University of California Divisional Senate Requirements for Course Approvals: Traditional and Online

Background

This document lists individual UC Campus approval procedures for traditional and online courses, as collected by the systemwide Academic Senate and the Office of the President, as of July, 2011. We expect that campuses will refine their procedures and we will attempt to keep this document up to date.

The goal of this document is to provide a single resource for through which campus Senate committees can compare practices, particularly as procedures affecting online courses evolve.

UC Berkeley

ONLINE EDUCATION INITATIVE

RESPONSES FROM COMMITTEES ON COURSES

Many of the courses may be ones already approved. Do they need to be resubmitted on your campus for approval as an online course?

UCB: Yes. Courses for which online activities replace more than 33% of traditional face-to-face contact require approval by submission of a new course approval form, syllabus, and answers to a set of supplementary questions specifically for online courses.

There may be a request for a pre-proposal with some number of proposals selected for a full proposal. When full proposals are then presented, they will likely require some assurance that the course will meet normal course approval criteria. Should local course approval be required prior to submission, which might slow down the submission process, or can a proposal be submitted while local approval is being solicited, which might help facilitate the process?

UCB: Local approval should only be sought for courses that will be taught, not for courses in early stages of development, including online courses. COCI does not wish to be involved in the preproposal stage at Berkeley. Furthermore, we imagine that UCOP has no idea how many full proposals will be received, nor if the number will be limited or managed somehow in the RFP. This situation brings to mind the recent UC Lab Fees Program in which UCOP's invitation generated more than 600 proposals, wasting an enormous amount of faculty time, and creating an unexpected reviewing nightmare and an extremely low success rate for funding. Berkeley's COCI does not wish to review courses for which the probability of funding would be small. As it usually takes only a few weeks to a month to approve a new course at Berkeley, it makes more sense for us to review a course after we have been assured that the proposed course has reached a stage of development where, in principle at least, it could be offered in the near future. We note that the approval process for online courses at Berkeley is well established, that it differs little from the approval process for a face-to-face course except for a set of supplementary questions related to online pedagogy, and that the primary criteria for approval are pedagogical outcomes. This is of course different from online degrees which involve a more complex review process.

How should the process of course approval for pilot courses be done so that it will not unduly create unnecessary work for local courses committees but assures both timely approval and appropriate review?

UCB: We do not view it as extra or unnecessary work to review courses that will be taught. A well developed course should have no problems meeting the review criteria or the schedule for review at Berkeley.

Is there any information that should be included in the RFP related to course approval? This might include either general issues or ones specific to your campus.

UCB: On average, Berkeley COCI reviews 320 new course proposals each year. If the UCOP online RFP is going to change this number significantly, then advance planning for the increased load will be necessary. Otherwise, there are no special requirements that need to be considered. At Berkeley, a set of supplementary questions are asked of proposals for courses in which more than 33% of contact time is online. We are in the process of updating these

supplementary questions from 2006, but for now they can be viewed and accessed at http://academicsenate.
berkeley.edu/committees/coci/OnlineCourseQuestions.doc. Examples of such questions might be included in an RFP.

Additional Feedback

UCB: More generally, we would like to provide some feedback from our committee on the wording of the request from UCEP Chair Williams and the premise of the pilot project itself, based on preliminary airings of ideas being discussed by Dan Greenstein of UCOP and Dean Chris Edley of Berkeley.

• "*Online undergraduate education is …(potentially)…a vital part of what UC must become for the new century*"?
Research to date shows that it is debatable whether fully online or remote courses have desirable pedagogical outcomes and are financially viable and sustainable relative to traditional face-to-face courses or a "blended" hybrid of the two, particularly for a research university. While the pilot project in principle purports to be just that – a pilot to determine whether or not it makes sense for UC to make a concerted effort to make more courses available completely online – much of the wording here and elsewhere suggests that offering much of a UC undergraduate education online is something that must happen, that it is inevitable, that this will and should happen, and that doing so will save money and maintain or extend access. We are skeptical. Indeed, the title of the project "Making online undergraduate education work at UC" itself invites two negative interpretations: first, that our current online courses don't work, which is insulting to faculty who have already developed and are teaching online courses at Berkeley, and, second, that UCOP is going to try to force a square peg (fully online education) into a round hole (our current system of education). We urge that open and rigorous academic and financial accounting be part of any RFP. A convincing model – one that includes evidence-based evaluations demonstrating that new online approaches appropriate for UC will improve student outcomes and reduce costs – will likely be embraced by faculty. A weak model will invite attacks from some faculty (which in its most extreme may include demanding a moratorium on local approval of any new 100% online courses) and will fail to engage other faculty who might otherwise have been persuaded to contribute to the success of the pilot.

• *Financial viability and sustainability?*
Several research universities have invested millions of dollars in undergraduate online education courses or programs (e.g., U Illinois, Columbia) that have turned out to be financially unsustainable. While their aims had largely been revenue generation for extension-type courses, the lessons that they are not revenue generating and could not capture students' interest are still important for UCOP's apparent goals, which appear to be based on the premise that online courses will somehow increase the efficiency and decrease the cost of teaching. We view it as imperative that the RFP explain the short and long-term financial model that would accomplish this so that faculty/departments who propose have a clear notion of the commitment required for their preparations to be cost-effective and pedagogically successful and that they understand the range of models that failed in other contexts. The pilot RFP will need to be especially persuasive with respect to finances, since many faculty are of the belief that UCOP is incorrigibly wasteful.

• *Increasing Access*?

Whether or not such online courses will increase access is questionable and, further, arguably depends on how "access" is defined. First, if access is defined as allowing students who cannot live on or near a UC campus due to, e.g., family obligations, then online UC courses may help them. Second, if access is defined as continuing to allow all of the 12.5% of California high school graduates to be enrolled in a UC who wish to do so, then that depends on both state support and believing the premise that online courses will somehow provide an efficiency of scale in that more students can be educated for less money. Again, we are not convinced of that model, as noted in the bullet above. Third, if "access" is defined as maintaining access to a UC education for more socioeconomically disadvantaged Californians, then online courses at least as currently imagined may be a poor substitute for traditional face-to-face courses. For example, it is well-established that academically well-prepared students with well-established study skills do well in "correspondence" or "self-paced" courses, in ways somewhat analogous to fully online courses today. Some committee members are concerned that students who are less well-prepared academically will be exactly the students who are most likely to fail fully online courses. Indeed, faculty at UC Berkeley teaching online courses for the first time the past several years were asked to report their findings to COCI comparing their courses offered online during the summer versus the traditional course offered during the academic year. In each case, they found that a larger percentage of students received D's and F's in the online course than in the traditional course. This difference may be due to it being more difficult to detect which students need intervention from instructors and teaching assistants, lack of help from other students, or lack of local resources such as tutors, student service centers, or advisors on campus. We are concerned that this may disproportionately affect students from less advantaged backgrounds and/or high schools. We are also concerned that an increased failure rate negates the hypothetical cost advantage, since students who fail obviously need to retake the course or take another course.

• *'Online but Equal'*?

Finally, we question the scale of intended online offerings. Some online presence, either entire courses or "blended" courses, may enhance a UC education. Still, there can be too much of a good thing. We doubt that a full degree based on an online set of courses would provide an equivalent educational outcome to that of the traditional face-to-face approach, or to a blend of online and on-site activities within the set of courses leading to individual degrees. Although the pilot project mentioned in this request for feedback suggests its purpose is only to raise money and then release an RFP to develop a few fully online courses to see what works and what doesn't, it is no secret that the ultimate goal, at least a few months ago, was to admit students to an online degree program or an online "campus" within the next year and a half. We hope this fantastical idea has been scaled down to something more realistic – both a more reasonable time frame to develop some courses and a more reasonable time frame to evaluate their strengths and their shortcomings – before plunging ahead with what this committee thinks is not inevitable at all: that a significant amount of undergraduate coursework or even a UC undergraduate degree could be completed online. Rather, we think that fully online courses are likely to remain an interesting option for UC students, but as a niche of convenience; they will not be money makers, and we think they are unlikely to be money or space savers since ultimately we're limited by people and the cost of people, not space. And if we're simply going to hire cheaper instructors to teach the online courses that UC faculty develop, how is that different from UC faculty writing a textbook that is used by other colleges? It is difficult to conceive how an online degree will be equivalent to one in which students were in residence for most of their courses, even if blended with many online activities. Thus, we think that "online but equal" is going to join "separate but equal" as an educational failure.

In light of this, we would like to suggest that more effort be put into thinking creatively about (and raising money for) how to "blend" high tech into face-to-face courses in ways that will save money, improve efficiency, and increase student learning and satisfaction. We think such an approach will be much more fruitful and yield better outcomes than pursuing "online but equal."

Dates:

In general, course approval forms submitted to the Office of the Registrar will be reviewed by COCI within one month. All course approval forms should be submitted to the Office of the Registrar no later than one month before the end of the semester (Fall or Spring) preceding the semester in which the course is to be offered. During high volume periods (e.g., *Schedule of Classes* and *Catalog* publication deadlines), COCI strongly recommends submission of course approval forms in advance of the one-month timeline.

The Committee will not consider a request for approval of a new course or change to an existing course after the start of the semester in which the course is being offered.

Location:

Course approval and cross-listed course forms and all attachments such as syllabi should always be sent directly to Dorothy Jones in the Records Division, Office of the Registrar (OR), 124 Sproul, # 5404. Send two copies of the form (only one copy of the supporting material is necessary). OR staff enter the data from the course approval forms into the COURSE system, providing an initial quality control check and adding information to each course that is relevant for student records. OR checks for and follows up on incomplete or improperly documented forms. The courses are then forwarded (both the paper forms and online) to COCI staff and the COCI subcommittees for in-depth review and to the full Committee for consideration.

If you send a course approval form directly to the Academic Senate office, it will delay the processing of the course while the forms are mailed to the Registrar's Office. Properly documented forms, supported by a complete package of information, will speed the data entry and review process.

