To be received and placed on file:

The Committee on Courses has completely revised the "General Rules and Policies Governing Courses of Instruction" which follow [page numbering and breaks removed for agenda]:

ACADEMIC SENATE

COMMITTEE ON COURSES
UNIVERSITY OF CALIFORNIA - RIVERSIDE
GENERAL RULES AND POLICIES GOVERNING COURSES OF INSTRUCTION
(Revised June 2010)

The Committee on Courses is established by Bylaw 8.10.1 of the Riverside Division of the Academic Senate. The Committee consists of at least six members selected by the Committee on Committees. Normally at least one member of the Courses Committee represents each of the areas of humanities, social sciences, biological sciences, physical sciences, and each of the colleges/schools. One representative from the UCR libraries and two student members serve as non-voting members, one of the students being nominated by the Graduate Student Council and the other by the Student Senate. One member of the Committee on Courses is also a member of the Committee on Educational Policy. Representatives from the Registrar’s Office serve as consultants to the Committee.

Bylaw 8.10.2 states: “Subject to the provision of 8.10.3, the Committee has authority for final approval of all courses of the Riverside Division, except those courses in University Extension above the 200 series, giving due consideration to the findings of the Graduate Council, the Committee on University Extension, executive committees of the colleges and schools, and officers at Riverside. The committee will report its actions at the next regular meeting of the Division.”

All courses of instruction that are offered for credit, including University Extension, must be approved by the Committee on Courses. Any new course, change in existing course, deletion of course, restoration of a course previously offered, or other action must first be designed and approved by the faculty of the proposing department, committee, or program, and approved by its chair/director. The courses must then be submitted to the Committee via the Course Request and Maintenance System (CRAMS). Once the course proposal is correctly submitted via CRAMS to the Course Specialist, it will be automatically routed to the next review or approval level; upon review or approval, it is again forwarded to the next step until it reaches the Committee on Courses. The routing schedule is listed below:

For Undergraduate Courses
1. Department/Committee/Program Faculty approve
2. Department/Committee/Program Chair approves*
   *BMSC, BSAD/BUS and EDUC courses to route to the appropriate Executive Committee prior to routing to the Registrar’s Office
3. Registrar’s Office reviews
4. College (or School) Executive Committee approves (except BMSC, BSAD/BUS and EDUC)
5. Committee on Courses

For Undergraduate Honors Courses
   Campus-wide Honors Courses
1. Honors faculty approves
2. Honors Chair approves
Department-based Honors Courses
1. Department faculty approves
2. Department Chair approves

All Honors Courses
3. UHP Executive Committee approves**
   **If applicable, BMSC, BSAD/BUS and EDUC courses to
   route to the appropriate Executive Committee prior to routing
   to the Registrar’s Office

4. Registrar’s Office reviews
5. College Executive Committee(s) approve, if applicable
6. Committee on Courses approves

For Graduate Courses
1. Department/Committee/Program Faculty approve
2. Department/Committee/Program Chair approves*
   *BMSC, EDUC, and MGT courses to route to the appropriate
   Dean prior to routing to the Registrar’s Office

3. Registrar’s Office reviews
4. Dean of the College (or Division) for review
5. Graduate Council approves
6. Committee on Courses approves

For Professional Courses
1. Department/Committee/Program Faculty approve
2. Department/Committee/Program Chair approves
   **If applicable, BMSC, EDUC, and MGT courses to
   route to the appropriate Executive Committee prior to routing
   to the Registrar’s Office

3. Registrar’s Office reviews
4. College (or Division) Executive Committee approves
5. Graduate Council approves
6. Committee on Courses approves

For Extension Courses
1. Dean of University Extension approves
2. Chair of the academic department approves
3. Committee on University Extension approves
4. Committee on Courses approves

Submission deadlines for proposals for courses numbered 001-299 are posted at
http://senate.ucr.edu/Committees/courses/default.htm under the link “Course Submission Deadline Schedule.”
Submission deadlines for courses numbered 300-499 may be obtained from the Course Specialist (X2-2459).

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In submitting a course proposal form, the following items must be given consideration:

I. **Classification and Number of Courses:**

   A. **Classification:** Classification of courses is contained in Senate Regulations (SR) 739, 740, and 742.\(^1\)

      SR 740 classifies courses as--

      1. **Lower division courses** are open to freshmen and sophomores and are numbered 1-99 or are designated by a letter, especially if the subject is usually taught in high school. In no department is a lower division course acceptable for upper division credit.

      2. **Upper division courses** are numbered 100-199 and are ordinarily open only to students who have completed at least one lower division course in the given subject, or six quarters (or four semesters) of college work. Special study courses for undergraduates are numbered 199.\(^2\)

      3. **Graduate courses** are numbered 200-299, and are ordinarily open only to students who have completed at least 18 (or 12 semester) upper division units basic to the subject matter of the course. Graduate courses must be approved by the Graduate Council and by the Committee on Courses.

      4. **Professional courses for teachers** numbered 300-399, are offered in (the Graduate School of) Education, and in other departments and are specially designed for teachers or prospective teachers.

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\(^1\) Universitywide Manual of the Academic Senate.

\(^2\) Riverside uses a slight variation from SR 740 in those courses assigned numbers 190-199.
5. Other professional courses are numbered 400-499.

6. Individual study or research graduate courses are numbered 500-599 if they may be used to satisfy minimum higher degree requirements, otherwise they are numbered 600-699.  

The Committee on Courses will apply the following standardization to all courses:

UNDERGRADUATE COURSES

1 - 99  Lower Division Courses
100 - 199  Upper Division Courses

Titles and Numbers for Special Undergraduate Courses

90  Special Studies (1-5)
190  Special Studies (1-5)
191  Seminar in _______________
192H  Junior Honors Seminar (1-4)
193  Senior Seminar (1-4)
193H  Senior Honors Seminar (1-4)
194  Independent Reading (1-2, with a maximum of 4 units)
195 or 195H  Senior Thesis (4-4-4 or less, maximum 12)
196 or 196H  Senior Research Paper (1-4, not repeatable)
197  Research for Undergraduates (1-4)
198G  Internship, Group (1-12, repeatable to 16)
198H  Junior Honors Research (1-4)
198I  Internship, Individual (1-12, repeatable to 16)
199  Senior Research (1-4)
199H  Senior Honors Research (1-5)

GRADUATE COURSES

200-299

Titles and Numbers for Special Graduate Courses

287  Interdisciplinary Seminar
290  Directed Studies (1-6)
291  Individual Study in Coordinated Areas
292  Concurrent Studies in [Department/Program] (1-4, repeatable for credit; concurrent enrollment by graduate student in undergraduate course, with credit for additional graduate level participation)
297  Directed Research (1-6)
298G  Internship, Group (1-12, repeatable to 16)

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3 500-699 courses are not in common use in Riverside.
298I Internship, Individual (1-12, repeatable to 16)
299 Research for the Thesis or Dissertation (1-12)

PROFESSIONAL COURSES

PROFESSIONAL COURSES

4

300 - 399 Professional Courses for Teachers

301 "Teaching of _________ at the College Level" or "Directed Studies in the Teaching of _________." (To be graded S/NC. Units must accurately reflect hours of training.)

