



Executive Council

April 13, 2020

TO: Randolph C. Head, Chair
Committee on Courses

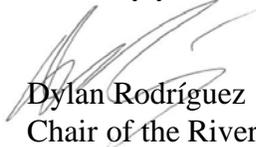
FROM: Dylan Rodríguez
Division Chair

RE: Proposed Modification of Process for Associate Instructor (Associate In) Requests for Instruction of Upper Division and Graduate and Professional Level Courses (Spring 2020 only)

During its April 13, 2020 meeting, Executive Council voted in lieu of the Division to approve the subject proposed temporary modifications to the *Committee on Courses, University of California – Riverside, General Rules and Policies Governing Courses of Instruction (Revised May 29, 2018)* for Spring Quarter 2020.

Executive Council requests that the Committee on Courses communicates this temporary modification to school and college Executive Committees, Deans, Departments, Programs, and other relevant personnel. Please copy me and Executive Director Cherysa Cortez on the transmittal.

Sincerely yours,



Dylan Rodríguez
Chair of the Riverside Division

Attachments

April 3, 2020 Committee on Courses request

Committee on Courses, University of California – Riverside, General Rules and Policies Governing Courses of Instruction (Revised May 29, 2018)



April 3, 2020

To: Dylan Rodríguez, Chair
Riverside Division

From: Randolph C. Head, Chair 
Committee on Courses

Re: Proposed Modification of Process for Associate Instructor (Associate In) Requests
For Instruction of Upper Division and Graduate and Professional Level Courses
(Spring 2020 only)

The Committee on Courses proposes to temporarily modify the process for Associate In Requests for the instruction of Upper Division, Graduate and Professional level courses that is found in the [Committee's General Rules and Policies Governing Courses of Instruction](#). This modification would be valid for emergency proposals for the Spring 2020 quarter only, resulting from COVID-19 contingencies.

The Committee proposes that emergency appointment files no longer require the candidate's graduate transcript, including GPA, and standard University Bio-bibliography form. The following items will be required for a complete request:

- An e-mail or memo from the Chair or program director that includes:
 - Justification for the necessity of hiring an Associate In to teach the particular course in question.
 - A summary statement of the individual's qualifications regarding both knowledge of the field and preparation for classroom presentations.
 - 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.
- The candidate's complete curriculum vitae (CV).
- Copies of teaching evaluations for all lower or upper division course(s) the candidate has taught within 3 years.

cc: Cherysa Cortez, Director, Academic Senate

COMMITTEE ON COURSES
UNIVERSITY OF CALIFORNIA - RIVERSIDE
GENERAL RULES AND POLICIES GOVERNING
COURSES OF INSTRUCTION
(Revised May 29, 2018)

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 System (CRS). Once the course proposal is correctly submitted via CRS 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

1. 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
2. Registrar's Office reviews
3. College Executive Committee(s) approve, if applicable

4. 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 on the Committee's webpage. 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.
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 600-699.³

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 _____
192	Junior Seminar (1-4)
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)

¹ Universitywide Manual of the Academic Senate.

² Riverside uses a slight variation from SR 740 in those courses assigned numbers 190-199.

³ 500-699 courses are not in common use in Riverside.

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)
 298I Internship, Individual (1-12, repeatable to 16)
 299 Research for the Thesis or Dissertation (1-12)

PROFESSIONAL COURSES⁴

- 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.⁵ 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. 10-16.

5. S: The letter "S" is used to designate a "special course" which means there is a parallel course that has additional workload and credit as well as an additional activity as the non-S course. An "S" course will also affect the other's course credit statement. However, not all courses with an "S" suffix are special courses; E-Z courses may have "S" segments.
6. 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.
 - a. Letter W indicates a standard WAC course
 - b. Letter X indicates either a lower or upper division course that is both a WAC and Honors course.
 - c. Letter Y indicates a standard WAC course for half (1/2) credit.
 - d. Letter Z indicates either lower or upper division courses that are both half WAC and Honors.
7. 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.
8. 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 System (CRS).

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 30 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.⁶ 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.

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

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.

