2. Do you think it is important to contribute and give back to the local community?

This reflection paper should be uploaded to your e-portfolio at:

<https://catcourses.ucmerced.edu/dashboard/eportfolios>.

Survey—at the conclusion of this experience you will complete a survey that will help us assess and improve our program for students who complete this experience in future years.

Activities

Include a weekly activities list, if this is an experience that will last an entire semester. If it is an experience that has a time commitment, but will not take place over the course of a semester, include a breakdown of the activities with the time commitment of each of the activities.

Week 1: Three-hour training to prepare you for your experience in the elementary classroom. This training will provide you the basics you need to be successful. No other prerequisites are necessary. During this training you will also be allotted time to complete Assignment 1 above.

Weeks 2-15: Literacy Intervention - one hour per week. Also weekly reflection and journaling.

Week 16: Complete Assignment 2 (above) and upload your assignment to your e-portfolio for review.

Appendix B: Rubric Template and Example

Reflective Writing Rubric*

Skills	5	4	3	2	1
Depth of Reflection	Demonstrate a conscious and thorough understanding of the writing prompt and the subject matter. This reflection can be used as an example for other students.	Demonstrate a thoughtful understanding of the writing prompt and the subject matter.	Demonstrate a basic understanding of the writing prompt and the subject matter.	Demonstrate a limited understanding of the writing prompt and subject matter. This reflection needs revision.	Demonstrate little or no understanding of the writing prompt and subject matter. This reflection needs revision.
Use of Evidence and Context	Use specific and convincing examples from the experience to support claims in your own writing, making insightful and applicable connections between experiences.	Use relevant examples from the experience to support claims in your own writing, making applicable connections between experiences.	Use examples from the experience to support most claims in your writing with some connections between experiences.	Use incomplete or vaguely developed examples to only partially support claims with no connections made between experiences.	No examples from the experience are used and claims made in your own writing are unsupported and irrelevant to the topic at hand.
Language Use	Use stylistically sophisticated language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure.	Use language that is fluent and original, with evident a sense of voice, awareness of audience and purpose, and the ability to vary sentence structure.	Use basic but appropriate language, with a basic sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure.	Use language that is vague or imprecise for the audience or purpose, with little sense of voice, and a limited awareness of how to vary sentence structure.	Use language that is unsuitable for the audience and purpose, with little or no awareness of sentence structure.
Conventions	Demonstrate control of the conventions with essentially no errors, even with sophisticated language.	Demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language.	Demonstrate partial control of the conventions, exhibiting occasional errors that do not hinder comprehension on.	Demonstrate limited control of the conventions, exhibiting frequent errors that make comprehension difficult.	Demonstrate little or no control of the conventions, making comprehension almost impossible.

*Read, Write, Think (2006). Retrieved from http://www.readwritethink.org/files/resources/lesson_images/lesson963/Rubric.pdf

Appendix C: Example of Written Agreement with Community Partner

UC Merced Affiliation Agreement for Community Organizations

Organization Name: _____

Address: _____

ORGANIZATION AGREES TO:

- Provide UCM accurate descriptions of civic engagement opportunities for students.
- Explicitly state risks related to a particular activity so that students can knowledgeably agree to participate.
- State need for conducting any background checks necessary for student participants.
- Provide students with orientation and training specific to the organizational purpose, policies, and activity in which they will be engaged.
- Provide supervision and support for students to achieve learning objectives while meeting community needs.
- Not require students to subscribe to, or promote, a certain faith or political position.
- Not expose students to any unusual hazards.
- Maintain communication with UC Merced program coordinator re: student performance, project status, agency needs.
- To maintain adequate general liability coverage for its employees, officers, and agents in the performance of this Agreement.

UC MERCED AGREES TO:

- Make opportunities available to students who are currently enrolled at UCM.
- Act as a liaison between the Organization and UC Merced students.
- Provide UC Merced students and Organizations with opportunities to evaluate their experiences.

IT IS MUTUALLY AGREED THAT:

- There will be no payment of charges or fees between UC Merced and Organization.
- The parties will follow all applicable laws, regulations. Consistent with state and federal laws, they shall not discriminate on the basis of race, sex, sexual orientation, gender identity/expression, religion, age, color, creed, national or ethnic origin, marital status, status as a veteran, physical, mental or sensory disability, and/or genetic information.
- UC Merced and Organization will each be responsible for the acts or omissions of its own employees, officers, or agents in the performance of this Agreement; neither party will be considered the agent of the other; and neither party will assume any responsibility to the other party for the consequences of any act or omission of any third party person, firm, or corporation not a party to this Agreement.
- UC Merced does not assume any liability for the student under any laws relating to Worker's Compensation on account of this Agreement, but Organization may choose to cover the student as a volunteer.

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- Unless otherwise agreed, the student will not be entitled to any monetary compensation or other remuneration from Organization for services performed at Organization.

FOR UNIVERSITY OF CALIFORNIA, MERCED:

Signature: _____

Printed Name: _____

Title: _____

Date: _____

FOR ORGANIZATION:

Signature: _____

Printed Name: _____

Title: _____

Date: _____

(Optional) End Date*: _____

*This agreement will be effective for 2 years from the signature date unless otherwise indicated here.