302 "Apprentice Teaching" or "Teaching Practicum", variable (1-4) units. Open to all appropriate Academic Student Employees (ASE's) with units assigned to reflect teaching activity during the applicable quarter. To be graded S/NC.

398G Internship, Group (1-12, repeatable to 16)

398I Internship, Individual (1-12, repeatable to 16)

400 - 499 Other Professional Courses

B. Numbering:

1. A, B, C, D: These letters are used in sequential course titles to indicate the affinity of topics covered in the several quarters (i.e. CHEM 001A, CHEM 001B). Students are generally required to complete the whole series or a substantial portion of it. A, B, C, D, courses do not necessarily indicate sequential presentation of the courses. Each quarter's offering is considered a separate course, and new courses must be proposed separately, indicating as specifically as possible the content of each quarter's course.

In a new sequence, the letters A, B, C, … must be used beginning with “A,” in order. If a course in a sequence is eliminated, any courses with subsequent letters must be changed to restore the proper sequence. For example, if the “A” course in an A-B-C sequence is deleted, courses “B” and “C” must be changed to “A” and “B” respectively.

Note: (E-Z) courses do not follow this rule, but rather function as independent courses. Letter suffixes for these courses may be used in any order.

2. E-Z: The letter designations "(E-Z)" immediately following a course number (e.g., HIST 191 (E-Z), Seminar in History) indicate that different segments or topics within the sequence may be taken for credit. These segments are relatively free standing and students are generally not expected to take the whole series or a substantial portion of it. A student may not receive credit for the same lettered segment unless otherwise indicated in the course description. The letters "E" through "Z" do not indicate an order or prerequisites.

3. H: The letter "H" immediately following a course number usually designates an honors course.

4. L: The letter "L" immediately following a course number in the sciences usually designates a laboratory course.

4 See footnote 3 on page 5.

5 For additional information on E-Z courses see pp. 10-13.
5. **W, X, Y, Z:** The letter W, X, Y, or Z following a course number usually designates a Writing Across the Curriculum (WAC) course which satisfies, or partially satisfies, the ENGL 001C requirement.

6. **Reusing a Course Number:** In order to avoid duplication of credit problems in General Catalog copy and on student records within the normal period to degree completion, a minimum of three years must elapse before a number is reused to designate a different course. Any variance to this rule must be approved by the Committee.

7. **Renumbering of Existing Courses:**
   a. Renumbering of existing undergraduate course within undergraduate listing; renumbering an existing graduate course within graduate listing:

   Proposal is submitted as "Change existing course" to reflect the number change.

   b. Renumbering existing undergraduate course as a graduate course, or vice versa:

   Two course proposals are required: one for the “new” course and one for “deletion of course.”

II. **Preparation of Course Proposals.**

Course proposals are prepared and may be viewed via the Course Request and Maintenance System (CRAMS). Instructions for obtaining access to and using CRAMS are located at [http://crams.registrar.ucr.edu](http://crams.registrar.ucr.edu).

A. **Special Instructions for Completing Sections within the Box on the Course Proposal**

   1. **Course Title and Subtitle:** Titles and subtitles should be in English and provide a precise description of content and emphasis. As titles and subtitles that are more than 32 spaces in length will be abbreviated in the Schedule of Classes and on transcripts, care should be taken to ensure brevity and clarity of content.

   2. **Units:** SR 760 states: "The value of a course in units shall be reckoned at the rate of one unit for three hours’ work per week per term on the part of the student, or the equivalent."

The academic unit submitting the course must substantiate conformity to SR 760.

   3. **Number of Hours:** The number of hours per week proposed by the department should be specified as to lecture, seminar, discussion, workshop, colloquium, laboratory, practicum, research, studio, screening, consultation, field, internship, individual study, extra reading, or term paper. If none of these terms adequately describes the work, the hours may alternately be designated as "activity." The category "activity" may also be used for hours with varying content (e.g., students choose from screening, extra reading, and field trips). **Hours per week per unit of credit may not be less than, but may exceed, those listed in the following guidelines:**

   a. One unit for each hour per week of lecture, seminar, discussion, workshop, colloquium, or consultation. Discussion is assumed to mean that the class meets regularly each week for the purpose of group consideration of course materials as distinct from lecture. The designation of one hour for "consultation" implies a regularly assigned meeting of one hour with each student each week. If such consultation is less, the unit assignment must be appropriately adjusted.

   It is understood that a minimum of two hours of outside reading or other preparation is expected each week for each hour of lecture, seminar, consultation or discussion. **Appendix**
1 (parts A and B) contains further information about requirements for faculty contact and non-contact hours in relation to units.

b. **One unit for each two to three hours per week of studio**, which includes performance or individual practice.

c. **One unit for each three hours per week of laboratory, practicum, field work, screening, internship, clinic, thesis, tutorial, and activity.**

d. **One unit for three hours of outside reading or other preparation each week is expected for individual study, research, extra reading, term paper, etc. These categories imply that the reading or research effort exceeds the standard preparation to support lecture, discussion, etc. (as described in “a” above). The content of these educational activities and the method of evaluation must be described in the syllabus.**

e. **Internships:** Internships (courses numbered 198I, 198G, 298I, 298G, 398I and 398G) have additional activity and hour requirements. See section VII in these guidelines.

The Committee on Courses may require academic units to submit course proposals in order to substantiate conformity to these guidelines.

For the actions listed below, the syllabus should conform to whatever activities are listed, and should show how completion of the activities by the student will be evaluated.

- New course
- Restoration of course
- Change of “faculty contact” hours of an existing course
- Addition of “faculty contact” hours to an existing course

For the actions listed below, the syllabus should describe activities that do not involve faculty contact and should show how completion of these activities by the student will be evaluated.

- New course
- Restoration of a course
- Change of the “noncontact” hours of an existing course
- Addition of “noncontact” hours to an existing course

4. **Prerequisites:** Prerequisites for courses are established by the department, committee, or program, and require the approval of the Committee on Courses. Prerequisites for upper-division and graduate courses should ordinarily meet the requirements of SR 740. The Committee interprets SR 740 to mean that the minimum prerequisite(s) for courses numbered 100-199 (inclusive) is/are “upper-division standing or consent of instructor” and/or successful completion of one or more introductory course(s) in the discipline. The minimum prerequisite for courses numbered 200 and above is possession of a bachelor's degree or other evidence of academic maturity. Prerequisites less restrictive than these will be permitted only for extraordinary reasons and will require strong justification. Normally, prerequisites should be limited to the courses necessary for students to comprehend the material presented in the proposed course. More extensive prerequisites must be justified.

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6 Note: Academic maturity is presently attested to for undergraduates by a GPA in excess of 3.0, consent of the instructor, and evidence of successful completion of upper-division work in the same discipline.
A specific prior Grade Point Average may not be listed as a prerequisite for a course, with the exception of honors courses. (A minimum grade, typically C-, in one or a very few specific prerequisite courses may be listed among the prerequisites for a course.)