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. For purposes of fulfilling prerequisites for other courses and for issues of overlap with other courses, Honors courses and corresponding non-Honors courses are equivalent on fulfillment of prerequisites and course overlap.

Should a department wish to restrict enrollment in a course because pedagogically the course requires students to be in a certain major or class level, this restriction must be added to the course prerequisite statement. A restriction allows all seats within a course to be held for students who meet a specific criterion; students who do not meet a course restriction will be prevented from enrolling. Course restrictions may be based on a student's class, college, career level, or major. Some restriction examples include but are not limited to: courses restricted to freshmen or sophomore students only; courses that are restricted to a specific major, such as, Ethnic Studies or Computer Science majors only. Any restriction 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, requires 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.

Departments that wish to enforce priority enrollment, that is, holding seats for a select student population for enrollment management purposes, must include a priority enrollment statement to the course proposal. Priority enrollment is approved for a three-year limited duration and will require a new course proposal submission subject to review and approval to continue beyond the three-year period further details of review below). Additions of prerequisites are strongly discouraged unless there is an academic reason for adding the prerequisite. Therefore, a justification for a prerequisite should not simply state that it is for enrollment management purposes or to create priority for students within the major. Any priority enrollment 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 priority enrollment, these additional majors and /or minors must be added to the priority enrollment request. If a course is cross-listed it is expected that all departments within the cross-listing will have access to the course within the priority enrollment request. Requests to deviate from this must be strongly justified to include demonstrating how students who have the course in their degree requirements will be impacted.
- b. Taking into consideration the findings in item a, the department should consider carefully what is the most appropriate form of priority enrollment that will provide access for its students while not unduly limiting access to other students with demonstrated need to take the course. This justification needs to include data (i.e. enrollment history in the course to include majors/class level of students; projections for future need of the course for students requiring course to graduate, or other department factors) that substantiates the need to implement priority enrollment and how the department feels priority enrollment will positively impact the circumstance it is intended to mitigate.
- c. When implementing approved priority enrollment in the Student Information System, quota controls/reserved seating should be utilized in consultation with the Registrar's Office for assistance. General population students (students who do not meet priority enrollment criteria) should be given access to a portion of seats when at all possible.
- d. Approval for continuation after the three-year period will be based on a comprehensive review of data and narrative submitted by the department with the course proposal. The objective during this review is for the department to 1) demonstrate the positive impact the priority enrollment had on the major students,

therefore, meeting the goals of instituting priority enrollment, 2) document the continued need for the priority enrollment with key illustration that the issue still persists and 3) how the department has served the general population during the three year period of the priority enrollment.

Needs for data to support this process can be requested at <http://www.data-request.ucr.edu/> and will be supplied by the Registrar's Office.

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:** Indicate the grading basis for the course. If the course has special grading, 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 that must be Letter Grade only 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), except for Honors courses that must be Letter Grade Only.

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 CRS.

7. Students may repeat courses for credit if the course allows repeatability under the specific circumstances laid out in this section.

Undergraduate Repeatability

A. Certain categories of undergraduate courses are normally repeatable for credit, and will routinely be approved as repeatable at a department's request. The repeatability may be unlimited, or may be limited to a specific number of units. In proposing or modifying a course in this category, departments should briefly explain the hours of repeatability that it is requesting, if more than 4 units are possible. These categories include:

1. Independent study
2. Internship
3. Research courses

B. Other types of courses may be approved as repeatable in one of two ways:

1. Repeatability may be requested up to a specified number of units as course content changes. The Committee on Courses recommends using the word "Topics" in the course title of any proposal to create such a course; if the word "Topics" is not used, other language in the course title and/or description should indicate that a range of possible topics is covered and that the course is repeatable. For such courses, each iteration of the course receives a subtitle that represents the changing topic of study. Course subtitles do not need to be approved individually by the Committee on Courses; instead, the department informs the Registrar of the course subtitle during planning for a particular quarter's course offerings.

If a department requests that a course be repeatable as content changes, it should explain in the justification for

repeatability why and how course content is expected to change over time. For planning purposes, if subtitles are expected to repeat less often than once every four years, a Topics course with subtitles is appropriate.