 Instructions:

The following must be documented on the course approval form:
- Course number
- Course title
- Abbreviated transcript title
- Unit value
- Instructional format
- Contact hours
- Duration of course
- Prerequisites
- Estimated total number of required hours of student work per week
- Restrictions
- Department chair or dean's signature
- A proposal for final examination

Syllabus should include the following:
- Outline of the topics to be covered in the course (a week-by-week syllabus or other detailed format which conveys how the course will be presented),
- A reading list or a summary of the sort of works to be used,
- A list of course requirements (e.g., papers, quizzes, exams),
- The relative weight of each requirement toward the final grade (e.g., two ten-page papers, 20% each; two quizzes, 10% each; final exam, 40%).

Online courses:

Background
COCI working groups, in 2002 and 2004, considered the issue of online instruction, the broader issues involved, and how to reflect online instruction in instructional formats. The groups focused on "hybrid" courses, in which "technologically mediated activities" subsume online instruction and participation in computer-based activities in a lab setting—as opposed to face-to-face interaction between instructors and students. In Spring 2006, COCI further considered the issues and took action to implement the recommendations of the working groups.

Criteria for Review
Face-to-face time vs. Web time
COCI established a threshold at which departments must justify substitutions of face-to-face contact with the instructor with web-based or technologically mediated work. Any course in which face-to-face contact with an instructor represents less than one-third of the total hours of required work per week must justify the substitutions by answering a list of questions, and the course should be designated as having a web-based instructional format. This standard is based on Senate Regulation 760, which states that the value of a course in units shall be reckoned at the rate of one unit for three hours' work per week per term. This means that, essentially, for a three-unit course in which students and instructor do not meet in person for three hours per week (one-third of the total work hours required), and technologically mediated (web-based) activities substitute for this meeting time, special justification would be required.

Final Exams
If the instructor does not wish to conduct a final exam in accordance with SR 772, the instructor must follow procedures for final exams as outlined in section 2.1.3. Instructors will need to coordinate with the Office of Scheduling to offer a final exam if a regular classroom has not been assigned for the semester.

Supplementary Questions
Instructors proposing courses in which face-to-face contact is proposed for less than one-third of the total work hours must answer supplementary questions to assess whether the course will preserve student-instructor interaction and not decrease student accountability or otherwise negatively affect learning. In addition to replying to these questions, instructors should carefully consider how much time they expect a typical student will need to work each week to complete requirements for the course, taking into account changed formats, in setting the required estimate of student work. SR 760 applies for web-based courses.
When submitting a course approval form for a new web-based course or a web-based version of an existing course, the instructor must submit answers to the following questions for COCI's review. The list of questions is also available here: Supplemental Questions.

Overview questions:
- What modes of instruction will be used, particularly those specific to technologically-mediated instruction (e.g., webcast lectures, moderated discussion lists, synchronous or asynchronous web-based discussion sections, email, chat rooms)?
- What specific pedagogical advantages and disadvantages will the technologically-mediated format offer?
- How will this way of delivering the course change modes of learning (e.g., auditory or tactile) and affect learning experiences? If this course has a corresponding face-to-face version, please compare the two and explain the differences.
- Is specific technical or pedagogical expertise (on the part of the student or instructor) necessary for this course? If so, what? If using GSIs, are there needs or plans for specialized training to enable them to work successfully in an online environment to elicit/follow/stimulate discussion?
- What specific technical support does the department have available for instructors and students? What plans are there for malfunction, disruption, or unavailability of technical support?
- How many students are expected to take this course? If there is a face-to-face equivalent on campus, please indicate the semester(s) taught and typical enrollment(s) and whether the face-to-face version will continue to be taught after development of an online version.
- Is there a specific problem or set of problems that online delivery is intended to address (e.g., increasing access, relieving impacted courses, reducing costs)? If so, please explain.
- Will this course satisfy major/degree requirements? If so, are there face-to-face courses that meet the same requirements? Will both the face-to-face and online options be treated the same when determining if students have met these requirements? If not, please explain.
- Have you considered how this course will relate to other courses, both online and face-to-face, that your department may offer, or that may be offered by other departments? For example, will this course serve as a prerequisite for other courses? Please explain.

Course Mechanics and Logistics Questions:
- What is the nature of instructor involvement in the proposed alternative mode of instruction? What are the means by which the instructor will foster learning, and how will the instructor be available for consultation?
- In the case of distance learning courses offered collaboratively between campuses, what are the specific responsibilities of instructors on this campus? How will coordination be maintained between campuses, and who will be responsible on this campus for consultation with students?
- How will student progress be monitored? Describe graded activities mediated through technology and how materials will be handled to verify student identities and to ensure that students only receive credit for their own work.
- What are the plans for evaluating student learning outcomes, both at the end of the term and as students move through subsequent courses in a sequence of courses or curricula?
- How will course material that is archival in nature (e.g., recorded webcasts, voiceover slides) be updated for future offerings? Can it be easily moved to other platforms or adopted by other instructors?
- COCI will be reviewing approved online courses after 4 years, consistent with the recommendations in the Berkeley Division's Final Report of the Online Graduate Degree Working Group (which can be found at http://academic-senate.berkeley.edu/sites/default/files/recommendations-

reports/final_report_online_graduate_degrees_working_group.pdf) and COCI's current practice of seeking input from the instructors of new online courses on their teaching experiences—a practice which has been in place since COCI's first provisional approval of online courses in 2003. If you believe your proposed course would benefit from review before the 4-year mark, what is the alternative time-scale for review that you would prefer and the reasoning behind it?

Instructional Formats

In Spring 2006 COCI endorsed two new instructional formats, which have been available for scheduling beginning Fall 2006. The formats are defined as follows:

WBL: Web-Based Lecture. Courses in which web-based or technologically mediated activities replace standard lectures. This includes courses ranging from fully-integrated online courses with interactive text, graphics, and/or executable programs, online student access to the instructors, and measures to assure compliance with copyright laws; to hybrids in which lectures are technologically mediated (by broadcast or webcast, for example) while other activities and access to instructors may not be mediated by technology. Grades may be based in part on electronically submitted materials such as homework, research papers, and participation. Required final examinations must be administered in a classroom setting unless an exception is granted, in accordance with COCI procedures.

WBD: Web-Based Discussion: Courses in which web-based or technologically mediated activities replace standard discussion sections. Web-Based Discussions may use such modes of instruction as online discussion groups, chat rooms, blogs, and the like. Students may have online access to instructors through these and other means such as email office hours. Measures must be taken to ensure student privacy and civility in these activities. Grades will normally be based on material submitted electronically, such as homework, research papers, and participation.

W Prefix

As of spring 2011, a prefix of W will be used for fully and predominantly online courses, as determined by COCI on a course-by-course basis. The Catalog listings for online courses will also include the explanatory phrase "This course is web-based." at the end of the course description.

UC Davis

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June 21, 2011

BRENDA ABRAMS
Universitywide Academic Senate

RE: Davis Division Course Approval Policy

Dear Brenda,

The Committee on Courses of Instruction (COCI) current policy is attached. There was some clarification in the "Expanded Course Description" section; which clarified the unit allocation and justification of courses. See the "Expanded Course Description" section. Other than that, all policies remain the same. COCI may be looking to revise and clarify some of the policies during the upcoming academic year (2011-2012). Please let me know if I can be of further assistance.

Thank you,

EDWIN M. AREVALO
ASSISTANT DIRECTOR, ACDEMIC SENATE OFFICE

Attachments:
Current COCI Policy & Link: http://academicsenate.ucdavis.edu/committee_cci_policies.cfm

CC:
Executive Director, Gina Anderson
COCI Chair, Dr. Marcel Holyoak
COCI File

Committee on Courses of Instruction
Policies and Procedures

Outlined below are policies and procedures developed by the Davis Division of the Academic Senate Committee on Courses of Instruction pertaining to the development, modification, and cancellation of courses offered by departments and other academic units on campus. In considering course requests, each College Committee on Courses as well as the Senate Committee will be guided by the policies described below, recognizing, however, that unusual circumstances may justify exceptions.

I.   GENERAL PROCEDURES
   A.   The Regents have delegated to the Academic Senate responsibility for authorization and supervision of courses of instruction (Standing Order of The Regents 105.2-b); in accordance with this delegation, the Davis Division Committee on Courses must approve all courses or changes in courses offered on the Davis campus, including University Extension courses yielding credit, before they may be taught or information regarding them be announced in any University catalog, schedule, or other publication. Approved courses are subject to the Committee's review at any time.
   B.   Departments, divisions, sections, programs, and other units offering courses (hereafter, the simpler term "department" will be used to refer to any of these units) may initiate requests for approval of new courses or changes in existing courses. Requests must be submitted via the Online Course Approval Form.
      1.   An Expanded Course Description must accompany all requests, except for cancellations, internships (numbered 92), directed group study courses (numbered 98 or 198), special or independent study courses (numbered 99 or 199), and teaching assistant practicum courses (numbered 396).
      2.   All electronically approved course forms, including the Expanded Course Description (topical outline, grading procedures, etc.), are available online for evaluation by students, faculty, and public. Thus instructors must carefully edit these forms for spelling and grammatical errors. The Committee strongly encourages instructors to first develop the text material using a modern word processor and then copy (using a control "c" command) and paste (using a control "v" command) parts into the appropriate sections of the form. A form with excessive errors will be returned to the department.
      3.   The Remarks section of the online form is crucial. It should provide a brief rationale for the request, and in the case of change(s) to an existing course, it should summarize the change(s) and explain the reasons for them. In a case in which a package of several related requests is submitted, a "cover letter" consisting of remarks applying to the package as a whole can be placed in the Remarks section of one of the courses, with the Remarks sections of the remaining courses simply referring the reader to that of the first course.

4. Each request is reviewed by the dean and the appropriate agencies of the department's school or college.
5. Following dean's-level approval, graduate course requests are in addition reviewed by the Graduate Council's Subcommittee on Courses.
6. Approved course requests are forwarded to the Senate Committee on Courses of Instruction for final action.