Redundancy in lists of prerequisite courses should be avoided. For example, lower-division courses that are already subsumed under upper-division requirements should not be included in the list.

Should a department wish to restrict enrollment in a course to assure access to its majors and minors, this restriction must be added to the course prerequisite. Such a request requires strong justification, including the following:

a. A report which describes whether any other major or minor programs at UCR, outside the requesting department's, require this course, either as a specific requirement or on a list of options, in order to satisfy a requirement in the student's major or minor program. In order to generate this report, the preparer should request a program search (see below, II. 4, G. If the search indicates that extra departmental major and/or minor programs will be affected by the restriction, consultation must take place with the affected departments/programs as to how to minimize adverse effects of the change on all students concerned.

b. Taking into consideration the findings in item a, the department should consider carefully what is the most appropriate form of enrollment restriction which will achieve access for its students while not unduly limiting access to other students with appropriate prior knowledge and demonstrated need to take the course.

5. Course Description: The description appears in the catalog and should convey the material, the nature, and the scope of the course in a manner that provides guidance to students as they select courses. Descriptions should comply with campus style guidelines and be 50 words or less, with the word count standard determined by the Registrar's Office.

6. Grading and Repeatability: Indicate the grading basis for the course. If the course has special grading or is repeatable, include this information in the appropriate section(s).

Grading: Since Senate regulation 1.2.2 offers students broad latitude to take courses not counting toward their major requirements on a S/NC basis, an undergraduate course may not be restricted as “Letter Grade Only” unless it is an honors course or enrollment is restricted to majors only.

The default grading types for undergraduate courses are:

**Undergraduate Courses (001-199)**
The default grading type is Letter Grade or petition for Satisfactory/No Credit (S/NC).

**Graduate and Professional Courses (200-499)**
The default grading type is Letter Grade only.

Appendix 2 presents these and other grading types and standard grading statements available on CRAMS.

Repeatability: Normally, undergraduate courses, except for independent study, internship, courses, and the like, are not repeatable for credit. If a department wishes to propose that a course be repeatable as topics change, there must be strong justification demonstrating that a given content will not be repeated frequently, and explaining how the course will be monitored to prevent students from receiving credit for duplication of work.
The repeatability of a course within a single quarter will only rarely be granted. Such a request will need especially strong justification, as will requests to permit students to repeat a course several times.

Where a course with varying topics under a general theme is desired, an (E-Z) umbrella course should be created; then individual courses can be approved under different letter designations, thereby precluding duplication of credit.

Note: (E-Z) courses should not generally be marked repeatable because each segment functions as a separate course. Thus two or more (E-Z) segments may be offered and taken by students within a single quarter without being marked as repeatable.

7. Cross-listed Courses: List any cross-listed (identical) courses in the appropriate section.

8. Duplicate or Overlapping Courses: If the course content overlaps with the content of other courses to the extent that credit is awarded for only one of the courses (e.g., HNPG 010A, HMSS 001, and HMSS 002), state so in the Credit Statement section. Credit overlap caused by duplication of content results in a punitive effect to students, as credit may be denied post-facto and this may delay graduation, cost excess staff and student time, etc.

B. Instructor: SR 750 states: “(A) Only regularly appointed officers of instruction holding appropriate instructional titles may have substantial responsibility for the content and conduct of courses which are approved by the Academic Senate. (B) Professors, professors in residence and adjunct instructors, and lecturers may give courses of any grade. Persons holding other instructional titles may teach lower division courses only, unless individually authorized to teach courses of higher grade by the appropriate Committee on Courses or Graduate Council. If a course is given in sections by several instructors, each instructor shall hold the required instructional title. (C) Announcements of special study courses in which individual students work under the direction of various members of the department may state that presentation is by the staff, but a member of the department shall be designated as the instructor in charge. (D) Only persons approved by the appropriate administrative officer [Dean of the College from which the proposal originates], with the concurrence of the Committee on Courses concerned, may assist in instruction in courses authorized by the Academic Senate. (E) No student may serve as a reader or assistant in a course in which he is enrolled.”

All new courses should state the name of the intended instructor(s) or of the Department chair. Changes in existing course(s) should state the name of the instructor(s) who will be teaching the course(s), the name of the instructor in charge, or that of the Department chair [SR750.c.].

C. Justifications: For a new course or restoration, describe how the course will strengthen the offerings of the academic unit. For a revision, state the reason for each action proposed. For a deletion, explain why the course is no longer necessary or why it can no longer be taught.

Include descriptions of new E-Z segments that are not described in the catalog description.

D. Syllabus: For a new course, restored course, or a course with a substantive change, include a substantive current or proposed syllabus that outlines the course by week, date, or topic and includes weighted grading criteria. To indicate the amount of required reading, provide a reading list that is linked to a week, date, or topic.

An up-to-date syllabus must be provided. The syllabus must reflect the activities proposed to "earn" the units, accounting both for activities during faculty contact hours and outside individual work. If a discussion (or lab, or workshop, studio, etc.) is included in the course, the syllabus must acknowledge at least briefly what will take place during this activity and show how students' accomplishment in this
activity will be counted in the evaluation of their achievement. Please remember the rules governing awarding of academic credit stated under II.A.2 above.

When a substantial change is being proposed, the syllabus should be updated by the department to reflect this change. Likewise, syllabi that refer to prior versions of the course at UCR or at other institutions will not be considered and the course proposal will be returned for amendment.

E. Courses Including Distance Learning Technologies: Courses instructed entirely or partially through distance learning must be submitted through the regular procedure for approval. Even when such a course closely imitates an already approved course that does not include on-line components, a separate course proposal must be prepared. The activities, unit justification, and evaluation methods will necessarily be different for such a course; moreover, different regulations apply to the parameters of a distance-learning course, concerning, for example, students’ eligibility for financial aid.

F. Course and Program Searches: Completion of a course search and/or a program search is essential when one of the actions listed below is desired. The purpose of such a search is to identify additional courses as well as major and minor programs that will be affected by the proposed change, so that necessary adjustments may be made at the same time as the requested change. For example, the prerequisites or credit statements for a variety of courses may need to be changed in order to include or exclude the target course as a prerequisite to other courses, or to prevent students from receiving duplicate credit for identical or overlapping course content.

A program search or a course search should be requested as follows:

<table>
<thead>
<tr>
<th>If You Are</th>
<th>Order a Program Search From</th>
<th>Order a Course Search From</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deleting the course</td>
<td>Academic Senate Office</td>
<td>Registrar’s Office.</td>
</tr>
<tr>
<td>Renumbering the course</td>
<td>Academic Senate Office</td>
<td>Registrar’s Office.</td>
</tr>
<tr>
<td>Changing the Title</td>
<td>Academic Senate Office</td>
<td>Academic Senate Office.</td>
</tr>
<tr>
<td>Changing the Units</td>
<td>Academic Senate Office</td>
<td>Registrar’s Office.</td>
</tr>
<tr>
<td>Changing the Cross-listing</td>
<td>Academic Senate Office</td>
<td>Registrar’s Office.</td>
</tr>
<tr>
<td>Changing the Credit Statement</td>
<td>Academic Senate Office</td>
<td>Registrar’s Office.</td>
</tr>
<tr>
<td>Changing prerequisite to include a limitation on enrollment to majors and/or minors</td>
<td>Academic Senate Office</td>
<td>Registrar’s Office.</td>
</tr>
</tbody>
</table>

Allow 5 working days for receipt of search reports.