2. Repeatability may be requested with a limit for a specific number of units, even if course content does not explicitly change and no subtitles will be used. Requests for this form of repeatability will require detailed justification that explains why the work performed will not be duplicative. Courses in this category should not normally have the word “Topics” in their title.

NOTES

- If a department expects a specific set of topics to be repeated regularly under a general umbrella, a “Topics” course with an E-Z sequence should be created instead of a “Topics” course that is repeatable as content changes (See E-Z Courses). For planning purposes, if most segments are expected to repeat at least once every four years, E-Z segments are appropriate.
- Many E-Z course sequences have the word “Topics” in the title of the umbrella course (See: “Topics courses” and “E-Z courses”). However, using “Topics” in the title does not mean that individual EZ segments are repeatable. Only if a specific segment is approved as repeatable as content changes, or as repeatable to a specific number of units (as described above) is such an E-Z segment repeatable.
- Taking different segments in an EZ sequence never constitutes repetition.

Graduate course repeatability

Any graduate course may be made repeatable for credit, with appropriate justification. For example, in courses such as seminars and colloquia, the material covered varies each time the course is offered, or for each student taking the course. Departments must indicate whether a graduate course is repeatable when proposing or modifying a course, and provide the maximum units of credit that a student can earn from the course. Such courses do not normally, and should not have the word “Topics” in their title.

When their curricular needs make it desirable, departments may also request that graduate courses be repeatable only as content changes. In this case, they should consider creating a course with “Topics” in its title and repeatable as content changes (following the guidelines above under Undergraduate Repeatability).

Departments may also create EZ sequences of courses that cover different topics under a single umbrella. This is particularly suitable when the different topics are expected to be repeated on a regular basis. Taking different segments of an EZ sequence never constitutes repetition.

8. Topics Courses

Courses with the word “Topics” in their title have been used in various ways in the past. In order to clarify the nature of such courses to students, the Committee on Courses recommends the following standardization of Topics courses. These guidelines will be applied to new courses, unless a department provides a careful explanation for variations in the use or non-use of the word “Topics” in courses in the respective categories. The Committee also urges departments revising courses in these categories to also adjust the course title to reflect these policies

A. Topics courses that constitute EZ sequences

The EZ course format provides a mechanism that allows multiple subtopics to be represented under one broad umbrella topic. (See EZ Courses). Such courses often contain the word “Topics” in the umbrella course title and description.

The use of EZ Topics sequences is appropriate when the majority of segments are regularly offered. A good rule of thumb is that most segments will be repeated at least once every four years.

- B. **Topics courses with subtitles, which may be repeatable as content and subtitle changes**
 A course that uses Topics in the course title may use subtitles to convey the specific material covered each time such a course is offered. When such a course is offered, the department assigns each-course section with a subtitle that more precisely describes the specific content involved, and which also appears on students' transcripts. Putting the word "Topics" in the course title helps make students aware that the specific content varies each time the course is offered. Subtitles are not reviewed by the Committee on Courses, but are rather assigned when the department communicates them to the Registrar's office during course planning for a particular quarter.

Topics courses with subtitles allow faculty to explore diverse topics relating to a single larger theme without having to propose a new course each time the material changes. Such courses may also be used to take advantage of the expertise of a visiting professor, or for other "one-time" offerings. Topics courses with subtitles may be designated as 'repeatable as content changes' at a department's request. The 'repeatable as content changes' option also allows a single course number to cover varying offerings whose content is related to the main course title and description, but which are sufficiently different that students may earn credit for more than one iteration (See Repeatability).

If topics are expected to repeat regularly more often than once every four years, the department should consider creating an EZ sequence instead.

NOTE:

Some repeatable graduate courses currently in the catalog (December 2017) are labelled as "Topics" courses, but do not currently require subtitles. The Committee on Courses urges departments to add subtitles and to adjust repeatability statements (if necessary) for such courses when such courses come up for review or modification. Adding subtitles allows student transcripts to become more informative to future employers or universities, and avoids uncertainty about what material the course covered.