C. The criteria regarding whether a proposal needs Committee approval are as follows:

Changes that require Committee approval include:

1. Prerequisites
2. Course title, number, and unit value
3. Transfer of course from one academic unit to another
4. Catalog description
5. Mode of grading
6. Any change in learning activity (e.g., substitution of term paper for discussion section, use of a virtual discussion section, or substitution of Web notes for lectures) must be approved by the Committee on Courses before it may be listed in the Class Schedule and Room Directory. (Departments should keep this requirement in mind when planning learning activities for new or amended courses.) Courses with the flexible learning activities "extensive writing or discussion" (W-D) or "term paper or discussion" (T-D) do not require special approval when opting for one or the other, but the department should notify the Office of the Registrar of their decision as far as possible in advance of the course.
7. Changes in the course that affect its General Education status

Changes that do **not** require Committee approval:

8. Instructor.
9. Year.
10. Quarter, semester or session.

II. ESTABLISHMENT OF COURSES
A. Level and Emphasis in University Courses
1. A University course should present an integrated body of knowledge, with primary emphasis upon elucidation of principles and theories.
2. Courses of the type normally required for admission to the University and those taught by vocational schools should not be offered for credit. The University does, however, have use for courses in which development of skills and techniques is emphasized for the following reasons:
   a. As a necessary and integral part of professional training accomplished in courses that constitute a recognized professional curriculum.
   b. As a means of learning, analyzing, and criticizing theories and principles.

B. Scope and Organization of Courses (including cross-listing)
1. Without seeking to determine educational policy or infringe upon departmental judgment regarding course content, the Davis Division Committee on Courses of Instruction will employ the following criteria in evaluating course requests:
    a. Each course should have a clear and important place in the department's curriculum, either filling a gap or strengthening the program without duplication or needless overlap.
    b. There should not be a proliferation of courses, nor should course content be so limited, specialized, or narrow in scope that it could be better incorporated into others.
    c. The content of each course should represent a unified and integral body of subject matter.
2. When proposed new courses include material generally recognized as falling within the province of another department, the Committee will consult the related department regarding the proposed course, the instructor, and any undesirable overlap of course with their offerings. Course requests coming to the Committee can avoid delays if a statement outlining the results of consultation on overlap with related departments is included in the Remarks section of the Online Course Approval Form.
3. Requests to cross-list courses will require strong justification, in the Remarks section of the Online Course Approval Form, which shows that cross-listing is preferable to traditional means of simply requiring or recommending a course offered by a specific department, program, or graduate group.

    Any combination of such units may request cross-listing. It must be shown that the course cannot be presented without a significant commitment of resources from each of the cross-listing units. Expanded course descriptions should be reasonably detailed, specifying the obligations of the units involved in the presentation of the course. The specific conditions that must be met for the approval of cross-listing courses are:

    a. Course approval forms must be submitted at the same time by the collaborating units. These proposals must be identical in all respects except for the three-letter identifier (subject) code (and the course number if a common number is not available).
    b. The course proposed for cross-listing must be integral to all of the cross-listing programs.
    c. The course proposed for cross-listing must:
        i. Be regularly taught collaboratively by the units, or
        ii. Be regularly offered by the cross-listing units in alternation, or
        iii. Be offered by an instructor who is a member of all the units that wish to cross-list, or

        iv.   Be regularly supported through a significant commitment of resources

             (e.g., equipment, TAs, staff assistance, etc.) by the cross-listing units.

    d.   Because courses should be designed for a particular level and taught at that level, a course may not be cross-listed at lower division and upper division levels or at undergraduate and graduate levels. (See Senate Regulation 762 or III.C.4 of this document.

    (Please note that B.3. was revised 4/99)

III.   COURSE SPECIFICATIONS

Much of the information required in the Online Course Approval Form will be included in the *General Catalog* listings of approved courses. In preparing the form, departments should adhere to the following standards.

A.   Course Title and Description
1. The course title should be in English and should be brief and explicit.
2. A description of the course of no more than 40 words should be included unless the course title is fully descriptive of the course content.
3. The use of identical titles for courses offered by different departments (excluding honors, tutorials, directed group study, special study, seminar, and research courses discussed in paragraphs III-B-4, 5, 6, 7, 10, and 14 below) should be avoided.
4. If two or more courses offered by one department have identical titles, they must have different descriptions.
5. The preferred course designation and numbering for courses which cover a broad general subject area but have different sections is "Topics in ____" with A, B, C, etc., used to indicate the individual course segments. These section titles should be listed on the course approval form and will appear in the *General Catalog* and on the students' transcripts.

B.   Course Classification and Numbering
1. UC Davis courses are classified and numbered as follows:
   a. Lower division courses are numbered 1-99.
   b. Upper division courses are numbered 100-199.
   c. Graduate courses are numbered 200-299. Courses in the 200 series are designed to help students develop as scholars, researchers, and creative artists, with the potential to create new knowledge in their fields. Courses have a strong foundation in the theory, methods and principles used in research or in the **production of scholarly or creative works**. Courses focus on understanding and assessing the current state of knowledge, on research and creative work, and on methodology, as appropriate considering the nature of the field.

d.   Professional courses for teachers and courses intended for TA training are numbered 300-399. Courses in the 300 series are designed to help students become teachers and educators. Courses address problems and challenges facing educators and focus on methodology in teaching, research on teaching, and current **teaching practices**. Courses may emphasize the development of clear written and verbal communication skills. Courses designed to educate graduate students as teaching assistants should be numbered 390.

e.   Other professional courses (e.g., Law, Medicine) which emphasize material appropriate to a specific professional curriculum are numbered 400-499. Courses in the 400 series are designed to help students become practitioners in their fields. Courses prepare students for critical analysis of problems and the use of theory to solve problems in **professional practice, other than teaching**. Courses may emphasize aspects of the profession such as ethics, presentation skills, and information gathering techniques. Ordinarily, the content of professional courses is guided by requirements imposed by an appropriate extramural accreditation agency.

2.   Any change from upper to lower division (or vice versa) requires a description of the changes in course content which justify the change in numbering. This information must also be provided for proposed changes from graduate to undergraduate (or vice versa).

3.   The suffix "N" should be used when an existing course is being canceled and a course with a different content is to be given its number. When a department believes students will no longer be affected (after a minimum of four years), a full Course Approval Form including the Expanded Course Description should be submitted. Under Remarks, explain that the only change is removal of the "N" suffix.

4.   A laboratory course associated with another course should be identified by an "L" added to its course number (e.g., Biochemistry 101 and 101L). Courses in sequence with "A" and "B" designations should also use the "L" to indicate a parallel laboratory course.

5.   A lower division course which gives an overview of a field of study for nonmajors should be numbered 10. This number should be reserved for this purpose.

6.   Lower division seminar courses should be similarly numbered 90-91 or 93-96. Upper division seminar courses should be numbered 190. If more than one course of this type is offered, the additional numbers 191, 193, 194, 195, and 196 may be used. Lower division seminars consisting of special topics examined in a small group setting are numbered 90X; upper division equivalents are numbered 190X. Undergraduate seminars which function as research group conferences should be numbered 190C. These courses are limited to one unit of credit and are to be graded P/NP only

(no grading variances are permitted). 190C courses may be repeated for credit.

7. Certain variable unit courses for groups of lower and upper division undergraduates are to be numbered 98 or 198, respectively, and given the title "Directed Group Study." These designations are reserved for courses whose content is not specified to any degree from one quarter to another.

8. Lower division individual undergraduate special-study courses are numbered 99 and titled either "Special Study for Undergraduates" or "Independent Study." Similarly, upper division courses are numbered 199 and titled "Special Study for Advanced Undergraduates."

9. A special study course for an honors program should be numbered 194H and titled "Special Study for Honors Students." This type of course is open only to honors students. Additional similar honors courses are to be numbered 195H-196H but each course should have a separate title. A regular course having special requirements for honors students must be identified in the course description and designated by both the regular number and the honors number (e.g., 165, 165H) or be listed as two courses.

10. Internship courses should be numbered 92 or 192. Internships should have a substantial academic component. They are intended to provide students with an in-the-field educational experience as a complement to their traditional academic study.

11. Special variable unit courses in which advanced students may receive credit for tutoring other undergraduate students should be numbered 197T (Tutoring). Tutoring in the community should be numbered 197TC. Students enrolled in 197Ts may not lead required discussion sections, required laboratory sections, required tutoring sections, or any other required activity; nor may they grade papers. Students enrolled in 197Ts may only tutor (i.e., help individual or small groups of students either outside of class or within a laboratory) or lead voluntary discussions or other voluntary activities. (AM. 10/08/03)

12. Graduate seminar courses are numbered 290 and titled "Seminar" when the general subject varies from quarter to quarter. Graduate seminars which function as research group conferences should be numbered 290C, limited to one unit of credit, and graded S/U only (no grading variances are permitted). All 290 courses may be repeated for credit.

13. A seminar in which the area of study is variable but restricted to some broad subsection of the general field should be given a number in the 291-297 range (preferably the lowest one available). The course title should indicate the general limitation in the field of study (e.g., Pomology 291-Seminar in Postharvest Physiology); titles for such courses need not include the words "seminar in."

14. A seminar course which has the same general content each time it is offered should not use "Seminar" in its title. The fact that it is a seminar can be conveyed in the course description.

15. Graduate courses that involve variable-subject group study but are not conducted as seminars should be given the number 298 and the title "Group Study."
16. Special study or research courses for individual graduate students are to be numbered 299 or 299D. Normally, 299D should be reserved for students who have advanced to candidacy and who are involved in dissertation research.
17. Generally, courses 92, 98, 99, 190C, 192, 197T, 197TC, 198, 199, 290, 290C may be repeated for credit when the subject matter differs. All other courses that may be repeated for credit should indicate this in the catalog description.
18. For single lower division auto-tutorial courses, the letters AT should follow the course number, e.g., 15AT; for sequential lower division courses, such as the Spanish 1 series and the Religious Studies 31 series, the following number and letter arrangement must be used: Spanish 1ATA, 1ATB, 1ATC. Because only five characters are provided on the transcript for recording course numbers, the following number and letter arrangement should be adopted for sequential upper division courses: 101AT, 102AT, 103AT.
19. "Teaching Assistant Training Practicum" courses should be numbered 396. Such a course is intended for use by active teaching assistants. It is a variable-unit course, allowing registration for 1 to 4 units. The Prerequisite is graduate standing, and the course is to be graded S/U only. Departments may request the creation of such a course by memo to the Committee on Courses.