Reviewing the reports: The Program Search report lists programs, majors, and minors in which the proposed course appears. Review these programs to determine if they will be affected by your course proposal. Course numbers, titles, prerequisites, credit statements, etc. may be affected. Use the information from this report to help you answer questions in CRAMS. If requesting an enrollment restriction to majors and/or minors, use the program search to determine which extradepartmental major/minor programs may be affected, and consult with the affected departments, reporting on this in the justification in your request.

G. Requests for Exception to Due Dates for Course Proposals: The deadlines for proposing new courses and for proposing changes to approved courses with reference to a future effective date (the academic term when the new course can first be offered, or when changes will take effect) are firm, and exceptions are approved infrequently. However, it sometimes becomes necessary for a department/program to request a brief exception to the deadline for reasons that could not have been anticipated. When this occurs, the department should complete the Request for Extension of Course Proposal Submission Deadline Form, which is available on the Committee’s web site (http://senate.ucr.edu/committee/8/request_for_extension_of_course_request_submission_deadline_for
If the request is approved, a copy of the approved form, and of any other relevant correspondence, must be pasted into the Faculty Correspondence field on CRAMS before the late course proposal is submitted. Appendix 3 contains a sample copy of the Request for Extension form.

GENERAL POLICIES

In approving, disapproving, or recommending changes in course proposals, the Committee will be guided by the rules given above and by the following general policies:

I. Level and Emphasis of Courses:

The primary emphasis in the course should be academic and not vocational, stressing the acquiring of a body of knowledge and the understanding of principles and theories rather than the development of skills and techniques for immediate practical application in a vocational sense. The skills and techniques should be taught as means to learning, analyzing, and criticizing theories and principles, not for vocational ends themselves.

II. Scope and Organization of Courses:

Although the Committee does not decide general educational policy nor does it intend to infringe upon departmental judgment as to course content, it will use the following criteria for evaluating a course proposal:

The course should have a clear and essential place in the overall offering of the department, division, or school; either filling a gap in the existing course structure, or strengthening that structure without duplication or excessive overlapping.

Basic courses should not constitute proliferation, i.e., the splitting up of a body of knowledge or a field of study into parts too small to warrant separate treatment in themselves. Seminars offer such a specialized approach.

Courses should be organized realistically with respect to quality of understanding versus quantity of material a student is expected to master in the time allotted. The catalog description should make clear the special nature of a particular course.

III. Course Duplication or Overlap:

The Committee on Courses is watchful of duplication or overlap of courses offered by other academic units. It is the responsibility of the department/program to ensure that any new course it proposes does not duplicate nor overlap existing courses offered by other units on campus. It is imperative that the originating unit provide adequate explanation and/or written concurrence from department(s) where duplication or overlap would exist. (Please see the discussion of duplication of credit under II.A.8 on page 10 above.)

NOTE: It is in the department's own interest to provide such an explanation and consent. If the Committee on Courses has any questions concerning potential duplication or overlap of a proposed new course, the proposal will be returned to the originating department/program for evidence that consultation has taken place.

IV. Guidelines for Cross-Listing of Courses:

The use of and need for CROSS-LISTING of courses varies widely from program to program.

A. Policy Statement:
1. Cross-listed courses are jointly owned and require the agreement of ALL the departments/programs, for which they have been approved, on all aspects of the course including changes subsequent to initial approval.

2. A proposal for cross-listing with an existing course must be accompanied by concurrent course proposals from ALL of the departments and/or programs with whom the course is to be cross-listed. A syllabus is not required for new courses being cross-listed with an existing course.

3. The proposal for a new course, when submitted for cross-listing, must be accompanied by proposal forms from ALL departments and/or programs involved. The information within the "box" on the course proposal form (e.g., title, description, units, etc.) must be the same on the forms submitted by ALL participating departments or programs with the exception of the department name and course number. It is recommended that cross-listed courses have the same number but it is not required.

4. Any and all changes in the description, title, units, etc., of an existing cross-listed course require concurrent agreement and submission of course proposal forms by ALL departments and/or programs involved.

The cross-listing of courses is an established practice which is to be continued. Extreme examples of multiple cross-listing exist, indicating the need for guidelines to be used in the consideration of cross-listing proposals. The guidelines enumerated have been prepared with consideration to the "Recommendations" of the Committee on Educational Policy (3/17/80). The needs and views of the Colleges of Natural and Agricultural Sciences and of Humanities, Arts, and Social Sciences have been solicited and considered.

B. Guidelines for Approval of Cross-Listed Courses:

1. Courses created jointly by faculty from more than one department/program will normally be considered for cross-listing.

2. Courses in which instruction is shared by faculty from more than one department/program will be considered for cross-listing. Sharing is interpreted as co-equal responsibility for content, presentation, and the evaluation of student performance. For the purpose of these guidelines, "Guest" lecturers invited from other departments/programs will not be interpreted as adequate justification of cross-listing proposals.

3. New courses prepared for a department or program by a faculty member (or members) from other departments/programs can be considered for cross-listing.

4. Approval of the course’s instructor(s) by all departments/programs is required at the time cross-listing of a course is proposed.

5. Recognizing the potential occurrence of “COMPELLING” administrative or educational reasons for proposing cross-listing, such proposals can be considered. Such proposals must be strongly justified by those making the proposal. Cross-listing proposals in this category are interpreted as occurring in response to truly exceptional circumstances. Cross-listing for the purpose of cross-disciplinary student "advising" will not be considered.

6. If two or more departments/programs deem the content of a course appropriate for inclusion in their respective curricula, the course will be considered for cross listing. If more than three departments propose cross-listing of a single course, the Committee requests strong justification.
V. **E-Z Courses**

The E-Z course format provides a mechanism whereby many subtopics may be presented under one broad, umbrella topic. The course title covers the broad topic, with the subtitles of lettered segments (E through Z) identifying more specific subject areas. E-Z umbrella courses may be developed within the undergraduate, graduate, and professional school curricula. These offerings may be used to take advantage of the expertise of visiting professors (“one-time only” offerings) and/or to test acceptance of a course topic with an eye to possible formalization of the more popular segments into regularly scheduled courses. Lettered segments within the E-Z umbrella course may be offered at regular or irregular intervals, based upon student and curricular needs. Generally, the letters H and L are not used for segments to alleviate any confusion with Honors courses or Laboratory courses. In addition, W, X, Y, and Z are usually used for Writing Across the Curriculum (WAC) courses which offer full or partial credit for satisfaction of the ENGL 001C requirement. When creating an E-Z course, select the most appropriate of the three formats described below. Course descriptions will appear in the *General Catalog* as shown in the examples.