9. **Cross-listed Courses:** List any cross-listed (identical) courses in the appropriate section.
10. **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 or course sections 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 syllabus must be prepared. The activities, unit justification, and evaluation methods may 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. For additional information on proposals of courses or sections involving online delivery, refer to the appendix, "Guidelines for Remote Learning Courses."
- 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:

<u>If You Are:</u>	<u>Order a Program Search From:</u>	<u>Order a Course Search From:</u>
Deleting the course	Academic Senate Office	Registrar's Office
Renumbering the course	Academic Senate Office	Registrar's Office
Changing the Title	Academic Senate Office	
Changing the Units	Academic Senate Office	
Changing the Cross-listing	Academic Senate Office	Registrar's Office
Changing the Credit Statement		Registrar's Office
Changing prerequisite to include a limitation on enrollment to majors and/or minors	Academic Senate Office	

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 CRS. If requesting an enrollment restriction to majors and/or minors, use the program search to determine which extra departmental major/minor programs may be affected, and consult with the affected departments, reporting on this in the justification in your request. The Course Search report lists courses that are affected by courses, either in their prerequisite or description. List all courses in this section that are determined to be affected. For Honors courses and Non-honors

courses a course search is necessary, but submittal of affected courses are not necessary (Honor and Non-Honors courses are considered equivalent on fulfillment of prerequisites and course overlap).

- 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. 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 CRS 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.
7. When deleting multiple cross-listed A,B,C series, all deletions shall have the "Last Effective" term date of the first affected course to avoid any possible confusion in catalog printing.

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.]

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 lower-division English course (other than composition) 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 to the question of sources and of the methods used to identify those parts of the preserved tradition that are attributed to Jesus himself.

RLST 128F. Biblical Fictions (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): RLST 010; upper-division standing or consent of instructor. Examines artistic rewritings of biblical narratives from antiquity to the present (ancient Jewish and Christian novels, medieval plays and stories, modern films and novels) to explore the intersections of religion, culture, and society.

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.
2. Procedure for Approval of an Individual Segment Whose Subtitle Is Not Listed in the Description of Its Umbrella.
 - 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/pro-gram 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

APPENDIX 1A

MINIMUM HOURS PER WEEK PER UNIT

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

Activity	Units	Total Required Hours 3 hours per unit or 3 x units	Distribution of Required Hours	
			Group Hours* contact with instructor or TA	Individual Hours no contact with instructor or TA
Lecture	3	9	3	6
Laboratory	1	3	3	
TOTAL	4	12	6	6

EXAMPLE 2

Activity	Units	Total Required Hours 3 hours per unit or 3 x units	Distribution of Required Hours	
			Group Hours* contact with instructor or TA	Individual Hours no contact with instructor or TA
Seminar	3	9	3	6
Discussion	1	3	1	2
TOTAL	4	12	4	8

EXAMPLE 3

Activity	Units	Total Required Hours 3 hours per unit or 3 x units	Distribution of Required Hours	
			Group Hours* contact with instructor or TA	Individual Hours no contact with instructor or TA
Workshop	3	9	3	6
Extra Reading	1	3		3
TOTAL	4	12	3	9

*Usually a class or a consultation.

APPENDIX 1B

June 6, 1997

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

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.

When the grading type **is the default**, do not add a grading statement in CRS 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 CRS.

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 CRS at the end of the course description in the *General Catalog*.

GRADING TYPES (shaded below) and their *STANDARD GRADING STATEMENTS* (in italics below)

Letter Grade or petition for Satisfactory/No Credit (S/NC)

Undergraduate Courses

This is the default grading type for undergraduate courses, so no statement is needed.

Graduate Courses

May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor

Letter Grade or Satisfactory/No Credit (S/NC); no petition required

Students who submit a term paper receive a letter grade; other students receive a Satisfactory (S) or No Credit (NC) grade.

Students who present a seminar receive a letter grade; other students receive a Satisfactory (S) or No Credit (NC) grade.

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.

May be taken Satisfactory (S) or No Credit (NC) by students advanced to candidacy for the Ph.D.

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

Letter Grade only

Undergraduate Courses

Satisfactory (S) or No Credit (NC) grading is not available.

Graduate and Professional Courses

This is the default grading type for graduate and professional courses, so no statement is needed.