C. Credit for Courses
1. Units of credit are assigned to courses based on the "Carnegie rule" which specifies one unit of credit for three hours of work by the student per week. Usually this involves one hour of lecture or discussion led by the instructor and two hours of outside preparation by the student.
   a. Normally two hours of laboratory or studio time (plus an hour of outside preparation) are required for each unit of credit. Proposals for these courses will require assurance in the expanded course descriptions that the Carnegie unit standard is being followed.
   b. If the number of lecture or discussion hours specified in the *General Catalog* is less than the number of units of credit assigned to the course, some form of additional non-classroom work, such as a substantial term paper, is required of the student. Requests for courses with fewer contact hours than the number of units awarded (e.g., a 4-unit course that meets three hours per week) must be accompanied by adequate justification.
   c. Repeating a course for credit: Normally a given course cannot be taken a second time for degree credit. When a course offering is designed to allow for substantial changes in content (typically, these are "topics" courses) it may be repeated for credit. These circumstances should be explained in the Remarks section of the

Online Course Approval Form. The number of times a course may be repeated for credit must be specified in the form in the course description and will be published in the *General Catalog* description.

2. The approved credit range for variable unit courses is as follows:

90X:	1-2 or 1-4	190X:	1-2 or 1-4	199:	1-5
92:	1-15	192:	1-15	297T:	1-5
97T:	1-5	194:	1-5	298	1-5
97TC:	1-5	197T:	1-5	299:	1-12
98:	1-5	197TC:	1-5	299D:	1-12
99:	1-5	198:	1-5	396:	1-4

3. A department may offer more than one section of a group-study course (198 or 298) during a quarter. Unless the course description states otherwise, a student may receive credit for more than one section of a 198 or 298 course in the same quarter.

4. Senate Regulation 762, "Credit in Courses," states, "No student, by merely performing additional work, may receive upper division credit for a lower division course or graduate credit for an undergraduate course. Related courses may share lectures, laboratories or other common content but must have clearly differentiated and unique performance criteria, requirements, and goals." On occasion, it may seem desirable for different but related upper and lower division courses or different but related upper division and graduate courses to share some lectures, laboratories, or other common content. (In no case may an identical course be given credit at both levels.) A request for such an arrangement may be approved by the Committee only if accompanied by strong justification which clearly shows that the courses in question have differential goals and requirements as evidenced by the activities of both the students and the faculty involved.

D. Prerequisites

1. The prerequisites for a course must be approved by the Committee on Courses. The enforcement of prerequisites is the responsibility of the instructor and the department.

        a.   If no prerequisites are stated for a lower division course, it is understood that the course is open to any matriculated student whose standing is appropriate for the course.

        b.   Consent of instructor is an implied prerequisite for any individual study course and need not be listed.

2. The Regulations of the Academic Senate specify that ordinarily the minimum prerequisite for any upper division course is junior standing or completion of at least one lower division course in the same department. Upper division courses may be listed in the *General Catalog* with no stated prerequisite if this minimum prerequisite is sufficient. Ordinarily, it is not necessary to state "Consent of instructor" as a prerequisite.

3. When a two- or three-quarter sequence course is designated by the same number and is shown as a single listing (e.g., Design 160A-160B-160C), each is presumed to be prerequisite to the one that follows unless the contrary is stated. When each course is listed separately (e.g., Economics 100A and Economics 100B), one course is not considered prerequisite to another unless specifically mentioned in the prerequisite list.

E.   Mode of Grading

The Committee may request additional information on grading procedures where nonstandard teaching practices and/or assignments are involved. As options to the usual letter grade system, the following approaches may be used, as appropriate:

1. For undergraduates--P/NP (Passed/Not Passed). Grading in undergraduate variable unit courses shall be on a P/NP only basis unless approval for letter grading in specific cases is requested by the department and given by the Committee. (Note: grading variances are not permitted for 190C.) A proposal to grade a regular course on a P/NP basis only must be approved by the Committee. A letter grade variance for 198 courses may be granted when the certain minimum criteria are met.

2. For graduate students--S/U (Satisfactory/Unsatisfactory). With the consent of the appropriate department or graduate group and approval of the Graduate Council and the Committee on Courses of Instruction, the grades assigned in specific graduate courses may be S/U only. Regulations of the Davis Division also specify that 290C, 299, 299D courses shall be graded S/U only.

3. For the School of Medicine: Satisfactory/Unsatisfactory.

4. Deferred grading: In general, requests for deferred grading will be considered only for sequential courses and only where it is difficult or academically inadvisable to assign grades for each quarter of the sequence. Such courses should carry the designation "deferred grading" in the course description.

F.   Instructor

1. The qualifications required of persons responsible for courses or assisting in them (including readers) are specified in paragraph 750 of the

Academic Senate Regulations. Any exceptions must be approved by the Committee on Courses.

2. A request for course approval may be denied if it does not list the name of a qualified instructor or contain a statement to the effect that the University budget includes a provision for one.

IV.   SUMMER SESSION OFFERINGS

Courses approved for offering during the regular academic year may be offered in a summer session without further approval from the Committee on Courses provided that there are no changes in the course specifications other than an appropriate adjustment of class meeting hours per week or a change of instructor. The number of such a summer session course is the same as for the regular session course, with the addition of the prefix "S."

EXPANDED COURSE DESCRIPTION*

To facilitate the work of the College and Divisional Courses Committees, requests for approval of a new course, restoration of a course, or revisions of an existing course must be accompanied by an Expanded Course Description (for exceptions, see I.B.1 of this Policy and Procedure document). The Expanded Course Description includes at least the following information.

1. SUMMARY OF COURSE CONTENTS: Provide a brief (100-200 word) description or concise outline of the major topics that would generally be covered in this course.

2. ILLUSTRATIVE READING: List the text or a few (2-5) illustrative readings for this course.

3. FINAL EXAMINATION REQUIREMENT: Undergraduate courses generally require a final exam. If there is to be no final exam in an undergraduate course (other than a lab course), provide justification here; otherwise state "Final Exam Required." For additional information on Davis Divisional Regulations (DDR) regarding final exams; see DDR 538 http://academicsenate.ucdavis.edu/cerj/manual/dd_regs.cfm#EXAMINATIONS.

4. JUSTIFICATION OF UNITS: State how this course meets the "Carnegie Rule" requirement of 3 hours of student work per week (30 hours per quarter) for each unit of credit. For example, a 4-unit class must be shown to require 12 hours per week of work (120 hours per quarter).

Students are generally expected to work 2 hours outside of class for each hour of lecture or discussion, justifying 1 unit of credit per hour of lecture/discussion. Alternatively, 1 unit could be justified by 2-3 hours of laboratory (with 0-1 hours of outside preparation); or 1 unit could be justified by 1.5 hours of studio (with 1.5 hours of outside preparation). An additional unit may be assigned for a major term paper, extensive written assignments, or a project requiring 3 additional hours per week outside work cited as 0.0 on the learning activity section of the course approval system (i.e. TMP 0.0).

Examples for a 4-unit class:

- "Student workload is 4 hours of lecture and 8 hours of outside preparation for a total of 12 hours per week."
- "Student workload is 3 hours of lecture, 6 hours of outside preparation, and 3 hours of term paper research and writing for a total of 12 hours per week."
- "Student workload is 6 hours of studio plus 6 hours of outside preparation for a total of 12 hours per week."
- "Student workload is 3 hours of lecture, 2.5 hours of laboratory, and 6.5 hours of outside preparation for a total of 12 hours per week."

See http://icms.ucdavis.edu/docs/LearningActivities.pdf for more examples.

5. POTENTIAL COURSE OVERLAP**:** Overlap with existing courses must be listed and justified, by citing significant differences in prerequisites, emphasis, disciplinary perspective, or depth of coverage. It is helpful to consult with the relevant faculty/department in cases of substantial overlap and to note such consultations here. If no overlap is foreseen, state "none".

Note: Special Study Courses – DDR 535 states, "The content of a special study course shall not duplicate the content of an existing course."

Use the Remarks section in the Online Course Approval Form to explain special grading procedures, discrepancies between course units and contact hours, and other procedural matters.

GENERAL EDUCATION (GE) CERTIFICATION OF A COURSE

Please see the Committee on General Education website (http://academicsenate.ucdavis.edu/committee_ge.cfm) for information on General Education Certification. (Effective until Fall 2011. The new GE regulations will be in effect beginning Fall 2011. Please see http://ge.ucdavis.edu for more information on the new GE regulations). Additional Committee on Courses Policies

1. Topical Breadth and Social-Cultural Diversity GE courses must be at least three units of credit. Writing GE courses may be two units of credit. (Revised 3/27/98)
2. Courses may be either lower or upper division courses and they may have prerequisites.
3. Mode of grading must be letter.

REQUEST FOR APPROVAL OF APPOINTMENT OF ASSOCIATE INSTRUCTORS
TO TEACH UPPER DIVISION CLASSES

Graduate students should be appointed to teach upper division courses (numbered 100-199) as an Associate Instructor-Graduate Students (AI) only as part of their professional development. Such

students in almost all cases will be in the later stages of their PhD program, and have had experience as a Teaching Assistant or equivalent. Graduate students should not, except in exceptional circumstances, be used to teach upper division courses merely to meet staffing shortages. This rule applies to the summer terms as well as the rest of the academic year.

Appointment of Associate Instructors or AI's for upper division courses must first be approved by the Committee on Courses of Instruction. Requests for approval, in line with the statement above, must contain:

1. Certification that the student has advanced to candidacy for the PhD degree (or explanation for why an exception to this requirement is appropriate).
2. Evidence that the student has previous teaching experience (including as a TA), and a summary of student evaluations from this experience.
3. Certification that the student's dissertation advisor, and the chair of the department offering the course, have approved the request.
4. Certification that a faculty member will serve as a mentor to the student, available to provide guidance and feedback.

Except in exceptional circumstances COCI will not approve more than one request for an AI appointment for a student in each year (academic year and summer sessions).

AIs should not be used to solve long-term imbalances between enrollment and staffing.