**E-Z Umbrella Course with Segment Subtitles Listed in Its Description**

This format is recommended when the majority of the segments are frequently offered, segments have a similar design, and segment descriptions are not needed to provide guidance to students as they select courses. [See example on next page.]

Example:

**MUS 080 (E-Z). Private Instruction: Voice, Keyboard, and Strings (1-2) Studio, .5-1 hour; individual practice, 5-10 hours. Prerequisite(s): MUS 001 or equivalent; consent of instructor. Students take a half- or one-hour lesson and practice 5 to 10 hours each week *(see the note regarding fees under the Major Requirements section).* Offered as demand indicates. E. Voice; F. Classical Piano; G. Jazz Piano; I. Harpsichord; J. Carillon; K. Jazz Guitar; L. Electronic Bass Guitar; M. Lute; N. Classical Guitar; O. Viola da gamba; P. Piano Proficiency; Q. Organ; R. Violin; S. Viola; T. Violoncello; U. Double Bass Viol. Normally graded Satisfactory (S) or No Credit (NC), but students may petition for a letter grade on the basis of performance before a jury or at a recital. Segments are repeatable.**

**E-Z Umbrella Course without Segment Subtitles Listed**

This format is recommended when the majority of the segments are infrequently offered.

Example:

**ENGL 142 (E-Z). Cultural Studies (4) Lecture, 3 hours; reading (extra), 3 hours. Prerequisite(s): upper-division standing or consent of instructor. The formal, historical, and theoretical analysis of culture in its broadest sense, including popular literature, the mass media, and/or the interplay between "low" and "high" or peasant and elite cultural forms. Topics may be drawn from any historical field.**

**E-Z Umbrella Course with Segment Subtitles Listed Separately**

This format is recommended when the majority of the segments are frequently offered and segment descriptions are needed to provide guidance to students as they select courses.

Example:

**RLST 128 (E-Z). Topics in the Bible (4) For hours and prerequisites, see segment descriptions. Academic examination of issues relating to the Bible.**

**RLST 128E. Contemporary Views of Jesus (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. An examination of contemporary ways in which Jesus has been understood by academically oriented scholarship. Particular attention is given**
A. **Procedure for Approval of an E-Z Umbrella Course.**

Submission of an E-Z umbrella course proposal must follow the same routing as for any permanent course. The Committee on Courses recommends that the segment subtopics to be offered under an E-Z series be identified at the time of submission of the E-Z umbrella course proposal. Segments are regular courses of instruction. Descriptions and course outlines for new segments must be provided.

B. **Procedure for Approval of an E-Z Umbrella Course with Segment Subtitles Listed in Its Description.**

1. An E-Z umbrella course with segment subtitles in its description must follow the same routing as for any permanent course. The course proposal should be for the E-Z umbrella number [i.e., FREN 177 (E-Z)]. The “Catalog Description” should consist of the umbrella description followed by the segment letters and subtitles [in alphabetical order]. The “Justification” for the umbrella should contain the segment descriptions. An outline or syllabus for each segment must be included in the course proposal. The “Closing Notes” section of the course proposal should indicate which segments are being added.

2. New segment letters and subtitles may be added to an existing E-Z series by submission of a course proposal for the umbrella and number. The “Catalog Description” should consist of the umbrella description followed by the existing and proposed segment letters and subtitles. A description of each new segment should be included in the “Justification” and a course outline for each new segment must be included in the course proposal.

Exception: If the segment is to be offered “one time only” it should be submitted on a separate course proposal. That is, a proposal should be submitted for the E-Z umbrella number with the segment letter (i.e., HIST 111E).

3. A stronger prerequisite than what is stated in the umbrella may be required for a new segment. The specific prerequisite(s) and the segment letter it applies to should be added to the prerequisite(s) for the umbrella.

4. If an academic unit wishes to change or delete a segment letter and subtitle, a course proposal for the umbrella number must be submitted. The “Catalog Description” should consist of the umbrella description followed by the existing segment letters and subtitles [in alphabetical order]. Proposed changes in segment letter(s) and subtitle(s) should be included. Segment letters and subtitles to be deleted should be removed. The “Closing Notes” section of the course proposal should indicate which segments are being changed and/or which segments are being deleted. An explanation for the changes/deletions should be provided in the “Justification.” If the segment change affects the segment description, a new description should be included in the “Justification” and a course outline must be included in the course proposal.

C. **Procedure for Approval of an E-Z Umbrella Course without Segment Subtitles Listed in Its Description.**

1. An E-Z umbrella course without segment subtitles in its description must follow the same routing as for any permanent course. The course proposal should be for the E-Z umbrella number and title [i.e., FREN 177 (E-Z)]. The “Catalog Description” should consist of the umbrella description.

   a. Academic units may choose to establish a segment whose subtitle is not listed in the description of its umbrella course. The complete description of such a segment may or may not be listed in the General Catalog at the unit's option. However, if the description of one segment of an umbrella is listed in the General Catalog, the descriptions of all other segments of that umbrella must also be listed. "One-time only" segments will be considered as "not for catalog listing."

   b. Academic units may establish segments of this type by submitting a course proposal for the E-Z umbrella number with the segment letter (i.e., HIST 111E). These course proposals must follow the same routing as for any permanent course. The "Catalog Description" would be the segment description and a course outline must be included in the course proposal.

   c. Unit requirements are approved at the time the E-Z umbrella is approved. When a segment with unit specifications differing from the umbrella is submitted for approval, a change in the existing umbrella should be submitted at the same time to show the variable units.

   d. Existing segments not listed in the catalog can be scheduled for presentation in any quarter.

   e. When an academic unit chooses to change or to delete an existing segment, a course proposal for the E-Z Umbrella with the segment letter (i.e., HIST 111E) should be submitted. The proposal must follow the same routing as for any permanent undergraduate or graduate course being changed or deleted.

   f. A course proposal for a segment must include the applicable restrictions, special grading, and cross-listing notations from its umbrella course proposal. If restrictions, special grading or cross-listing notations are added, deleted or changed on the umbrella course proposal, course proposals reflecting these changes must be submitted concurrently for the umbrella's segment.

D. Segment Lettering and Titles.

   It is important that letters and subtitles for E-Z segments be assigned carefully and consistently. A student may not receive credit for the same segment unless otherwise indicated in the course description. A student may receive credit for repeating the umbrella course if the segment letter and subtitle is different. Duplication of content by different segments within a series is to be avoided. If an activity within an E-Z umbrella course necessitates reuse of alphabet letters, a minimum of three years should elapse before a letter is reused to designate a different segment subtopic.

VI. Special Studies (90-190) and Directed Studies (290) Courses:

A. Special Studies Courses (90 and 190).

   The sole purpose of undergraduate Special Studies courses (90 and 190) is to provide students with a means for meeting special curricular requirements or problems on an individual basis and for variable units.

