To be adopted:

PROPOSAL TO ENACT A DIVISIONAL REGULATION IN VARIANCE WITH
STATEWIDE REGULATION 810(A)

Proposed:

It is proposed that UCR Extension students utilizing the XRC (concurrent enrollment) prefix to enroll in regular session UCR courses receive grade points as well as unit credit, should they continue in or be subsequently admitted or readmitted to regular student status.

This proposal to have concurrent Extension courses carry grade point credit is at variance with Statewide Academic Senate Regulation SR 810(A) and will require approval by the UCR Academic Senate and the statewide Assembly of the Academic Senate for a Divisional variance to be issued. SR 810.(A) reads:

810. (A) In the curricula leading to the degrees A.B. and B.S. and in postgraduate programs leading to certificates or to recommendations for teachers' credentials, all lower division and "100" series upper division courses with the credit designation "XB," "XL," "XR," "XSF," "XSB," "XD," etc., shall be accepted for unit and subject credit for all requirements of departments, schools, and colleges, as well as for general University requirements, if the corresponding regular course on the corresponding University campus is normally so accepted; lower division and "100" series upper division courses with the credit designation of only "X" shall be accepted in fulfillment of unit requirements on all campuses.... The suitability of "X" courses for fulfilling subject requirements will be determined by the usual procedures governing evaluation of credits gained at other acceptable institutions. (See SR 790.) Grade points for courses taken in University Extension are not counted towards fulfilling requirements for the degree.

Justification

Concurrent enrollment is the procedure by which individuals not (or not yet) admitted to regular student status are able to take the regularly scheduled courses offered by UCR departments, schools and colleges and staffed by regular UCR faculty. Because these students have not been formally admitted to UCR, these courses carry an "XRC" designation rather than the usual UCR number. Students' enrollment in these regular
campus courses is called "concurrent enrollment" and is administered by University Extension. SR 810(A) prescribes granting unit credit but not grade points for University Extension courses.

This proposal does not refer to other courses offered and staffed by University Extension as part of its continuing or professional education programs.

UCR Extension reports that 218 students enrolled concurrently in 384 courses in Fall 1998. Most (74) are attempting to meet a UCR prerequisite or demonstrate their abilities preparatory to applying to UCR regular graduate, undergraduate or credential programs. 38 concurrently enrolled students were working on degrees at other institutions taking UCRX courses not offered at their home institutions. 44 students enrolled currently for reasons of self-interest or personal enrichment. A small group (39) is attempting to be reinstated to UCR following academic dismissal.

The proposal to give grade point credit for concurrent enrollment courses is justified on grounds of logic, consistency, and advantage both to the campus and to prospective students:

1. Concurrent enrollment students attend the same class meetings and complete the same course requirements as regularly enrolled students in the course. They are graded on the same basis and, from the instructor's point of view, they are usually indistinguishable from the regular students in the classroom. Concurrent enrollment students thus meet precisely the same course standards as formally admitted students who receive grade point credit for the course.

Granting grade points would be consistent with current analogous practices. UCR grants grade points to courses transferred from other UC campuses. It grants grade points earned in the UCR Summer Session (also administered by University Extension). It grants grade points for courses transferred in from other UC Summer Sessions. The principle seems to be that grade points can be earned and transferred in to UCR for courses taught by UC faculty. It would appear that courses taught by our own UCR faculty deserve no less standing.

A similar request for the variance to this Academic Senate Regulation has been granted to UCLA since 1992.

2. The proposal does not create a new procedure to circumvent regular student status or provide a part-time "back door" to regular enrollment status. A substantial proportion of our undergraduates already enter UCR as juniors, having transferred from other four year or community colleges. These students, along with students entering UCR with concurrent enrollment units and grade points under the present proposal would still meet all programmatic and residence requirements.

There would be no financial or other incentive to substitute the proposed procedure for the more traditional student trajectory. A full-time quarterly load of concurrently enrolled
courses would be more expensive than payment of regular fees. Thus it would be inexpedient for a student to try to build a degree program using concurrent enrollment.

3. Concurrently enrolled students are able to matriculate in courses only on a "space-available" basis, when regular student enrollments have left vacant places. Permitting grade point credit for courses transferred in from concurrent enrollment status would therefore have no adverse impact on regularly enrolled students.

5. From the institution's and regular students' points of view, the proposed change offers some positive features for students and the campus. The enhanced status of concurrent enrollment classes would provide a recruiting incentive for prospective students seeking admission to meet admissions requirements, deficiencies or other prerequisites. Previously dismissed students and prospective new students taking courses under concurrent enrollment would have added incentive to excel, knowing that the grade points they earned would eventually "count."

Approved by the Committee on University Extension: 1/28/99
Approved by the Committee on Educational Policy: 2/25/99
Approved by the Committee on Courses: 3/3/99
Approved by the CHASS Executive Committee: 3/10/99
Approved by the Graduate Council: 3/23/99
Approved by the AGSM Executive Committee: 4/2/99
Approved by the School of Education Executive Committee: 4/7/99
Approved by the College of Engineering Executive Committee: 5/6/99
Approved by the CNAS Executive Committee: 5/25/99
Endorsed by the Advisory Committee: 5/25/99