[Form to Petition to Hire an Associate Instructor](#) (AM. 8/18/08)

GRADING VARIANCES

Undergraduate variable-unit courses are graded on a Passed/Not Passed basis unless a request for a specific variance is received **and approved** by the Committee on Courses of Instruction. Committee approval is also necessary to change the grading of those variable-unit graduate courses that are graded Satisfactory/Unsatisfactory and those that are letter-graded. The Committee will forward approved variances to the Office of the Registrar. Approval is not automatic.

In every request for a grading variance, the instructor must provide the following information:

1. The course number, section, course title, term, and CRN.
2. An explanation of the reason for the request.

For variances from a P/NP or S/U grade to a letter grade the instructor must also provide the following:

3. Assurance that the tests, assignments, papers, and other classwork required of the students are comparable to the work done in regularly scheduled classes.

4. A description of an appropriate basis for determining letter grades, including the relative weights (in percentages) of all graded components..

Requests for grading variances may be made in one of two ways.

A. **Before the class meets.**

Requests must be received by the Committee on Courses before the first class meeting.

In addition to the items mentioned above, the instructor must submit a copy of the course syllabus, in which it is explicitly stated that the mode of grading will be other than that listed in the *General Catalog* and (if the course is listed as P/NP or S/U) that each student will have the option of reinstating the original grading mode in the following way. By the usual P/NP (or S/U) deadline (the 25th day of instruction) the student must take a copy of the syllabus to the Office of the Registrar and file a 'Grading Variance Exception' petition.

B. **After the class has met.**

Requests must be received by the Committee on Courses by the fifteenth day of instruction. In addition to the items mentioned above, a list containing the students' names and signatures must be appended to the request. All students enrolled in the course must indicate (by signature) their agreement with the change in the mode of grading from that stated in the *General Catalog*.

If the course is listed as P/NP or S/U, the agreement must note that each student has the option of reinstating the original grading mode in the following way: by the usual P/NP (or S/U) deadline (the 25th day of instruction), the student must take a copy of the syllabus to the Office of the Registrar and file a 'Grading Variance Exception' petition.

Revised 8/04

UC POLICY ON MINIMUM CLASS SIZE

The Academic Senate Office receives a number of calls each year asking for guidance on the University's policy on minimum class size. Although this matter is not within the purview of the Committee on Courses, this information is provided here as a convenience to departments. The full account of the policy on minimum class size norms is available in President Hitch's 3/14/73 memo to Chancellors: Click here to view the memo. What follows is an excerpt of the key points.

Minimum class size norms for lower division courses: 12

Minimum class size norms for upper division courses: 8

Minimum class size norms for graduate courses: 4

Exceptions to these norms may be allowed in certain circumstances, including:

1. The course is required for the degree and cancellation would delay the graduation of students who wish to enroll.
2. The course is required for the degree and it must be offered at a specified time in order to maintain a proper sequence of courses.
3. It is a new course and the enrollment potential remains to be developed. If enrollment in a class falls below the norm for two successive offerings, it should only be offered again after review and serious consideration by the department chair.

These policies do not apply to independent study, research courses, or thesis work.

ON-LINE OR HYBRID COURSES

There is a growing interest in offering courses that use the World Wide Web and other Internet technologies. Some courses are taught entirely on-line and others are 'hybrids' or mixtures of on-line and in-class activities. In response, the Committee on Courses of Instruction has designed two additional "Learning Activity" codes to be used in course approval forms. These are WVL (for on-line activities that replace standard lectures) and WED (for on-line activities that replace standard discussions). The Committee expects that instructors will use one or both of these codes for all courses in which one or more hours/week of lecture/laboratory/discussion in one or more class sections are replaced by on-line formats. The Committee does not require the use of these activity codes if the on-line material merely supplements regularly scheduled lecture/laboratory/discussion sections.

The Courses Committee recognizes that 'on-line lecture' and 'on-line discussion' may often be inadequate (that on-line activities may do other things besides mimicking regular lectures and discussions), and we do not intend that the listed activities restrict what instructors do. But rather than add new activities, we ask that instructors select WED or WVL and then describe the activities more fully under Course Format. This description must include:

- **the nature of the activity and an estimate of the time required by a typical student to complete the activity.** This should be done for all major activities in the course.
- **instructor contact hours.** Describe how the instructor interacts with students and for how many hours per week or quarter.
- **how the course unit value conforms to University of California statewide regulation 760 (1 unit equals 30 hours of student work.)** In a 4 unit course, for example, the instructor must explain under course format how the average student will work for 120 hours (12 hours per week in a 10-week quarter).
- **grading.** The Committee requires that midterm and final examinations (generally required in all undergraduate courses) be proctored to ensure that the person taking the examination is the student receiving credit. Given current technology, this means that examinations must be given in a traditional classroom. Exceptions must assure that

examinations reflect individual student work and that a student's rights are protected under Senate Regulation 538. Describe all graded components and assign each component a percentage of the grade. Grades for on-line discussion groups will normally be based on electronically submitted materials such as homework, research papers, and participation; if the grade for participation exceeds 10% of total grade, criteria for grading participation must be described.

Faculty should be aware that the Registrar normally would not assign regular classroom space for sections with on-line learning activity codes. Furthermore, for courses without traditional lecture/discussions components, the instructor needs to coordinate with the Registrar the dates and times of any "in class" examinations. The Registrar will inform instructors within the first 3 weeks of the quarter of the room assignment(s) for the midterm examinations. Final examination times for on-line-only courses will be assigned the "TBA" time slot.

To assess the impact of on-line courses and the evaluation process, all new or revised courses with WVL and WED learning codes will be reviewed within 2 years of approval. At that time COCI will expect instructors to supply a brief self-evaluation, a peer evaluation, and summaries of student evaluations with sample comments.

The suffix "V" should be used to designate all web-based courses.

Web-based Learning Codes:

WVL - On-line lecture - a fully-integrated on-line course with interactive text, graphics and/or executable programs; on-line student access to the instructor(s); measures to assure compliance with copyright laws.

1 unit for each ~ 30 hours per quarter of both on-line interactions and related off-line activities; the overall workload should be approximately that of any corresponding off-line course.

Examinations must be in a class setting at times listed in the Class Schedule and Registration Guide; exceptions must assure that examinations reflect individual student work and that a student's rights are protected under Senate Regulation 538.

Grades may also be based upon electronically submitted materials such as homework, research papers, and general participation (not more than 10% of the total grade, unless approved by the Committee).

WED - On-line Discussion - on-line discussion groups using list-processor or moderated e-mail, news groups and/or chat rooms; on-line student access to the instructor(s); measures to assure student privacy and civility in these activities.

1 unit for each ~ 30 hours of electronic discussion group related activity.

Grades for on-line discussion groups will normally be based on electronically submitted materials such as homework, research papers, and participation.

POLICY FOR THE APPOINTMENT
OF UNDERGRADUATES AS READERS AND TEACHING ASSISTANTS

This appendix defines when and how a department may hire an undergraduate as a Teaching Assistant or Reader. Departments may not avoid the intent of this appendix by assigning the duties of a Teaching Assistant or a Reader to appointees working in other titles. For example, Readers may not be assigned leadership of Discussion Sections or laboratories; tutors and post-graduate researchers may not be assigned the duties (such as leading discussion sections or grading papers) of Teaching Assistants and Readers.

Some departments and programs occasionally find that the availability of qualified graduate students who are willing and able to serve as Teaching Assistants (TAs) or Readers has not kept pace with the growth in enrollments in certain courses. Faced with this circumstance, departments and programs may hire qualified undergraduates to fulfill these instructional duties rather than restricting enrollments in courses. **This appointment of undergraduate students to TA and Reader positions is permitted by exception to policy.**

The general merits of appointing undergraduates to instructional positions and the numbers and trends of such appointments should be monitored and reviewed periodically by the Committee on Courses of Instruction. In addition, regular reviews of individual undergraduate instructional programs should evaluate the impact of using undergraduates in instructional roles as Readers and/or TAs.

Reader

1. The hiring unit must follow a process of application and selection that is consistent with the processes for selecting graduate students for Reader positions and which gives first priority to graduate students. In addition, available Reader positions must be posted on the Graduate Studies web page and advertised in those departments/programs where qualified graduate students might be available.

2. An undergraduate must have completed the course or its equivalent for which he/she will serve as a Reader with a minimum grade of "A-". In addition, the student must have an overall GPA of 3.0 and must have attained junior status. Exceptions to these criteria may be permitted with sufficient written justification.

3. The duties, training and supervision of undergraduate Readers must generally conform to the treatment of graduate Readers. The following conditions deserve special attention in the case of undergraduates:

   a. Hiring units should establish and implement adequate training procedures for Readers. Training should include explanation of

policies concerning confidentiality of student work and grades.

b.   Undergraduate Readers must work under the direct supervision of a faculty member.

c.   Tasks assigned to undergraduate Readers must be limited to evaluating individual student performances on assignments that can be objectively evaluated based on clear scoring criteria and grading keys; such scoring criteria and grading keys should be established as written policies. Readers are not permitted to grade when such grading requires qualitative assessment of thinking or writing. Readers may not conduct scheduled lectures, discussions or laboratory sessions. Readers may not participate in the assignment of final course grades.

4. Undergraduate Readers may receive academic credit for 197T if approved by the department or program.

Teaching Assistant

1. **It is expected that the appointment of undergraduates as TAs will be approved only under rare and compelling circumstances.** The hiring unit must follow a process of application and selection that is consistent with the processes for selecting graduate students for TA positions and which gives first priority to graduate students. In addition, available TAships must be posted on the Graduate Studies web page and advertised in those departments/programs where qualified graduate students might be available. Any request for an undergraduate to a TA position must certify that the position has been broadly advertised and that no qualified graduate students can be identified for this position.

2. Undergraduates may not be appointed as TAs to replace striking graduate or other instructional staff.

3. In the event that a qualified graduate student cannot be identified for a TA position, a request for an exception to policy to appoint an undergraduate must be approved by the Academic Senate Committee on Courses of Instruction. The hiring unit must forward application materials and a request for this exception to policy to the Academic Senate Office for approval. The request must be in writing and must outline the nature of the course and the TA duties, the compelling circumstances leading to the request and the qualifications of the prospective TA. In order to ensure prompt action, the Committee has delegated authority to approve the request to the Chair of the Committee. The Committee will notify the Office of Graduate Studies when exceptions are approved.