   Registration in all special studies courses must be approved by the chair of the department/program concerned, based upon a written proposal submitted to the chair. (SR 546)

B. Directed Studies Courses (290).
The sole purpose of graduate Directed Studies courses (290) is to provide students with a means of conducting individual, supervised research or for studying special topics on an individual basis and for variable units.

Registration in all directed studies courses must be approved, in the form of a written petition, by the instructor and the department chair or graduate advisor. The petition must be filed with the office of the Dean of the Graduate Division. (GR 1.5.10)

VII. Internships:

The internship experience has become an increasingly important component in the academic training of our students. Internships differ from Special Studies (90 and 190) by the involvement of a non-departmental sponsor (generally off campus) in addition to the faculty member/student relationship.

Riverside Division Regulation R1.9 adopted in December 1976 states: “A maximum of 16 units of credit may be obtained through internship courses, with a maximum of 12 units of internship scheduled in a single quarter. Internship course credit is given for academic work related to the experience of the internship, not for the work experience alone.”

Guidelines: The following internship guidelines were also adopted:

1. An academic internship is defined as an educational experience in which the student works under the direct supervision of someone other than a faculty member, normally in an agency/firm/institution outside the campus, with a faculty supervisor ultimately responsible for assigning and evaluating academic work done for course credit in relationship to the experience. Under no circumstances will credit be given for the internship experience alone.

2. Each department wishing to sponsor internships will have a designated ladder faculty member or lecturer who is responsible for seeing that a common standard is applied to all internships and that these guidelines are adhered to in all instances.

3. The course number 198 is required for internships: 198I is suggested for individual internships and 198G for group internships. The course number 298 is required for those internships considered by the department to be “graduate”: 298I is suggested for individual internships and 298G for group internships. These graduate internships will normally carry credit toward a graduate degree. The course number 398 will be required for those internships considered by the department to be “professional”: 398I is suggested for individual internships and 398G for group internships. These professional internships will carry academic credit but will not count toward a degree.

4. For individual and group internships, the student and designated faculty member will submit on an appropriate form a clear-written statement of purpose, field experience content, and academic content of the proposed internship. The proposal must be approved by the chair of the department or program in which the internship is offered.

5. The essential criterion for one unit credit is one hour of academic work plus two or more hours of internship per week. Internship courses should normally be listed as 1-12 units, repeatable to a maximum of 16. The normal expectation is that each local internship will not count for more than 4 or 5 units in a single quarter, larger numbers of units being reserved for quarter-away types of situations.

VIII. X-100 and X-200 Courses in University Extension:
In order to facilitate its review of course proposals in University Extension in the X-100 (undergraduate) and X-200 (graduate) series, the Committee on Courses requires from the chairs of departments and programs a brief statement, accompanying the proposal form, vouching for the validity of the course proposal and its acceptability for majors in their respective departments.

IX. Summer Session Courses:

Any course listed in the General Catalog may be offered in Summer Session. No additional approval is required for these courses to be offered in Summer Session. New or experimental courses, modifications of catalog courses, and any other instruction not previously approved, which is proposed by a department/program for presentation in Summer Session must follow the normal Academic Senate procedures for course approval. If a course will be offered in Summer Session only, add the following statement to the end of the course description: Offered in summer only.

X. Continuity of Course Offerings:

Unless otherwise specified, a course that has been approved by the Committee on Courses may be offered in any quarter. However, if any course has not been offered by a department for four consecutive years the Committee on Courses may request that it be deleted. (See Riverside Division Bylaw 8.10.4.) This policy is intended to ensure that the General Catalog will accurately reflect the departments' regular course offerings and to encourage departments to examine carefully the justification for retaining infrequently offered courses on the basis of the departments' curricular objectives and resources. Courses offered only on an intermittent basis should be considered for inclusion in an appropriate E-Z series.

XI. Policy Statement for Courses that Have Not Been Offered for Four Consecutive Years:

Periodically, the Committee on Courses will send lists of courses that have not been offered during the previous four years and eight years to departments. For courses that have not been offered in four years, the departments should either prepare deletion proposals or advise the Committee on Courses that they intend to offer the course(s) during the upcoming year. For courses that have not been offered in eight or more years, the departments should prepare deletion proposals. A course can be reinstated after deletion by submission of a course proposal for restoration.

XII. “One-Time Only” Courses

Special courses to be taught by visiting instructors or courses that are planned as a single offering should be submitted as “one-time only.” Check the “To be offered once only:” box and fill in the Quarter and year it will be offered. These courses then will be automatically deleted upon completion without additional paperwork.

XIII. Use of Films in Academic Courses:

Courses centering on films should include regular lectures and discussion comprising at least half of the course content. Substantial reading lists, term papers, etc., should be required in addition to screening films. Suggestions on information to be included with the course form can be found in the memo of June 20, 1984, from the Committee on Courses to Department/Program Chairs.

XIV. Courses Containing Experiments Using Recombinant DNA:

Undergraduate and graduate course proposals which contain experiments using recombinant DNA technology must have the experiments approved and certified by the UCR Institutional Biosafety Committee (IBC). The Committee on Courses will not approve such course proposals if the use of recombinant DNA has not been certified.
It is the instructor’s responsibility to complete and forward the “Biological Use Authorization (BUA)” form to the Compliance Officer of the IBC, Office of Research. A copy of the approved registration form should be attached to the course proposal form when it is submitted to the Committee on Courses. If the course changes and the use of DNA is substantially changed, the instructor should submit a written notification to the Compliance Officer of the IBC, Office of Research. A copy of the approved notification should be attached to the change in course proposal form when it is submitted.

XV. Requests For Approval Of Associate Instructors (Associates-In) and of Teaching Fellows

Normally an Associate-in will conduct the entire instruction of a lower division course or for a subgroup of students in a lower division course. An Associate-in may not give an upper division or graduate course or course section except with the approval of the campus Committee on Courses of Instruction. (SR 750)

Academic Personnel Manual 410-20b. states “Subject to the general supervision of a faculty member . . . , a Teaching Fellow should be competent to provide the entire instruction of a lower division course to a group of students, and normally should be given such assignments. Assignment to conduct instruction in an upper division or graduate course or section may not be made except with the approval of the Committee on Courses of Instruction (Regulation of the Academic Senate, 750).”

A request for approval of an Associate-in or teaching fellow to teach an upper division course or graduate course (Teaching Fellow only) should be sent to the Committee on Courses through the college/school dean (who endorses the request) in accordance with published deadlines. The Committee on Courses is under no obligation to consider requests for approval beyond published deadlines.

The request should contain:

- A justification for the necessity of hiring an Associate-In to teach the particular course in question.
- The candidate’s complete curriculum vitae (CV); the standard University Biography Form for Academic Personnel (U1501) may be submitted, but departments are urged to work with the candidate to develop a professional CV for submission.
- A summary statement of the individual’s qualifications regarding both knowledge of the field and preparation for classroom presentations.
- Copies of teaching evaluations for all lower or upper division course(s) the candidate has recently taught.
- The candidate’s graduate transcript, including the current GPA.
- Name(s) of faculty who will monitor course presentation quality. For first time appointments, departments are urged to ensure that monitoring is close and direct.