Satisfactory/No Credit (S/NC) only

Graded Satisfactory (S) or No Credit (NC).

Other

This grading type is no longer used.

APPENDIX 3

Request for Extension of Course Proposal Submission Deadline

Course Number:

Course Title:

Effective Quarter and Year:

Course Action (check all that apply):

- New Change Deletion
 Course Number
 Title
 Cross-listing
 Restoration

Credit Statement (e.g., Credit is awarded for only one of BIOL 003 or BIOL 005A)

Other

If the course is being deleted or its Course Number, Title, Units, Cross-listing, or Credit Statement is being changed, or you are adding a priority enrollment statement; 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:

Chair of Department/Program:

Date:

Submitted By:

Date:

Reviewed by Courses Specialist:

Date:

Comments:

Approved (with conditions in Comments field above)

Denied

Committee on Courses Chair:

Date:

Instructions: Complete the form and save as a Word Document. Submit this request as an attachment to an e-mail addressed to mmiller@ucr.edu and beth.beatty@ucr.edu

APPENDIX 4

GUIDELINES FOR REMOTE LEARNING COURSES

(Updated February 23, 2016)

Preamble

It is the Committee on Educational Policy's interest to insure that courses with a significant remote learning (RL) component are reviewed fairly and consistently by the Senate; accordingly the Committee on Educational Policy (CEP) developed the guidelines below in collaboration with the Committee on Courses and Graduate Council. Either CEP or the Committee on Courses may modify or eliminate some of these guidelines as familiarity with remote learning (RL) courses develops and as best practices in the structure and delivery of RL courses are determined and generally adopted; it is to be expected that such modifications will be adopted after a consultation between these two committees in order to insure consistency. These guidelines are not offered as possible changes in the regulations or committee charges.

In considering RL courses the CEP has assumed that once the Senate through the Committee on Courses has approved a course, it has passed the necessary scrutiny to insure that the expected quality of instruction will be delivered. For the same reason, any instructor approved to give such a course is assumed to have the necessary expertise and should be given all the freedom to modify his/her methods of instruction. Based on this the CEP believes that RL courses should not be associated with a particular instructor, nor with particular choices of software or hardware. In addition, the Committee considers that the repeat policy should apply to courses with equivalent syllabi independently of their being traditional or RL.

This document does not deal with some thorny issues surrounding RL courses, such as revenue sharing and intellectual property. This is not done with the intention to minimize these important concerns, but because they lie well outside the scope of both the Committee on Courses and the CEP.

Guidelines for the approval of Remote Learning courses

Definition

A course shall be labeled remote-learning (RL) if face-to-face contact with an instructor represents less than 1/3 of the total hours of required work per week¹.

Though this will be the general definition of RL courses, both CEP and the Committee on Courses recognize that there may be cases where this will be inappropriate; the ultimate determination of whether a course is to be considered RL will be made by the Committee on Courses, and may be at variance with the above definition..

SR 760 associates one unit for 3 hours of work per week per term. It is understood, however, 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. The general definition implies that a course with N units will be an RL course if it has fewer than N face-to-face contact hours/week. For example, a 4-unit course for which the total amount of face-to-face lecture plus discussion plus seminar plus workshop plus laboratory time is less than 4 hours/week, *would* be an RL course. It is presumed (and verified in the course proposal during the Committee on Courses review) that all additional required contacts between students and instructor(s) occur remotely. The guidelines below are intended, in part, to insure that this type of contacts will allow students to interact with the instructors.

Catalog Description

Courses with standard and RL offerings are considered equivalent. Courses proposals with RL as a possibly delivery mode should include a sample course syllabus for RL delivery in lieu of or in addition to a syllabus for traditional delivery and should include the appropriate requests for repeatability. Courses, such as many lab courses, where physical interaction is an important aspect of the course, are presumptively not equivalent if offered in a RL format. Departments wishing treat RL and traditional delivery courses as non-equivalent are advised to number the courses uniquely and to use the overlap statement to prevent credit being given for both delivery formats

All RL catalog course entries should include

- A broad description of the blend of traditional and online activities for the course
- Whenever pertinent, a note indicating that some specialized hardware and/or software might be required, referring the students to the course syllabus for specific descriptions

Approval

All RL courses require separate approval **of the RL syllabus** by the Committee on Courses even if there is an approved traditional course with the same **course content**.