4. An undergraduate must have completed the course or its equivalent for which he/she will serve as a TA with a grade of "A". In addition, the student must have an overall GPA of 3.5 and must have attained senior status. Students meeting these eligibility criteria normally will be approved for appointment. Exceptions to

these criteria may be permitted with sufficient written justification.

5. The duties, training and supervision of undergraduate TAs must generally conform to the treatment of graduate TAs. The following conditions deserve special attention:

   a. The Chair of the hiring unit must ensure that the duties assigned to the undergraduate TA are appropriate in light of his/her academic background.

   b. Undergraduate TAs must work under the direct supervision of a faculty member. The undergraduate must meet with the faculty member in charge of the course at least once per week to discuss problems and pedagogical issues.

   c. Undergraduate TAs must be provided with appropriate training programs such as those conducted by the hiring unit or the Teaching Resource Center. Additional training to overcome the lack of experience of the undergraduate TA must be provided as appropriate. Training should include explanation of policies concerning confidentiality of student work and grades.

   d. Course evaluations by students must be gathered for each undergraduate TA and copies of these evaluations must be forwarded to the Committee on Courses of Instruction.

   e. In accord with APM 410-20(a), undergraduate TAs may participate in grading if the instructor both establishes objective criteria and closely supervises the grading. Undergraduate TAs may not be responsible for determining the final course grades.

6. Undergraduate TAs may receive academic credit for 197T if approved by the department or program.

Approved by the Committee on Courses of Instruction
October 30, 2001

Form to Petition to Hire an Undergraduate TA

POLICY FOR THE APPOINTMENT
OF NONSTUDENTS AS TEACHING ASSISTANTS

Departments and programs sometimes cannot find sufficient numbers of qualified graduate students who are willing and able to serve as Teaching Assistants (TAs). When this occurs, departments and programs may hire qualified nonstudents to fulfill these instructional duties rather than restrict enrollments in courses. This appointment of nonstudents to TA positions is

permitted by exception to policy, and the appointment of nonstudents as TAs will be approved only under rare and compelling circumstances.

1. The hiring unit must follow a process of application and selection that is consistent with the processes for selecting graduate students for TA positions and which gives first priority to graduate students. In addition, available TAships must be posted on the Graduate Studies web page and advertised in those departments/programs where qualified graduate students might be available. Any request for a nonstudent to a TA position must certify that the position has been broadly advertised and that no qualified graduate students can be identified for this position.

2. Nonstudents may not be appointed as TAs to replace striking graduate or other instructional staff.

3. If a qualified graduate student cannot be identified for a TA position, a request for an exception to policy to appoint a nonstudent must be approved by the Academic Senate Committee on Courses of Instruction. The hiring unit must forward application materials and a request for this exception to policy to the Academic Senate Office for approval. The request must be in writing and must outline the nature of the course and the TA duties, the compelling circumstances leading to the request and the qualifications of the prospective TA. In order to ensure prompt action, the Committee has delegated authority to approve the request to the Chair of the Committee. The Committee will notify the Office of Graduate Studies when exceptions are approved.

4. A nonstudent must a) have a bachelor's or higher degree in the course's discipline or a closely related discipline; b) have completed the course or a closely related course and received a grade of B+ or higher; c) have an overall undergraduate GPA of 3.3; d) be of sufficient quality that he or she would be accepted in the department's graduate program. Nonstudents meeting these eligibility criteria normally will be approved for appointment. Exceptions to these criteria may be permitted with sufficient written justification.

5. The duties, training, and supervision of nonstudent TAs must conform to those of graduate TAs.

Petition to Hire a Nonstudent TA

UC Irvine

For the purposes of course approval, the Subcommittee on Courses (SCoC) recognizes three types of courses:

1) Traditional Course - centered on scheduled meeting times in a common physical location between instructors and students, with minimal *required* use of online tools.
2) Hybrid Course – uses scheduled meeting times in a common physical location between instructors and students and a significant fraction of *required* online tools.
3) Online Course – no *required* scheduled meeting times in a common physical location between instructors and students (though meetings at a common *time* using online tools may be required).

When submitting a course for approval, the type of course must be indicated on the Course Action Form (CAF). The CAF will be modified to include boxes marked "online" and "hybrid". Historically, approval of traditional courses by SCoC included evaluation of the distribution of time spent between various in-class meetings (lecture, discussion, lab, etc.). With the expansion of instructional modes, SCoC will also evaluate the distribution of time spent in hybrid and online courses using various online tools. Therefore, any course currently approved as a traditional course *must* be resubmitted for approval if it will be taught as an Online Course, as this represents a significant change from the original approval review. Any new course being submitted may be simultaneously evaluated for any or all three delivery modes.

The central question the Subcommittee on Courses (SCoC) asks when evaluating online and hybrid proposals is whether the quality of the proposed course is likely to meet or exceed that of the traditional version. Proposed courses that use online tools to enhance the learning experience beyond that of a traditional course are more likely to be viewed favorably.   This standard is especially important for introductory and foundational courses, where lesser quality may have a lasting impact on the students.

Responsibility for convincing SCoC that the proposed course will improve or maintain the quality of a UC education rests with the individuals proposing the action. In order to assist SCoC in its evaluation, the answers to the following questions are required:

Required Questions:

1) Has this course been approved for traditional (classroom) instruction at UCI?

2) Will the content of the online version be different from the approved course and if yes, in what ways?

3) What tools (besides student evaluations) will be used to assess the effectiveness of the course? What mechanism is in place to rapidly recognize if the quality of the course falls below that expected for a traditional course?

UCI

4) Will the enrollment cap and instructor to student ratio differ from those of a traditional course?

5) How will the faculty interact with the students (modes of interaction, time allotted for interaction, etc.)?

6) If TAs are used, how will the TAs interact with the students (modes of interaction, time allotted for interaction, student to TA ratio, etc.)?

7) How will students interact with each other (modes of interaction, time allotted for interaction, synchronous vs. asynchronous, etc.)

8) What measures will be used to ensure integrity of student work?

The following set of questions is provided as a guide to faculty in the development of the course. Answers to these questions are optional, but where faculty expect that answers to these questions will help SCoC in its evaluation, such answers are strongly encouraged.

Course Content/Mechanics:

1) What is the timing associated with delivery of course material? Will the course be taught in a cohort (students proceed through the course together) or independent study mode (self-paced)?

2) What computing and technical needs will the course have? Are resources available for the initial development of the course (faculty effort and resources for the acquisition and presentation of course content)? What percentage of the course will have to be revised each time it is taught?

3) Is there a specific problem or set of problems that online delivery is intended to address (e.g., increasing access, relieving impacted courses, reducing costs)?

4) How will this way of delivering the course change modes of learning (e.g., auditory or tactile) and affect learning experiences? If this course has a corresponding face-to-face version, please compare the two and explain the differences.

5) What specific pedagogical advantages and disadvantages will the technologically-mediated format offer?

Faculty Responsibilities:

6) Will the faculty be available on campus to answer questions face to face?

7) What training is required of and/or available to faculty assigned to the online version of the course?
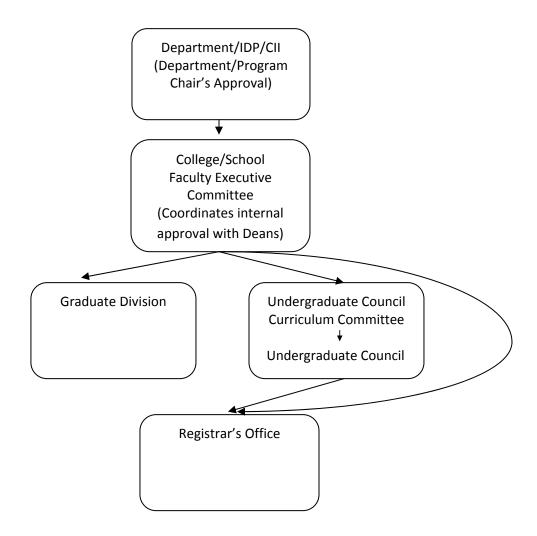
Teaching Assistant Support:

8) Will the course require TA support? If yes, which aspects of instruction will be handled by TAs and will it require specialized training for the TAs?

9) Will the TA be available on campus to answer questions face to face?

Student Assessment:

10) How will the students' work be evaluated, and what type of feedback will they receive?

UC Los Angeles

Process:

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┌─────────────────────────┐
│   Department/IDP/CII     │
│  (Department/Program     │
│    Chair's Approval)     │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│      College/School      │
│   Faculty Executive      │
│       Committee          │
│  (Coordinates internal   │
│   approval with Deans)   │
└─────────────────────────┘
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- Graduate Division
- Undergraduate Council Curriculum Committee → Undergraduate Council
- Registrar's Office

Undergraduate Courses: In accordance with the delegation of authority approved at the Los Angeles Division Assembly meeting, May 28, 1998, the College or school Faculty Executive Committees may exercise final approval authority for certain undergraduate course actions. (The FEC coordinator directs internal routing to the deans as appropriate.) After FEC approval, course requests not needing further approval are sent to the Registrar's Office. After FEC approval, concurrent courses are routed to the Graduate Division. Course requests needing further evaluation and approval are routed to the Undergraduate Council Office. For more information on undergraduate course or program approval, please refer to the "Guide to Undergraduate Course and Program Approval." For a general understanding for the routing process for evaluating proposals, please see "Procedural Manual for the Review of Proposals for Academic Programs And Units." Course Action Request Forms are submitted on-line via the Course Inventory Management System (CIMS), which is designed to be used by staff and faculty to manage the approval process for UCLA courses. Procedures and guidelines are available upon request.

UC Merced

RESPONSES FROM COMMITTEES ON COURSES

Many of the courses may be ones already approved. Do they need to be resubmitted on your campus for approval as an online course?

UCM: A course that is already approved does need to be reviewed before online delivery. In particular, there needs to be attention to the appropriateness of online delivery for a particular course, the ways in which issues of quality, security, and student contact have been addressed. Since these are qualitatively different in the remote or online environment from what they are in the traditional classroom, there does need to be some review.