In cases where the Associate-in is to teach a cross-listed course, a memo of agreement from the relevant department(s) should accompany the request.

XVI. Appendices
SR 760 states: "The value of a course in units shall be reckoned at the rate of one unit for three hours' work per week per term on the part of the student, or the equivalent."

The General Rules and Policies Governing Courses of Instruction state that hours per week per unit of credit may not be less than, but may exceed, those listed in the following guidelines:

- **One unit** for each hour per week of lecture, seminar, discussion, workshop, colloquium, or consultation.
- **One unit** for each three hours per week of laboratory, practicum, field work, screening, internship, clinic, thesis, tutorial . . . .
- **One unit** for three hours of outside reading or other preparation each week is expected for individual study, research, extra reading, term paper, etc.

The hours referenced in this box are shaded in the examples below. These hours are listed on the course proposal.

### EXAMPLE 1

<table>
<thead>
<tr>
<th>Activity</th>
<th>Units</th>
<th>Total Required Hours 3 hours per unit or 3 x units</th>
<th>Distribution of Required Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group Hours*</td>
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<td>contact with instructor or TA</td>
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<td>3</td>
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<tr>
<td>Laboratory</td>
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<td>3</td>
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</table>

### EXAMPLE 2

<table>
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<th>Units</th>
<th>Total Required Hours 3 hours per unit or 3 x units</th>
<th>Distribution of Required Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group Hours*</td>
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</tr>
<tr>
<td>Discussion</td>
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<td>3</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
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### EXAMPLE 3

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<th>Units</th>
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<th>Distribution of Required Hours</th>
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</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td>Group Hours*</td>
</tr>
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<td></td>
<td>contact with instructor or TA</td>
</tr>
<tr>
<td>Workshop</td>
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<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Extra Reading</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4</td>
<td>12</td>
<td>3</td>
</tr>
</tbody>
</table>

*Usually a class or a consultation.
TO: DEPARTMENT/PROGRAM CHAIRS
FR: COMMITTEE ON COURSES
RE: UNIT DISTRIBUTION AND COURSE APPROVAL FORMS

PLEASE DISTRIBUTE TO ALL FACULTY

Recent course forms filed with the Committee on Courses have been unclear about unit distribution. Recently, a number of the proposed courses presented for consideration by the Committee on Courses have not established the academic rigor associated with 4 unit courses. To ensure that academic quality is maintained on our campus, it is critical that course credits accurately reflect the anticipated student work load. This memorandum is designed to explain these requirements. It is sometimes repetitive in its efforts to clear up any ambiguities; please be patient with it.

Lecture, Seminar, Consultation, and Discussion

In general, 1 hour of lecture, seminar, consultation, or discussion is equivalent to one unit of credit. It is understood that a minimum of 2 hours of outside reading or other work is expected for each hour of lecture, seminar, consultation, or discussion. We are well aware that it is often hard to tell exactly how long reading that supports lecture materials will take, and that some students will work faster than others. However, faculty should have a realistic estimate of the time commitment associated with assigned readings and the readings assigned for lectures should be in alignment with course credit expectations.

The attachment of a current course syllabus is critical for the Committee on Courses to fairly evaluate lecture, seminar, consultation, discussion, and other hours. If consultation hours are proposed, the mechanism for implementing and monitoring this educational activity must be explicitly stated and justified.

Laboratory

Three hours of laboratory work is equivalent to one unit of credit. It is understood that students may need to spend significant additional time in preparation for laboratory or to report laboratory findings.

Outside Reading, Extra Reading, Outside Research, Individual Study, Reading, and “Other hours”

One credit is given for 3 hours per week of outside research, extra reading, etc. These categories indicate that reading materials or research efforts exceed the reading required to support lectures ( 2 hrs./1 hr. lecture). The use of these educational activities must be clearly justified to the Committee on Courses.

Typical 4-unit course outlines include :
(a) 3 hr. lecture (including approximately 6 hours of reading) and 3 hr. laboratory per week = 4 units
(b) 3 hr. lecture (including approximately 6 hours of reading) and 3 hr. extra reading per week = 4 units

NOTE THAT THIS DOES NOT MEAN FOUR CREDITS FOR THREE HOURS OF LECTURE AND THREE HOURS OF READING, ETC., FOR A TOTAL OF (3 + 3 = 6) SIX HOURS OF WORK PER WEEK.

IT MEANS FOUR CREDITS FOR THREE HOURS OF LECTURE OR SEMINAR PLUS TWO HOURS OF OUTSIDE PREPARATION FOR EACH OF THOSE HOURS, PLUS THREE HOURS OF EXTRA OR ADDITIONAL READING OR OTHER WORK, FOR A TOTAL OF (3 + 6 + 3 = 12) TWELVE HOURS OF WORK PER WEEK.

OFTEN, NEITHER COURSE PROPOSAL NOR THE COURSE SYLLABUS MAKES IT CLEAR HOW THE WORK DONE FOR UNITS ASSIGNED AS "EXTRA READING", "TERM PAPER", OR "OUTSIDE RESEARCH" REPRESENT WORK THAT IS OVER AND ABOVE THE READING OR WORK THAT IS NORMALLY EXPECTED TO BE DONE OUTSIDE OF CLASS.

IN ORDER TO OBTAIN COURSES COMMITTEE APPROVAL AT FOUR UNITS, SOME INDICATION OF THE DIFFERENCE BETWEEN THE SIX HOURS OF READING OR OTHER WORK ORDINARILY ASSOCIATED WITH THE THREE HOURS OF LECTURE, AND THE THREE HOURS OF EXTRA READING, ETC. MUST APPEAR ON THE SYLLABUS OR IN A WRITTEN EXPLANATION ABOUT THE COURSE. It must be indicated that those extra hours are evaluated in some way distinct from the 'regular' six hours expected in connection with the lecture hours.

WE RECOGNIZE THAT COURSE SYLLABI ARE WRITTEN TO COMMUNICATE INFORMATION ABOUT THE CLASS TO STUDENTS AND ARE NOT SPECIFICALLY INTENDED TO PROVIDE ANSWERS TO THE ABOVE QUESTIONS FOR THE COMMITTEE ON COURSES. THEREFORE, ADDITIONAL INFORMATION IS WELCOME, EITHER IN THE FORM OF A MEMO, OR IN THE JUSTIFICATION SECTION OF THE COURSE FORM, TO ASSIST US IN THE EVALUATION OF UNIT DISTRIBUTION.

THE BASIC INFORMATION IS SUMMARIZED BELOW:

*** THE NORM FOR LECTURE, SEMINAR, CONSULTATION, AND DISCUSSION HOURS IS THAT ONE UNIT OF CREDIT IS ASSIGNED FOR EACH HOUR OF INSTRUCTION.

EXAMPLE: THREE UNITS ARE ASSIGNED TO A CLASS THAT MEETS 2 HOURS PER WEEK FOR LECTURE AND ONE HOUR OF DISCUSSION.