In considering approval of RL course proposals, the Committee on Courses shall be primarily focused on whether or not the RL course will provide quality of education at the level required by UC. The Committee shall be mindful that the goal of such courses is to provide access to more qualified students; neither possible reduction of graduation time, nor revenue advantages, shall be of relevance in the approval process.

¹ This definition parallels the one used at UC Berkeley.

Given the absence of generally-accepted best practices for remote instruction, the Committee on Courses may opt to initially approve a course **or syllabus with the RL format** only for a defined period of time, with a favorable review required before granting unrestricted approval. The Committee on Courses may require RL course proposals to provide details not required of traditional courses.

Any substantial modification in the delivery or evaluation methods in an RL course should require separate approval by the Committee on Courses even if the content matter is left unaltered.

When RL courses are proposed in degree programs that are subject to accreditation by external agencies (such as the ABET accreditation for Engineering programs), it is the responsibility of the department/program to insure that the external agency will accept the RL courses in the accreditation process

Evaluation

In consultation with the college executive committees, the CEP and Committee on Courses will modify the course evaluation form to include items specific to RL courses. These committees will review and update this form every 5 years or earlier if needed.

No RL course is to be associated with a specific instructor. Nor will they be associated with particular software and hardware needed for their implementation; instructors should be free to replace one type of software/hardware with another form offering to offering as they see fit. Any substantial revision of the evaluation method, however, will require a separate approval by the Committee on Courses

Suggested Guidelines to the Committee on Courses

The following provide a list of points that the Committee on Courses may want to consider when evaluating RL course proposals. Not all points are relevant in all cases and additional ones might be raised for specific instances.

All RL course proposals should

- Conform to the standard schedules of 10-week offerings during the academic year, or 10/5/3/ week for the Summer session; the Committee on Courses can consider alternative scenarios under exceptional circumstances on a case-by-case basis. Any proposal to allow students to take evaluations at different times during the term must also include workable plans to maintain the integrity of the evaluations (see also next bullet).
- Provide a clear description of the evaluation methods including the measures aimed at preventing student dishonesty (especially if online examinations are proposed). In addition, electronic assessment tools must be designed/chosen to insure sufficient variation in the evaluation instruments from offering-to-offering so that the availability of tests from previous offering does not compromise future evaluations.
- Guarantee student access to the instructor in charge of the course. Access to the instructor cannot be delegated to any sort of assistant. The course description should include the frequency, duration and manner of such contact hours. Similarly the number and manner of TA contact hours should be included in the course description.
- Make all reasonable accommodations to insure course access for students with disabilities.
- Rely on generally available hardware since requiring cutting-edge technology will disadvantage some students.

- Insure that all relevant material available to students residing at or near UCR is also available to all RL students; this includes library material available electronically.
- Insure that all software issues (availability, licensing, etc.) should be resolved prior to the beginning of the term.
- Specify all software and hardware requirements, and the manner in which course-specific items can be obtained. This information should be included in the syllabus
- Describe the technical support available to students on and off campus. This should include the option of dial-in support and not be restricted to online support (so as not to disadvantage students whose computer is non functional). This information should be included in the syllabus.
- Insure that all TAs are trained in the software and hardware to be used in the course.
- Have a built-in mechanism for assessing learning outcomes. Assessment should measure the effectiveness of learning in a course, should be used to guide improvement in the course, and, when a comparable regular course is taught in parallel, may enable comparison of the relative effectiveness of the RL and the regular course.

In addition:

Courses with a laboratory component require special attention. If the laboratory requires physical components², the simplest solution is to decouple the laboratory into a separate course that is taught on-site. Budget constraints, however, might force a choice between an on-line laboratory and no laboratory at all; such situations must be treated on a case- by-case basis weighing the advantages and problems of the proposal.

Teaching assistants should not be limited to RL courses but should also gain experience by serving in regular courses. A TA must alternate serving in an RL course with serving in two regular offerings *except* in cases where the TA requests to be assigned to RL courses more frequently.