There may be a request for a pre-proposal with some number of proposals selected for a full proposal. When full proposals are then presented, they will likely require some assurance that the course will meet normal course approval criteria. Should local course approval be required prior to submission, which might slow down the submission process, or can a proposal be submitted while local approval is being solicited, which might help facilitate the process?

UCM: We see no problem with local review going on at the same time as a proposal is submitted in the RFP.

How should the process of course approval for pilot courses be done so that it will not unduly create unnecessary work for local courses committees but assures both timely approval and appropriate review?

UCM: It seems to us that UCEP should create a baseline for online course approvals. Campuses would be able to add additional approvals, but at least there is consistency. Such a common framework would also facilitate cross campus proposals. If cross campus proposals are to be the norm, there needs to be one body that evaluates them.

Is there any information that should be included in the RFP related to course approval? This might include either general issues or ones specific to your campus.

UCM: The RFP should ensure that proposals address certain key questions: how UC quality is maintained in the online environment, including what provisions are in place to ensure security; how students will interact with instructors (both frequency and types of interaction).
Additional Feedback

UCR: Finally, we suggest that the number of courses to be piloted in this program be kept modest, so that campus course approval committees not be overburdened with scrutinizing courses that may or may not ever be offered. This project can function simultaneously as a pilot for the approval of universitywide online courses, which may prove useful if online instruction is to proliferate at UC in the future.

UCSD: Policy does allow real-time distance learning under the conditions specified in the linked document.
http://www-senate.ucsd.edu/committees/CEP/PolicyChanges/DistanceAndOnlineInstruction.htm

UCM: Campus approval of online courses. Merced Undergraduate Council will develop an approval procedure for campus-based online courses once the appropriate approval body has determined the minimum criteria.

There are some additional comments and concerns that need to be addressed before developing online courses. These have to do with other aspects of the university: teaching evaluations, workload issues and adequate support to develop these courses.

• A common framework is also needed to establish a minimum standard for evaluation. There is some concern that student outcomes might be less in online courses than for conventional classroom instruction, for example, the report suggests the percentage of online students failing to finish their coursework is fairly substantial. The details of implementing online instruction may take more time to figure out than preparing a standard lecture. Establishing some minimal guidelines on both teaching evaluations and accounting for this expected increase in workload would be helpful for faculty considering this option.

• A thorough discussion needs to occur on how the offering of online courses affects campus culture. For example, if a faculty member opted to offer all of his or her typical workload as online classes, would that count the same as conventional instruction delivery? Would that faculty member be required to come to campus regularly? For students, extra- and co-curricular experiences that are closely tied to successful undergraduate retention and degree completion, how will online education duplicate that experience?

• Online education may change the demographics of UC. While online instruction will enable some currently underserved groups -- particularly working adults -- to access a UC quality education, we need to also understand how it might or might not serve traditional aged undergraduates, particularly those who are first generation college students, before widespread implementation.

• The RFP should also address the disparity in available resources between campuses to develop effective online courses, particularly in terms of pedagogical and IT support. In particular, of concern is if all campuses have blogging, wiki, and portfolio functions necessary to support such a course. One way to address this to provide funds for campuses without sufficient IT and pedagogical support to use these services on other campuses. Another way would be to develop systemwide support available to all campuses.

• In addition to supporting these courses, infrastructure is necessary for marketing, administration, and development of online course/degree programs. It is not clear that a scale-up model has been carefully considered with respect to the additional resources needed at each campus. On the other hand, if these are developed on each campus there is the potential duplication of effort across campuses that would likely result in untenable inefficiencies.

Relevant Course Approval Information Not Available

UC Riverside

ONLINE EDUCATION INITATIVE

RESPONSES FROM COMMITTEES ON COURSES

Many of the courses may be ones already approved. Do they need to be resubmitted on your campus for approval as an online course?
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UCR: Even when a given course has already been approved in a regulate classroom format the new online version should go through the approval process. This is because the class activities and evaluation procedures will necessarily be different in an on-line course and should therefore require approval by the appropriate Senate committee.

There may be a request for a pre-proposal with some number of proposals selected for a full proposal. When full proposals are then presented, they will likely require some assurance that the course will meet normal course approval criteria. Should local course approval be required prior to submission, which might slow down the submission process, or can a proposal be submitted while local approval is being solicited, which might help facilitate the process?

UCR: We feel that a program of UC-wide online courses should be able to rest on a measure of trust among the various campuses. For this reason, we feel that a proposed course should be approved by the relevant courses committee of the campus where the instructor proposing the course is employed. These courses should not be required to seek approval from all campuses whose students will be allowed to enroll. One UC Senate approval process should be sufficient. (A parallel situation that UCEP might examine is that of the Education Abroad Program, which has had a UC-wide approval process for decades. In this case, since the universitywide administration of EAP is located near the UCSB campus, the approval of courses taken by UC students in the EAP programs abroad is overseen by the UCSB committee responsible for approval of courses. All UC campuses recognize the courses so-approved and credit them to their students' UC campus transcripts .)

How should the process of course approval for pilot courses be done so that it will not unduly create unnecessary work for local courses committees but assures both timely approval and appropriate review?

UCR: In the case of a pre-proposal program for the pilot, we would not favor asking courses committees to consider pre-proposals for likely approval. However, once the final proposals are submitted we would be willing to participate in an approval process that ran parallel to the consideration of these proposals, thus expediting approval for whichever final proposals are accepted for implementation.

Is there any information that should be included in the RFP related to course approval? This might include either general issues or ones specific to your campus.

UCR: It would be helpful if the RFP were to state that course approval through the usual Senate channels will be required before any successful proposal could be implemented. If known, the procedures for such approval (for example, if at the proposer's campus only; if parallel to the vetting process for the proposal for the pilot program) should be mentioned. Perhaps it would also be important to specify that proposals of pilot courses should clearly state the proposed unit credit for the course, along with the proposed activities (i.e., hours of group and individual study) and evaluation mechanisms, as well as prerequisites and other relevant information.

Alternatively, the proposal might be required to include a write-up (as required on the proposer's campus) of the course for approval in the normal way.

Additional Feedback

UCR: Finally, we suggest that the number of courses to be piloted in this program be kept modest, so that campus course approval committees not be overburdened with scrutinizing courses that may or may not ever be offered. This project can function simultaneously as a pilot for the approval of universitywide online courses, which may prove useful if online instruction is to proliferate at UC in the future.

Process:

8.10.1
This committee consists of a minimum of eight members, normally with at least one member representing each of the areas: humanities, social sciences, biological sciences, and physical sciences, and each of the colleges/schools. One member of the Committee on Courses is also a member of the Committee on Educational Policy. (Am 22 May 86)(Am 25 May 95)(Am 30 Nov 2010)

8.10.2
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 has authority for approval of associate-instructors for upper-division and graduate courses, and for instructors of University Extension courses numbered below 200. The committee will report its actions to the next regular meeting of the Division. (Am 28 May 81)(Am 30 Nov. 2010)

8.10.3
By a petition signed by any five voting members of the Division, all matters concerning the approval or disapproval of courses may be referred to the Division for final action. In conformity with Bylaw 6.1, the petition shall then be placed on the agenda of the next meeting of the Division. Pending consideration by the Division, the filing of a petition shall not affect the status of any approved course. Nor shall the disapproval of any course by the Division affect the status of any approved course in which instruction is currently being offered. (En 28 May 81)

8.10.4
The committee shall, after consultation with the department(s) concerned, have the authority to delete any course which has not been offered for four consecutive years. (En 30 May 85)

GUIDELINES FOR REMOTE LEARNING COURSES

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.

Proposed 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 week[1].

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

All remote learning courses shall be distinguished by the suffix "@". For courses having standard and RL offerings, both course descriptions should include the appropriate retake and no duplication of credit policies.

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 by the Committee on Courses even if there is an approved traditional course with the same syllabus.

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

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[1] This definition parallels the one used at UC Berkeley.

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.

Given the absence of generally-accepted best practices for remote instruction, the Committee on Courses may opt to initially approve a course 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 components[2], 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.

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[2] In contrast with laboratories whose very nature is computer-based

UC San Diego

CEP Policy on Remote and Distance Instruction

REMOTE INSTRUCTION

All courses offered at UCSD should meet the same high standards in terms of the educational experience they offer to students regardless of the mode of instruction. Hallmarks of these standards include active engagement of a qualified instructor who has significant expertise in the subject of the course, regular interactions between the instructor and students, and a means for students to periodically assess their progress towards achievement of course learning goals. Courses may be offered at UCSD that meet these standards by employing (primarily or exclusively) online modes of instruction. For the purposes of this policy, such "remote instruction" courses will be defined as those in which the full class meets in person for less than one hour per week for instruction (excepting Special Studies courses and courses focusing on fieldwork taking place off campus). Please note that all courses, including those employing remote instruction, must be available to all students, including those with disabilities.

A. POLICIES FOR REMOTE INSTRUCTION COURSES

1. Remote instruction courses satisfying requirements for B.A., B.S., M.A., M.S. and Ph.D. degrees must be proposed and taught by Senate faculty. However, the Undergraduate Council and Graduate Council will consider requests for exceptions to this restriction on a case by case basis from departments that believe they have an exceptionally well-qualified instructor for a remote instruction course who is not a Senate faculty member.

2. Remote instruction courses must bear the letter R at the end of the course code, and proposals for such courses must be accompanied by a supplementary statement addressing each of the points listed below. For a course that is already offered at UCSD in a conventional (non-remote) format, a new course proposal must be submitted for the remote version (e.g. to offer BILD 1 using remote instruction, Biology would have to propose a new course, BILD 1R).

3. Remote instruction courses will be approved initially for up to three offerings of the course. *(Note: All courses proposed by non-Senate faculty may only be approved for a one-year period.)* Continuation of the course beyond three offerings will require submission of a proposal for permanent approval, which must be accompanied by the results of an assessment of the course's effectiveness. Guidelines for assessment are available upon request from the Office of the Associate Vice Chancellor of Undergraduate Education.

4. All campus policies and regulations for courses and instruction (registration deadlines, academic integrity, etc.) that apply to conventional courses also apply to remote instruction courses.

B. SUPPLEMENTARY INFORMATION FOR REMOTE INSTRUCTION COURSE PROPOSALS

1. In the absence of regularly scheduled meetings of students with the instructor in a single classroom, how will course content be delivered to students?