*** APPROXIMATELY TWO HOURS OF OUTSIDE READING OR OTHER WORK IS EXPECTED FOR EACH HOUR THE CLASS MEETS PER WEEK.

EXAMPLE: A CLASS THAT MEETS 2 HOURS PER WEEK FOR LECTURE AND ONE HOUR OF DISCUSSION requires 6 hours of outside work per week.
*** OTHER WORK, SUCH AS LABORATORY WORK, FIELD WORK, OUTSIDE READING, INDEPENDENT STUDY, TERM PAPER, OR RESEARCH, IS USUALLY COUNTED AT THE RATE OF ONE CREDIT FOR THREE HOURS OF SUCH WORK.

EXAMPLE: A TERM PAPER ASSIGNED IN ADDITION TO THE TWO HOURS PER UNIT WORK NORMALLY EXPECTED SHOULD REQUIRE 3 HOURS PER WEEK THROUGHOUT THE QUARTER TO COMPLETE THE ASSIGNMENT.

We are well aware that it is often hard to tell exactly how long assignments will take, and that some people will work faster than others. Our point here is that THE WORK REQUIRED OF STUDENTS FOR A 4 UNIT COURSE SHOULD REFLECT THE CAMPUS EXPECTATION FOR 4 UNITS OF CREDIT, I.E., THERE SHOULD BE DIFFERENCES BETWEEN WHAT IS ASSIGNED IN 3 AND 4 UNIT COURSES.

******* FOR THE REASONS NOTED ABOVE, A COURSE SYLLABUS SHOULD ACCOMPANY ALL PROPOSALS FOR NEW COURSES AS WELL AS CHANGE FORMS FOR COURSES THAT INVOLVE A REALLOCATION OF UNITS, MAJOR CHANGES TO CONTENT OR NEW INSTRUCTORS.

The Committee on Courses encourages all faculty with questions about the Course Forms and course requirements to clarify all issues prior to submission of a course form. This will ensure a rapid approval of the proposed course through the Committee on Courses and other campus committees.

Faculty and staff should start with the Committee on Courses’ “Course Guidelines”.

Cc: Registrar/Assistant Registrar/Catalog Editor/Courses Coordinator
    Deans, Colleges/Schools/Graduate Division
    Chairs, Executive Committees
    Chairs, Committee on Educational Policy/Graduate Council
    Administrative Assistants & Graduate/Undergraduate Secretaries
APPENDIX 2 - GRADING

DEFAULT GRADING TYPES

<table>
<thead>
<tr>
<th>Undergraduate Courses (001-199)</th>
<th>The default grading type is Letter Grade or petition for Satisfactory/No Credit (S/NC).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate and Professional Courses (200-499)</td>
<td>The default grading type is Letter Grade only.</td>
</tr>
</tbody>
</table>

When the grading type is the default, do not add a grading statement in CRAMS except to indicate that the course is graded In Progress (IP). Example:

*Graded In Progress (IP) until HIST 100A and HIST 100B are completed, at which time a final grade is assigned.*

When the grading type is not the default, add a grading statement in CRAMS.

Enter grading types in the Grading Type field. Enter grading statements in the Standard Grading Statement field, or if you need to create your own grading statement, in the Other Grading Statement field. Note: Grading statements are added automatically by CRAMS at the end of the course description in the General Catalog.

<table>
<thead>
<tr>
<th>GRADING TYPES (shaded below) and their STANDARD GRADING STATEMENTS (in italics below)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Grade or petition for Satisfactory/No Credit (S/NC)</strong></td>
</tr>
<tr>
<td>Undergraduate Courses</td>
</tr>
<tr>
<td>This is the default grading type for undergraduate courses, so no statement is needed.</td>
</tr>
<tr>
<td>Graduate Courses</td>
</tr>
<tr>
<td><em>May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Letter Grade or Satisfactory/No Credit (S/NC); no petition required</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who submit a term paper receive a letter grade; other students receive a Satisfactory (S) or No Credit (NC) grade.</td>
</tr>
<tr>
<td>Students who present a seminar receive a letter grade; other students receive a Satisfactory (S) or No Credit (NC) grade.</td>
</tr>
<tr>
<td>Students who present a seminar or submit a term paper receive a letter grade; other students receive a Satisfactory (S) or No Credit (NC) grade.</td>
</tr>
<tr>
<td><em>May be taken Satisfactory (S) or No Credit (NC) by students advanced to candidacy for the Ph.D.</em></td>
</tr>
<tr>
<td><em>Normally graded Satisfactory (S) or No Credit (NC), but students may petition the instructor for a letter grade on the basis of assigned extra work or examination</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Letter Grade only</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Courses</td>
</tr>
<tr>
<td><em>Satisfactory (S) or No Credit (NC) grading is not available.</em></td>
</tr>
<tr>
<td>Graduate and Professional Courses</td>
</tr>
<tr>
<td>This is the default grading type for graduate and professional courses, so no statement is needed.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Satisfactory/No Credit (S/NC) only</strong></th>
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</thead>
<tbody>
<tr>
<td><em>Graded Satisfactory (S) or No Credit (NC).</em></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Other</strong></th>
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<tbody>
<tr>
<td>This grading type is no longer used.</td>
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3/3/09
APPENDIX 3 - Request for Extension of Course Proposal Submission Deadline

**Course Number:**

**Course Title:**

**Effective Quarter and Year:**

<table>
<thead>
<tr>
<th>Course Action (check all that apply):</th>
<th>___ New</th>
<th>___ Change</th>
<th>___ Restoration</th>
<th>___ Deletion</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>___ Course Number</td>
<td>___ Title</td>
<td>___ Cross-listing</td>
<td>___ Credit Statement (e.g., Credit is awarded for only one of BIOL 003 or BIOL 005A)</td>
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</tbody>
</table>

If the course is being deleted or its Course Number, Title, Units, Cross-listing, or Credit Statement is being changed, please request reports from your course proposal preparer before completing the fields in this box.

List other courses affected by course proposal:

List programs (e.g., degrees, minors) affected by course proposal:

**Course proposal needs approval before the following:**

- ___ Schedule of Classes is published
- ___ Summer Sessions Catalog is published
- ___ First day of enrollment
- ___ First day of instruction
- ___ Agenda deadline for the next Riverside Division Academic Senate meeting
- ___ General Catalog is published

**Request extension of deadline to (date):**

Reason regular deadline was (or will be) missed:

<table>
<thead>
<tr>
<th>Chair of Department/Program:</th>
<th>Date:</th>
</tr>
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<tbody>
<tr>
<td>Submitted By:</td>
<td>Date:</td>
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<tr>
<th>Reviewed by Courses Specialist:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Comments:</td>
<td>Date:</td>
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</tbody>
</table>

- ___ Approved (___ with conditions in Comments field above)  ___ Denied

<table>
<thead>
<tr>
<th>Committee on Courses Chair:</th>
<th>Date:</th>
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</thead>
</table>

**Instructions:** Complete the form and save as a Word Document. Submit this request as an attachment to an e-mail addressed to lucy.deltoro@ucr.edu and marla.booth@ucr.edu

7/24/09