2. Students must have the opportunity to interact regularly with their instructor, teaching assistants (if applicable), and other students, e.g. to ask questions and exchange ideas. How will this be achieved?

    Please include in your answer to points 1 & 2 above an explanation of the technologies to be employed and include a statement from Academic Computing and Media Services (ACMS), or other responsible campus organization, ensuring the availability of this technology or committing the resources to obtain it. Also explain how you will ensure that all students understand and have access to the technology needed for full participation in the course, including students with disabilities. Guidance on disability accommodation in an online learning environment can be obtained from ACMS.

3. Remote instruction creates different expectations for teaching assistants (TAs) compared to conventional courses. If the proposed course will involve TAs, how will they be trained to serve their intended role?

4. Please explain how students will be able to assess their progress in the course as it proceeds.

5. Remote instruction courses raise heightened concerns about academic dishonesty. What graded work will be required of students and what measures will be taken to minimize the opportunity for academic dishonesty in completing this work? For example, if the course employs online exams or quizzes, how will you ensure that the enrolled student is the one taking the test and that unauthorized aids are not used? Alternatively, will proctored, in-person exams be given and what choices will students have regarding where and when they can take them?

DISTANCE INSTRUCTION

The Committee on Educational Policy (CEP) has established a minimum set of academic and technical standards for distance instruction, defined here as a course taught in a conventional manner with some or all of the students participating from a location outside of UCSD, but connected to the instructor and classmates via a synchronous, two-way video and audio link. The requirements below apply to students participating in the course from outside of UCSD. Essentially, the experience for students at all sites must be comparable.

A. TECHNICAL STANDARDS FOR DISTANCE INSTRUCTION COURSES

1. Students must be able to both see and hear the instructor and the instruction materials (chalkboard or whiteboard, computer slides, experimental setups, etc.) with sufficient fidelity that no significant information is lost.

2. Students must be able to interrupt instruction in an appropriate and effective way in order to ask questions. Student should also be able to hear questions asked by students in the host facility and the instructor's answers.

3. Students must be able to participate in all classroom discussions.

B. ACADEMIC STANDARDS FOR DISTANCE INSTRUCTION COURSES

1. Examinations must be held at all sites simultaneously, with an appropriate proctor at each site.

2. Assignments must be marked and returned to students at all sites on the same timetable.

3. Instructors must make office hours available for students at all sites and ensure that students who may be participating in the course at an off campus location are not at a disadvantage in getting their questions answered.

The ability of students to effectively participate in the classroom experience is mandatory for a course approved for distance instruction. Courses made available to students in off-campus sites may only be taught in facilities capable of sustaining a synchronous, two-way video and audio connection between the UCSD and off-campus sites. ACMS can provide an updated list of UCSD facilities equipped to provide such a connection.

Requests to offer distance instruction courses will be reviewed and approved, as appropriate, by the Graduate and Undergraduate Councils. The Graduate and Undergraduate Councils will track and may assess courses requesting distance instruction.

Approved by the Committee on Educational Policy on July 13, 2011.

UC Santa Barbara

June 23, 2011

To: David Kay, Chair
        University Committee on Educational Policy

From: Tania Israel, Chair
        Undergraduate Council

        Thomas J. Even, Chair
        Committee on Undergraduate Academic Programs and Policy, UCSB

Re: Review of Courses Proposed for UC Online Instruction

The Santa Barbara Division's Undergraduate Council (UgC) and its Committee on Undergraduate Academic Programs and Policy (CUAPP) developed guidelines regarding the approval of online courses, which have been distributed to all UCSB faculty. The UgC also created the following interim guidelines to be followed when submitting requests for provisional approval of courses to be offered in conjunction with the UC Online Education Pilot Project. These guidelines are subject to revision based on evaluation of the Pilot Project and other relevant research on online instruction.

Any existing or new UCSB course for which online instruction is proposed to replace in-class instruction will require final approval by CUAPP prior to being offered. Online courses will be differentiated from existing courses by alternate coding (e.g., GEOG 12-O). Online course approvals will be provisional (maximum of two offerings). Requests for renewed approval by CUAPP should be accompanied by assessment data gathered within the context of the UC Online Education Pilot Project. In addition to submitting a course request via UCSB's current on-line Master Course Approval (MCA) system, supplemental narrative information will be required for each online course to be considered. This documentation will be submitted to the relevant Faculty Executive Committee (FEC) and CUAPP simultaneously and should include the following:

  a. Contact information for the instructor, department chair, and departmental undergraduate advisor, as well as any UCOP point person.
  b. A proposed or existing syllabus for the course and the url for the course website (if it exists at that time).
  c. An estimated accounting of the time students will spend engaged in each type of activity during the course, such as on-line lectures, on-line discussion, chat room participation, "office hours," reading, writing, labs, other forms of study, and preparation for exams. The attached template may be used for submitting this information.
  d. Evidence that the proposed instructor has an adequate understanding of effective online instruction and the ability to apply it to course development and delivery.
  e. A statement indicating that the course will be taught in accord with the instructional periods established by the Academic Calendar and will follow the standard pace for traditionally offered UCSB courses.
  f. A description of the proposed plan for evaluation of the online course.

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g. If online methods for high-stakes testing (e.g., final exams) are proposed, a statement regarding how academic integrity will be maintained.
h. Verification that the resources exist or will definitely be acquired to support implementation and maintenance of the on-line component, including sufficient support and tutoring for students.

Note: If the course is currently being offered as a GE course on the UCSB campus, we would not need to review its GE status; however, if the course has another campus as its home base and is being put forward as a GE course at UCSB, we would need to see an additional GE proposal, following our usual procedures.

Cc: Henning Bohn, Chair, Academic Senate
        Deborah Karoff,

Uniting Worksheet

Please note that this worksheet is designed to help analyze the number of hours of work associated with courses.

	Hours Per Quarter		Hours Per Week
Student Contact Per Week			
Lecture			
Discussion Section			
Labs			
Experiential Learning (Service learning, internships, other)			
Field Trips/Site Work			
Total Student Contact Hours			
Out-Of-Class Hours Per Week			
General Review and Preparation			
Reading			
Group Projects			
Preparation for exams:			
Quizzes			
Midterm(s)			
Final			
Information/Computational Literacy Exercises			
Written Assignments			
Research Activity			
Other			
Total Out-Of-Class Hours			
Total Hours Per Week			

UC Santa Cruz

ONLINE EDUCATION INITATIVE

RESPONSES FROM COMMITTEES ON COURSES

Many of the courses may be ones already approved. Do they need to be resubmitted on your campus for approval as an online course?

UCSC: Yes. UCSC students cannot receive credit for an on-line version of a previously approved course without the approval of our committee.
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There may be a request for a pre-proposal with some number of proposals selected for a full proposal. When full proposals are then presented, they will likely require some assurance that the course will meet normal course approval criteria. Should local course approval be required prior to submission, which might slow down the submission process, or can a proposal be submitted while local approval is being solicited, which might help facilitate the process?

UCSC: In theory, we would not object to the simultaneous submission of proposals to UCEP and our committee, as long as the local review process is not short-circuited and it does not place an unreasonable burden on our committee.

How should the process of course approval for pilot courses be done so that it will not unduly create unnecessary work for local courses committees but assures both timely approval and appropriate review?

UCSC: Unlike many of our sister campuses, UCSC does not have a separate committee on courses; we are therefore concerned about the potential impact this pilot program on our workload. To facilitate the review process, a completed UCSC on-line course approval form should accompany each on-line course proposal submitted to UCEP.

Is there any information that should be included in the RFP related to course approval? This might include either general issues or ones specific to your campus.

UCSC: We encourage UCEP to include a brief summary of campus specific guidelines for on-line courses in the RFP as well as copies of the on-line course approval forms required by each campus. To be favorably reviewed by our committee, on-line course proposals must clearly explain how the individual work of students will be assessed. We also require at least some in-person contact between the instructor and students during the term. Our campus initially grants one-time approval for on-line courses. Credit for future offerings of the course is contingent on a positive follow-up review by our committee.

Dates:

Program Statements
2011-12 online General Catalog   12/1/2010   12/8/2010   1/5/2011

Spring 2011
Late Additions to Schedule   1/31/2011   2/7/2011   2/14/2011

Fall 2011
Schedule of Classes   1/31/2011   2/7/2011   2/14/2011

Course Manuscripts
2010-12 Online General Catalog
Updates   1/31/2011   2/7/2011   2/14/2011
begin review

Course Approvals
2011-12 Online General Catalog   1/31/2011   2/7/2011   2/14/2011

Faculty Lists
2011-12 General Catalog   3/31/2011   4/7/2011

Fall 2011
Late Additions to Schedule   8/1/2011   8/8/2011   8/15/2011

Location:

Department forwards form to the appropriate division before the deadline set by the Committee on Educational Policy (CEP)

Submission Instructions:

Overview of Course Approval Process

1. Instructor or department initiates course.
2. Instructor or department attaches a completed supplemental
   sheet for new courses, major revisions, courses changing
   from one to two quarters, courses changing from lower
   to upper division (or vice versa) or to the graduate level.
   Separate supplemental forms are required for undergraduate
   and graduate courses. Disciplinary Communications (DC)
   courses require a completed Disciplinary Communications

Statement Form.
3. Department chair reviews and signs form (provost for colleges, dean for division courses). Department keeps copy of form and photocopy of supplemental sheet.
4. Department forwards form to the appropriate division before the deadline set by the Committee on Educational Policy (CEP) and the Graduate Council. Colleges send form to the Dean of Undergraduate Education's Office. For Summer Session-only courses, department forwards form to the Summer Session Office.
   Division dean checks completeness of form and whether adequate resources are available.
5. Dean signs form and forwards to the publication editors, Office of the Registrar.
6. Publications editors submit form to CEP or Graduate Council for review and signature.
7. Publication editors enter approved courses in database and maintain original records.
8. Course description is printed in the *General Catalog* or in the subsequent publications update in the *Schedule of Classes*.
9. Student-directed seminars also require a student-directed seminar supplemental sheet, a letter from the faculty sponsor describing his or her involvement in the course, and copies of narrative evaluations of the apprentice teacher.